# Melrose High School

Network: South Canberra/ Weston

# Impact Report 2019

## The purpose of this document

This document flows directly from our Action Plan for 2019 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

## Our school's contribution to whole-of-system Strategic Indicators

### Education Directorate Strategic Indicator 2018-2021

*To promote greater equity in learning outcomes in and across ACT public schools*

In 2019 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Increase growth in writing
- Increase growth in numeracy for all students

### Education Directorate Strategic Indicator 2018-2021

*To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.*

In 2019 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Increase growth in writing
- Increase growth in numeracy for all students

### Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

In 2019 our school supported this Strategic Indicator through – Priority 3 (see reporting for detail):

- Students are engaged in a positive and respectful learning culture

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

# Reporting against our priorities

## Priority 1:    Increase growth in writing

### Targets or measures

By the end of 2023 we will achieve:

- Increased Year 7 average NAPLAN writing growth score to 45 points
- Increased Year 9 average NAPLAN writing growth score to 45 points

In 2019 we implemented this priority through the following strategies.

- The Writing Project

- PLC support for teacher development

- Personalised learning

- Data informed practice

*Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.*

### *Student learning data*

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| Increase Year 7 growth in Writing to 45 on NAPLAN average scores | 29.11 | 42.2 | | | | |
| Increase Year 9 growth in Writing to 45 on NAPLAN average scores | 29.11 | -11.5 | | | | |

### *Perception Data*

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| 70% of students agree that teachers provide useful feedback about their work | 59% | 43% | | | | |
| 85% of staff agree that teachers use testing results to inform planning | 49% | 48% | | | | |

### *School program and process data*

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| School wide awareness of writing strategies (Qualitative data analysis) | Identify personal and school wide strategies | Provided PL through ESO to review and improve writing strategies within each learning area | | | | |
| | | | | | | |

## What this evidence tells us

- Results from 2019 indicate that we are well on track with Year 7 students average growth in writing. There may be a range of factors in this including but not limited to Thinking Carnivals and the transition process (including data and feedback from cluster primary schools). Results also indicate an issue within the Year 9 cohort which was represented in other 2019 data (internal moderation task showed that 68% of Year 9 students were at or above standard and this was matched by PAT testing which showed the same data quantum at 64% and 65% for numeracy results).
- Exit poll data from a significant number of year 9 students after the test indicated that they did not make a serious attempt at the test. Many wrote one off-topic sentence as a protest to having to do NAPLAN and some submitted the test paper blank. Teachers reported a very pronounced disengagement of Year 9 students during the NAPLAN online testing and some interruptions with the network. However, writing data over time presents as an area for development in teaching toolkits across the school.
- We are now utilising PAT and COGAT data more and more in addition to NAPLAN. The main reasons for doing this is to capture data from Year 8 and Year 10 as well as a greater capacity to test more than once a year.
- Continued focus through all learning areas will be a feature of the 2020 plan as well as a greater emphasis on Year 9 motivation and the capacity for the PLC to utilise the cross-referenced data more often.

## Our achievements for this priority

**Establishment of whole school approach to develop equitable development of student outcomes and growth in writing**

- Clarified data from PAT (almost whole of Year 7 tested) and NAPLAN testing
- Data informed practices emerging
- MACQLit Strategies to support identified students


**Writing Project PLC undertaken with all Learning Areas represented**

- Thursday afternoon PLC on writing every Thursday
- Melrose High Toolbox to support writing visible for staff, students and families
- PLC sharing across whole staff on best practice

**Data banks**

There are now multiple testing points including NAPLAN and PAT data that are developing a clearer picture of the need and potential strategies. We have also developed a differentiation checklist for all teachers which include suggested adjustment to support writing development

**School Approach to Improving Writing Data:**

**The Writing Project:**

This year we have had a PLC focused on The Writing Project. This PLC has been informed by Sheena Camera and Louise Dempsey's *The Writing Book* and *The Oral Language Book* and associated Professional Learning. It has also been informed by Dr Rosie Kerin's work and workshops on *Writing Across the Curriculum*. This team have worked on building student writing skills in all faculty areas through implementation of:

- low stakes writing

Analysis → Priorities → Strategies → Actions → Impact (for student)

- work banks
- subject specific vocabulary building
- command terms definition and use
- development of the Melrose Toolbox.

The Melrose Toolbox is the reformed version of the school's style guide. This is an online resource which provides students with support, scaffolds and exemplars for writing. Both staff and students have been using this to improve student writing across the school.

**Homework Club:**

The school runs a homework club twice a week, with a selection of dedicated teachers and, in semester 2 2019, parents with WWVP clearance. Students can access targeted support with staff at this to support them with their writing as well as other skills.

**English Curriculum:**

The English faculty runs targeted units in Year 7&9 English on Text Types with a focus on the writing conventions for the three text purposes (to entertain, to persuade and to inform). Students engage in a moderation writing task and are provided with feedback on this. Students are given opportunities to reflect on this feedback and set learning goals for improvement.

**MACQLIT:**

All students are screened using PAT testing, with Towere as a follow up test to identify with targeted students. Students with low reading skills are provided with MacqLit intervention. Reading intervention improves all student literacy including writing skills.

Challenges we will address in our next Action Plan

- Data wall

  > Develop easier access for all staff to pertinent student data
  > Embed and evaluate differentiation strategies through Google Sheets
- Provide a writing growth analytic for Executive planning sessions

**Analysis → Priorities → Strategies → Actions → Impact (for student)**

## Priority 2:   Increase growth in numeracy for all students

### Targets or measures

By the end of 2023 we will achieve:

- Increased Year 7 average NAPLAN numeracy growth score to 47 points
- Increased Year 9 average NAPLAN numeracy growth score to 50 points

In 2019 we implemented this priority through the following strategies.

- Teacher collaboration and Professional Learning

- Response to intervention through GriN

- Data informed practice actions

*Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.*

*Student learning data*

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| Increased Year 7 average NAPLAN numeracy growth score to 47 points | 29 | 52.6 | | | | |
| Increased Year 9 average NAPLAN numeracy growth score to 50 points | 43 | 14.4 | | | | |

*Perception Data*

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| 85% of students agree/strongly agree that: "My teachers motivate me to learn" | 65% | 58% | | | | |
| 85% of students agree/strongly agree that "My school gives me opportunities to do interesting things." | 73% | 63% | | | | |

*School program and process data*

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| Identifying numeracy strategies across all faculties – Google Survey (Qualitative data analysis) | Developed in 2020 | Provided PL through ESO to review and improve numeracy strategies within each learning area | | | | |
| | | | | | | |

## What this evidence tells us

- Results from 2019 indicate that we are exceeding Year 7 students average growth in numeracy with this cohort. There may be a range of factors in this including but not limited to Thinking Carnivals and the transition process (including data and feedback from cluster primary schools). Results also indicate an issue within the Year 9 cohort which showed very minor growth in numeracy growth in NAPLAN.
- Again, we are utilising PAT data which allows more tracking over time and the capacity to review results in Year 10. An "O" Week focus including testing will be implemented in 2020 for all 4 year levels.
- We need to review the trend over time and see what, if anything, can be remedied in the same vein as the Writing Project.

## Our achievements for this priority

**RTI- GRiN Model**

- Teachers trained and line allowance allocated to run GRiN with underperforming students
- Operational licensing for GRiN completed


**Data PLC Established**

- KPI's and data collection, management and storage plan developed
- Clear data sets ready and available on numeracy, literacy and wellbeing
- Plan for and presentation of data to School Board complete
- Plan for and presentation of data to school community at the Teaching and Learning Expo complete

**Transition of Year 7**

**School Approach to Improving Numeracy Data:**

**Whole School Numeracy:**

We have trialled a numeracy support program this year targeting students with significant gaps in their numeracy skills. This program models the GRiN program offered through Monash University and staff will be formally trained in 2020/2021.

The whole teaching staff participated in TQI accredited workshops about the general capabilities (including numeracy) to look at how to address and improve numeracy across the school. This will be further explored through planned PL in January.

**Homework Club:**

The school runs a homework club twice a week, run by a selection of dedicated teachers. Students can access targeted support with staff at this to support them with their numeracy as well as other skills.

**Maths Curriculum:**

Through use of onbalance assessment, students are given a more broad opportunity to demonstrate their numeracy skills as more opportunities to improve individual skills.

Maths tutoring is offered by the maths faculty all lunchtimes, via a booking system.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

## Challenges we will address in our next Action Plan

- GRiN Growth data

  > Review GRiN progress
  > Analyse gaps as evidenced through MathSpace and GRiN to establish other methods of support
  > Develop focused GRiN Year 9 program
- Triangulated numeracy data

  > Compare and align PAT numeracy, NAPLAN and GRiN data and present to staff, Board and School Community
- Disaggregate data to scan for equity issues

  > Triangualted data disaggregated
  > Focus on Year 9
- Review and analyse BSSS data

  > Review longitudinal performance in Year 11 and 12 of MHS students to engineer supports from the beginning of Year 9

**Analysis → Priorities → Strategies → Actions → Impact (for student)**

## Priority 3:   Students are engaged in a positive and respectful learning culture

### Targets or measures

By the end of 2023 we will achieve:

- 90% of students receive "consistently" (highest level) for: "Effort in Learning Area" and "Works Cooperatively" on semester reports.
- 85% of students achieve at or above expected grade level - Level 5 for Year 7 & 8 & Level 6 for Year 10 on the *Personal and Social Capability* (ACARA).

In 2019 we implemented this priority through the following strategies.

- Teacher collaboration

- Teachers engage in consistent approaches for behaviour management and student engagement

- Response to intervention is used to close and extend gap

- Positive Behaviours for Learning supports teachers and students to more consistent student management

- Data informed practice actions

*Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.*

### *Student learning data*

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| 90% of students receive "consistently" (highest level) for: "Effort in Learning Area" and "Works Cooperatively" on semester reports. | Developed in 2020 | | | | | |
| 85% of students achieve at or above expected grade level - Level 5 for Year 7 & 8 & Level 6 for Year 10 on the *Personal and Social Capability* (ACARA). | Developed in 2020 | | | | | |

### *Perception Data*

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| 50% of students agree/strongly agree that: "Student behaviour is well managed at my school". | 29% | 17% | | | | |
| 75% of students agree/strongly agree with the statement: "My school takes students opinions/concerns seriously." | 50% | 44% | | | | |

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

*School program and process data*

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| The introduction of PBL has reduced out of school suspensions by 20% compared to T2-4 2018 | 5% of students have had suspensions in Sem 2 2018 | 6% of students have had suspensions in Sem 2 2019 | | | | |
| 75% of staff agree/strongly agree that Melrose has Shared Values & Approaches | 65% | 63% | | | | |
| 100% of staff agree/strongly agree with that Melrose has an Academic Emphasis | 80% | 82% | | | | |
| 75% of staff agree/strongly agree with that Melrose has positive Professional Development practices. | 67% | 74% | | | | |
| 75% of staff agree/strongly agree with the statement: "Staff get quality feedback on their performance." | 53% | 61% | | | | |

## What this evidence tells us

- From the school program data there is a small amount of positive growth in perception data with staff. As we are commencing PBL with an array of baseline data, these results are indicative of initial whole school and team reflections on the process thus far.
- The most challenging data is the perception data from the students with a significant drop in their agreement with behaviour being well managed. It is a developmental goal to also assess the number and percentage of students who remain neutral on this Lickert scale.
- By also gathering data from General Capabilities (Personal and Social Capability) we will have an ongoing assessment of moderation and development strategies.
- Suspensions increased in 2019 in keeping with establishing the boundaries and community expectations for behaviours in the school. The semester 2 timeframe was chosen as the move to the new SAS system was most accurate after implementation and adjustments in Semester 1 2018

## Our achievements for this priority

- **Implementation of PBL**

  > Assessment and survey of staff, students and community readiness was positive and the information and development of understanding with parents has been very good thus far. Great acceptance from the School Board during their briefing
  > Accuracy of data has improved

- **Data focused on student presenting behaviours**

  > Assessment and review of the Student Engagement dashboard is underway. This led to investment in sensory bags within all classrooms to allow for diversionary strategies in response to general classroom anxiety.

**Analysis → Priorities → Strategies → Actions → Impact (for student)**

- **PBL teams established and Professional Learning Plan established**

    > The teams and faculty representatives have applied to be part of the PLC and the strategy, plan and professional learning for staff has run in 2019 and is scheduled for 2020. Students have been briefed through Year meetings and have had input into the process of signature behaviours.

- **School wide publication of signature behaviours**

    > All classrooms teachers have not only published signature behaviours in classroom spaces but have worked with students on workshopping understanding of practical implications in those classrooms. There has also been preliminary work conducted on shared and public spaces and there is a foundation understanding of the application of shared behaviours in particular places on the playground, corridors etc.

- **ALL classrooms have sensory kits to assist in reducing anxiety-based behaviours and aid in engagement**

- **Roll call changed to check in**

## Challenges we will address in our next Action Plan

**Continued embedding of PBL strategies**

- Strategies and application of workshopped understandings for all shared and public places. A fully negotiated and workshopped understanding of applied positive behaviours in attendance to the school site. NB Mawson is not part of the campus.
- Methods and procedures to differentiate the approach with special needs, EALD and ATSI students and families.
- Diversity and the application of PBL to the LGBTQI community investigated and consulted with staff.

**"O" Week to embed principles with teachers and students**

- PBL and other workshops run for all year groups during O Week
- New staff inducted as well as new students
- Handbook to support the week reviewed and published for 2021

**Further data captured from General Capabilities assessment**

- Reporting and data capture reviewed and presented to the School Board in term 2
- Continue the data PLC to present data in more meaningful ways to the school community

**Analysis → Priorities → Strategies → Actions → Impact (for student)**