

# Melrose High School

Network: South/Weston

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## School Improvement Plan 2019-2023

## The purpose of school improvement planning

This plan establishes a strong improvement agenda to be driven by school leaders over the next five years. It was informed by the Directorate's Strategic Plan and system-level and school-based analysis of multiple sources of evidence including our School Review findings. Analysis of these multiple sources of evidence is supported by an annual provision to each school of a data summary as a key enabler of our improvement planning and implementation.

Each school undertakes a school review as an integral component of in its five-year improvement planning cycle. The reviews are an important part of how the Directorate supports and monitors school improvement. Reviews provide schools with quality and independent feedback, tailored to the school's context. Each school is reviewed at least every five years, providing valuable opportunities for self-reflection, planning and improvement. The school improvement planning process is below. This representation is used in the footer of all school-based improvement documents to indicate the stage of planning or implementation.

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

Our school improvement planning is grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit five-year targets for improvement have been set and will give life to monitoring, evaluation and communication of progress to teachers, families and students.

## Our school's improvement agenda positioned within the Directorate's Strategic Plan

### Vision

Directorate's vision: We will be a leading learning organisation where people know they matter.

School's vision: The school community's vision is of a school as a place of learning supported by safe and respectful behaviours. We are a learning organisation that personalises learning and we work alongside students to support them in developing their 21<sup>st</sup> century skills so that they are critical thinkers, problem solvers and future focussed learners and leaders.

### Mission

Directorate's mission: We develop and deliver educational services to empower each child and young person in the ACT to learn for life.

School's mission: We deliver and develop educational services through explicit instruction so students can build foundation skills and by providing inquiry-based learning so that students can develop their 21<sup>st</sup> century skills. Through diversified pathways and student directed learning there is real world connectedness, community engagement and student agency.

### Values

Directorate's Values: Respect, Integrity, Collaboration, Innovation.

School's values: Melrose High School's values of RESPECT are outlined in Signature Behaviours for our school community.

## Education Directorate's Strategic Goals for 2018-2021

- Schools where students love to learn
- Investing in early childhood
- Evidence informed decisions
- Learning culture
- United leadership team

## Education Directorate's Strategic Indicators for 2018-2021

- To promote greater equity in learning outcomes in and across ACT public schools
- To facilitate high quality teaching in ACT public schools and strengthen educational outcomes
- To centre teaching and learning around students as individuals

*The Directorate annually publishes progress against its strategic indicators. Our school's contributions to these strategic indicators are detailed in our annual Impact Reports.*

## Multiple sources of evidence

Evidence informing this School Improvement Plan includes:

- analysis of system-level data
- analysis of school-based evidence over time (past 4/5 years)
- recommendations from School Review

## Our improvement priorities

### Priority 1: Increase growth in writing for all students.

Through access to diversified learning pathways, increased student agency and community engagement students are engaged in real world learning that supports them to know and understand the purpose of writing, develop the skills to correctly structure and adapt their writing for different text types, purposes and audiences.

#### Targets/Measures to be achieved by 2023

##### *Student learning data*

**Target or measure:** Improve average growth score for Year 7 Writing to 45 points by 2023

**Source:** NAPLAN data

**Starting point:** Average for previous three years is 29.11

**Target or measure:** Improve average growth score for Year 9 Writing to 45 points by 2023.

**Source:** NAPLAN data

**Starting point:** Average growth for previous three years is 29.1%

##### *Perception data*

**Target or measure:** 70% of students agree/strongly agree that: "My teachers provides me with useful feedback about my school work."

**Source:** Annual Student Satisfaction Survey

**Starting point:** Average for previous three years is 59%

**Target or measure:** 85% of staff agree/strongly agree that: "Teachers at this school use results from system testing and system processes to inform planning".

**Source:** Annual Staff Satisfaction Survey

**Starting point:** Average for previous three years is 49%

##### *School program and process data*

**Target or measure:** All staff will have strong awareness of school-wide writing strategies.

**Source:** School PL, observations, coaching, mentoring & PLC process

**Starting point:** Identification and embedding of writing strategies across all faculties determined through school based google survey.

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

Through access to diversified learning pathways, increased student agency and community engagement students are engaged in real world learning that supports them to know and understand what it means to be numerate and how to apply these skills in the real-world context in a wide range of situations.

### Targets/Measures to be achieved by 2023

#### *Student learning data*

**Target or measure:** Improve average growth score for Year 7 Numeracy to 47 points by 2023

**Source:** NAPLAN data

**Starting point:** Average growth for previous three years is 29 points

**Target or measure:** Improve average growth score for Year 9 Numeracy to 50 points by 2023

**Source:** NAPLAN data

**Starting point:** Average growth for previous three years is 43 points

#### *Perception data*

**Target or measure:** 85% of students agree/strongly agree that: "My teachers motivate me to learn" and "My school gives me opportunities to do interesting things."

**Source:** Annual Student Satisfaction Survey

**Starting point:** Average for previous three years is:

My teachers motivate me to learn 65%

My school gives me opportunities to do interesting things: 73%

**Target or measure:** 65% of staff agree/strongly agree that: "Teachers at this school use results from system testing and system processes to inform planning".

**Source:** Annual Staff Satisfaction Survey

**Starting point:** Average for previous three years is 49%

#### *School program and process data*

**Target or measure:** All staff will have strong awareness of school-wide numeracy strategies.

**Source:** School PL, observations, coaching and mentoring

**Starting point:** Identification and embedding of numeracy strategies across all faculties determined through school based google survey.

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

Students know and understand the expected norms for behaviour, engagement and participation in the school community. Through student agency the school values have been co-created, and students have the skills, attitudes and understanding of how to engage in positive and respectful relationships. Student wellbeing is high because students feel safe and supportive so that they can actively engage in a high functioning learning culture.

#### Targets/Measures to be achieved by 2023

##### *Student learning data*

**Target or measure:** 90% of students receive “consistently” (highest level) for: “Effort in Learning Area” and “Works Cooperatively” on semester reports.

**Source:** Sentral Student Semester Reports

**Starting point:** Baseline developed in Semester Two, 2019.

**Target or measure:** 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).

**Source:** Sentral Student Semester Reports

**Starting point:** Baseline developed in Semester Two, 2019.

##### *Perception data*

**Target or measure:** 50% of students agree/strongly agree that: “Student behaviour is well managed at my school”.

**Source:** Annual Student School Satisfaction Survey

**Starting point:** Average for previous three years is 29%

**Target or measure:** 75% of students agree/strongly agree with the statement: “My school takes students opinions/concerns seriously.”

**Source:** Annual Staff School Satisfaction Survey

**Starting point:** Average for previous three years is 50%

##### *School program and process data*

**Target or measure:** The introduction of PBL has reduced out of school suspensions by 20%

**Source:** Sentral

**Starting point:** 43 suspensions in Terms Two – Four, 2018 (excludes all MAZE data)

**Target or measure:** 75% of staff agree/strongly agree that Melrose has Shared Values & Approaches (Domain for the Climate Survey).

**Source:** Annual Staff School Climate Survey (encompassed in Satisfaction Survey)

**Starting point:** Average for previous two years is 65%

**Target or measure:** 100% of staff agree/strongly agree with that Melrose has an Academic Emphasis (Domain for the Climate Survey)

**Source:** Annual Staff School Climate Survey (encompassed in Satisfaction Survey)

**Starting point:** Average for previous two years is 80%

**Target or measure:** 75% of staff agree/strongly agree with that Melrose has positive Professional Development practices.

**Source:** Annual Staff School Climate Survey (encompassed in Satisfaction Survey)

**Starting point:** Average for previous two years is 67%

**Target or measure:** 75% of staff agree/strongly agree with the statement: "Staff get quality feedback on their performance."

**Source:** Annual Staff School Satisfaction Survey


**Starting point:** Average for previous three years is 53%

## Endorsement

This School Improvement Plan has been endorsed electronically by our Principal, Director School Improvement and Board Chair.

### Principal

Name: Simon Vaughan

Date: 

### Director School Improvement

Name: Julie Cooper

Date: 

### Board Chair

Name: Arron Scolnik

Date: 