Melba Copland Secondary School

Network: Belconnen

Impact Report 2022

The purpose of this document

This document flows directly from our Action Plan for 20XX which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to:

- the impact on learning and perception (bigger data)
- effectiveness of strategies and actions, as well as quality of implementation
- efficacy of measure, suitability of targets.

Alignment with the *Future of Education* and *Set up for Success* Strategies

Please use this section to describe how your school priorities align with one of the four foundations of the *Future of Education* and *Set up for Success* Strategies.

Change the 'X' to the appropriate (school) priority number. If required, copy, and paste the lead-in sentence (In 20XX our school…) for each additional priority that contributed to one of the four foundations.

Dot points should be high-level and brief. To avoid repeating information, detail should be provided under reporting for each priority in the section 'Our achievements for this priority'.

Example: *Students at the centre*
In 2022 our school supported this foundation through – Priority 1 To increase students' level of wellbeing by developing:

- an inclusive and connected school
- a whole school wellbeing framework

Set up for Success and *Future of Education Strategies*

Foundation: A fair start for every child, Students at the centre

In 2022 our school supported this foundation through – Priority 2

- Increasing our focus on personal and social capability within the learning culture of our school will support students to improve and grow the skills essential for a meaningful life as positive contributors to their world. Students will demonstrate increasing independence and self- management; work readiness; personal resilience; contribution and care for others; collaboration and engagement skills.

Foundation: Valuing educators, values children, Empowered learning professionals

In 2022 our school supported this foundation through – Priority 1

- Through developing critical and creative thinking skills, our students will be better equipped with skills essential to living a meaningful, fulfilling life. Our students will demonstrate clear communication and reasoning, adaptive and flexible behaviours and reflective capacity. Our students will engage in learning experiences that are designed to develop critical and creative thinking skills. They will utilise feedback and reflection to promote growth as learners

Reporting against our priorities

Priority 1: All students develop critical and creative thinking skills

Targets or measures

By the end of 2022 we will achieve:

- Target: Increase College students' grade point average for critical and creative tasks, from Semester 1 to Semester 2 each year
- Target: Increase high school students' quality of responses to critical and creative tasks, each year.
- Target: Increase the percentage of year 9 students achieving in the top 2 bands of NAPLAN Writing to 15%.
- Target: Improve the percentage of students who agree or strongly agree that 'Teacher's give useful feedback' to 65% (the system average for all high schools in 2020 was 50.8%, and colleges is 62.2%).
- Target: Improve the percentage of students who agree or strongly agree that My school gives me opportunities to do interesting things' to 70% (the system average for all high schools in 2020 was 61.6%, and colleges is 65.9%)

In 2022 we implemented this priority through the following strategies.

- Design learning programs and experiences which support the development of critical and creative thinking skills and incorporate multiple mechanisms for feedback

    Develop assessment tasks which support the demonstration of critical and creative thinking skills
    Develop a model of support and inclusion which allows all students to engage in learning opportunities that meet their learning needs, interests and aspirations
    Develop a Year 10@College model which supports students to increase success in academic, personal and social learning and engagement through reflective, critical and creative skills development
    Redesign Professional Learning and Development process and funding to ensure expenditure is effectively aligned with school improvement priorities alongside operational need

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.

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

Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Year 11 & 12 GPA Critical & Creative Thinking						
Year 7-10 GPA Critical & Creative Thinking						
NAPLAN Writing	10	14.6				

Please note:

- A critical and creative thinking tracker does not exist. It was decided that we would use PAT Critical Reasoning to establish a baseline. In 2022 only, Year ?? completed this assessment.
- Recommendation to amend the priorities and data tools for 2023:
  - Change Priority 1:
    - Priority 1: All students develop creative thinking skills. Use the General capabilities to measure progress, starting 2023. No baseline data for 2022.
    - Priority 2: All students develop critical thinking skills. Use PAT Critical Reasoning assessment for Year 7-10 starting in 2023.
  - Change the data collection tool to PAT Critical Reasoning for Years 7-10 only
  -

Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Receive feedback	54.9%					
Do Interesting things	61.7%					

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
[SCHOOL TO COMPLETE]						
[SCHOOL TO COMPLETE]						

What this evidence tells us

- What does this evidence indicate about your school's progress towards its five-year targets?
- Changing the language of the priorities for coherence
- Have any of your data sources changed over time? If so, why?
- Are you using the most effective and suitable measures and targets for each of your priorities? Consider the consistency and integrity of data collection.
- What implications does this evidence have for your next AP?

-

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

Our achievements for this priority

In dot-point form, please use this section to describe successful actions undertaken in the past year supporting achievements of this priority, including *what the impact on students has been.*

Example: Our achievement for this priority
Develop staff capacity to support students 'health and wellbeing'

o **Continue to develop an inclusive and connected school.**

- The Everyone Everyday program, training of SASCO officers, engaging external service support has positively impacted student resilience and inclusive practices.

- Use of Seesaw, PBL communication aligned to learner dispositions has led to a more confident and safer learning environment for students.

o **Develop a whole school wellbeing framework**

- Whole school wellbeing framework has been developed through the Pastoral Care team. Approached to data collection and analysis have been systemised and analysed through PLCs.

- **Brief heading describing action** – may be one of the dot-points from the 'Alignment with the *Future of Education* and *Set up for Success Strategies'* [Insert detail using brief dot-points]

- **Brief heading describing action** [Insert detail using brief dot-points]

Challenges we will address in our next Action Plan

In dot-point form, please use this section to describe planned actions to be undertaken in the next year to address challenges undermining the achievement of this priority.

- [Level 1 dot point]
  > [Level 2 dot point]

Priority 2: All students are engaged with and connected to our community

Targets or measures

By the end of 2022 we will achieve:

- Target: Increase the percentage of students actively engaged in learning, demonstrated through an increase in the percentage of assessment tasks submitted per student in semester 2 of each year.
- Target: Increase the percentage of all College students engaging in careers education and work readiness programs over their two years of study.
- Target: Increase the percentage of year 7 to 10 students achieving a 'C-grade' or greater in the Melba Copland Secondary School Pastoral Care Program/College Life at the end Semester 2 each year.

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

- Target: Improve the percentage of students who agree with the statements contained within the 'School Identification' domain to at least 56% (The system average for all high schools in 2020 was 56%).
- Target: Improve the percentage of students who agree with the statements contained within the 'Student Relations' domain to at least 40% (The system average for all high schools in 2020 was 37%).

In 2022 we implemented this priority through the following strategies.

- Students will engage in mentoring and leadership development opportunities

    Students will actively participate in events, celebrations and opportunities which bring our two campuses together

    Students will engage in competitions, events and opportunities to represent the school and contribute to school culture and mission

    Students will develop as connected learners, demonstrating positive behaviours across all areas of the school

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
Assessment Completion Year 11 & 12						
Assessment Completion Year 7-10						
Careers Education						
College Life – C grade average						

Please note

- Year 7-10 Pastoral Care Program does not receive an A-E grade so baseline data cannot be collected. Recommendation that this component of the perception data be removed.
- Assessment Submission Database for Year 7-10 does not exist. Recommendation that this component of the student learning data be removed.

Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Agree with statements in School Identification	46%					
Agree with statements in Student Relations	34%					

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
[SCHOOL TO COMPLETE]						
[SCHOOL TO COMPLETE]						

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

What this evidence tells us

- What does this evidence indicate about your school's progress towards its five-year targets?
- Have any of your data sources changed over time? If so, why?
- Are you using the most effective and suitable measures and targets for each of your priorities? Consider the consistency and integrity of data collection.
- What implications does this evidence have for your next AP?

Our achievements for this priority

In dot-point form, please use this section to describe successful actions undertaken in the past year supporting achievement of this priority. (*See Priority 1 for example*)

- **Brief heading describing action** – may be one of the dot-points from the 'Alignment with the *Future of Education* and *Set up for Success Strategies'* [Insert detail using brief dot-points]

- **Brief heading describing action** [Insert detail using brief dot-points]

Challenges we will address in our next Action Plan

In dot-point form, please use this section to describe planned actions to be undertaken in the next year to address challenges undermining the achievement of this priority.

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