Melba Copland Secondary School

Report of Review, 2021

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Publication and independent Review Team details

Date of School Review: 15, 16, 17 and 18 March 2021
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> **Report of Review, 2021** prepared by:
>
> ACT Government Education Directorate
> Education Services Division, School Improvement Branch
>
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Overview of the School Review process

Approximately a fifth of all ACT public schools are reviewed each year. Reviews provide quality, independent, feedback tailored to individual school contexts. Findings from Review support annual implementation of a school's 5-year School Improvement Plan.

Reviews are undertaken by a team of experienced educators trained in the use of the *National School Improvement Tool* (NSIT) and are led by a Lead Reviewer from the Australian Council of Educational Research. Review Team size depends upon a range of factors, including the size and context of a school.

Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students, parents and community members.

Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school communities.

The *Report of Review* includes detailed findings for each of the nine Domains of the National School Improvement Tool, as well as Commendations, Affirmations and Recommendations

for continued school improvement.

Where does Review sit within the school improvement cycle?

ACT public schools utilise systematic integration of evidence and data collection, access and analysis to inform sharp and narrow 5-year School Improvement Plans. Annually, all schools utilise a suite of tools to expand, monitor and report on these priorities. Additionally, schools are provided differentiated support and feedback by internal and external experts. School Review is one way that this differentiated feedback is provided and typically occurs at the end of the 5-year school improvement cycle.
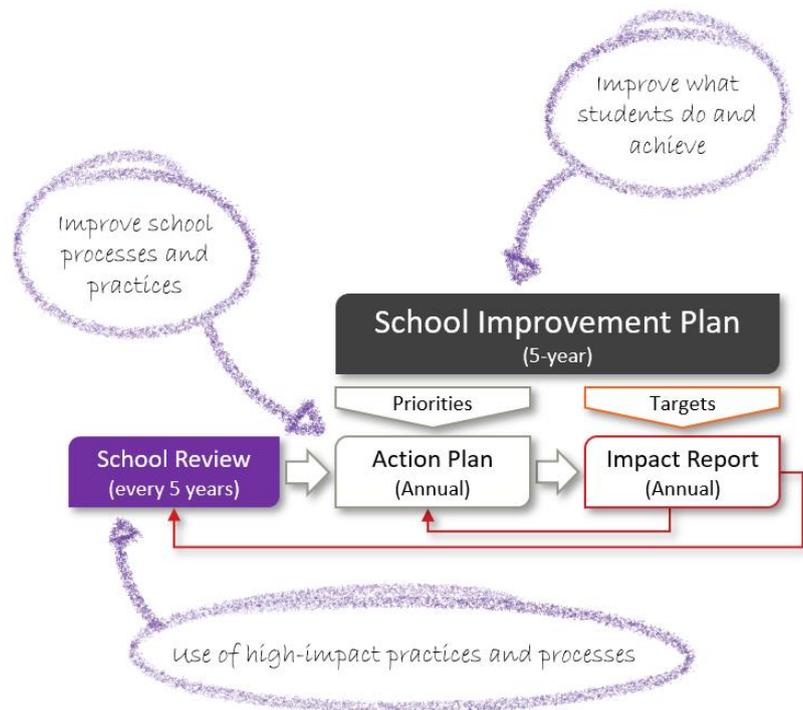
What are Commendations, Affirmations and Recommendations?

Commendations

Commendations highlight positive actions the school has taken over its last improvement cycle. Typically, these actions are either complete, or embedded in school practice.

Affirmations

Affirmations verify specific actions being undertaken by the school that are impacting positively on school improvement. These actions are typically either not yet complete and/or not yet embedded.

Recommendations

Recommendations provide the school with evidence-based advice regarding high-value areas for future school improvement efforts. Drawn from the NSIT, recommendations are key to the school effectively implementing its 5-year School Improvement Plan.

NSIT Domain 1: An explicit improvement agenda

Domain descriptor

The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

Findings

- Melba Copland Secondary School's (MCSS) school-wide 2017–2021 improvement plan identified two priority areas to maximise the learning culture of the school, and growth in reading comprehension across all subject areas and year levels.

- The four main strategies identified under these two priority areas were to:
  - ✓ align the school curriculum implementation with the International Baccalaureate (IB) and inquiry learning philosophy
  - ✓ formalise coaching and mentoring using the GROWTH model and target future Professional Learning (PL) to build teacher capability
  - ✓ strengthen the culture in the school to reflect a school-wide commitment to purposeful, successful learning
  - ✓ engage all teachers in the Response to Intervention (RTI) Model.

- Leaders focussed their attention on bringing the strategic plan to life. Most teachers were able to name a broad number of improvement strategies cited in the strategic plan and understood that the 2021 focus on 'Responsive Teaching, Formative Assessment, and Differentiation' was the improvement priority. However, parents were mostly unaware of the school's improvement agenda.

- There has been a significant leadership change, including the appointment of a new principal in late 2020, during the life of the strategic plan.

- Targets or baseline data sets were not required by the Education Directorate when the strategic plan was written. However, the school has made attempts to use some broad data sets and perception data in its annual Action Plans (APs) to demonstrate improvement.

- Strong alignment between the schools' improvement plan and annual faculty action plans is expected yet consistency is not strongly evident. 2021 faculty plans are collaboratively being developed with the principal and will be aligned with the Response Teaching focus.

- COVID19 affected the full implementation of the 2020 Professional Learning Community (PLC) and Disciplinary Literacy focus.

- Melba Copland celebrates student success, entry to university and apprenticeships with physical displays in both the college and high school. Many students described receiving verbal recognition of achievement and success from teachers and leaders.

- The senior executive team and the wider executive leadership group confidently use data

to evidence learning trends. This is especially evident with priority groups in the areas of wellbeing, intervention, and inclusion.

- Leaders and teachers stay abreast of current educational research by being involved in Directorate networks, IB schools and online networks, and by professional reading.

NSIT Domain 2: Analysis and discussion of data

Domain descriptor
A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/ regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

Findings

- A year 7-12 Data Audit and Data Plan was developed in October 2020. The audit articulates a Data Mind Map of small data, big data, and observational data to be triangulated as a basis for decision making using Bernhardt's/Timperley Multiple Measures of Data framework. The data plan includes a detailed schedule for the collection of a broad range of student performance, wellbeing behaviour, stakeholder perception data and attendance data. It clearly articulates the function of each data set and staff roles and responsibilities for collection and analysis.

- School leadership teams systematically analyse and use data to inform whole-of-school decision making.

- Achievement and well-being data are stored in multiple online platforms including Excel sheets, the School Administration System (SAS) and Accelerus. Staff state that access to these data sets is problematic. Leaders are currently investigating a more streamlined central storage solution to house the broad range of data necessary to show a holistic view of learner progress.

- School leaders and teachers at the college campus use summative assessment data through monitoring student progress towards course completion. V grades, attendance, vocational learning options and certification, the ACT Scaling Test (AST), and Australian Tertiary Entrance Rank (ATAR) are also used in accordance with the Directorate policies. Pre and post assessment data are used to evaluate learning. An opportunity has been identified for faculty teams to review achievement data based on student growth and discuss evidence-based teaching strategies for continuous improvement of outcomes.

- Intervention leaders triangulate summative and diagnostic assessments in reading and mathematics to identify students for the MacqLit[1] literacy intervention program and the QuickSmart[2] numeracy intervention programs conducted by trained Learning Support Assistants (LSA). Leaders, teachers and LSAs evaluate the impact of these programs on student learning and growth.

- Executives in the Response to Intervention and Wellbeing Teams use systematic data sets e.g., TOWRE, PAT, NAPLAN and SAS data, to both identify and address student learning and wellbeing needs for all students across the school.

- School data are not discussed or shared widely with the community; however, data are available on the website through Board reports.

- Progressive Achievement Tests (PAT) in reading and mathematics, and other standardised

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[1] Macquarie Literacy program from Macquarie University
[2] *QuickSmart* Numeracy is a responsive, small-group intervention program that aims to develop fluent (Quick) and efficient (Smart) strategy use. The program is aimed at middle-school students whose numeracy outcomes are below minimum standards.

assessments are used to identify more highly able students in primary feeder schools. Further assessment of year 7 students identifies these students for entry into the Magellan learning stream3.

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[3] The Magellan Program provides students in years 7-10 the chance to work in classes which are structured for highly motivated and talented students with above average ability, who are able and willing to work in an academically challenging environment.

NSIT Domain 3: A culture that promotes learning

Domain descriptor
The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

Findings

- The school has placed a high priority on providing extensive support for pastoral care and student wellbeing. This is evidenced in the work of the student services and management teams and is acknowledged by all staff. There was alignment between the MCSS Student Wellbeing Guide and practice.

- This year the wellbeing team renewed its case management referral system to compliment and streamline existing behaviour management procedures and policies.

- MCSS is implementing Positive Behaviours for Learning (PBL) to further support the existing wellbeing strategies and to further enhance and promote a positive school culture. The PBL team is responsible for implementation and staff communication.

- SAS data are routinely used to track attendance and behaviour. All minor and positive incidents are included in SAS to provide a more comprehensive data set to inform decision making. The wellbeing team facilitate access to Flexible Minds @ Work, PCYC and MensLink for students.

- Mutual professional trust is high at the school. Most teams describe strong supportive relationships with other team members and leaders. Student teacher relationships are in the main respectful and caring.

- Most students and teachers reported a strong sense of belonging and connectedness. Some students expressed that they did not always feel stretched and challenged academically. This was echoed by some parents and also emerges from perception survey data.

- 'Keys to Cooperation' posters are clearly visible in all high school classrooms and well known by students. Opportunity exists to increase the consistency of application.

- Year 10 Personal Projects and Enrichment programs as part of the Middle Years Program (MYP) provide opportunities for students to make connections and contribute to the wider community. Evaluation surveys are conducted to inform future programming. Students enjoy the flexibility and the opportunity to explore their interest areas.

- The Student Voice Forum provides students with an active voice in the design of key initiatives across the school.

- College teachers have high expectations of students to do their best and this is supported by the new tutorial program. Some college students expressed their teachers knew them as people and not just as learners. Students value the relationships they form.

- Communication with parents occurs through social media platforms, the newsletter, and the website. Parents would appreciate greater clarity and more regular communication between home and school. Leaders are aware of these views.

- There are opportunities for parents to be involved with the school through Meet-the-Teacher nights in years 7 and 11, and parent teacher interview evenings.

NSIT Domain 4: Targeted use of school resources

Domain descriptor
The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

Findings

- The Humanities' 'Daintree' learning space and the school gym have been redesigned to provide greater opportunity for collaboration and flexible learning design. Work is being done to build responsive teaching pedagogies within these spaces.

- The school strategically resources two Transition and Careers Officers (TACOS), a Work Experience (WEX) coordinator, an Australian School Based Apprenticeship (ASBA) coordinator, and a Vocational Education and Training (VET) coordinator. These staff work in close collaboration with families and students in years 10-12 as students transition to workplace pathways, further training, or university.

- The school has trained and deploys approximately 20 Learning Support Assistants (LSAs) to work with students on a one-to-one basis and provide in class support, in withdrawal or small groups. LSAs in years 7-12 expressed the need to have greater access to planning and programming documentation to maximise support learning in the classroom.

- School leaders have identified the need for the additional service provision of a youth worker, an Indigenous Education Officer, psychologists, and a school nurse.

- Students with English as an Additional Language/Dialect (EAL/D) are identified and supported through the English as a second language course in the college. In the high school students are withdrawn as necessary.

- At the high school hub two LSAs provide individual and small group assistance in subject specific assignments for two days a week. Staff would like student access to the hub every day.

- The college hub is staffed five days a week by three LSAs who provide assistance for individual students, students with ILPs, small groups, ASBAs, and individual student referrals. Procedures and routines including individualised timetables are clearly visible and articulated to support students with their learning. This hub support team regularly communicates with the student services team, year coordinators, and classroom teachers to ensure transparency and continuity. Educators track student assignment completion, V grades, and attendance.

- On the high school campus, Learning Support Students (LSU) students are taught core subjects of literacy, numeracy, and social emotional learning within the small group space. All other learning occurs in the mainstream. Most high school teachers were aware of ILP goals. Making connections clear between the various intervention systems that support the inclusion of students with diverse needs within mainstream learning has been identified as a next step.

- Both teachers and students spoke highly of the libraries and the high level of student voice and student ownership of the library. Librarians evaluate the data collected around purchasing and borrowing to inform future decision making.

NSIT Domain 5: An expert teaching team

Domain descriptor
The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

Findings
- The school has developed a detailed Professional Learning Plan (PLP) which clearly articulates whole-of-school and team expectations across the year to develop highly expert teachers. A significant priority area and investment for the school over the life of the strategic plan has been on developing teacher practice, skills, and knowledge.

- There are multiple systems and structures in place to support teachers to develop and share a deep understanding of how students learn. Peer coaching, coach training, MYP whole school training (in 2020), and pupil-free PL days to establish cultural norms are offered. An additional six staff teams have been established this year linked to annual Action Plans (AP) strategies and ACT Education Directorate priorities. In 2017, PLAN was introduced as the PL program to increase skills to differentiate, group work and co-operative inquiry, and PLC teams were trialled in 2019.

- Feedback is currently being provided by executive team leaders to teachers through 'pop- in' classroom visits. Data are collected and written feedback is provided to teachers after the visit using the agreed protocol of 'I saw, I wonder, I connect.' While this is a new protocol this year, teachers are appreciative of receiving the feedback from leaders and express that it is less time consuming. Teachers have also participated in peer-to-peer coaching and training aligned with the 10 Essential Skills and the school literacy strategy.

- Teacher professional learning and professional pathway plans are an embedded practice across the school for all staff including LSAs. Plans are developed and monitored through regular meetings and feedback. Most staff highly value the reflection opportunities provided through pathway discussions.

- The staff handbook is a detailed reference point to orient new staff to the operations of the high school and college. Induction and mentoring programs are in place for teachers new to the profession and new to the school. Guidelines for mentors have been established and the staff handbook is shared. Each new educator has two nominated mentors, one from within faculty and one from outside of the faculty. The facilitation of staff induction is designated as an important leadership role. Teachers describe their induction program as highly effective; they meet weekly and feel supported by their faculty teams and leaders.

- A leadership executive member is the representative for the Belconnen Cluster, Deputy Principal network. Representatives from each network are working together to conduct a change management forum for Directorate school leaders.

- Training for vocational education teachers is supported by the school to be able to offer a wide selection of certificated courses as possible to students from years 10-12.

- Opportunities to take on leadership roles exist through year level coordination, extra-curricular activities, the arts, sports, transition and through the work of school teams.

NSIT Domain 6: Systematic curriculum delivery

Domain descriptor
The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

Findings
- The school has a documented, centrally stored, coherent sequenced curriculum. The high school curriculum design and delivery follows the MYP IB, and the college follows the ACT Board of Senior Secondary Studies (BSSS) and the IB Diploma. These curricula are evident from years 7-12. Teachers and leaders have worked diligently over the five years of MYP implementation to make clear what should be taught when, and how students should learn.

- All curriculum documents, assessments and reporting for the high school are mapped across faculties and year groups to both the Australian Curriculum and the MYP IB.

- The school curriculum articulates a focus on the development of cross-curricular skills and attributes. Leaders and teachers focus attention on ensuring all students are proficient in the basics as well as specific year 10-12 key learning areas.

- The high school uses a learning management system ManageBac to plan and house learning units. Some staff explained the ease of ManageBac, while others found it cumbersome and difficult to work with.

- College teachers plan for multiple streams of learning within their classes. While class sizes are relatively small, catering for the complex range of curriculum requirements, sometimes in the one class provides challenge.

- Teachers use a range of planning tools including Google Classrooms. They collaboratively reflect on their planning and assessments at regular faculty meetings. Evident in all planning documents was the inclusion of pre and post-test assessments. Some were more open ended than others enabling more highly able students in the mainstream to show what they know.

- There are clear moderation processes established in both the college and the high school facilitated by executive leaders.

- The school assessment and reporting policy is aligned to practice across the school. Teachers use rubrics as marking guides.

- The school provides multiple flexible delivery of curriculum modes responsive to student need. In the mainstream delivery of universal instruction has a focus on Disciplinary Literacy across the curriculum. Particular faculties are keen to continue to build these practices.

- Term and unit overviews, a parent handbook, Google classrooms and course study guides provide curriculum information to parents and students. There was variability in parent engagement with curriculum expectations.

- The school conducts four language elective classes as a requirement of the IB.

- Supporting the schools' comprehensive curriculum is a cultural integrity plan to help reflect on the diverse backgrounds of students' families and the wider school community.

NSIT Domain 7: Differentiated teaching and learning

Domain descriptor
The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

Findings
- Encouraging and supporting teachers to differentiate and personalise learning for all students has been a key improvement strategy in the school's strategic plan. Students were mostly satisfied with the choices they could make to show their learning in different ways.

- Teachers articulated the school's expectation that the progress of individual learners is closely monitored. It is acknowledged that the greater use of data sets to evidence learning growth within and across years of schooling will further inform teacher practice in making appropriate and timely adjustments to teaching.

- There are some pockets of highly differentiated and responsive teaching practices across the school and sharing these would support the current improvement strategy.

- The school provides extensive pathways for transition to external studies, including a certificated course in Flight.

- Professional Practice leaders coordinate, analyse and share literacy and numeracy data to inform the work of LSAs who conduct the MacqLit and QuickSmart programs. Regular formative assessment processes evaluate the impact of student learning and growth.

- In core subjects, students are placed in two levels, Mainstream or the Magellan program. The Magellan program, for identified years 7 to 12 students, is a fast-paced program for highly able students. Class-based extension and assessment activities are a feature of the learning programs and students are strongly encouraged to participate in academic competitions and co-curricular studies. The program has recently expanded to enable 10 Magellan students to attend college courses at the college campus. Students in these classes said they felt the pace and level of learning was mostly appropriate to their need.

- Parents of a large number of (funded and unfunded) students receiving additional support are invited to attend ILP meetings to actively engage and negotiate the setting of learning goals and identify reasonable adjustments to ensure success.

- Semester written reports to parents show alignment against the Australian Curriculum, MYP, and IB Diploma and they show a point-in-time achievement. Mid-cycle reports based on work habits and learning overviews are also provided to parents.

- Students recognise the contribution of the Education Perfect software to their learning at school, at home, or during periods of absence.

- Students have an active voice and choice in learning through the options provided in enrichment and personal projects.

NSIT Domain 8: Effective pedagogical practices

Domain descriptor
The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

Findings
- The school has been an established MYP IB school since 2016. Training has been consistent across all year levels and accreditation has been maintained. The pedagogical approach for both MYP and IB Diploma studies is the inquiry approach.

- The school is currently inquiring into the sustainability of the MYP IB framework, evaluating its impact and benefit to determine the most appropriate future learning pedagogical approaches for Melba Copland Secondary School. There is no clear evidence of inquiry pedagogy being highly embedded across years 7-12.

- Faculties collaboratively plan unit objectives and descriptive marking rubrics. Assessment moderation occurs in teams with varying levels of rigour across faculties. There are some excellent pockets of inquiry practice where students apply their learning in meaningful ways, explore creatively and make strong connections building on existing knowledge and skills.

- An IB learner profile poster is evident in most classrooms across both the high school and college. The language did not appear to be highly embedded, referenced or utilised by the teaches or students in the classroom.

- Due to the high content and assessment expectations associated with both IB and the BSSS, college staff expressed they find it difficult to maintain a focus on inquiry pedagogy.

- The Spiral of Inquiry for teacher professional learning was implemented in 2020 to enhance the professional learning community culture. It was built on differentiation and disciplinary literacy professional learning priorities. Research projects were interrupted in 2020 due to COVID-19 and have not resumed in 2021.

- Teacher peer observation was established in 2017 for collaborative critique on strategic goals and the implementation of IB inquiry pedagogies. Records of observations are evident, and most teachers talk positively about their experiences, being open to receive feedback on their professional practice. In some faculties this is an embedded and valued way of working. While everyone was involved in peer coaching, some teachers viewed participation as a more compliance related activity.

- Expectations for 'pop-in' teacher feedback is that the wider executive team will conduct approximately six observations per fortnight. At this stage, next steps are being discussed.

- Many teachers were able to talk about their professional networks including the year 10 personal projects network between Gold Creek School and Telopea Park School, the Deputy Principal Network and the Transition and Careers Officer (TACO) network.

- The 10 Essential Skills for classroom management are recognised as the fundamental elements of expected practice. Teachers referenced these as part of their pedagogy.

NSIT Domain 9: School-community partnerships

Domain descriptor

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.

Findings

- The school has a current third-party Service agreement with Belconnen Training for the delivery of seven VET certificate courses across years 10 to 12. A significant number of students access certificated courses and vocation training at the school, and these are fundamental to providing a pathway to post-school education, training and employment.

- A range of formal and informal partnerships exist in year 10 to support work experience and transition to work programs. Max employment and Employment Plus provide workplace training and connections to suitable post school learning for students at risk of disengagement and young people with disabilities.

- The school has established a long-term and highly valued partnership with six local primary schools. The Regional Arts Program showcasing dance, drama, art, and cheerleading promotes engagement in the Arts and builds strong connections between schools and extended school communities. Intended outcomes, involvement expectations and associated costs are made clear to participants. Primary students access teacher expertise and facilities at MCSS for regular Performing Arts workshops and grade level productions. Parent perceptions were sought to provide feedback on the strengths and suggestions for improvement after the last production. Parents and students spoke very positively about the extra-curricular opportunity the Regional Arts Program provides.

- The school has partnered with ANU staff who conduct STEM lessons with some students.

- The MCSS Priority Enrolment Area Transition Program provides extensive opportunities for families to participate in transition experiences. These include but are not limited to the annual ANZAC (Australian and New Zealand Army Corps) assembly, STEM enrichment program and transition morning. Flexible structures exist for students who require additional transition support prior to commencing year 7 and year 11.

- MCSS has established a range of valued partnerships with an extensive number of allied health care providers and wellbeing agencies. These include youth services, Young Life, Future Focused Learning Programs, MensLink, PCYC, Flexible Minds @ Work, SPARKS, and Ginninderry.

- A Talented Athletic Academy is in its third year of operation at MCSS. The program attracts students from neighbouring primary schools who are club-based athletes wishing to participate in strength and conditioning training, goal setting, resilience, and team skill development activities. This program is conducted weekly and currently involves

approximately 40 students. Expertise from community sporting clubs and organisations are extensive. Valued relationships which bring rich resources include Royal Life Saving, Dragon Volleyball, Rowing Australia and Orienteering ACT.

Commendations

The Melba Copland Secondary School is to be commended for:

- Instilling a culture of improvement where high levels of collective efficacy are demonstrated to address obstacles to school wide improvement. Teachers at MCSS are willing to learn and support each other.

- Well-establishing a coherent, and sequenced plan for curriculum delivery which makes clear what teachers teach and students learn. Teachers dedicate their energy to the implementation of the MYP and IB Diploma.

- The manner in which school leaders and staff have managed the complexity to drive and deliver multiple curriculums.

- Paying attention to documenting the school's agreed practices, policies, expectations, and achievements across the life of the strategic plan.

- Developing a comprehensive PLP which clearly articulates whole school and team expectations, and the associated strategic investment in professional learning to develop the best possible teachers, leaders, and educators.

- Strategically investing in the professional learning for teachers and leaders at MCSS throughout the life cycle of the strategic plan.

- Developing a sophisticated data plan that has driven data collection across the school. The adoption of universal testing of cohorts provides rich information that is used to respond to student needs. This is done with via established school structures that focus on small group cohort interventions, and enrichment.

- The commitment of targeted significant human and financial resources to maintain an emphasis on the proactive holistic management of student wellbeing, and achievement.

- Providing multiple pathways for transition and external studies to address the learning needs of a diverse range of student abilities and interests. Strategic careers and transition models respond effectively to individual student career development needs.

- Making obvious the strong sense of belonging and pride in the school, reflected in the genuine, respectful, and caring relationships between stakeholders.

- The informal way teachers learn with and from each other in a culture of teamwork and collaboration.

- Using systematic assessments to identify gaps and developing data-based intervention programs that have a positive impact on student learning and growth.

- Building a unique and active partnership with local primary schools through the Regional Arts Program that has significant prominence in the community. This partnership draws on teacher expertise and sharing across local educational settings. It engages parents in showcasing the learning of their children.

Affirmations

Melba Copland Secondary School is to be affirmed for:
- The provision of teachers with regular feedback on their practice, particularly the current 'pop- in' visits by leaders using the 'I see, I wonder, I connect' protocols.

- The building of a culture of data-informed practice through evidence and assessment collection.
- The newly formed PBL processes to continue to build a safe, supportive, and inclusive learning environment.
- The foundations established through the use of an inquiry approach where students have choice and voice in their learning within the classroom through learning and assessment options and enrichment experiences.

Recommendations

- Collaboratively develop a narrow and sharp Melba Copland Secondary School Explicit Improvement Agenda 2022–2026 that:
    - ✓ is derived from an analysis of the full range of whole-school data and evidence
    - ✓ has specific achievement outcome and wellbeing targets that can be measured, actioned by teachers, and rigorously monitored over the short, medium, and long term
    - ✓ is consistent with the school's vision for teaching and learning
    - ✓ is shared with all stakeholders.

- Continue to build the intellectual rigour of learning and wellbeing environments ensuring success and challenge for every learner. Make clear the connections between the Responding to Student Needs' Policy and school intervention programs to ensure inclusion and equity for every learner. Continue to implement, embed, and evaluate PBL routines and rituals.

- Continue to support teachers to use data and associated evidence to differentiate starting points for learning and to personalise curriculum, pedagogy, and assessments. Establish a central academic data portal to ensure growth targets are set and tracked, to make sure that every student is appropriately engaged, challenged, and extended.

- Build the capacity of all teachers and leaders to identify, understand and consistently implement evidence-based teaching strategies that have been demonstrated through research and practice to be highly effective. Establish formal coaching and lesson observation protocols to support and build teacher capability to critically review the effectiveness of their teaching and to make adjustments to practice based on the:
    - ✓ agreed evidence-based school pedagogies
    - ✓ academic growth of students
    - ✓ identified achievement targets for priority groups and individual students.

- Continue to ensure that the Principal and leaders build collective capacity by providing teachers with regular opportunities to learn with and from each other by observing and sharing practice. Monitor the implementation and effectiveness of coaching and mentoring systems and structures.

- Establish strategic school community partnerships that are aligned to the priorities contained within the school strategic plan with clearly stated objectives that express the improved learning and wellbeing measures of success and impact to be achieved through the partnership.