

# Melrose High School

Network: South Canberra/ Weston

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## Impact Report 2022

### The purpose of this document

This document flows directly from our Action Plan for 2022 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

#### *Set up for Success* and *Future of Education* Strategies

#### **Foundation:** Working together for children, Systems supporting learning

In 2022 our school supported this foundation through – Priority 1

- Increase growth in writing

#### **Foundation:** Every child has a story, Strong communities for learning

In 2022 our school supported this foundation through – Priority 3

- Students are engaged in a positive and respectful learning culture

### 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 2022 we implemented this priority through the following strategies.

- Embed learning area specific metalanguage in all curriculum documentation.
- Prioritise and explicitly teach metalanguage in all learning areas so that students have a deep understanding of the literacy demands of spoken, written, visual and/or multimodal texts of each learning area.

*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	NA	54.5	NA	
Increase Year 9 growth in Writing to 45 on NAPLAN average scores	29.11	-11.5	NA	28.6	NA	

Please note student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results.

### 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%	55.4%	58.4%	52%	
85% of staff agree that teachers use testing results to inform planning* *removed in 2021	49%	48%	53%	N/A	N/A	

### 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	- Review & update Melrose Toolbox; inclusion of exemplars, organisational tools & scaffolding resources. Focused Learning Conversation with Executive Team on rubrics, feedback & formative assessment.	- Continued updating of Melrose Toolbox, inclusion of exemplars, organisational tools & scaffolding resources standard Course Outline.	-Melrose Toolbox 2.0 -Standard Glossary template -Assessment Coversheets -Rubric templates	

### What this evidence tells us

- Student learning data is incomplete due to NAPLAN not running in 2020.
- Perception data is not increasing as expected. This may be due to COVID19 lockdowns and/or staff shortages.
- Writing strategies are being embedded in the school as planned. Students are supported through resources in the Toolbox, and Staff are supported through ongoing PL.

## Our achievements for this priority

### Creation of subject specific glossaries

- Improved student usage of subject specific vocabulary, incorporation of metalanguage into their written work.
- Improved staff usage of subject glossaries as a teaching tool.
- Scope & Sequence documentation updated to include the teaching of metalanguage and use of glossaries.

### Pre and post testing, end of term class surveys

- Testing data used to inform teaching and learning
- Data PLC providing faculty analysis through end of term surveys with a focus on feedback and metalanguage.

### Data Banks

- Student “super spreadsheet” collates all student data into one spreadsheet and is updated and shared each semester providing valuable information to teachers about students in their classes.
- There are now multiple testing points including NAPLAN and PAT data that are developing a clearer picture of the need and potential strategies.
- Differentiation checklist for all teachers which include suggested adjustment to support writing development.
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### Homework Club

- The school runs a homework club twice a week, with dedicated specialist teachers.
- Students can access targeted support with staff to support them with their writing as well as other skills.

### Student Portfolios:

- Years 7 - 10: Students in Mathematics map and record evidence of learning against achievement standards (understanding metalanguage and applying knowledge to learning).
- Students in PE write reflections on their learning progress at the end of a unit of work.
- Students use a Visual Art process diary to plan, research and reflect on their work.

### Scaffolding and differentiation:

- Faculties have had PL on modifying assignments for EAL/D students including use of glossaries.
- Templates and scaffolds are incorporated into the standardised assignment coversheet to support students and to improve their writing.
- Students complete portfolios of work using a structured template.

## Challenges we will address in our next Action Plan

- Continued focus on Action Research based faculty PLCs through all learning areas will be a feature of the 2023 plan.
- Data Plan – will continue to be developed and documented.

- Improved Writing will be led by the SLC Language, finalising and promoting the Melrose Toolbox 2.0.
- Improved feedback practices will continue in 2023 with TQI Accredited PL (Targeted, explicit and scaffolded instruction through PLCs).
- Standardisation of curriculum documentation (Scope & Sequence and Unit Outline) across the school.

## Priority 2: Increase growth in numeracy

### 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 2022 we implemented this priority through the following strategies.

- Development and implementation of a school wide accredited Numeracy support program (Melrose Tutoring Program)
- Prioritise and explicitly teach numeracy in all learning areas so that students have a deep understanding of the numeracy demands so that they can transfer mathematical knowledge and skills to contexts outside the mathematics classroom

Our focus for 2022 was on Priority 1. This priority was not progressed as planned.

*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	NA	54.4	NA	
Increased Year 9 average NAPLAN numeracy growth score to 50 points	43	14.4	NA	36.4	NA	

Please note student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results.

### 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" * * changed to teachers encourage students to try out new ideas in 2021	64%	58%	63.6%	70.2%	54%	
85% of students agree/strongly agree that "My school gives me opportunities to do interesting things." * * changed to I am interested in what I learn at school in 2021	49%	46.5%	50.3%	52.2%	51%	

### 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	NA	N/A	N/A	

### What this evidence tells us

- Student learning data is incomplete due to COVID19 disruptions.
- Perception data is unreliable due to changes in the School Satisfaction Survey questions.

### Our achievements for this priority

#### Whole School Numeracy:

- We have invested two lines of support for students that have an identified need through PAT data and teacher feedback.

#### Homework Club and Maths Tutoring:

- The school runs a homework club twice a week. Students can access targeted support with staff at this to support them with their numeracy as well as other skills. Additionally, there is a dedicated weekly after school Maths tutoring session.

#### Maths Curriculum:

- Through incorporation of student portfolios, students are given a broader opportunity to demonstrate their numeracy skills.
- Big Picture students use Mental Computational assessment to inform curriculum planning and address student learning needs.

### Challenges we will address in our next Action Plan

- Triangulated numeracy data.
- Compare and align PAT numeracy, NAPLAN and student achievement to inform practice.
- Continued focus on Action Research through faculty-based PLCs.

## 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 2022 we implemented this priority through the following strategies.

- Teachers differentiate curriculum, assessment, and pedagogy as tools to engage all students.
- Systems and processes for Tier 2 and 3 Interventions and educational provisions are developed.
- Continue to embed PBL with a focus on Classroom Systems.

- Develop Year 10 student leadership structure.

*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*

<b>Targets or Measures</b>	<b>Base</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
90% of students receive “consistently” (highest level) for: “Effort in Learning Area” and “Works Cooperatively” on semester reports.	Developed in 2020	N/A	N/A	N/A	N/A	
85% of students achieve at or above expected grade level - Level 5 for Year 7 & 8 & Level 6 for Year 9 & 10 on the <i>Personal and Social Capability</i> (ACARA).	Developed in 2020	N/A	N/A	N/A	N/A	

Please note student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results.

#### *Perception data*

<b>Targets or Measures</b>	<b>Base</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
50% of students agree/strongly agree that: “Student behaviour is well managed at my school”.	29%	17%	31%	N/A	24%	
75% of students agree/strongly agree with the statement: “My school takes students opinions/concerns seriously.”	50%	44%	48.3%	59%	50%	

#### *School program and process data*

<b>Targets or Measures</b>	<b>Base</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
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	3.3% of students have had a suspension in 2020	4.3% of students have had a suspension in 2021	3.1% of students have had a suspension in 2022	
75% of staff agree/strongly agree that Melrose has Shared Values & Approaches	65%	63%	64%	71%	60%	
100% of staff agree/strongly agree with that Melrose has an Academic Emphasis	81%	86%	75%	78%	77%	
75% of staff agree/strongly agree with that Melrose has positive Professional Development practices.	67%	74%	81%	72%	49%	

75% of staff agree/strongly agree with the statement: "Staff get quality feedback on their performance."	49%	61%	49%	49%	43%	
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#### What this evidence tells us

- Student learning data is incomplete due to Sentral data collection limitations.
- Suspensions have reduced in 2022. Flexible learning programs and implementation of PBL have contributed to this reduction.
- Staff perception data may have reduced due to the impact of staff shortages, changes in leadership, the cancellation of planned excursions and Professional Learning.

#### Our achievements for this priority

- Tier 2 testing is ongoing .
- PBL team has completed classroom systems training, to be implemented in 2023.
- Accuracy of data has continued to improve: PAT adaptive testing is embedded.
- Student Engagement shares regular data as part of the "data, systems, practice" PBL Philosophy.
- Year 10 Student Leadership structure created with school & house captains promoting student voice and advocacy.

#### Challenges we will address in our next Action Plan

##### **Continued embedding of PBL strategies**

- Implementation of Classroom Systems PBL.
- Promotion of a positive culture through MVPs, rewarding expected behaviours.

##### **New school timetable**

- Embedding of Social & Emotional learning program & student pathways.
- Community focussed sessions.
- Student orientation week activities.

##### **School culture**

- Community service & student advocacy embedded through Student Leadership program.
- Focus on house spirit and school pride.