



2018 ANNUAL ACTION PLAN

SCHOOL: Melrose High School

NETWORK: South Weston

VISION:

This plan supports the school's vision to change structures to support the continuous development of an expert teaching team and support staff. For our school team to deliver on strategies and programs that promote high expectations for all students and to utilise and strengthen positive school-community engagement for the benefit of all students.

SCHOOL CONTEXT

Melrose High School is positioned on the geographical edge of two Canberra School networks. As such, the school attracts a large number of students from other PEAs (Priority Enrolment Areas). A major focus of the school is the construction and maintenance of the school as a community of like-minded learners. The school community includes 37 language backgrounds, international fee paying students as well as a broad cross section of Canberra families. Educational data, both globally and nationally, establishes the clear link between the capacity and expertise of staff and improved outcomes and pathways for students. Alignment with the national teacher standards and the explicit targeting of improvement strategies through the Professional Pathways and Teacher Registration process allows for systematic monitoring, measurement and evaluation of teaching practice. Specific implementation strategies are tailored to suit the diverse needs of our community and have been influenced by the data collected from a variety of sources including School Validation, NAPLAN, school and system surveys. The strong values and wellbeing based approach to education at Melrose High School continues to influence the next stages of our development cycle as we develop a platform of 21st century learning outcomes with our students. The school is in its final year of the planning cycle and is anticipating evaluation of the strategic plan in 2018.

Endorsed by School Principal:

Name: Simon Vaughan

Signature: [Signature]

Date: 13/3/18

Endorsed by Board Chair:

Name: [Signature]
STUART MULLER

Signature: [Signature]

Date: 13.3.18

Endorsed by School Network Leader

Name: _____

Signature: _____

Date: _____

Priority	The continuous development of an expert teaching team and support staff.
Targets:	<p>By the end of 2018:</p> <ul style="list-style-type: none"> • Staff survey responses to “I get constructive feedback about my practice” increases from 2017 percentage • 50% of all classes complete unit satisfaction surveys • Specific Satisfaction Survey questions on all Action Plan strategies are entered into the survey for 2018
Outcomes to be achieved	<ul style="list-style-type: none"> • To work from a shared vision of modernized expert practice that is in partnership with families and that is individualized to suit the needs of every student • To effectively deal with student under-performance against current benchmarking aligning HR, staffing and budgetary practice • A whole school strategy that is peer developed and shared within and between KLA's (Key Learning Areas) through the 21st Century Fluencies • Multiple, proven and flexible learning options/pathways for students through co-curricular programs and other educational models
Links to Directorate Strategic Priority Areas	Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community.

Key Improvement Strategy	Indicators of Success	Budget
Develop teachers through a variety of Professional Learning Communities (PLC's) to assist in the development of expert practice	Proportion of staff involved in formal coaching/mentoring arrangements	
Specific Actions	Responsibility	Commence date
Finalise the in house Leadership Colloquium PL through NESLI and commence staff support projects	SLA	Term3 2018
PLC schedule and engagement	SLB and Lead Teacher	Term 1 2018
All faculty SLCs engage in class observations and walk throughs	Executive Teachers	Semester 1 2018
Key Improvement Strategy	Indicators of Success	Budget
Peer coaching to develop 21st Century Fluencies as classroom practice to differentiate learning for students	Proportion of staff involved in formal coaching/mentoring arrangements	Nil
Specific Actions	Responsibility	Commence date
Year 5-7 focused thinking carnivals	Lead Teacher, SLB, Fluency project team	Terms 2 and integrated 4 2018
Total teaching staff engagement with the shifts of practice model	Mentor team	Term 1 2018

Priority

The continuous development of an expert teaching team and support staff.

Targets

- To work from a shared vision of modernized expert practice that is in partnership with families and that is individualized to suit the needs of every student
- To effectively deal with student under-performance against current benchmarking aligning HR, staffing and budgetary practice
- A whole school strategy that is peer developed and shared within and between KLA's (Key Learning Areas) through the 21st Century Fluencies
- Multiple, proven and flexible learning options/pathways for students through co-curricular programs and other educational models

Priority	High expectations for all students
Targets:	<p>By the end of 2018 the average NAPLAN results will show averages as listed below</p> <ul style="list-style-type: none"> ● Year 7 Reading 565 ± 5 ● Year 7 Numeracy 549 ± 5 ● Year 9 Reading 597 ± 5 ● Year 9 Numeracy 597 ± 5 <p>Data wall including all students' profiles for literacy development</p>
Outcomes to be achieved	<ul style="list-style-type: none"> ● To target and develop positive, incremental academic improvements and well-being of underperforming students ● Enhance and develop the learning transitions for students through community based learning opportunities ● Students transition to determining their own project based learning and plan how it will improve their learning outcomes ● A whole of school improvement in multiple measures of student academic success
Links to Directorate Strategic Priority Areas	Quality Learning, High expectations, High performance,

Key Improvement Strategy	Indicators of Success	Budget
Develop systems of data to inform the continuous improvement cycle	The proportion of students who achieved expected growth or better in Year 9 NAPLAN.	
Specific Actions	Responsibility	Commence date
Introducing RTI model across the school	All teaching staff	Semester 1 2018
Targeted data interpretation and analysis sessions incorporated into PLC structure	All teaching staff	Semester 1 2018

Establish and construct student data wall	Executive team	Term 2 2018
Key Improvement Strategy	Indicators of Success	Budget
Embed specific pedagogies to enhance literacy and numeracy learning that are evidenced based and efficacious	Difference between school Indigenous mean and the ACT non-indigenous mean in NAPLAN writing, reading and numeracy.	
Specific Actions	Responsibility	Commence date
Facilitate school community strategic planning on the Yedda Murra Centre	SLC Big Picture. IEO and SLA	Term 2 2018
Prepare and distribute support information for ATSI families that enhance student wellbeing, cultural competency and transition to Year 11 and 12	Executive	Semester 2 2018
Enact structures from the Writing Project established in 2017	Whole staff	Term 2 2018

Priority High expectations for all students

Targets

- To target and develop positive, incremental improvements and well-being of underperforming students
- Enhance and develop the learning transitions for students through community based learning opportunities
- Students transition to determining their own project based learning and plan how it will improve their learning outcomes

Priority	Strengthen positive school-community engagement
Targets:	<p>By the end of 2018</p> <ul style="list-style-type: none"> ● Established and published Teaching and Learning Platform ● Reinvigorated Respect value published
Outcomes to be achieved	<ul style="list-style-type: none"> ● To enhance the currently positive relationships of school and community by individualising and personalising school for each family ● Develop models of learning that involve student links through internship and mentoring with community experts ● Melrose High School maintains and develops the international community partnerships for students ● Continue to develop student "voice" in school governance
Links to Directorate Strategic Priority Areas	Quality Learning, High expectations, High performance,

Key Improvement Strategy	Indicators of Success	Budget
Strengthen positive learning connections through effective student management practices	Proportion of Student behaviour management reports	
Specific Actions	Responsibility	Commence date
Using Guy Claxton's techniques and models, establish a whole staff vision of student/school culture	Lead Teachers	Semester 1 2018
Renewed RESPECT value and signature behaviours fully consulted and published	Executive	Term 1 2018
Key Improvement Strategy	Indicators of Success	Budget
To enhance the currently positive relationships of school and community by individualising and personalising school for each family	Proportion of Pastoral Care and targeted support programs improve connectedness to school and learning	
Specific Actions	Responsibility	Commence date
Establish continuum of Educational structures and processes within the school (eg. F.L.I.P. program)	Executive	Term 1 2018
Construct a new learning commons in the school library	SLA, Librarian and Business Manager	Term 2 2018
Publish procedures and processes for the Reconciliation Action Plan including strengthened processes for school connections	SLC Big Picture and Yedda Murra Centre	Semester 1 2018
Cluster transition support from the Indigenous Education Officer	SLC Yedda Murra Centre and IEO	Term 2 2018
Commence the Parent Engagement Project	SLB, School Board, Lead Teacher	Term 1 2018

Strengthen positive school-community engagement Targets

- To enhance the currently positive relationships of school and community by individualising and personalising school for each family
- Develop models of learning that involve student links through internship and mentoring with community experts
- Melrose High School maintains and develops the international community partnerships for students
- Continue to develop student "voice" in school governance and develops the international community partnerships for students