**School Strategic Plan 2020-2024**

Melbourne Girls College (8819)

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Submitted for review by Andrew Arney (School Principal) on 23 June, 2021 at 11:42 AM  
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 23 June, 2021 at 02:59 PM  
Awaiting endorsement by School Council President

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| School vision | Melbourne Girls' College is a leader in innovative education, providing opportunities for students who are taught and nurtured by staff, peers and families. Our vision is to focus on the development of: \* Personal, social and emotional wellbeing \* Creating global citizens, who are ethical leaders with a sense of stewardship for the future \* Academic growth, including in the areas of Science Technology Engineering Art and Mathematics (STEAM) \* Sporting endeavours, particularly in rowing and aerobics \* Artistic endeavours, particularly in performance, visual arts and music \* Social endeavours, particularly in the promotion of diversity, sustainability and philanthropy. |
| School values | The key values of our college are excellence, teamwork, and diversity.  These are encapsulated in our policies and practices that celebrate diverse groups of students who will "Lead and Achieve". We are invested in every student’s academic and personal needs, and we value the development of leadership potential and personal growth for every student |
| Context challenges | Melbourne Girls’ College was established in 1994 on the banks of the Yarra River in Richmond, Victoria, and is a leader in innovative education. The student and staff profile represents over 55 nationalities, hence global citizenship is embedded in the organisation. The school is part of the DET Leading Asia Capable Schools program and is committed to the Internationalising Schools overview of this work. The school’s Confucius Classroom program in connection with Hanban University, our International Student Program, hosting international colleagues, Study Tours, and Exchange programs testify to the work already undertaken in building M.G.C. as an international school.  In our short history, our reputation for excellence has grown so much that demand for enrolments exceeds available places. One reason for this is that MGC has consistently performed well in terms of academic excellence and university entry as well as in vocational pathways, reflecting our broad and rigorous educational approach.  As a City Edge school, MGC. is part of a Community of Practice taking advantage of the city as our campus. Our Community comprises Mac Robertson Girls’ College, Albert Park S.C., Melbourne High School, Princes Hill Secondary College, University High School, and the Victorian College of the Arts. MGC is also a member of the Yarra Darebin principals network of schools. Our wider community also includes The University of Melbourne, Yarra City Council, local businesses, Richmond and Melbourne Rotary Clubs, the Australian Vietnamese Women’s Association (AVWA) / MGC tutoring program.  The college has a future-thinking ethos that incorporates Positive Psychology as part of our Wellbeing program; Science, Technology, Engineering, the Arts, Mathematics (S.T.E.A.M.), and Girls’ Leadership are embedded in the learning and teaching. This complex work is facilitated through a school-wide coaching model and the High Impact Teaching Strategies. The MGC curriculum is designed to equip our students with the skills they need for economic, social, and cultural success. Committed to our leadership role in education, we review and improve the curriculum every year. Members of the college community, proud of our reputation as an outstanding government girls’ school, will continue to work together to ensure that what we offer both anticipates.   The key MGC challenges 2021-2024:  1. That the school's curriculum, planning, and assessment practices support meeting all students at their point of need. 2. Practices to include genuine student agency are utilised in every classroom to enhance student efficacy and wellbeing. 3. Improving the student growth in numeracy and literacy. 4. Enabling Routines - collaboratively refining, and then consistently implementing the MGC Instructional Model and use of the High Impact Teaching Strategies (HITS). 5. Building Global Citizens - Consistently develop in our students the values, attitudes, skills, and knowledge that will enable them to appreciate and respect diversity and to be able to fully contribute as citizens and leaders. 6. Every teacher is a teacher of Wellbeing – building teacher skill and capability in establishing authentic relationships with every student and a growth mindset in every student. 7. Enrolment Pressures- We provide enrolment opportunities for local, wider-Melbourne and international students. |
| Intent, rationale and focus | Melbourne Girls' College's aim is to develop adults who are curious, resilient global citizens with a clear sense of social responsibility and a passion for lifelong learning. Ethical understandings, interpersonal skills and a growth mindset are built through engaging and rewarding experiences both in and out of the classroom.   Over the next four years, we will continue the focus on collaboratively planning and documenting a curriculum scope and sequence that reflects our community's values. Our differentiated curriculum will achieve learning growth by meeting students at their individual point of need, including opportunities for students to explore trans-disciplinary learning through the areas of S.T.E.A.M.  Through high-quality Professional Learning Teams, staff will continue to build highly consistent teaching practices and will be empowered to assist students to set their own ambitious learning goals. Students will be guided on how to achieve these goals and take the steps to monitor their own progress against these goals. Students' sense of belonging will be evident through the enhancement of programs that support "Wellbeing for Learning" and developmentally differentiated supports that enhance social-emotional learning.  We will continue to prioritise a culture of educational best practice supported by data and research, allowing our students to be constantly evolving as learners, inquiring and globally ready for their lives ahead. |

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| Goal 1 | Maximise learning growth for all students. |
| Target 1.1 | NAPLAN – Benchmark growth  By 2024, increase the percentage of student achieving above NAPLAN benchmark growth;   * Year 7 to 9 Reading from 21 percent (2019) to 30 percent. * Year 7 to 9 Writing from 25 percent (2019) to 30 percent. * Year 7 to 9 Numeracy from 15 percent (2019) to 25 percent. |
| Target 1.2 | Teacher Judgment – Growth  By 2024, the learning growth as measured by teacher judgment for student achieving at or above expected growth will increase;   * Year 7 to Year 10 Reading and Viewing from 70 per cent (2019\*) to 85 per cent.   + Year 7 from 33 per cent (2019) to 75 per cent. * Year 7 to Year 10 Writing from 77 per cent (2019) to 85 per cent.   + Year 7 from 42 per cent (2019) to 75 per cent. * Year 7 to Year 10 Speaking and listening from 74 per cent (2019) to 85 per cent.   + Year 7 from 42 per cent (2019) to 75 per cent. * Year 7 to Year 10 Measurement and Geometry from 73 per cent (2019) to 85 per cent.   + Year 7 from 33 per cent (2019) to 75 per cent. * Year 7 to Year 10 Number and Algebra from 70 per cent (2019) to 85 per cent.   + Year 7 from 45 per cent (2019) to 75 per cent. * Year 7 to Year 10 Statistics and Probability from (<\*\*insert benchmark value>) to (< insert target value).   (\* benchmark was calculated the average year 7 to year 10 teacher judgment growth measured from 2018 Semester 2 to 2019 Semester 2) \*\*Benchmark and tracking period TBC once the school established agreed and consistent reporting times for Statistics and probability) |
| Target 1.3 | VCE – Learning gain  By 2024, increase the percentage of students achieving at or above VCE predicted raw study score from 60.2 per cent (2019) to 62 per cent. |
| Target 1.4 | Attitudes to School Survey (AToSS)  By 2024, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors;   * Differentiated learning challenge from 53 (2019) per cent to 65 per cent. * Effective teaching time from 83 (2019) per cent to 85 per cent. |
| Target 1.5 | Staff Opinion Survey (POS)  By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors;   * Guaranteed and viable curriculum from 56 (2019) per cent to 70 per cent. * Teacher collaboration from 48 (2019) per cent to 70 per cent. |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Further develop a guaranteed and viable curriculum which is challenging and stimulating and recognises students’ point of need. |
| Key Improvement Strategy 1.b Building practice excellence | Review and embed the school’s agreed instructional model. |
| Key Improvement Strategy 1.c Curriculum planning and assessment | Build staff capacity to understand and use data and evidence of learning to critically inform teaching and learning. |
| Key Improvement Strategy 1.d Instructional and shared leadership | Ensure the organisational design and structure enables student learning growth. |

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| Goal 2 | Build students personal growth and engagement for learning. |
| Target 2.1 | Attitudes to School Survey (AToSS)  By 2024, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors;   * Motivation and interest from 64 (2019) per cent to 70 per cent. * Resilience from 63 (2019) per cent to 70 per cent. * Sense of confidence from 63 (2019) per cent to 70 per cent. * Teacher concern from 33 (2019) per cent to 45 per cent. |
| Target 2.2 | Staff Opinion Survey (POS)  By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey module;   * School Staff Safety and Wellbeing from 61 (2019) per cent to 70 per cent. * Staff psychological safety from 52 (2019) to 60 per cent. * Building resilience and a resilient supportive environment 52 (2019) per cent to 60 per cent. |
| Target 2.3 | Parent Opinion Survey (POS)  By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors;   * Parent participation and involvement from 69 (2019) to 70 per cent. * Student motivation and support from 66 (2019) to 75 per cent. |
| Key Improvement Strategy 2.a Vision, values and culture | Reinvigorate the school vision and values. |
| Key Improvement Strategy 2.b Health and wellbeing | Reinvigorate the school’s wellbeing and engagement approaches and programs. |
| Key Improvement Strategy 2.c Health and wellbeing | Strengthen student agency to cope and thrive in the face of challenges or adversity. |
| Goal 3 | Build student agency in learning |
| Target 3.1 | Attendance  By 2024, reduce average days absence from 23.2 (2019) to below 15 days.   * Reduce the percentage of equity funded student measuring 20+ absences from 56 per cent (2019) to 36 per cent. |
| Target 3.2 | Attitudes to School Survey (AToSS)  By 2024, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors;   * Sense of connectedness from 60 (2019) per cent to 70 per cent. * Student voice and agency from 45 (2019) per cent to 60 per cent. * Self-regulation and goal setting from 63 (2019) per cent to 70 per cent. |
| Target 3.3 | Staff Opinion Survey (POS)  By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors;   * Trust in students and parents from 85 (2019) to 90 per cent. * Believe peer feedback improves practice from 53 (2019) per cent to 60 per cent. |
| Target 3.4 | Parent Opinion Survey (POS)  By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors;   * Student agency and voice from 83 (2019) to 90 per cent. |
| Key Improvement Strategy 3.a Empowering students and building school pride | Embed the agreed teaching and learning practices to enable genuine student agency. |
| Key Improvement Strategy 3.b Empowering students and building school pride | Build student capability to take ownership of their learning to support them to set, track and attain learning goals. |
| Key Improvement Strategy 3.c Parents and carers as partners | Strengthen the school engagement with parents as partners in their child’s learning. |