

2022 Annual Implementation Plan

for improving student outcomes

Melbourne Girls College (8819)



Submitted for review by Tamara Stublely (School Principal) on 01 March, 2022 at 11:58 AM
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 09 March, 2022 at 12:24 PM
Endorsed by Heather Pritchard (School Council President) on 11 March, 2022 at 12:23 PM

Goal 1	Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
12 Month Target 1.1	<p>Learning Priority Increase positive endorsement of the SoS factor "Teacher Collaboration" to increase from 61% in 2021 to 65% in 2022. Increase learning growth as measured by teacher judgment for achieving at or above expected growth in Number and Algebra from 43% to 50% By 2022, increase the percentage of student achieving above NAPLAN benchmark growth; Year 7 to 9 Reading from 21 percent (2019) to 24 percent. Year 7 to 9 Writing from 25 percent (2019) to 28 percent. Year 7 to 9 Numeracy from 15 percent (2019) to 18 percent.</p> <p>Wellbeing Priority Increase school-wide positive endorsement of the AtoSS factor "Sense of connectedness" to increase from 57% in 2021 to 62% in 2022. Average of less than 13 days absent per student across Years 7-12</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Goal 2	Maximise learning growth for all students.	
12 Month Target 2.1	Year 7 to 9 Reading to 24% Year 7 to 9 Writing to 35% Year 7 to 9 Numeracy to 15%	
12 Month Target 2.2	Year 7 to Year 10 Reading and Viewing to 75% Year 7 to Year 10 Writing to 75%	

	Year 7 to Year 10 Speaking and listening 75% Year 7 to Year 10 Measurement and Geometry to 75%	
12 Month Target 2.3	Percentage of students achieving at or above VCE predicted raw study score to 60%	
12 Month Target 2.4	Differentiated learning challenge to 55% Effective teaching time to 69%	
12 Month Target 2.5	Guaranteed and viable curriculum to 56% Teacher collaboration to 56%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Further develop a guaranteed and viable curriculum which is challenging and stimulating and recognises students' point of need.	No
KIS 2 Building practice excellence	Review and embed the school's agreed instructional model.	Yes
KIS 3 Curriculum planning and assessment	Build staff capacity to understand and use data and evidence of learning to critically inform teaching and learning.	Yes
KIS 4 Instructional and shared leadership	Ensure the organisational design and structure enables student learning growth.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	A guaranteed and viable curriculum underpins all aspects of learning and wellbeing within the college. When student learning is approached from a student point of need the effectiveness of learning time and student motivation increases, having a flow-on effect on engagement and wellbeing.	
Goal 3	Build students personal growth and engagement for learning.	

12 Month Target 3.1	Motivation and interest 65% Sense of confidence to 65% Teacher concern to 35%
12 Month Target 3.2	School Staff Safety and Wellbeing to 66% Staff psychological safety to 65% Building resilience and a resilient supportive environment to 58%
12 Month Target 3.3	Parent participation and involvement to 68% Student motivation and support to 71%
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Vision, values and culture	Reinvigorate the school vision and values. Yes
KIS 2 Health and wellbeing	Reinvigorate the school's wellbeing and engagement approaches and programs. No
KIS 3 Health and wellbeing	Strengthen student agency to cope and thrive in the face of challenges or adversity. No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	A focus on refining and developing student wellbeing programs will impact all components of student learning. Developing and clearly articulating a whole school vision and clarity creates coherence for everyone and allows all members to craft meaning and a place everyone. This is key for connectedness and to form the foundations of a strong engagement and wellbeing approach across the school. We are aiming to connect the past, present and future together.
Goal 4	Build student agency in learning
12 Month Target 4.1	Average days absence under 15 days Equity funded student absence 40%
12 Month Target 4.2	Sense of connectedness to 63% Student voice and agency to 48% Self-regulation and goal setting to 63%

12 Month Target 4.3	Trust in students and parents to 84% Believe peer feedback improves practice to 50%	
12 Month Target 4.4	Student Agency and Voice to 87%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Embed the agreed teaching and learning practices to enable genuine student agency.	Yes
KIS 2 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.	No
KIS 3 Parents and carers as partners	Strengthen the school engagement with parents as partners in their child's learning.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Student agency builds the critical thinking and problem solving skills students need to thrive. It is important because students engaged actively in their education build deeper understanding of content. Students who find their own voice in school are more likely to develop a confident voice, a capacity to act in the world and a willingness to lead others. Student engagement is enhanced when students feel able to exert influence and participate more fully in the classroom, school and community..	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a Learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	<p>Learning Priority Increase positive endorsement of the SoS factor "Teacher Collaboration" to increase from 61% in 2021 to 65% in 2022. Increase learning growth as measured by teacher judgment for achieving at or above expected growth in Number and Algebra from 43% to 50% By 2022, increase the percentage of student achieving above NAPLAN benchmark growth; Year 7 to 9 Reading from 21 percent (2019) to 24 percent. Year 7 to 9 Writing from 25 percent (2019) to 28 percent. Year 7 to 9 Numeracy from 15 percent (2019) to 18 percent.</p> <p>Wellbeing Priority Increase school-wide positive endorsement of the AtoSS factor "Sense of connectedness" to increase from 57% in 2021 to 62% in 2022. Average of less than 13 days absent per student across Years 7-12</p>
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Professional learning and development of differentiated learning programs to meet students at their point of need. Evaluate school wide targeted support and extension programs (e.g. GRIN, LEAP, MYLNS, TIL, SEP).</p> <p>To map both Maths and Numeracy curriculum from Years 7-10. Maximise teacher collaboration in the teaching of senior Mathematics. To engage with an external expert in Maths/Numeracy field to provide pedagogical coaching. Professional learning in the explicit teaching of Numeracy and Maths across years 7 to 10.</p> <p>Expand teacher collaboration and a domain wide moderation model within English. Professional learning and capacity building of staff of explicit teaching of reading strategies and vocabulary across the college.</p>
Outcomes	<p>Teachers use students' worked examples and a moderation model to align more closely NAPLAN results and teacher judgements. Exploration of developmental rubrics in targeting students' point of need. Students with low growth on PAT or NAPLAN data (VIPs), MYLNs, LEAP, GRIN identified and connected to most appropriate intervention and extension program.</p>

	<p>Numeracy Action Plan developed.</p> <p>Use of language that is consistent with the Maths and Numeracy strategies implemented and documented.</p> <p>A toolbox of numeracy teaching strategies and resources developed to assist Maths staff in skills development.</p> <p>Students and teachers can articulate changes and improvements to Maths and Numeracy programs.</p> <p>Teachers of senior Mathematics purposely collaborating during the pre-moderation, moderation and post moderation phases.</p> <p>Teachers explicitly planning for the teaching of domain subject specific vocabulary.</p> <p>English teachers collaborating for the design of learning programs, assessments and moderation.</p>			
Success Indicators	<p>Student PAT data to show growth of VIPs, MYLNS, Literacy and GRN.</p> <p>Professional learning in PLT groups completed in Term 1, 2 and 3 of Literacy Action Plan</p> <p>Numeracy Action Plan developed and phase one implemented.</p> <p>Documentation that demonstrates the numeracy skills being explored across the school</p> <p>Numeracy growth in NAPLAN</p>			
Activities and Milestones				
Continued implementation of the Literacy Action Plan. Maximise use of external consultant to inform practice.				
Decoding and Encoding, Morphology and Command & Tiered Vocabulary				
Development of a Numeracy Action Plan, which incorporates documenting Yr 7 to 10 scope and sequence of the teaching of Mathematics and Numeracy.				
Professional learning, mentoring, team teaching, peer observations to build capacity of staff for differentiation. Draw upon the expertise of improvement teachers within MYLNS, GRIN, TLI and LEAP to support capacity building.				
Identify and visit schools with strong value add Numeracy data to learn and share best practice.				
Explore external Maths / Numeracy consultant.				
Conduct an analysis of student outcome data for students involved in GRIN, LEAP, MYLNS programs to evaluate the effectiveness of these programs.				
Design and implement structure to maximise teacher collaboration in senior English and Maths domain to aid curriculum design, moderation and assessment development				

Literacy Improvement Team to provide professional learning to staff through PLT structure to build capacity in the explicit teaching of tiered and domain specific vocabulary twice a term.					
Develop a MGC differentiation guide provides tools and strategies to ensure all students are supported, challenged and extended in their learning. "Must, Could, Should" for example.					
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
Actions	<p>Design and develop the MGC Wellbeing Model and Framework to provide clarity about what wellbeing means for us as a community and what our shared strategies are.</p> <p>Draw upon expertise of our Wellbeing Team to implement proactive programs that assist with developing student resilience and connectedness to school.</p> <p>Engage students in forums that assist us to better understand their experiences.</p> <p>Review Visible Wellbeing Program in Years 7-10</p>				
Outcomes	<p>Staff planned and confident in the delivery of social and emotional and pathways learning materials to students.</p> <p>Parents are engaging in education sessions offered by the college.</p> <p>Staff are help seeking less from the Wellbeing Team and leadership team for wellbeing concerns students.</p> <p>Staff, students and parents can articulate what wellbeing means at MGC.</p> <p>Wellbeing team will directly support students' mental health and/or provide referrals.</p> <p>Students will report improved mental health.</p>				
Success Indicators	<p>Student voice and agency on the ATOSS improve.</p> <p>Attendance data is improved (taking into consideration COVID).</p> <p>Referrals to Wellbeing are reduced.</p> <p>Policies and programs will show documentation of multi-tiered response model.</p> <p>Visible Wellbeing Program builds students' social and emotional health.</p> <p>Attitude to School data will show improvements in the areas of: sense of connectedness, emotional awareness and regulation, psychological distress, resilience.</p>				
Activities and Milestones					
Run student focus groups to seek feedback on the schools' approach to supporting student mental health. Curriculum day dedicated to build capacity of staff.					
Termly parent, student, and staff support seminars, incursions focused on wellbeing.					

Introduction of Multimodal Approach to Preventing Suicide in Schools project program for Year 10 students.					
Introduction of Seasons for Growth Education Program across the wellbeing programs for Years 7 to 9 students.					
Develop tiered systems of support that enable teachers and Year Level Leaders to identify and respond to students' individual wellbeing needs using wellbeing data.					
Audit and review Visible Wellbeing Program across years 7-10 to identify gaps and overlaps in building students' social and emotional wellbeing, including school-wide incursion and extra-curricular programs.					
Establish a school-based Respectful Relationships Team, build capacity of team. Connect with lead-schools implementing Respectful Relationships draw upon the cluster, then develop a school wide Respectful Relationships Action Plan.					
Goal 2	Maximise learning growth for all students.				
12 Month Target 2.1	Year 7 to 9 Reading to 24% Year 7 to 9 Writing to 35% Year 7 to 9 Numeracy to 15%				
12 Month Target 2.2	Year 7 to Year 10 Reading and Viewing to 75% Year 7 to Year 10 Writing to 75% Year 7 to Year 10 Speaking and listening 75% Year 7 to Year 10 Measurement and Geometry to 75%				
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12 Month Target 2.4	Differentiated learning challenge to 55% Effective teaching time to 69%				
12 Month Target 2.5	Guaranteed and viable curriculum to 56% Teacher collaboration to 56%				
KIS 1 Building practice excellence	Review and embed the school's agreed instructional model.				
Actions	Build staff capacity, confidence and collective efficacy in the school's agreed instructional model (LEARN) Learning Intention & Success Criteria, Engage, Apply, Review and Reflect and Next. Develop a whole school collaborative approach to build momentum to embed instructional model across the school.				

Outcomes	Teachers to explicitly document and plan teaching and learning based on LEARN. Teachers and students to share common language in the classroom around instructional model. Students in need of targeted academic support or intervention will be identified and supported through instructional model. Students will know what the next steps are to progress their learning through the instruction model.
Success Indicators	Visible representation of school wide instruction model (LEARN) in all learning spaces across the school - MGC community to engage and have consistent understanding of research based instructional model. Explicit planning for guarantee and viable curriculum across the school. Teachers explicitly planning and differentiate learning challenges in line with LEARN. Staff Opinion Survey: , increased collective efficacy. AToSS - Increased stimulated learning, connectedness at school.
Activities and Milestones	
Develop a working party to lead the review of the instructional model to establish current staff knowledge, confidence and application across the school.	
Professional learning provided that supports a relaunch of LEARN across the school.	
Design and develop curriculum day - staff collaborate to develop whole visual instructional model and anchor charts and prompts for classroom.	
Student focus groups conducted to collaborate and develop agreed upon anchor charts in learning and classroom environments.	
Refresh peer observations with a focus on the use of the instructional model in the classroom.	
Promote and relaunch school wide instruction model to the wider community.	
KIS 2 Curriculum planning and assessment	Build staff capacity to understand and use data and evidence of learning to critically inform teaching and learning.
Actions	Build staff capacity to analyse student data accurately. Build staff capacity and confidence to accurately identify student's literacy and numeracy point of need (faces to the data). Develop clear processes for use and distribution of data.
Outcomes	Professional Learning conducted to build data literacy to inform practice including backward design. Students in need of targeted academic support will be identified and supported and challenged.

	Teachers use PIVOT data to inform their teaching practice. PAT data walls for students 7-10 and share in PLT groups their differentiation practices.				
Success Indicators	Curriculum documentation will show plans for differentiation. Student IEP's will describe adjustments to meet their needs. Teachers and tutors will contribute to the development, review and evaluation of IEPs for students in need. Teachers respond to their PIVOT data implementing targeted responses to their own specific data using PIVOT.				
Activities and Milestones					
	Whole-school staff professional learning to unpack data sets, including VCE data discussions, PAT, Allwell and NAPLAN. Data walls, triangulation to inform differentiation and worked examples.				
	Identification of students eligible for Tutoring support, through effective analysis of data (e.g. PAT, Allwell, NAPLAN, Teacher judgement).				
	Develop and implement yearly Student Data Schedule which details data usage over the course of the year (including who is responsible for the collection and distribution of data, as well as how the data is used).				
	Professional learning for teaching staff on understanding IEPs, as well as supporting students with disabilities and additional needs.				
	Students complete one PIVOT survey each semester, Teacher use data to inform practice.				
Goal 3	Build students personal growth and engagement for learning.				
12 Month Target 3.1	Motivation and interest 65% Sense of confidence to 65% Teacher concern to 35%				
12 Month Target 3.2	School Staff Safety and Wellbeing to 66% Staff psychological safety to 65% Building resilience and a resilient supportive environment to 58%				
12 Month Target 3.3	Parent participation and involvement to 68% Student motivation and support to 71%				
KIS 1 Vision, values and culture	Reinvigorate the school vision and values.				

Actions	Develop clarity and strengthen the school vision and values within the school community. Enhance the MGC Alumni program to reconnect wider community and partnerships. Developing meaningful parent involvement and connections.
Outcomes	Leaders across the school utilise school values and vision in language (written and spoken). Student leaders to embrace and promote school values and vision in projects and leadership programs. All staff, students and families to understand and apply school's vision and values in actions and behaviours. Past and present students to reconnect with school, values and vision through Alumni. Enriched and consistent social media and website platform develop momentum and reconnect to MGC community.
Success Indicators	Increased participation of past students in our Alumni Program. Expand Alumni programs within the school - sports coaching, tutoring, careers counselling, celebratory events, guest speakers. AToSS - School connectedness data. Increased parent participation and involvement.
Activities and Milestones	
	Design, promote and build capacity of the school's vision, values and school ethos, including logo. Professional learning for school community, linking values, vision to the classroom and celebrating students demonstrating this across the school.
	Celebrate and create or reengage rituals and traditions that are key aspects of the school community and connectedness.
	Establish team and processes to drive and engage past and previous students in Alumni Program.
	Explore and align school advertising and social media, website, messaging, prospectus, videos to align consistent visions and values.
Goal 4	Build student agency in learning
12 Month Target 4.1	Average days absence under 15 days Equity funded student absence 40%
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12 Month Target 4.3	Trust in students and parents to 84% Believe peer feedback improves practice to 50%

12 Month Target 4.4	Student Agency and Voice to 87%
KIS 1 Empowering students and building school pride	Embed the agreed teaching and learning practices to enable genuine student agency.
Actions	Develop a student agency action plan that maps out strategies that can be put in place to improve genuine student agency. Build on and engage further teacher use of improving student agency in their classrooms through the PLT/C structure. Establish collaboratively what student agency means across the school.
Outcomes	Students agency action plan developed. Students are using the same language as staff when referring to student agency. Teachers demonstrate an increase in awareness about the student leadership team, their roles and the projects undertaken at MGC. Students actively use the developmental rubrics to identify their next step in their own learning growth. Staff use their PIVOT data and share with their students, students recognise their agency in the PIVOT surveys.
Success Indicators	Increased positive endorsement - AToSS with student agency related statements. Increased positive endorsement of staff and students in the use of PIVOT surveys. Teachers embed strategies learnt from their PIVOT surveys. Students becoming more independent in their learning showing greater levels of self-regulation and metacognition.