2024 Annual Implementation Plan

for improving student outcomes

Melbourne Girls College (8819)

Submitted for review by Tamara Stubley (School Principal) on 08 March, 2024 at 03:53 PM
Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 08 March, 2024 at 04:33 PM
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Select annual goals and KIS

Goal 1	**Priorities goal** **In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.**	
12-month target 1.1-month target	Students on IEP's have goals reviewed, new goals formulated. Disability Inclusion profile formulated.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.	
Goal 2	**Maximise learning growth for all students.**	
12-month target 2.1-month target	Yr 9 Numeracy - 73% in strong and 17% exceeding Yr 9 Writing - 54% strong and 42% exceeding	
12-month target 2.2-month target	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 to 85 per cent. Year 7 to Year 10 Writing to 85 per cent. Year 7 to Year 10 Measurement and Geometry to 85 per cent. Year 7 to Year 10 Number and Algebra from to 85 per cent.	
12-month target 2.3-month target	By 2024, increase the percentage of students achieving at or above VCE predicted raw study score to 62 per cent.	

12-month target 2.4-month target	By 2024, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors; Differentiated learning challenge 65 per cent. Effective teaching time to 85 per cent.	
12-month target 2.5-month target	By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors; Guaranteed and viable curriculum to 70 per cent. Teacher collaboration to 70 per cent.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Further develop a guaranteed and viable curriculum which is challenging and stimulating and recognises students' point of need.	Yes
KIS 2.b Excellence in teaching and learning	Review and embed the school's agreed instructional model.	No
KIS 2.c Excellence in teaching and learning	Build staff capacity to understand and use data and evidence of learning to critically inform teaching and learning.	No
KIS 2.d Professional leadership	Ensure the organisational design and structure enables student learning growth.	No

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.

We see this as one of the most powerful things that MGC can put in place to enhance student growth and achievement. Two parts in this approach is to have a guaranteed and viable curriculum: Guaranteed assures us that specific content is explicitly taught in specific courses and at specific levels, regardless of the teacher to whom a student is assigned. Viable indicates that there is enough instructional time available to actually teach the content identified as important. With the reinvestment back into curriculum leadership which began at the beginning of 2023, we were able to further understand where we were at as a whole college and begin to reframe and rebuild a curriculum framework, taking into consideration whole school tools and layers.

This work needs to continue into 2024 and beyond.

Goal 3	Build students personal growth and engagement for learning.	
12-month target 3.1-month target	By 2024, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors; Resilience from 63 (2019) per cent to 70 per cent. Teacher concern from 33 (2019) per cent to 45 per cent.	
12-month target 3.2-month target	By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey module; School Staff Safety and Wellbeing to 70 per cent. Staff psychological safety 60 per cent.	
12-month target 3.3-month target	By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors; Student motivation and support from 66 (2019) to 75 per cent.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Professional leadership	Reinvigorate the school vision and values.	No
KIS 3.b Positive climate for learning	Reinvigorate the school's wellbeing and engagement approaches and programs.	Yes
KIS 3.c Positive climate for learning	Strengthen student agency to cope and thrive in the face of challenges or adversity.	No

The introduction of our homegroup structure across Years 7 to 12 plus the further investment of our wellbeing curriculum across Years 7 to 12 in 2024 is fundamentally to strengthen our student's sense of belonging. A homegroup structure creates a smaller, more intimate community within a larger college environment. Students will develop a stronger sense of belonging and connection within their homegroup, which will foster a supportive and inclusive atmosphere.

Our intent is for our homegroup structure to provide a designated space for students to build relationships with their peers and a specific teacher or mentor. This structure will encourage a more personalised investment, attention, and support, as students will turn to their homegroup teacher for academic, social, or emotional support.

Our wellbeing program will include prevention programs, awareness campaigns, Respectful Relationships and peer support systems that aim to create a safe and nurturing environment for our young people. We also have an important responsibility to equip students with essential life skills that go beyond their time at MGC. Students will learn to prioritise self-care, manage stress, and seek help when needed. These skills are crucial for their future success and wellbeing beyond the college environment.

Define actions, outcomes, success indicators and activities

Goal 1	**Priorities goal** **In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.**
12-month target 1.1 target	Students on IEP's have goals reviewed, new goals formulated. Disability Inclusion profile formulated.
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	1. Build capacity amongst the mathematics staff to implement a growth and collaborative focused curriculum. 2. Develop LEAP curriculum to include opportunities for students to further develop their mathematical skills in their regular Mathematics class. 3. Evaluate school wide targeted support and extension programs (e.g. GRIN, LEAP, SEP, TLI, MYLNS, VHAP). 4. Work with Domains and PLT groups to identify specific literacy needs to improve curriculum and pedagogy, and support this work during their Domain working time. Mapping these skills across the curriculum. 5. Systematically review IEPs.
Outcomes	1a. Review current Learning Tasks in Mathematics to evaluate level of differentiation and use this to develop Learning Tasks that allow for multiple entry and exit points. 1b. Building understanding in staff of the learner dispositions that we want to see in Mathematics. 1c. Modelling rich activities in Domain meetings to build staff capacity. 1d. Learning Sequences to include 1-2 rich, collaborative tasks for students that are low floor, high ceiling to cater for differing points of need. 1e. Working party to continue mapping of 7-10 Vic Curriculum 2.0. 2a. Coherent LEAP program documented that complements current Mathematics curriculum for appropriate year level. 2b.Resources are available for staff and students. 2c. Collaboration between LEAP and classroom teacher to inform Vic curriculum levels and point of need for students. 3a. Compare PAT testing data to show growth of students in these programs. 3b. Compare pre and post testing data for each topic covered. 3c. Focus group with students in these programs to evaluate student perceptions of these programs.

	3d. DAL testing to see against Vic Curriculum. 4a. Domain members identify literacy skills needed to support student growth. 4b. Domain members work with Literacy Learning Specialist to research best practice strategies to develop literacy skills. 4c. Literacy skills embedded into lesson plans and units of work. 4d. Domain members review success of strategies against student growth. 5a. IEPs become living documents that identify areas of growth needed and assist students to work towards improving their skills.
Success Indicators	1a. Learning Sequences contain one Learning Task per semester that is a non-test, rich task. 1b. Modelling of rich Mathematics activities in Domain meetings every second week. 1c. Increase in rich Mathematics activities documented in Learning Sequences and Lesson Plans. 1d. Teacher collaboration in SoS increase from 50% in 2022 to 60% in 2023. 1e. Curriculum development for 7-10 in preparation for Vic Curriculum 2.0. 1f. Audit of current Mathematics curriculum documented in 2023 to compare to Vic Curriculum 2.0. 2a. LEAP program documented. 2b. Domain meeting minutes to show when teachers have met re: LEAP program. 2c. Students in LEAP using supplementary LEAP resources in regular Mathematics class. 3a. Growth shown in PAT testing data and post testing data. 3b. Positive responses received to focus group sessions. 4a. Domain meeting minutes. 4b. Unit plans, Lesson plans, PAT Data and assessments. 5a. Compare NAPLAN growth data, PAT data (year to year) and student reports (LT data) to show student progress. 5b. Teachers engage with IEPs in their Domains, collaborating with students on their goals. 5c. Increased reviews of IEPs, yearly, semesterly and termly. 5d. Staff completion of Inclusion Special Learning Needs Workshops 5e. Positive response increase to differentiation on AtoSS. 5f. Students show agency in contributing to their IEP (e.g. in goal setting).
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

positive, safe and orderly learning environment	
Actions	1. Whole School Approach with The Resilience Project (TRP) in Wellbeing Sessions. 2. Increased support for students and enhanced house system. 3. Building capacity in parent community to support their child's wellbeing.
Outcomes	1a. Common language use around gratitude, empathy and mindfulness (GEM) and resilience for staff and students. 1b. Equipping staff with TRP training. 1c. TRP curriculum incorporated into current Wellbeing Curriculum. 2a. Implementation of Homegroup and Wellbeing program. 2b. Continued development of roles and responsibilities, as well as professional learning for SEWLs and YLLs and all staff. 2c. Disability Inclusion funding used for identified students. 2d. Appropriate referrals to external agencies and alternative settings as required. 3a. Parents engaging with Homegroup teacher. 3b. Parents attending information sessions. 3c. Parents engaging with external organisations. 3d. Parents referring their child to wellbeing.
Success Indicators	1a. Increase in teacher concern. 1b. Resilience project survey data. 1c. Increase AToSS - High Resilience %. 1d. Staff engagement and contribution to wellbeing curriculum. 2a. Increase in school connectedness (AToSS). 2b. Positive responses in TRP survey data. 2c. Increased number of IEPs developed/reviewed. 2d. Identification of students through. 2e. NCCD data collection. 3a. Number of parent referrals to wellbeing. 3b. Parent consent to MAPSS program (Y10). 3c. Parent participation in wellbeing sessions.
Goal 2	**Maximise learning growth for all students.**

12-month target 2.1 target	Yr 9 Numeracy - 73% in strong and 17% exceeding Yr 9 Writing - 54% strong and 42% exceeding
12-month target 2.2 target	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 to 85 per cent. Year 7 to Year 10 Writing to 85 per cent. Year 7 to Year 10 Measurement and Geometry to 85 per cent. Year 7 to Year 10 Number and Algebra from to 85 per cent.
12-month target 2.3 target	By 2024, increase the percentage of students achieving at or above VCE predicted raw study score to 62 per cent.
12-month target 2.4 target	By 2024, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors; Differentiated learning challenge 65 per cent. Effective teaching time to 85 per cent.
12-month target 2.5 target	By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors; Guaranteed and viable curriculum to 70 per cent. Teacher collaboration to 70 per cent.
KIS 2.a Curriculum planning and assessment	Further develop a guaranteed and viable curriculum which is challenging and stimulating and recognises students' point of need.
Actions	1. Policy: Lead the development of Assessment and Reporting Policy. 2. School Level Guaranteed and Viable Curriculum (GAV): Review integrated curriculum structure via Working Party, GAV curriculum-focused Curriculum Day. 3. Domain Level GAV: Lead Curriculum mapping against Vic Curriculum for English/Mathematics. 4. Year Level GAV: Support domains with the mapping of skills and knowledge for units within subjects, with exemplar Subject Outlines produced by Learning Specialists. 5. Unit Level GAV: Collate existing Unit Outlines across the school and investigate models for unit planning. 6. Data informed GAV: Evaluate and refine data informed curriculum, using whole cohort data.
Outcomes	1a. Development of Assessment and Reporting Policy for 7-12. 1b. More consistent practice around assessment and reporting of Learning Tasks, Victorian Curriculum achievement standards and VCE satisfactory achievement of outcome. 2a. Working party begin to interrogate findings from 2019 Lyceum review, current data and research to determine whether integrated curriculum program continues to fit the needs of the school. 2b.. GAV Curriculum-focused Curriculum Day to continue to build staff capacity in curriculum planning & development.

	3a. Current Mathematics and English intended curriculum is audited against the Victorian Curriculum 2.0 using Department of Education Curriculum Mapping Tools. 3b. Findings of curriculum mapping are used to refine intended curriculum for English and Mathematics. 3c. Leaders and staff within English and Mathematics teams build understanding of Curriculum Mapping processes. 3d. School wide Scope and Sequence continued to be developed/refined. 4a. Skill and knowledge identified and documented for all units in each subject as the intended curriculum. 4b. Exemplars produced by Learning Specialists and used to guide whole school professional learning on intended curriculum development. 4c. Domain sub-teams identified by Curriculum Team and Domain leaders for individual support from Curriculum Learning Specialist. 5a. Collate various existing unit plans across domains to begin to build understanding of unit planning documentation and process. 5b. Engage with research surrounding best practice in unit planning. 5c. Investigate models for unit planning. 5d. Review of existing Units to ensure there is incorporation of effective pedagogy, ideally through the LEARN model. 6a. Domains to conduct DAL assessments to refine documented and intended curriculum meets the needs of the cohort.
Success Indicators	1a. MGC Assessment and Reporting Policy. 1b. Changes to Compass chronicle settings. 2a. Formation of working party: articulated goals, meeting minutes, collection of data related to integrated programs, research around team teaching, integrated curriculum and open planned learning, sharing of findings and recommendations. 2b. Data/feedback from curriculum-focused Curriculum Day. 2c. Increase in SOS: Guaranteed and Viable Curriculum 2d. Increase in SOS: Teacher collaboration 3a. Curriculum maps for Mathematics and English. 3b. Meeting minutes. 3c. School wide Scope and Sequence. 3d. Increase in SOS: Guaranteed and Viable Curriculum 3e. Increase in SOS: Teacher collaboration 4a. Professional learning delivered to guide the development and analysis of skills and knowledge statements within 7-10 subjects. 4b. Exemplar subject outline completed for English, Mathematics, Humanities and Science by Learning Specialists.

	4c. Completed subject outlines (curriculum tool) in development.
	5a. Curriculum Tools collated across the school at the Unit Layer.
	5b. Meeting minutes/feedback gathered on existing tools.
	6a. Data Learning Specialists & Domain Leaders create a schedule for DAL assessments to be conducted (prior to units being delivered).
	6b. Data LS to run PD on how to conduct DAL assessments and interpret Guttman reports.
	6c. Domains (and curriculum planning groups) to unpack the learning needs of the cohort. Any considerations for their cohort are documented.
Goal 3	Build students personal growth and engagement for learning.
12-month target 3.1 target	By 2024, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors; Resilience from 63 (2019) per cent to 70 per cent. Teacher concern from 33 (2019) per cent to 45 per cent.
12-month target 3.2 target	By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey module; School Staff Safety and Wellbeing to 70 per cent. Staff psychological safety 60 per cent.
12-month target 3.3 target	By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors; Student motivation and support from 66 (2019) to 75 per cent.
KIS 3.b Health and wellbeing	Reinvigorate the school's wellbeing and engagement approaches and programs.
Actions	1. Increased support for students and enhanced house system.
Outcomes	1a. Implementation of Homegroup and Wellbeing program. 1b. Increased collaboration between house captains. 1c. Increased participation with students in different house activities.
Success Indicators	1a. Increase in teacher concern. 1b. Increase in school connectedness (AToSS). 1c. Positive responses in TRP survey data. 1d. Total number of house points for different activities. 1e. Regular updates with house points, including the student bulletin.