

School Strategic Plan 2025-2029

Melbourne Girls College (8819)



Submitted for review by Tamara Stubley (School Principal) on 16 June, 2025 at 11:15 AM

Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 16 June, 2025 at 03:30 PM

Endorsed by Kristina Popova (School Council President) on 17 June, 2025 at 10:10 AM

School Strategic Plan - 2025-2029

Melbourne Girls College (8819)

School vision	Melbourne Girls' College empowers young women to strive for academic excellence, grow with resilience and self-belief, and lead courageously. We are driven by a commitment to shape socially conscious individuals who positively influence communities.
School values	<p>At Melbourne Girls' College, our values are central to everything we do. They are lived principles that shape our culture, learning environment, and community connections. We are proudly grounded in the values of Excellence, Teamwork, and Diversity. These values guide how we teach, how we learn, how we lead, and how we support one another.</p> <p>Excellence reflects our belief in striving for personal and collective achievement. Whether in the classroom, on the stage, in sporting arenas, or in leadership and service, our students and staff are encouraged to aim high, remain curious, and pursue continuous improvement and growth. We celebrate the effort behind success and cultivate a culture where doing and being our best is always the goal.</p> <p>Teamwork reminds us that we are stronger together. We believe collaboration is key to growth, and we intentionally foster a learning culture where staff, students, and families work in partnership. Through respectful relationships, open communication, and a shared sense of purpose, we support one another to thrive. We honour individuality within the team and believe that everyone has something valuable to contribute.</p> <p>Diversity is at the foundation of our community. At Melbourne Girls' College, we recognise that our strength lies in the richness of different perspectives, backgrounds, and experiences. We actively promote inclusion, encourage critical thinking, and support students to explore the world through multiple lenses. In doing so, we nurture innovation, empathy, and global citizenship.</p> <p>Together, these values empower our students to Lead and Achieve and they do this with confidence, compassion, and a deep sense of purpose.</p>
Context challenges	<p>Catering for a Diverse Range of Student Abilities: One of our central challenges is ensuring high quality, evidence-based instructional practices that cater for the full range of learners in every classroom. This includes maintaining stretch and challenge for high ability students, while also meeting the needs of students requiring additional support, including EAL, Koorie students and Out of Home Care backgrounds, and students identified on the NCCD list. Ensuring differentiated teaching is embedded across learning areas remains a key focus.</p> <p>Building Middle Leadership Capability and Collaboration:</p>

	<p>Strengthening their ability to lead data informed conversations, support team collaboration, and influence pedagogical growth is one of our key improvement strategies.</p> <p>Effective Use of Data to Inform Teaching and Monitor Progress: Enhancing our ability to analyse and interpret data effectively, both at a whole-school and classroom level. Supporting staff to engage with data to identify student progress, determine impact, and plan differentiated next steps in learning is central to our Professional Learning program.</p> <p>Strengthening Student Engagement and Learner Agency: While students at MGC generally demonstrate strong academic engagement and high attainment, we continue to focus on strengthening their role as active partners in learning. This includes enhancing opportunities for student voice, goal setting, and meaningful feedback, particularly in the middle years.</p> <p>Enhancing a Culture of Adult Learning and Growth: As a school with high performing students, we recognise the need to build a parallel culture where staff also see themselves as lifelong learners. One of our challenges is that some staff may not readily identify a need for change or growth in their own practice. We are working to foster a culture where continuous reflection, feedback, and professional learning are not only encouraged but expected, ensuring we model the same growth mindset we seek to instil in our students.</p>
Intent, rationale and focus	<p>At Melbourne Girls' College, we are here for our young people. Our core purpose is to form positive, respectful partnerships where students feel a strong sense of belonging and connection to MGC. We aim to create an environment where every student feels safe to take healthy risks with their learning and personal growth, and where they develop the skills, knowledge and capabilities to contribute meaningfully to their communities, now and into the future.</p> <p>Our intent is to embed consistently high-quality teaching and learning across all classrooms, strengthen student agency, and ensure equitable outcomes for all students, regardless of background or individual need. We are also committed to delivering a purposeful and age-appropriate wellbeing curriculum from Years 7 to 12, designed to support the personal and social development of our young people as they navigate adolescence, relationships, identity, and self-regulation. This curriculum is central to creating the conditions in which students feel safe, valued and ready to learn. We are focused on building a professional culture that embraces continuous improvement, underpinned by collaborative inquiry and aligned with the Victorian Teaching and Learning Model (VTLM).</p> <p>While our students consistently demonstrate high levels of attainment, our self-evaluation and review have identified key areas requiring sustained attention. These include increasing consistency in instructional practice, strengthening differentiation to meet the needs of all learners (including high-ability, Koorie, refugee and Out of Home Care students), and using data more effectively to monitor and support individual learning growth. Maximising learning growth, particularly across Years 7 to 9, is a priority. NAPLAN data shows strong achievement but also highlights the need to ensure students are progressing from their individual starting points. In mathematics, we are</p>

focused on reducing anxiety and building confidence through rich, conceptually based teaching approaches and supportive learning environments. In the senior years, we are committed to expanding access to quality post-school pathways and improving our median VCE study score to 33 and beyond, through strengthened subject planning, teacher expertise, and targeted academic support.

Across all year levels, we are ensuring that teachers and staff have the capacity to focus on the work that matters most, not only what is taught, but how well it is taught, and how we adapt our teaching to meet students' evolving needs. This includes ongoing professional learning, time for collaborative inquiry, and structures that allow teachers to reflect, adjust, and grow. We are developing a clear, shared vision for how we operate as teachers, to guide curriculum design, pedagogy and assessment. This will reduce variability and eliminate the "lucky dip" experience of teaching and learning, replacing it with a consistent, coherent and rich curriculum that is relevant, purposeful, and explicitly age-appropriate for students across Years 7 to 12. Our commitment to inclusion includes embedding the Disability Inclusion model in a way that is manageable for staff and purposeful for students, with professional learning and support structures that enable inclusive, responsive teaching.

Excellence in Teaching and Learning: Embed the VTLM across all aspects of professional learning, curriculum planning, and instructional practice,

Establish and enact a clear, shared vision for high quality teaching across the college, Strengthen the use of data to inform teaching, differentiate learning, and monitor student growth.

Maximise growth in Years 7 to 9, particularly in literacy and numeracy.

Reduce mathematics anxiety through confidence-building, conceptually rich teaching.

Improve VCE outcomes and consistently lift the median study score to 33 and beyond.

Strengthen the use of Professional Learning Communities (PLCs) to support collaborative inquiry.

Continue to develop a consistent and coherent curriculum that is knowledge-informed, inclusive, and age-appropriate across Years 7 to 12.

Deepen learner agency through student voice, choice, and shared responsibility in learning.

Embed consistent and effective feedback, goal-setting, and reflection practices across all year levels.

Equity, Inclusion and Wellbeing for All Learners

Deliver a whole-college wellbeing curriculum across Years 7 to 12, explicitly designed to support students' social, emotional, and personal development.

Improve outcomes for students requiring additional support, including those on the NCCD list, Koorie students, and students from refugee or Out of Home Care backgrounds.

Implement the Disability Inclusion model sustainably, with a focus on practical classroom impact and shared responsibility.

Build inclusive, culturally responsive teaching practice across all learning areas.

Use equity funding strategically to build staff capability and support students at risk of disengagement.

The Strategic Plan will be implemented through annual improvement plans aligned with the Framework for Improving Student Outcomes (FISO 2.0). Through strong leadership, collective responsibility, and a relentless focus on student learning and wellbeing, Melbourne Girls' College will continue to be a place where every student is known, challenged, supported and inspired to thrive.

School Strategic Plan - 2025-2029

Melbourne Girls College (8819)

Goal 1	Maximise the learning growth of every student.
Target 1.1	<p>By 2029, improve the percentage of Year 9 students achieving <i>strong or exceeding</i> proficiency levels in NAPLAN, based on 2024 figures, for:</p> <ul style="list-style-type: none"> • Reading from 90% to 93% • Writing from 89% to 92% • Numeracy from 86% to 89% <p>By 2029 improve the percentage of Year 9 students in numeracy at the <i>exceeding</i> proficiency level in NAPLAN, based on 2024 figures from 12% to 17%.</p>
Target 1.2	<p>By 2029, improve the percentages of NAPLAN benchmark growth for:</p> <ul style="list-style-type: none"> • Reading from xx% (2025) to xx% • Writing from xx% (2025) to xx% • Numeracy from xx% (2025) to xx% <p><i>Placeholder targets - to be updated when data becomes available</i></p>
Target 1.3	<p>By 2029, improve the VCE median study score from 32 (2024) to 33 or above</p> <p>By 2029, improve the percentage of 37+ scores from 24% (2024) to 28%</p>
Target 1.4	<p>By 2029, increase the percentage of positive endorsement in the School Staff Survey factors, based on 2024 figures, from:</p> <ul style="list-style-type: none"> • 56% to 60% or above for Guaranteed and viable curriculum • 51% to 55% or above for Teacher collaboration • 50% to 60% for Instructional leadership
Key Improvement Strategy 1.a	

<p>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</p>	<p>Strengthen teacher capabilities to consistently embed high quality pedagogy in all domains across the college.</p>
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Empower students to be actively engaged and challenged in their own learning.</p>
<p>Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 1.c 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</p>	<p>Embed effective collaborative practices that challenge staff to regularly reflect and improve their practice.</p>
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	

Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Strengthen the engagement and wellbeing of every student
Target 2.1	By 2029, increase the percentage of positive endorsement in the Attitudes to School Survey, based on 2024 figures, from: <ul style="list-style-type: none"> • 27% to 32% or above for Teacher concern • 38% to 42% or above for Student voice and agency • 69% to 73% for Resilience
Target 2.2	By 2029, increase or maintain the percentage of positive endorsement in the Parent Opinion Survey, based on 2024 figures, from: <ul style="list-style-type: none"> • 70% to 74% for School communication • 53% to 58% for Parent participation and involvement • 72% for Confidence and resiliency skills • 68% for Student agency and voice
Target 2.3	By 2029, reduce the percentage of students with 30+ days absence from 20% (2024) to 15%.
Key Improvement Strategy 2.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	Strengthen and develop staff capabilities to effectively respond to the wellbeing needs of individuals and groups of students.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance the partnerships between the college and families and wider community.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Empower students to be actively engaged and respond with resilience to challenges.
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	