2025 Annual Implementation Plan

for improving student outcomes

Melbourne Girls College (8819)

Submitted for review by Tamara Stubley (School Principal) on 02 July, 2025 at 12:00 PM
Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 07 July, 2025 at 08:56 AM

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise the learning growth of every student.	Yes	By 2029, improve the percentage of Year 9 students achieving *strong or exceeding* proficiency levels in NAPLAN, based on 2024 figures, for: • Reading from 90% to 93% • Writing from 89% to 92% • Numeracy from 86% to 89% By 2029 improve the percentage of Year 9 students in numeracy at the *exceeding* proficiency level in NAPLAN, based on 2024 figures from 12% to 17%.	Improve the percentage of Year 9 students achieving strong or exceeding proficiency levels in NAPLAN:Reading 90% or greater Writing 89% or greater Numeracy *6% or greater
		By 2029, improve the percentages of NAPLAN benchmark growth for: • Reading from xx% (2025) to xx% • Writing from xx% (2025) to xx% • Numeracy from xx% (2025) to xx% *Placeholder targets - to be updated when data becomes available*	Reading toNumeracy
		By 2029, improve the VCE median study score from 32 (2024) to 33 or above By 2029, improve the percentage of 37+ scores from 24% (2024) to 28%	VCE median study score to be 32 or above Percentage of 37+ scores greater than 24%
		By 2029, increase the percentage of positive endorsement in the School Staff Survey factors, based on 2024 figures, from: • 56% to 60% or above for Guaranteed and viable curriculum	56% or above for Guaranteed and viable curriculum52% or above for Teacher collaboration

		• 51% to 55% or above for Teacher collaboration • 50% to 60% for Instructional leadership	
Strengthen the engagement and wellbeing of every student	Yes	By 2029, increase the percentage of positive endorsement in the Attitudes to School Survey, based on 2024 figures, from: • 27% to 32% or above for Teacher concern • 38% to 42% or above for Student voice and agency • 69% to 73% for Resilience	28 or above for Teacher concern
		By 2029, increase or maintain the percentage of positive endorsement in the Parent Opinion Survey, based on 2024 figures, from: • 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	maintain 72% for Confidence and resiliency skills
		By 2029, reduce the percentage of students with 30+ days absence from 20% (2024) to 15%.	Reduce the percentage of students with 30+ days absence to 19%

Goal 1	**Maximise the learning growth of every student.**
12-month target 1.1	Improve the percentage of Year 9 students achieving strong or exceeding proficiency levels in NAPLAN: Reading 90% or greater Writing 89% or greater Numeracy *6% or greater

12-month target 1.2	Reading to Numeracy	
12-month target 1.3	VCE median study score to be 32 or above Percentage of 37+ scores greater than 24%	
12-month target 1.4	56% or above for Guaranteed and viable curriculum 52% or above for Teacher collaboration	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Strengthen teacher capabilities to consistently embed high quality pedagogy in all domains across the college.	No
KIS 1.b Teaching and learning	Empower students to be actively engaged and challenged in their own learning.	No
KIS 1.c Leadership	Embed effective collaborative practices that challenge staff to regularly reflect and improve on their practice	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.	In 2025, Melbourne Girls' College will prioritise embedding effective collaborative practices as a foundation for our improvement agenda. This focus builds on the progress already underway and aims to strengthen consistency, reflection, and shared responsibility across teaching teams. Although we have made strides in building leadership capacity and trialling curriculum improvement work, further progress against our School Strategic Plan goals depends on establishing more consistent, structured collaboration. Current practices are often siloed, and opportunities for collective reflection and moderation are not yet fully embedded. In 2025, collaborative practice will be the engine for sustained improvement, enabling staff to use data to reflect, align their practice, and ensure every student benefits from high quality, coherent learning experiences.	
Goal 2	**Strengthen the engagement and wellbeing of every student**	

12-month target 2.1	28 or above for Teacher concern	
12-month target 2.2	maintain 72% for Confidence and resiliency skills	
12-month target 2.3	Reduce the percentage of students with 30+ days absence to 19%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Strengthen and develop staff capabilities to effectively respond to the wellbeing needs of individuals and groups of students.	Yes
KIS 2.b Engagement	Enhance the partnerships between the college and families and wider community.	No
KIS 2.c Engagement	Empower students to be actively engaged and respond with resilience to challenges.	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.	This is a key improvement strategy for 2025, drawing on our attitudinal data, reflections and learnings from focus groups, and insights from the Resilience Project. These sources highlight the need to strengthen staff capability to respond to the increasingly complex wellbeing needs of students. Equipping staff with the skills and confidence to support both individuals and groups will lead to earlier intervention, stronger relationships, and a more connected and supportive school environment.	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise the learning growth of every student.
12-month target 1.1	Improve the percentage of Year 9 students achieving strong or exceeding proficiency levels in NAPLAN:

	Reading 90% or greater Writing 89% or greater Numeracy *6% or greater
12-month target 1.2	Reading to Numeracy
12-month target 1.3	VCE median study score to be 32 or above Percentage of 37+ scores greater than 24%
12-month target 1.4	56% or above for Guaranteed and viable curriculum 52% or above for Teacher collaboration
KIS 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	Embed effective collaborative practices that challenge staff to regularly reflect and improve on their practice
Actions	1. Run PL for Reducing Cognitive Load for students focused on teacher capacity 2. Peer Observation program initiated 3. Review of the efficacy of the Library period for Years 7-9 for teachers and students. 4. Review the efficacy of the 7-9 Lexia Power Up Literacy Support program 5. Trial of the Digital Assessment Library (DAL) for Maths
Outcomes	1. Teachers will have a better understanding of cognitive load and be better equipped to reduce this load for students in a variety of way. 2. A trial of a selected peer observation model is undertaken. 3. Teachers, librarians and students will have had input into the inclusion and structure of the class Library period in 2026. 4. Teachers and students will have had input into the structure of the Literacy program in 2026 and the possible inclusion of the Lexia program moving forward.

	5. Year 7 to 9 maths teachers to trial the DAL to provide extra data for determining the level at which students are. Staff to share results to provide feedback as to the comparative levels of students from different classes.
Success Indicators	1. Teachers applying cognitive load theory in their planning, preparation and implementation of teaching practice. 2. Successes from this trial to be shared with staff early next year in the hope of kick starting a culture of peer observation at MGC. 3 and 4. Suggested improvements for the Library program can then be taken on by Year 10 English teachers in their curriculum and resource planning for 2026 5. DAL testing and results discussion and evaluated for recommendation in 2026.

Activities	People responsible	Is this a PL priority	When	
Build Shared Understanding in PL. Model Application in Practice - video, peer obs, annotated lessons during PL and PLT's Facilitate Collaborative Planning Integrate feedback and observation	☑ All staff ☑ Disability inclusion coordinator	☑ PLP Priority	from: Term 1 to: Term 4	
Link the peer observation model to school improvement priorities with interested and potential staff. Engage and Consult Staff Build capacity through professional learning in the benefits and fundamentals of peer observations with the team. Develop the Model and Processes Pilot and refine the model.	☑ Learning specialist(s)	☐ PLP Priority	from: Term 2 to: Term 4	
Questions to be compiled by Years 7-10 English teachers during English Domain time Term 3. Students in Years 7-10, teachers in Years 7-10 to be surveyed re Library period at the beginning of Term 4. Results of survey to be discussed with Years 7-10 teachers in the middle of Term 4. Years 7-10 English Curriculum then to be revised and updated/enriched based upon the survey results.	☑ Literacy leader	☐ PLP Priority	from: Term 3 to: Term 4	

Audit Current Practices: Map existing assessment practices in Maths across year levels to identify alignment or gaps with DAL. Engage Staff Early: Brief Maths Domain Leaders and teachers on the purpose, benefits, and expectations of the DAL trial. Select Trial Cohorts: Choose specific year levels or classes to participate initially (e.g. Year 8 and Year 10). Develop an Implementation Timeline: Set key milestones for familiarisation, trial use, data collection, and review.	☑ Numeracy leader	☐ PLP Priority	from: Term 2 to: Term 4
Collect data on teacher uptake, student engagement and assessment completion. Review student performance data and teacher feedback to access the quality, relevance and usability of DAL tools Coordinate Technical Readiness: Ensure all digital platforms, student devices, and infrastructure are compatible and ready for DAL use.	☑ Numeracy leader	☐ PLP Priority	from: Term 2 to: Term 4
Teachers and students in Lexia Program then to be surveyed about their experience at the beginning of Term 4. Results of survey to be discussed with Principal Team in the middle of Term 4, with a view to the Literacy Program's possible structure in 2026.	☑ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 4

Goal 2	Strengthen the engagement and wellbeing of every student
12-month target 2.1	28 or above for Teacher concern
12-month target 2.2	maintain 72% for Confidence and resiliency skills
12-month target 2.3	Reduce the percentage of students with 30+ days absence to 19%
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations;	Strengthen and develop staff capabilities to effectively respond to the wellbeing needs of individuals and groups of students.

and a positive, safe and orderly learning environment	
Actions	1. Embedding positive achievements into school culture and the House celebrations 2. Engaging with the resilience project in all classes in addition to the wellbeing program
Outcomes	1. Increased ownership from students: Students will develop a greater awareness of what constitutes positive achievement across academic, social, sporting domains. Increased reflection of behaviours and participation in school events 2. Common language around GEM in classes, expected routines and language.
Success Indicators	1. Number of compass notifications Increase in house points. Positive feedback from student surveys regarding school culture and belonging. 2. Resilience Project Survey Results Positive classroom observations and chronicle entries. Attitudes to school data

Activities	People responsible	Is this a PL priority	When	
Develop a whole-school framework for recognising student achievement, academic, sporting, artistic, community, and personal growth. Allocate time during key assemblies, House meetings, and end-of-term/year events to celebrate achievements. Maintain House display boards in prominent areas. Include House points, photos, and student highlights updated regularly. Feature House and individual achievements in newsletters, Compass posts, social media, and the principal's report to School Council. Acknowledge staff who support House events and mentor students in co-curricular achievements. Use Compass or internal tracking to monitor House participation across domains (e.g. sport, leadership, academics).	☑ Leading teacher(s) ☑ Respectful relationships implementation team ☑ Student wellbeing co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	
Encourage teacher-developed connections between TRP and real-world issues, aligning with student interests and current events.	☑ All staff ☑ Sub school leader/s	☑ PLP Priority	from: Term 1	

Invite early adopters or champions to lead short "best practice shares" in meetings. Coach new staff on how to deliver TRP consistently and meaningfully. Encourage use of TRP as part of instructional routines, e.g. GEM check-ins at the start or end of lessons. Gather feedback from students about what is resonating, and where TRP could evolve or be more visible. Track consistency of TRP delivery across year levels or learning areas, use short termly reflections or check-ins with staff. Use student and staff pulse surveys to identify shifts in wellbeing attitudes or classroom culture.	☑ SWPBS leader/team		to: Term 4
Select and support four staff members: Choose staff with relevant roles and provide financial and time support for training. Cover instructor training costs, CRTs, travel, and planning time in the 2025 budget. Plan for implementation in 2026: Integrate accredited delivery into the Year 10 program (e.g. Health or Wellbeing curriculum). Engage stakeholders: Inform and involve school leadership, school council, staff, and families. Monitor and evaluate: Review effectiveness annually and use student/staff feedback to improve delivery.	☑ Assistant principal ☑ Principal ☑ Wellbeing team	☐ PLP Priority	from: Term 4 to: Term 4