

Melbourne Girls' College

8819

School Strategic Plan 2009 -2012



<p>Endorsement by School Principal</p>	<p>SIGNED..... NAME...Judith Crowe..... DATE...18th Nov 2008.....</p>
<p>Endorsement by School Council</p>	<p>SIGNED..... NAME...Anne Garrow..... DATE.....18th Nov 2008..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Director (or nominee)</p>	<p>SIGNED..... NAME..... DATE.....</p>

School Profile

<p>Purpose</p>	<p>Our vision for this Strategic Plan is that MGC will be known as a leader in girls’ education and have a reputation for excellent teaching. By the conclusion of the period covered by this plan, MGC will be recognised as a model of exemplary teaching.</p> <p>College Council has identified the following six all-encompassing goals for the College. This Strategic Plan is founded on and shaped by these goals.</p> <ul style="list-style-type: none"> • We will equip our students to be confident participants in an evolving world. • We will be an innovative school, committed to improving the dynamic relationship between teaching and learning. • We will develop and nurture girls to be confident of their ability to be leaders and to determine their places in the world. • We will maximise opportunities through expanding networks and partnerships for all members of the Melbourne Girls’ College community. • We will create an environment that values, supports and develops all staff. • We will actively promote values which enable us to build a strong, unique and distinct school community.
<p>Values</p>	<p>The College ethos “where girls lead and achieve” is embraced throughout the life and activities of MGC. The College aims to be an exemplary provider of leadership opportunities for all girls, ensuring that they become well-balanced and resilient young women capable of sustaining strong and supportive relationships in a changing world, and contributing to society’s general well-being.</p> <p>The College Community values:</p> <p>Diversity</p> <ul style="list-style-type: none"> • We value our differences as well as our similarities and we are committed to creating an environment where all members of the college community are appreciated and treated with respect and dignity. <p>Excellence</p> <ul style="list-style-type: none"> • We are committed to pursuing the highest standards in all areas – teaching, learning, recreational, cultural and administrative. <p>Teamwork</p> <ul style="list-style-type: none"> • We have a focus on interpersonal and intrapersonal skill development in staff and students.

<p>Environmental Context</p>	<p>Melbourne Girls' College was established in 1994. It is situated in the suburb of Richmond, on a site adjacent to the Yarra River. The College is committed to environmentally sustainable practices in all of its endeavours.</p> <p>The College has a population of approximately 1200 students from culturally and geographically diverse backgrounds. It provides enrolment opportunities for girls from the local area, from across Melbourne and from overseas. The student population is at capacity for the site and demand for places is well in excess of those available.</p> <p>The College has a two tiered structure of a middle (Years 7-9) and senior school (Years 10-12) as well as a house system with all students belonging to one of the four houses. Middle School students experience a curriculum incorporating interdisciplinary, integrated units where the focus changes according to the different developmental needs of the learners, and each year has a different emphasis. The Senior School offers a wide range of VCE and VET options. VCE subjects are made available for year 10 students to access.</p> <p>A whole school daily tutorial mentoring program has been implemented to scaffold the development of students' social competencies and to enhance their understanding of, and their ability to take control of, their own learning.</p> <p>The College provides an extensive co-curricular program to meet educational, developmental and social needs. All girls are encouraged to participate. Co-curricular activities include, among others, Aerobics, Air Cadets, Sport, Rowing, Debating, Public Speaking, Drama, Music, Environment, Peer Support, Peer Mediation, SRC, Junior Ambassadors and Philanthropy. MGC has an arrangement with the Victorian Institute of Sport to ensure that the elite gymnasts enrolled at the college are supported in their educational pursuits.</p> <p>In recent years MGC has invested in the development of new facilities including a gymnasium, Year 7 centre (Lyceum), a performing arts centre, a science wing and an administration centre. There are plans for the upgrading of art and technology teaching spaces, but this is dependent on receiving funding from DEECD.</p> <p>The College recognises that the individual teacher has a greater impact on student outcomes than any other single factor. Consequently the emphasis during this four year period is on supporting and encouraging teachers to ensure that classroom practices are dynamic and proactive. With the introduction of Student Learning Plans teachers will make more use of student data for planning purposes and will display exemplary and contemporary teaching methodology to ensure VCE targets are achieved.</p>
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	Goals	Targets	Key Improvement Strategies
Student Learning	<ul style="list-style-type: none"> To improve student achievement at VCE and across other year levels. 	<ol style="list-style-type: none"> Increase the percentage of VCE study scores over 40 in all subject areas to at least 16% by 2012 <i>(2005: 11.9, 2006: 11.3, 2007: 12.2)</i> Increase all study VCE mean score to at least 33.5 by 2012 <i>(2005: 32.0, 2006: 31.5, 2007: 32.5)</i> Improve the NAPLAN mean Year 9 VELS score by 2012 in: Reading to at least 5.8 Writing to at least 5.5 Numeracy to at least 5.6 <i>(2008 scores :Reading 5.5, Writing 5.2 Numeracy 5.1).</i> 	<ul style="list-style-type: none"> Develop effective teaching and learning practices that engage students and lead to improved student learning outcomes by designing and implementing a school-wide system of Student Learning Plans. * <p><i>* Student Learning Plans (SLPs)</i> <i>All students will have individual plans which record progress throughout their time at MGC. All achievement data (e.g. NAPLAN/Torch, class assessments) will be recorded, as well as student/teacher/parent negotiated targets. The targets will be closely linked to curriculum standards and assist each student in progressing to the next level. The SLPs will be available online from anywhere through a secure login and students will be able to edit sections along with teachers and parents. The semester report will relate very closely to the SLP.</i></p>
Student Engagement and Wellbeing	<ul style="list-style-type: none"> To foster an environment that allows girls to become resilient, well balanced young women capable of sustaining good relationships and of contributing positively to their community. 	<ol style="list-style-type: none"> Improve Years 11 & 12 indicators on the student survey in <ul style="list-style-type: none"> Teacher effectiveness Teacher empathy Stimulating learning * Improve Years 10 & 11 indicator <ul style="list-style-type: none"> Connection to peers* <p><i>* the targets are to achieve scores at the 50th percentile by comparison with girls in all government schools.</i></p>	<ul style="list-style-type: none"> Investigate and implement ways to enhance student wellbeing in the senior school.

		<ol style="list-style-type: none"> 3. Improve <ul style="list-style-type: none"> - Attendance at Years 10 & 11 (to be within expected range for SFO) - Two way communication on Parent Survey (from 4.70 to 5.20) 	
Student Pathways and Transitions	<ul style="list-style-type: none"> • To improve retention of students and to improve the transition processes 	<ol style="list-style-type: none"> 1. By 2012 reduce percentage of students making subject changes during Semester 1 from 30% to 10%. 2. Reduce the number of students who change their first preferences for tertiary courses from 35% to 20%. 3. Maintain the parent satisfaction results for the Quality of Student Transitions through to 2012. 	<ul style="list-style-type: none"> • Improve the student transition process through the Senior School. • Improve the student transition process into further study or employment. • Improve the transition process for all new students in Years 8 to 12.

SCHOOL STRATEGIC PLANNER 2009 - 2012: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
<ul style="list-style-type: none"> Develop effective teaching and learning practices that engage students and lead to improved student learning outcomes by designing and implementing a school-wide system of Student Learning Plans. 	Year 1	Design a school-wide system of Student Learning Plans <ul style="list-style-type: none"> Centralise all student achievement data and make available to all teachers. PD all teachers in the use of student achievement data Investigate models of SLPs in other schools. Design SLP template and system. PD all teachers in the use of SLPs. PD all tutors of Year 7 for 2010 in counselling their tutorial group with their learning plans. PD teachers in assessing interdisciplinary domains. 	By the end of Year 4: Teachers will: <ul style="list-style-type: none"> be able to personalise their teaching to individual students and subsequently teach in a more dynamic and engaging way. have better access to achievement data. use data in a meaningful way to improve student learning. be able to easily input summative and formative data into a student's SLP. actively teach and report on interdisciplinary domains. be able to write better reports in less time, using information from SLPs. be able to plan lessons which take into account of student individual needs. make better use of tutorial sessions. have increased counselling skills. have a clear and up-to-date overview of any student's overall progress. Students will: <ul style="list-style-type: none"> have increased responsibility for their own learning. know where they are at in terms of their academic progress. have realistic and individual targets to help them get to the next stage. feel more challenged, regardless of their ability. Parents will: <ul style="list-style-type: none"> be better informed as to their daughters' progress. be more able to support their daughters' progress at home. feel more connected to the College and their daughters' academic progress.
	Year 2	<ul style="list-style-type: none"> Implement SLPs for Year 7 and 10. Review the SLP system at end of Sem1 and Sem2. 	
	Year 3	<ul style="list-style-type: none"> Implement SLPs for Year 7 and 10. Continue SLPs for Year 8 and 11. Review the SLP system at end of Sem1 and Sem2. 	
	Year 4	<ul style="list-style-type: none"> Implement SLPs for Year 7 and 10. Continue SLPs for Year 8, 9, 11, 12. Review the SLP system at end of Sem1 and Sem2. 	
<ul style="list-style-type: none"> Investigate and implement ways to enhance student wellbeing in the senior school. 	Year 1	<ul style="list-style-type: none"> Evaluate the Year 10 and 11 tutorial program. Evaluate the roll-marking and attendance follow-up system. Extend privileges to senior students (Year 12 study centre). Explore ways of hearing the student and parent voice with respect to teacher empathy and effectiveness, and stimulating learning. 	There will be evidence of a more interactive approach by teachers in tutorial time. There will be evidence of a plan by teachers targeting the specific needs of individuals/groups in their tutorials. Teachers will be more active in maintaining attendance records and improved attendance of students will be apparent. Students will show more responsibility as a consequence of having more privileges. More harmonious classrooms and a lower level of stress will be achieved in staff over the four years. Students will approach teachers regarding issues more often. There will be a reduced need for external mediation between teacher/student and teacher/parent.
	Year 2	<ul style="list-style-type: none"> Introduce components to ensure girls develop an "outward looking" focus. Provide PD to staff on issues pertinent to the lives of students (relational learning). 	
	Year 3	<ul style="list-style-type: none"> Continue to investigate, introduce minor modifications, taking into account the tutorial program at other year levels. 	
	Year 4	<ul style="list-style-type: none"> Review and evaluate Year 10 and 11 tutorial program. 	

<ul style="list-style-type: none"> Improve the student transition process through the Senior School. 	Year 1	<ul style="list-style-type: none"> Implement a 5-day HeadStart program for all students undertaking VCE units 1-4 to prepare students for their subjects in the following year, with all teachers placing material on Moodle before the end of the year. Distribute the Senior School Handbook before the end of term 2. 	<p>Students will be prepared for their VCE studies after participating in the HeadStart program and teachers will be more familiar with placing their courses on the Intranet.</p>
	Year 2	<ul style="list-style-type: none"> Have all teachers of Year 11 and 12 place more comprehensive HeadStart material on Moodle prior to the commencement of the end-of-year program for students to access during the holiday break. 	
	Years 2-4	<ul style="list-style-type: none"> Review and refine HeadStart program. 	
<ul style="list-style-type: none"> Improve the student transition process into further study or employment. 	Year 1	<ul style="list-style-type: none"> Implement a course counselling timeline that maximises the value of Careers Fast Track and the interview with the tutor. 	<p>Students will be more informed of their pathways and subject selection choices.</p> <p>Reduction in the number of students changing tertiary courses in their first year of further study.</p>
	Year 2	<ul style="list-style-type: none"> Review the MIPs planning processes to ensure linkage with Careers Fast Track and course counselling and tertiary counselling. Design a MIPs template for students, parents and tutors to complete at each point in the process which will document decisions made and the advice given. 	
	Year 3-4	<ul style="list-style-type: none"> Review and refine. 	
<ul style="list-style-type: none"> Improve the transition process for all new students in Years 8 to 12. 	Year 1	<ul style="list-style-type: none"> Develop the roles of the Student Program Captains to host morning teas for new students in Years 8 to 12 with the Dean & Assistant Dean of each year level. <p>Develop a formal program for all new students from Years 8 to 12 at the College where they will have at least 3 meetings over the year to monitor their transition to MGC.</p> <p>Continue and improve the Peer Support program.</p>	<p>New students to the College will feel welcome and be monitored.</p>
	Year 2	<ul style="list-style-type: none"> Further establish the actions listed in Year 1. 	
	Year 3	<ul style="list-style-type: none"> Consolidate the actions from Year 2. 	
	Year 4	<ul style="list-style-type: none"> Review the success of the actions from Years 1 – 4. 	