

Melbourne Girls' College 8819

Annual Implementation Plan 2009

(Based on Strategic Plan / Charter developed for 2009-2012)



Endorsement by School Council	Insertion of a tick (✓) in the next column indicates that the School Principal, as Executive Officer of the School Council, verifies that this Annual Implementation Plan was endorsed at a meeting of School Council.	
		Judy Crowe 16 December 2008
Endorsement by Regional Director (or nominee)	Insertion of a tick (✓) in the next column indicates that the Regional Director (or nominee) has endorsed this Annual Implementation Plan	
		Wayne Craig

Strategic Intent

	Goals	Targets	One Year Targets
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 the 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> 	<p>Increase the percentage of VCE study scores over 40 in all subject areas to at least 15.7%</p> <p>Maintain the 2007 or 2008 all study VCE mean score (whichever is higher)</p> <p>Improve the NAPLAN mean Year 9 VELS score in:</p> <ul style="list-style-type: none"> Reading to at least 5.6 Writing to at least 5.3 Numeracy to at least 5.2

<p>Student Engagement and Wellbeing</p>	<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"> 1. Improve Years 11 & 12 indicators on the student survey in <ul style="list-style-type: none"> - Teacher effectiveness - Teacher empathy - Stimulating learning * 2. 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> <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). 	<p>Ensure that there is progress towards the set four-year targets for:</p> <ul style="list-style-type: none"> • Teacher effectiveness (Years 11 & 12) • Teacher empathy (Years 11 & 12) • Stimulating learning (Years 11&12) • Connection to peers (Years 10 & 11) • Attendance (Years 10 & 11) • Two-way communication (achieve 4.90)
<p>Student Pathways and Transitions</p>	<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. 	<ol style="list-style-type: none"> 1. Reduce percentage of students making subject changes during Semester 1 to 25%. 2. Reduce the number of students who change their first preferences for tertiary courses to 30%. 3. Maintain the parent satisfaction results for the Quality of Student Transitions.

Implementation

Key Improvement Strategies and Significant Projects	What the activities and programs required to progress the key improvement strategies	How the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
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 (SLPs).	<p>Improve Teaching Strategies.</p> <p>Investigation of personalised learning and presentation to staff.</p> <p>Visits to other schools.</p> <p>Research and investigation into the value and successful implementation of SLPs.</p>	<p>Revamp Tuesday afternoon program to ensure more time for DLT groups to focus on teaching strategies.</p> <p>PD budget.</p> <p>Director of Curriculum to organise Tuesday afternoon visits.</p> <p>To undertake literature search.</p>	<p>DLT leaders</p> <p>Team of teachers at Year 7 and appropriate Deans.</p> <p>Assistant Principal with responsibility for PD / Director of Curriculum.</p> <p>Leadership Team to present to Deans and staff.</p>	<p>Ongoing</p> <p>Term 1</p> <p>Term 2</p> <p>Term 2 Tuesdays to whole staff</p>	<p>Teachers will:</p> <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.

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	Trial and evaluate SLPs at Year 7 and 10.	Nominate trial class and team of teachers and evaluate process.	Dean of Year 7 & 10.	Semester 2	<p>Students will:</p> <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. <p>Parents will:</p> <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.
	PD on use of data to inform teaching.	To ensure that teachers use significant Literacy and Numeracy data as part of the PRP process.	Principal Team.	Term 1	
	Preparation for centralising student data (e.g. PAT, TORCH and NAPLAN)	Investigation of suitable database package	Director of ICT Director of Curriculum	Term 1	

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Investigate and implement ways to enhance student wellbeing in the senior school.	<p>Establish Year 12 Study Area and establish behaviour protocols.</p> <p>PD for staff on relational learning.</p> <p>To construct strategies to ensure students develop “outward focus”.</p> <p>PD for staff on attendance package.</p> <p>Monitor student satisfaction with tutorials.</p>	<p>Furniture, fittings, computers installed.</p> <p>LT meetings. Expert Teacher role (social justice).</p> <p>Regular meetings with Student Executive.</p>	<p>Principal & Year 12 Deans.</p> <p>PD team & Deans.</p> <p>Senior School Deans and KER</p> <p>Assistant Principal & Deans.</p> <p>Principal & Year 10,11,12 Deans.</p>	<p>Term 1</p> <p>First 3 days of term 1</p> <p>Ongoing</p> <p>Term 1</p> <p>Ongoing</p>	<p>There will be evidence of a more interactive approach by teachers in tutorial time.</p> <p>There will be evidence of a plan by teachers targeting the specific needs of individuals/groups in their tutorials.</p> <p>Teachers will be more active in maintaining attendance records and improved attendance of students will be apparent.</p> <p>Students will show more responsibility as a consequence of having more privileges.</p> <p>More harmonious classrooms and a lower level of stress will be achieved in staff over the four years.</p> <p>Students will approach teachers regarding issues more often. There will be a reduced need for external mediation between teacher/student and teacher/parent.</p>

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Improve the student transition process through the Senior School.	<p>Distribute a copy of the Senior School Handbook.</p> <p>Design a template for students, parents and tutors to complete at each point in the process to document MIPS decisions made and the advice given.</p> <p>All teachers of Year 11 & 12 place their Head Start material on Moodle.</p>	<p>Allocation of funds for printing of Senior School Handbook.</p> <p>Investigation of suitable database models.</p> <p>Professional development for staff in the use of Moodle.</p>	<p>Senior School Deans & Careers Counsellor.</p> <p>Director of ICT, Careers Counsellor & AP of Senior School.</p> <p>Moodle Manager & teachers of VCE subjects.</p>	<p>Distribute Senior School handbook before end of term 2.</p> <p>Template / database selected by end of year.</p> <p>All Head Start material on Moodle before Head Start Program commences.</p>	<p>Students will be prepared for their VCE studies after participating in the Head Start program and teachers will be more familiar with placing their courses on the Intranet.</p>

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Improve the student transition process into further study or employment.	<p>Extending the duration course counselling process.</p> <p>Publicising of pathways information using forums such as assemblies and electronic communication.</p> <p>Increased linking of Careers Fast Track program with MIPS program.</p>	<p>Course counselling PD scheduled for staff.</p> <p>Parent / student info sessions; Allocation of time in assemblies; Use of email and school website.</p> <p>Use of Careers Fast Track counsellors.</p>	Careers Counsellor, Deans & tutors of Years 10, 11 & 12.	<p>Course counselling commences at end of term 2.</p> <p>Information nights for parents / students in early term 3.</p> <p>Careers Fast Track scheduled for semester 1.</p>	<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>
Improve the transition process for all new students in Years 8 to 12.	<p>All new students from Years 8 to 12 at the College will have at least 3 formal meetings over the year in which they commence at MGC.</p> <p>Student program captains will host morning teas for new students in Years 8 to 12 and the Dean & Assistant Dean.</p>	<p>3 formal meeting times for Deans, Assistant Deans & new students to meet.</p> <p>Allocation of funds for informal gathering of new students with Deans & Assistant Deans.</p>	<p>Deans of Years 8-12.</p> <p>Student Program Leaders in conjunction with Director of Girls' Leadership.</p>	<p>A formal meeting by the end of week 4 in terms 1, 2 & 3.</p> <p>A morning tea once per term in terms 1 & 3 for new students.</p>	New students to the College will feel welcome and be monitored.