

Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Mentone Girls Secondary College (8030)



Submitted for review by Linda Brown (School Principal) on 17 January, 2025 at 01:09 PM

Endorsed by Rachel George (Senior Education Improvement Leader) on 23 January, 2025 at 05:10 PM

Define actions, outcomes, success indicators and activities

Goal 1	To maximise student learning growth.
12-month target 1.1	NAPLAN Maintain 80%+ Year 9 Reading in exceeding and strong Maintain 80%+ Year 9 Writing in exceeding and strong Maintain 80%+ Year 9 Numeracy in exceeding and strong Maintain the low levels of Year 9 students needing "additional support" in NAPLAN Reading, Writing and Numeracy to <4%.
12-month target 1.2	VCE Maintain a 32 VCE study score
12-month target 1.3	AtoSS Stimulated learning from 46% to above 50% Teacher Concern increase from 26% to above 30% Student voice and agency from 37% to above 40%
12-month target 1.4	SSS Visibility from 32% positive in 2024 to above 40% & Visibility from 28% negative in 2024 to below 20% Collective efficacy maintain at 66% Increase Instructional Leadership from 56% Increase Intellectual Stimulation from 50%
KIS 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed a whole school learning and teaching framework, that emphasises challenge and deep learning, and empowers student to act on purposeful feedback.

Actions	Build staff capability to apply, with consistency, enabling learning and the VTLM 2.0 in the classroom			
Outcomes	<p>Leaders will communicate, model, upskill and coach staff in the key features of the Instructional Model.</p> <p>Leaders will provide opportunities for teachers to reflect on feedback from their students.</p> <p>Teachers will use class agreements to promote a positive learning environment and reestablish culture and engagement as required.</p> <p>Teachers will provide and receive peer feedback through domains and subschools through classroom observations.</p> <p>Teachers will gather student feedback using the MGSC Student Feedback Survey.</p> <p>Students will have opportunities to provide feedback to their teachers via the MGSC Student Feedback Survey.</p>			
Success Indicators	<p>Professional Learning will provide staff with knowledge and understanding of Enabling Learning.</p> <p>Coaching conversations will provide evidence of how staff knowledge is being implemented and what supports are required.</p> <p>Classroom Observations Templates will show consistent practices across the school.</p> <p>Classroom Observations Templates will provide evidence of efficient and effective practice.</p> <p>Teaching focus groups in domains and subschools will provide feedback on teaching and engagement strategies in practice</p> <p>Staff Survey after Curriculum Day indicates high levels of engagement and satisfaction.</p> <p>Lesson plans and Scope and sequence documents will provide evidence of teachers understanding and application of VTLM 2.0.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop and Deliver staff survey about classroom procedures and routines to collect baseline data about the enablers and barriers to enabling learning.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Plan and implement whole staff professional development to address barriers for enabling learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Embed peer observations to further develop understanding of PCMS strategies (3 different focuses).	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Engage staff in Ed talks (Professional Learning) to showcase / model Opportunities to Respond and Classroom Routines and Procedures.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Implement the MGSC co-designed student feedback survey, - all teachers to use the survey at least once in Term 1. Staff have time to analyse and reflect on student feedback and use it to identify area(s) for growth	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Goal 2	Maximise student engagement and wellbeing.			
12-month target 2.1	SSS Increase Parent and community involvement from 52% Increase Flexibility from 42% Increase Teacher Collaboration from 57% Increase Cultural Leadership from 59%			
12-month target 2.2	AtoSS Increase Effective classroom behaviour from 54% Increase Motivation & Interest from 52% School Connectedness from 46% to above 50%			

KIS 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	Embed a whole school culture that reflects the school vision and values with resources enabling the strategic intent.			
Actions	Develop whole staff understanding and implementation of Tier 1 universal Positive Classroom Management Strategies - Readiness to learn.			
Outcomes	Leaders will provide clear guidelines, protocols and procedures for consistency. Leaders will participate in learning walks to observe staff practice and provide feedback. Teachers will articulate, model, teach, and refer to classroom procedures regularly. Teachers will support students through clear and consistent expectations through PCMS. Students will be supported to monitor their own behaviour, through clear and consistent expectations. Students will engage in active learning and participate with a positive growth mindset.			
Success Indicators	PCMS Enablers and Barriers Self-Assessment (pre and post) show evidence of growth in practice and knowledge. Leadership meeting minutes show evidence of strategic and responsive implementation (Curriculum Committee, Subschool and School Improvement Team). Compass Chronicles show a decrease in red and yellow chronicles and an increase in positive green posts. Unit Planner will provide evidence of increased instruction time by preventing behaviour errors. Student feedback surveys provide evidence of consistent practice. Student focus groups will indicate a positive change in engagement – interest, inclusion and motivation. Newsletter, Compass Posts, Student Reports all provide evidence of consistent language and messaging. Class and Student feedback will provide evidence of improvement practices.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish an Engagement team of middle leaders and SIT members to investigate, review and consolidate existing	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

documentation around college expectations. (existing documentation includes: student planners, student enrolment information, website information, sub school documentation, staff chronicle information).	<input checked="" type="checkbox"/> Sub school leader/s		to: Term 2	
Design and Implement a documented and streamlined approach to college expectations for staff and students.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Explore 3 x PCMS strategies with whole staff and provide professional learning, resources and coaching where required: 2. Classroom Procedures & Routines 5. Active Supervision 6. Opportunities to Respond	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Involve staff and students in a classroom mapping activity to create classroom layouts that enable active supervision.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00