

2025 Annual Implementation Plan

for improving student outcomes

Canterbury Girls Secondary College (7690)



Submitted for review by Mary Cannon (School Principal) on 05 February, 2025 at 12:34 PM
Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 21 March, 2025 at 04:47 PM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
--	---	--

Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To maximise student learning growth.	Yes	By 2027, increase the percentage of students achieving at or above benchmark growth in NAPLAN for: <ul style="list-style-type: none"> • Reading from 81 percent (2021) to 89 percent • Writing from 87 percent (2021) to 91 percent • Numeracy from 76 percent (2021) to 84 percent NAPLAN targets to be confirmed	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. By the end of 2025, increase the percentage of students achieving at or above benchmark growth in NAPLAN at Year 9 for: Reading from 81 percent (2021) to 90 percent Writing from 87 percent (2021) to 89 percent Numeracy from 76 percent (2021) to 82 percent
		By 2027, increase the VCE all study scores mean from 31.4 (2022) to 33.	By the end of 2025, increase the VCE all study scores mean to 32.5.
		By 2027, increase the percentage of VCE study scores 40 or above from 14.3 percent (2022) to 16 percent.	By 2025, increase the percentage of VCE study scores 40 or above to 13 percent.
		By 2027, increase the VCE mean study score across studies of VCE English for: <ul style="list-style-type: none"> • English from 31.47 (2022) to 33 • English Language from 31.15 (2022) to 33 • Literature from 27.84 (2022) to 33 	By the end of 2024, increase the VCE mean study score across studies of VCE English for: English to 32 English Language to 31 Literature to 31
		By 2027, increase the VCE mean study score across studies of VCE Mathematics for:	By the end of 2025, increase the VCE mean study score across studies of

		<ul style="list-style-type: none"> • General Maths 33.31 (2022) to 33.5 • Mathematics Methods (CAS) from 28.98 (2022) to 30 • Specialist Mathematics from 27.85 (2022) to 30 	VCE Mathematics for:General Maths to 30 Mathematics Methods to 30 Specialist Mathematics to 30
		<p>By 2027, increase the percentage of positive endorsement for the School Staff Survey factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 67percent (2022) to 71 percent • Collective efficacy from 71 percent (2022) to 75 percent • Staff trust in colleagues from 72percent (2022) to 80 percent • Instructional leadership from 52 percent (2022) to 64 percent • Teacher collaboration from 55 percent (2022) to 59 percent 	By the end of 2025, increase the percentage of positive endorsement for the School Staff Survey factors:Academic emphasis to 71 percentCollective efficacy to 70 percentStaff trust in colleagues to 78 percentInstructional leadership 56 percentTeacher collaboration 58 percent
		<p>By 2027, increase the percentage of positive endorsement for the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 50 percent (2022) to 58 percent • Stimulating learning from 53percent (2022) to 61 percent • Motivation and interest from 58 percent (2022) to 66 percent 	By the end of 2025, increase the percentage of positive endorsement for the Attitudes to School Survey factors:Differentiated learning challenge to 53 percentStimulating learning to 56 percentMotivation and interest to 62 percent
To increase student wellbeing, engagement and connectedness to the school and their learning.	Yes	<p>By 2027, increase the percentage of positive endorsement for the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Self-regulation and goal setting from 60 percent (2022) to 72 percent • Sense of confidence from 52percent (2022) to 62 percent 	By the end of 2025, increase the percentage of positive endorsement for the Attitudes to School Survey factors:Self-regulation and goal setting to 65 percentSense of confidence to 55 percentSense of

		<ul style="list-style-type: none"> • Sense of connectedness from 47percent (2022) to 57 percent • Student voice and agency from 40 percent (2022) to 50 percent 	connectedness to 50 percent Student voice and agency to 45 percent
		<p>By 2027, increase the percentage of positive endorsement for the Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> • Student connectedness from 84percent (2022) to 90 percent • Student motivation and support from 63 percent (2022) to 71 percent • Confidence and resiliency skills from 73percent (2022) to 81 percent • Student agency and voice from 68 percent (2022) to 76 percent 	By the end of 2025, increase the percentage of positive endorsement for the Parent Opinion Survey factors: Student connectedness to 86 percent Student motivation and support to 63 percent Confidence and resiliency skills to 77 percent Student agency and voice to 76 percent

Goal 1	To maximise student learning growth.
12-month target 1.1	<p>By the end of 2025, increase the percentage of students achieving at or above benchmark growth in NAPLAN at Year 9 for:</p> <p>Reading from 81 percent (2021) to 90 percent Writing from 87 percent (2021) to 89 percent Numeracy from 76 percent (2021) to 82 percent</p>
12-month target 1.2	By the end of 2025, increase the VCE all study scores mean to 32.5.
12-month target 1.3	By 2025, increase the percentage of VCE study scores 40 or above to 13 percent.
12-month target 1.4	By the end of 2024, increase the VCE mean study score across studies of VCE English for:

	English to 32 English Language to 31 Literature to 31	
12-month target 1.5	By the end of 2025, increase the VCE mean study score across studies of VCE Mathematics for: General Maths to 30 Mathematics Methods to 30 Specialist Mathematics to 30	
12-month target 1.6	By the end of 2025, increase the percentage of positive endorsement for the School Staff Survey factors: Academic emphasis to 71 percent Collective efficacy to 70 percent Staff trust in colleagues to 78 percent Instructional leadership 56 percent Teacher collaboration 58 percent	
12-month target 1.7	By the end of 2025, increase the percentage of positive endorsement for the Attitudes to School Survey factors: Differentiated learning challenge to 53 percent Stimulating learning to 56 percent Motivation and interest to 62 percent	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Embed a data informed inquiry cycle within in staff collaborative time.	Yes
KIS 1.b Leadership	Further develop and embed our agreed instructional frameworks to optimise point of need teaching and learning.	No
KIS 1.c	Further develop staff capability shared instructional leadership practices to maintain high expectations, increase consistency and embed agreed practices.	No

Leadership		
KIS 1.d Teaching and learning	Develop and embed a literacy and numeracy improvement strategy.	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.	<p>In 2023, a team of staff undertook the PLC training. In 2024, two PLC teams used the PLC process, focussing on Year 9 English and Year 8 maths. In 2026, we intend to undertake a larger number of investigations, focussed very specifically on how teachers use data to improve student outcomes, using our current data to identify a problem for further investigation. These teams will identify a problem, gather data and make recommendations for the wider school.</p> <p>While the NAPLAN and VCE data is strong, there are areas for improvement, particularly in regards to the tracking of individual student data, and what that means for teacher practice. Understanding student learning data will enable teachers to make better informed decisions regarding point of learning and progress to the next level of learning.</p>	
Goal 2	To increase student wellbeing, engagement and connectedness to the school and their learning.	
12-month target 2.1	By the end of 2025, increase the percentage of positive endorsement for the Attitudes to School Survey factors:	
	Self-regulation and goal setting to 65 percent Sense of confidence to 55 percent Sense of connectedness to 50 percent Student voice and agency to 45 percent	
12-month target 2.2	By the end of 2025, increase the percentage of positive endorsement for the Parent Opinion Survey factors:	
	Student connectedness to 86 percent Student motivation and support to 63 percent Confidence and resiliency skills to 77 percent Student agency and voice to 76 percent	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 2.a Engagement	Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes.	No
KIS 2.b Engagement	Embed student voice and agency to strengthen students' engagement in their learning.	No
KIS 2.c Engagement	Building student capacity to construct and achieve challenging learning goals and monitor their own growth.	No
KIS 2.d Support and resources	Build all staff capacity to respond to the learning and wellbeing needs of students.	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.	<p>In 2025, Canterbury Girls' Secondary College will enter the Tier 2 disability inclusion program. Disability Inclusion means ensuring every student at every ability thrives at school and in life. A new tiered funding model is introducing additional funding to support students with disability. The new Tier 2: school level funding allows schools to deliver a range of programs, recruit and train specialist staff and purchase resources to strengthen supports for students with disability. The program includes students with an individual education plan due to learning issues and difficulties.</p> <p>A new Leading Teacher: Disability Inclusion has been appointed. Her responsibility includes collation and distribution of relevant information related to students, providing professional learning to staff to build their capacity to assist students and to review our current programs. She will work with the Assistant Principal responsible for student wellbeing and inclusion.</p>	

Define actions, outcomes, success indicators and activities

Goal 1	To maximise student learning growth.
12-month target 1.1	By the end of 2025, increase the percentage of students achieving at or above benchmark growth in NAPLAN at Year 9 for: Reading from 81 percent (2021) to 90 percent Writing from 87 percent (2021) to 89 percent Numeracy from 76 percent (2021) to 82 percent
12-month target 1.2	By the end of 2025, increase the VCE all study scores mean to 32.5.
12-month target 1.3	By 2025, increase the percentage of VCE study scores 40 or above to 13 percent.
12-month target 1.4	By the end of 2024, increase the VCE mean study score across studies of VCE English for: English to 32 English Language to 31 Literature to 31
12-month target 1.5	By the end of 2025, increase the VCE mean study score across studies of VCE Mathematics for: General Maths to 30 Mathematics Methods to 30 Specialist Mathematics to 30
12-month target 1.6	By the end of 2025, increase the percentage of positive endorsement for the School Staff Survey factors: Academic emphasis to 71 percent Collective efficacy to 70 percent Staff trust in colleagues to 78 percent Instructional leadership 56 percent Teacher collaboration 58 percent

12-month target 1.7	<p>By the end of 2025, increase the percentage of positive endorsement for the Attitudes to School Survey factors:</p> <p>Differentiated learning challenge to 53 percent Stimulating learning to 56 percent Motivation and interest to 62 percent</p>
KIS 1.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 data informed inquiry cycle within in staff collaborative time.
Actions	<ol style="list-style-type: none"> 1. Identify the focus for each inquiry cycle drawing on student data 2. Identify a leader and team 3. Develop and implement a professional learning plan to embody cycles of inquiry as part of the teaching and learning program 4. Build the inquiry cycle work into the current collaborative meeting structure. 5. Ensure that the recommendations of each cycle of inquiry are incorporated into the teaching and learning program
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • provide time for the inquiry cycle • provide relevant whole school data • provide time and expertise for professional learning <p>Teachers will:</p> <ul style="list-style-type: none"> • understand the cycle of inquiry process and structure • undertake the cycle(s) of inquiry relevant to their students and their student data • implement appropriate teaching practices based on the recommendations of each cycle of inquiry • use data extensively to make decisions regarding the learning needs of individual students

	Students will: <ul style="list-style-type: none"> show progress in their learning 			
Success Indicators	<ul style="list-style-type: none"> Student Attitudes to School factor data - Differentiated learning challenge, Stimulating learning and Motivation Staff survey data - Academic emphasis, Collective efficacy, Staff trust in colleagues, Instructional leadership and Teacher collaboration NAPLAN results VCE results Artefacts - completed cycle of inquiries including recommendations 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Identify areas of focus for each cycle of inquiry	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Undertake each cycle of inquiry	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Consider and implement recommendations	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 2	To increase student wellbeing, engagement and connectedness to the school and their learning.			
12-month target 2.1	By the end of 2025, increase the percentage of positive endorsement for the Attitudes to School Survey factors:			

	<p>Self-regulation and goal setting to 65 percent Sense of confidence to 55 percent Sense of connectedness to 50 percent Student voice and agency to 45 percent</p>
12-month target 2.2	<p>By the end of 2025, increase the percentage of positive endorsement for the Parent Opinion Survey factors:</p> <p>Student connectedness to 86 percent Student motivation and support to 63 percent Confidence and resiliency skills to 77 percent Student agency and voice to 76 percent</p>
KIS 2.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build all staff capacity to respond to the learning and wellbeing needs of students.
Actions	<ol style="list-style-type: none"> 1. Develop and implement effective individual learning plans, with teachers, families and students, to assist students in their learning 2. Implement the whole school wellbeing program to respond to individual and cohort student wellbeing issues, to address wellbeing matters before they become a concern, and to increase student resilience and confidence 3. Implement the new Tier 2 Disability Inclusion program
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • implement the Disability Inclusion program • provide families, teachers and students time and resources for the development of individual learning plans • provide time and resources for programs to assist student wellbeing and connectedness to peers and the school • provide professional learning on the implementation of strategies detailed in individual learning plans <p>Teachers will:</p> <ul style="list-style-type: none"> • understand and implement individual learning plans to assist student learning

	<ul style="list-style-type: none"> participate actively in programs to increase student resilience work effectively within the whole school wellbeing program undertake professional learning related to the Disability Inclusion program <p>Students will:</p> <ul style="list-style-type: none"> be able to proactively seek support for wellbeing matters and be able to identify supports they may need progress in their learning 			
Success Indicators	<ul style="list-style-type: none"> Parent Opinion Survey factors - Student connectedness, Student motivation and support, Confidence and resiliency skills and Student agency and voice Attitudes to School Survey factors - Self-regulation and goal setting, Sense of confidence, Sense of connectedness and Student voice and agency Artifacts – Samples of individual learning plans, details of wellbeing programs, details student programs to increase connectedness eg House program, details of the Disability Inclusion program 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Appointment of a Learning Disability leader	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$118,085.35 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Development of IEPs, organisation of parent, student and teacher meetings, implementation of IEP recommendations	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional learning for teachers on the implementation of IEP recommendations	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Disability inclusion coordinator		to: Term 4	
Implementation of student learning support programs	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$21,863.30 <input checked="" type="checkbox"/> Equity funding will be used
Implementation of student wellbeing support programs	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$78,224.38 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$21,863.30	\$43,726.60	-\$21,863.30
Disability Inclusion Tier 2 Funding	\$118,085.35	\$118,085.35	\$0.00
Schools Mental Health Fund and Menu	\$78,224.38	\$78,224.38	\$0.00
Total	\$218,173.03	\$240,036.33	-\$21,863.30

Activities and milestones – Total Budget

Activities and milestones	Budget
Appointment of a Learning Disability leader	\$118,085.35
Implementation of student learning support programs	\$21,863.30
Implementation of student wellbeing support programs	\$78,224.38
Totals	\$218,173.03

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Implementation of student learning support programs	from: Term 1	\$21,863.30	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

	to: Term 4		
Totals		\$21,863.30	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Appointment of a Learning Disability leader	from: Term 1 to: Term 1	\$118,085.35	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Leading teacher • Other <ul style="list-style-type: none"> Change of role for Assistant Principal responsible for inclusion - no classroom teaching
Totals		\$118,085.35	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Implementation of student wellbeing support programs	from: Term 1 to: Term 4	\$78,224.38	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Totals		\$78,224.38	

Additional funding planner – Total Budget

Activities and milestones	Budget
Additional in class and before school support	\$35,000.00
Totals	\$35,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Additional in class and before school support	from: Term 1 to: Term 4	\$21,863.30	<input checked="" type="checkbox"/> School-based staffing
Totals		\$21,863.30	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Additional in class and before school support	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Additional in class and before school support	from: Term 1 to: Term 4		
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Undertake each cycle of inquiry	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site
Consider and implement recommendations	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site
Professional learning for teachers on the implementation of IEP recommendations	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development 	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site