

School Strategic Plan 2023-2027

Canterbury Girls Secondary College (7690)



Submitted for review by Mary Cannon (School Principal) on 06 September, 2023 at 03:22 PM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 06 September, 2023 at 03:33 PM
Awaiting endorsement by School Council President

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School vision	Canterbury Girls' Secondary College is a dynamic learning community focused on ensuring student needs are met, and on developing resilience and an attitude of lifelong learning so that students are creative, curious and open to new opportunities which they are prepared to meet.
School values	<p>The following values are central to the life of the College. They are articulated in our College Philosophy.</p> <ul style="list-style-type: none">• We take pride at all times in our school and build a sense of belonging by fostering a strong sense of identity within classes, year levels, sub-schools, Houses and the whole school• We actively build relationships between students, parents and staff to ensure a learning community that enables all students to succeed and that values the importance of hearing all voices• We accept and support the diversity and individuality of all members of the school community and all we do demonstrates this acceptance• We understand the importance of a strong co-curricular program that provides a breadth of opportunities for all students and we embed such programs in the school• We know that there is a strong link between wellbeing, positive relationships and academic outcomes so that the wellbeing programs in the school are supported and resourced by the whole school and draw on internal and external experts to build student resilience and to support students• We develop teachers as passionate educators through an effective professional learning program and within teams to foster and build a professional learning community• The programs of, and teaching in, the school will support and promote the principles and practices of Australian democracy including a commitment to:<ul style="list-style-type: none">o An elected governmento The rule of lawo Equal rights for all before the lawo Freedom of religiono Freedom of speech and associationo The values of openness and acceptance of differences and diversityo The safety of all children.

<p>Context challenges</p>	<p>Canterbury Girls' Secondary College is a Year 7 to 12 school situated in Melbourne's inner east. The strength of the College programs is reflected in the demand for places at Year 7, which annually exceeds availability. Canterbury Girls' Secondary College has low mobility and a relatively low number of students with a language other than English background. The overall socio-economic profile, based on the Student Family Occupation Index, is high. In 2023, the enrolment is 805.</p> <p>As a girls' school, Canterbury Girls' Secondary College works to ensure that the educational focus is on empowering girls, both in the school and beyond. The student leadership program has been recognised as an exemplar program and provides students with opportunities to develop their leadership skills. The co-curricular program is extensive and a significant number of students participate in these programs. The House program is central to the school and whole school events, conducted by House Captains, culminate in the awarding of the House trophy each year.</p> <p>The College is organised into the Middle School (Years 7-9) and the Senior School (Years 10-12) and each year level is supported by year level co-ordinators and a Head of Sub-School with support from an Assistant Principal and an educational psychologist. In this way, the school seeks to ensure support for all students.</p> <p>Teachers are members of professional learning teams based around subjects they teach and all work regarding curriculum development and planning, moderation of student work and teaching pedagogy is completed collaboratively in these teams.</p> <p>Canterbury Girls' Secondary College has rigorous governance and accountability policies and practices that require every member of the school community to act on their individual responsibilities in order to fulfil their collective obligation. The Mangarra Society (for current and former students) is represented on College Council, is engaged in fund raising, student award sponsorship and in the development and display of historical signage to display college heritage. The Parents' Association is a major fundraiser for classroom resources and organisation of social events to increase parent connectedness.</p> <p>The College has formed effective partnerships with other schools in the local cluster and Riversdale network, and with external organisations (for example the Association of State Girls' Secondary Colleges), focussed upon improving opportunities for student learning and achievement of desired educational goals especially in relation to learning for girls.</p> <p>The key challenges for the next four years and how these will be addressed have been identified through the goals and targets set within the Strategic Plan.</p>
<p>Intent, rationale and focus</p>	<p>Intent</p> <p>The school's intention is to maximise learning growth and achievement for all students, particularly in literacy and numeracy, in order for them to become active, engaged and empowered learners. We will continue to foster a sense of empowerment in all students through the leadership program and increase student agency and student voice in their own learning in order to develop further the</p>

capacity for students to become strong and independent learners.

We will do this by working in partnership with parents, by building further teacher capacity and by using the schools' teaching and learning model as well as the Department of Education's High Impact Teaching Strategies document as the basis for our pedagogical practices.

Rationale

The school, over the past four years, has focussed on developing collaborative practices for teachers particularly through the development of a school wide teaching and learning model and the professional learning meetings and activities. There has also been a focus on literacy and numeracy, and building teacher capacity, developing a whole school approach to the effective teaching of literacy and numeracy. The new Strategic Plan focusses on embedding collaborative teaching and learning practices further particularly in the analysis of student-based assessment data to identify where students are at and what their next learning needs to be, embedding moderation processes and improving student outcomes in literacy and numeracy.

Priorities

Over the next four years, the focus will be on:

- Building students as empowered self-directed learners engaged in their learning through a focus on embedding student voice and agency and through building teacher capacity regarding metacognition
- Building teacher practice excellence using consistent collaborative approaches including coaching, observation, feedback and curriculum development
- Supporting students to set personal and academic goals and to negotiate learning opportunities to achieve these goals.
- Designing challenging learning that encourages students to have a deep understanding of the learning through discipline related inquiry in order to develop problem solving skills and collaboration skills required for future success

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Goal 1	To maximise student learning growth.
Target 1.1	<p>By 2027, increase the percentage of students achieving at or above benchmark growth in NAPLAN for:</p> <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 <p>NAPLAN targets to be confirmed</p>
Target 1.2	By 2027, increase the VCE all study scores mean from 31.4 (2022) to 33.
Target 1.3	By 2027, increase the percentage of VCE study scores 40 or above from 14.3 percent (2022) to 16 percent.
Target 1.4	<p>By 2027, increase the VCE mean study score across studies of VCE English for:</p> <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

Target 1.5	<p>By 2027, increase the VCE mean study score across studies of VCE Mathematics for:</p> <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
Target 1.6	<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
Target 1.7	<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
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a	Embed a data informed inquiry cycle within in staff collaborative time.

<p>positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.b 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</p>	<p>Further develop and embed our agreed instructional frameworks to optimise point of need teaching and learning.</p>
<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a</p>	<p>Further develop staff capability shared instructional leadership practices to maintain high expectations, increase consistency and embed agreed practices.</p>

positive, safe and orderly learning environment	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed a literacy and numeracy improvement strategy.
Key Improvement Strategy 1.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	To increase student wellbeing, engagement and connectedness to the school and their learning.
Target 2.1	By 2027, increase the percentage of positive endorsement for the Attitudes to School Survey factors: <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 • Sense of connectedness from 47percent (2022) to 57 percent • Student voice and agency from 40 percent (2022) to 50 percent

Target 2.2	<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
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed student voice and agency to strengthen students' engagement in their learning.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Building student capacity to construct and achieve challenging learning goals and monitor their own growth.
Key Improvement Strategy 2.c	

<p>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Build all staff capacity to respond to the learning and wellbeing needs of students.</p>