

# School Strategic Plan 2019-2023

Canterbury Girls Secondary College (7690)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

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<b>School vision</b>	<p>Vision</p> <p>The College vision and values are articulated in the College Philosophy which was developed with input from staff, parents and students.</p> <p>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.</p>
<b>School values</b>	<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"><li>• 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.</li><li>• 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.</li><li>• We accept and support the diversity and individuality of all members of the school community and all we do demonstrates this acceptance.</li><li>• 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.</li><li>• 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.</li><li>• We develop teachers as passionate educators through an effective professional learning program and within teams to foster and build a professional learning community.</li><li>• 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"><li>o An elected government</li><li>o The rule of law</li><li>o Equal rights for all before the law</li><li>o Freedom of religion</li><li>o Freedom of speech and association</li><li>o The values of openness and acceptance of differences and diversity</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>o The safety of all children.</li> </ul>
<p><b>Context challenges</b></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 2018, the enrolment was 1,038 and this is capacity based on the physical size of the school. An enrolment zone was approved in line with the current accommodation and site capacity.</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 and the Alliance of Girls' Schools Australasia), 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>

## Intent, rationale and focus

### Intent

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 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 and Training'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 introduction of professional learning meetings and activities. 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.

### Focus

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

- Building students as empowered learners engaged in their learning through a focus on embedding student voice and agency
- The development of a whole school approach to the teaching and learning of literacy
- 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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<b>Goal 1</b>	To improve student outcomes and learning growth in literacy
<b>Target 1.1</b>	<p>By 2023 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 24% (2018) to 32%</li> <li>• Writing from 23% (2018) to 32%.</li> </ul>
<b>Target 1.2</b>	<p>By 2023 increase the percentage in the top two NAPLAN bands at Year 9:</p> <ul style="list-style-type: none"> <li>• Reading from 40% (2018) to 43%</li> <li>• Writing from 19% (2018) to 30%.</li> </ul>
<b>Target 1.3</b>	By 2023 improve the VCE All studies mean score from 31.68 (2018) to 32.5
<b>Target 1.4</b>	By 2023 improve the percentage of English study group scores of 37 or more from 21% in 2018 to 25%
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop, implement and embed a research-based shared approach to teaching literacy across the curriculum
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Develop capability of PLTs to collaboratively design, use and moderate formative and summative assessment for differentiated learning

<b>Key Improvement Strategy 1.c</b> Building practice excellence	Embed regular processes for modelling, feedback and professional learning to build excellence in literacy teaching
<b>Goal 2</b>	To improve student outcomes and learning growth in numeracy and Mathematics
<b>Target 2.1</b>	By 2023 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN numeracy from 21% (2018) to 30%
<b>Target 2.2</b>	By 2023 increase the percentage in the top two NAPLAN bands at Year 9 for numeracy from 43% (2018) to 45%
<b>Target 2.3</b>	By 2023 all Mathematics adjusted study scores to improve and be above the GAT predicted score
<b>Key Improvement Strategy 2.a</b> Evaluating impact on learning	Implement and continuously evaluate data-informed sequential skills and concepts-based Mathematical planning
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Develop capability for professional learning teams (PLTs) to collaboratively design, use and moderate formative and summative assessment for differentiated learning.
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Embed regular processes for modelling, feedback and professional learning to build excellence in Mathematics teaching
<b>Key Improvement Strategy 2.d</b> Evaluating impact on learning	Action Plan to accelerate improvement
<b>Goal 3</b>	To build students as empowered learners, engaged and active in their learning

<p><b>Target 3.1</b></p>	<p>By 2023 improve the percentage of positive responses to the Attitudes to School Survey:</p> <p>Stimulated Learning</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 61% (2018) to 75% (2023)</li> <li>• Year 10-12 from 55% (2018) to 70% (2023)</li> </ul> <p>Student voice and agency</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 55% (2018) to 70% (2023)</li> <li>• Year 10-12 from 53% (2018) to 70% (2023)</li> </ul> <p>Differentiated learning challenge</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 54% (2018) to 70% (2023)</li> <li>• Year 10-12 from 52% (2018) to 70% (2023)</li> </ul>
<p><b>Target 3.2</b></p>	<p>By 2023 improve the percentage of positive responses on the School Staff Survey – Climate module for teacher collaboration from 56% (2018) to 70%</p>
<p><b>Target 3.3</b></p>	<p>By 2023 improve the percentage of positive responses on the School Staff Survey - Teaching and Learning modules for the following factors:</p> <ul style="list-style-type: none"> <li>• Plan differentiated learning activities 60.5% (2018) to 70%</li> <li>• Monitor effectiveness using data 59% (2018) to 70%</li> <li>• Understand how to analyse data 50% (2018) to 70%</li> </ul>

<p><b>Key Improvement Strategy 3.a</b> Empowering students and building school pride</p>	<p>Develop, implement and embed a research-based shared approach to enhance student voice and agency in learning</p>
<p><b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness</p>	<p>Design challenging learning that involves deep understanding, discipline-rich inquiry, problem solving and collaboration</p>
<p><b>Key Improvement Strategy 3.c</b> Intellectual engagement and self-awareness</p>	<p>Embed the agreed teaching and learning model and high impact teaching strategies to activate student agency</p>