



Springside West Secondary College

New Staff Information Night

July 18 2018



Springside West Secondary College

John Goodman, Principal

Introduction





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Format for this evening

- 1. Key information for all applicants;**
- 2. Overall staffing planning;**
- 3. The current Teaching Positions;**
- 4. Educational Support Staff Positions;**
- 5. Teaching Positions for the remainder of the year;**
- 6. Q and A.**



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1. Key Information

Vision for Springside West SC

- ▶ After the past decade leading schools that have created a high achieving culture, I applied for this position because I wanted to bring that high achieving culture to this school.
- ▶ My working background is varied- from the Australian outback, to schools in the western suburbs and schools in the inner east and northern suburbs.
- ▶ The best of these schools had some key things in common- dedicated teachers, energetic, inspired and clear leadership and strong links with the community.
- ▶ I aim to build this culture at the new school.



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What does the focus on STEM/Arts mean?

- ▶ Science will be given priority status- electives in the junior years and in VCE selections.
- ▶ Technology will be taught with a focus on design in addition to traditional fields.
- ▶ Engineering (robotics and coding) will be a focus of the Science curriculum and excursions and extra curricular activities.
- ▶ Arts- The school will have a performing Arts centre and a detailed curriculum across the visual arts.
- ▶ Mathematics- The full range of VCE subjects will be offered and this will be a focus in the junior years with additional time.

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Staged works:



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STEM Building



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Learning Neighbourhood



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Learning Neighbourhood



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Administration, staff room and library



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Performing Arts Centre



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Sports Hall





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Curriculum Provision

- ▶ There will be a substantial provision for Sport and PE in the curriculum.
- ▶ There is a program dedicated to life skills and goal setting as a feature of the curriculum.
- ▶ The curriculum will have variety, and will be designed to provide challenges for all students.
- ▶ The curriculum will be underpinned by and designed to meet the Victorian Curriculum.



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School Wide Positive Behaviour

- ▶ This is an approach whereby students are encouraged to consider the impact of their actions at all times, and to make choices that are beneficial to themselves and the school community. The expectations developed are drawn from parent, student and staff expectations, and embody common expectations of the entire school community.
- ▶ Sanctions will still apply for poor conduct and breaking school rules, but the culture of the school will be built upon a foundation of reinforcing and encouraging positive behaviour.



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What is Data based teaching and learning?

- ▶ Giving students regular feedback with regard to their level of achievement.
- ▶ Online reports that explain how students are performing when completing set tasks- Common Assessment Tasks.
- ▶ Differentiation based on an awareness of student needs.

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School values

- ▶ Once the school is established, the staff and students will begin an intensive discussion about the values of the school.
- ▶ The values will be created around a theme of striving for excellence and valuing inclusion for all students.

Dress Code

There will be a staff dress code at the school. The dress code will be based on the concept of business standards of dress- no denim. The code will have appropriate flexibility for work areas where certain dress requirements are required.

Special Education Setting

Stages two and three of the works involve the creation of facilities to support secondary students with special needs- mild intellectual disability. The ethos here will be around inclusion.

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Key attributes of staff:

- ▶ Willingness/preparedness to embrace and explore the new;
- ▶ Capacity to take existing ideas and knowledge and adapt them to a new and rapidly evolving context;
- ▶ A productive, consultative, collegiate atmosphere. Staff share resources, and are always open to the new;
- ▶ An Instructional Model will enshrine best practice across the school;
- ▶ A commitment to the work required;
- ▶ Adaptability



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Grounds

- ▶ Adaptability will be needed in the first years as buildings come on line over time- Health and PE areas, Performing Arts Centre etc.
- ▶ There will be no admin area in early 2019. Staff will work in a makeshift space in the Learning Neighbourhood, and will move into the administration area in term two 2019.
- ▶ No library will be in place until semester two in 2019.
- ▶ The gymnasium will be available in semester two 2019.



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2. Overall Staff Planning: Staffing overview(very subject to change)

- ▶ Currently planning on the basis of 160 Year 7, 135 Year 8 students, 40-50 Year 10 and 35 Year 11 students;
- ▶ ES Provision: In 2019 we will appoint a librarian and another office staff member;
- ▶ ES staffing profile will change dramatically with growing numbers;
- ▶ Assistant Principal: these positions will be added over time as the school grows;
- ▶ Leadership: Year level Coordinators x 2, STEM Leading Teacher and Curriculum Leading Teacher positions are in place. More positions will follow in future years;
- ▶ Teaching staff- English(3-4), Humanities(3-4), Science(robotics)(5), Mathematics(3-4), Technology- Food, Wood(2-3), Visual Arts, Drama and Performing Arts(2-3), Health and Physical Education(3);
- ▶ As we advertise we will tag jobs against specific VCE areas also- Physics, Biology, Business Management etc;
- ▶ Need to have taught or be able and very confident to teach VCE and VCAL;
- ▶ Precise numbers are difficult to determine.

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4. Educational Support Staff Positions:

- There will be positions advertised steadily as the school grows over the next five years;
- Office reception: admin and front of house duties(1)- this will be advertised at some point either later this year or in 2019;
- Librarian 1.0 will commence in the middle of 2018;
- Pathways Coordinator: .4 or .6 to start with, contract. Will expand to full time in the next two years.

Other likely positions- Instrumental Music Program Coordinator, IT assistants



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5. Teaching Positions

- ▶ Teaching staff- English(3-4), Humanities(3-4), Science(robotics)(4), Mathematics(3-4), Technology- Food, Wood(2-3), Visual Arts, Drama and Performing Arts(2-3), Health and Physical Education(3);
- ▶ As we advertise we will tag jobs against specific VCE areas also- Physics, Biology, Business Management etc;
- ▶ Need to have taught or be able and very confident to teach VCE and VCAL;
- ▶ Precise numbers are difficult to determine.

Key capabilities:

- ▶ Curriculum design work- willingness to do the “hard yards”;
- ▶ Data based teaching and learning- we know where kids are with their learning at all times;
- ▶ Willingness to take on challenges: learning area leaders, VCE, sub school coordinators, extra curricular focus(third hour), development of SWPB model;
- ▶ Enormous opportunity for professional growth and learning;
- ▶ Being a part of creating a new school culture from the ground up- strategic planning.

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Teaching staff continued

The new school arc:

Start- uncertainty, challenge, trepidation, excitement.

Exhilarating: sense of achievement, professional growth, shared enterprise.

Challenging phase: finishing off the work seems impossible, overwhelmed, uncertainty becomes a drain.

Sustainable: refine and improve, a sense that things are fully underway, sense that you have been a part of creating a unique school culture.

Further professional opportunities





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Q and A



Thanks for coming- good luck with the application process.