

2019 Annual Implementation Plan

for improving student outcomes

Springside West Secondary College (8784)



Submitted for review by John Goodman (School Principal) on 18 February, 2019 at 03:21 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 06 March, 2019 at 04:42 PM
Endorsed by Tony Tahche (School Council President) on 29 April, 2019 at 12:34 PM

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving
	Building practice excellence	Evolving
	Building practice excellence	Evolving
	Building practice excellence	Evolving
Professional leadership	Building leadership teams	Evolving
	Building leadership teams	Emerging
	Building leadership teams	Evolving
	Instructional and shared leadership	Emerging

Positive climate for learning	Empowering students and building school pride	Evolving
	Empowering students and building school pride	Emerging
	Empowering students and building school pride	Evolving
	Empowering students and building school pride	Evolving

Community engagement in learning	Building communities	Evolving
	Building communities	Evolving
	Building communities	Evolving
	Global citizenship	Emerging

Enter your reflective comments	The process of developing an AIP without an SSP in a new school is challenging. Overall it has provided an opportunity to clarify the work that needs to be done in the next 12 months. It is difficult to have a strategic focus when there is so much that must be done to have a functioning school.
Considerations for 2019	One of the major considerations for this year is completing our various accreditation processes for 2020 and developing our first strategic plan. Staff opinion data points to a positive school culture, and the NAPLAN results from 2018 confirm some of the challenges that will need to be worked on in 2019 and beyond.
Documents that support this plan	Group Summary Report NAPLAN Year 7 2018.pdf (0.29 MB) School Staff Survey climate 2018.pdf (0.19 MB) School Staff Survey Leadership.pdf (0.19 MB) School Staff Survey Proff Learning 2018.pdf (0.19 MB)

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
1. Develop in all students the importance of positive behaviour. (the school wide positive behaviour matrix and implement with staff and students)	Yes	SWPB matrix is in place and clear by the end of 2019. Maintian school benchmarks at being above state and network data for years 7 and 8.	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. Maintain school benchmarks at being above state and network data for years 7 and 8: sense of connectedness at or above 66%. Learning confidence: Stay at %73 or more for learning confidence.
Student learning: Maximise learning growth for all students.	Yes	A minimum of one year of growth for each student using the PAT data. To confirm by considering teacher judgement data.	Minimum of one year growth for Year 7 and Year 8 in Reading and Maths.

Goal 2	1. Develop in all students the importance of positive behaviour. (the school wide positive behaviour matrix and implement with staff and students)		
12-month target 2.1-month target	Maintain school benchmarks at being above state and network data for years 7 and 8: sense of connectedness at or above 66%. Learning confidence: Stay at %73 or more for learning confidence.		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 2.b Health and wellbeing	Establish the SWPBS framework as a basis for positive learning culture.		Yes

<p>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>	<p>We are a new school and we need to have structures developed to ensure that we are focusing on positive expectations for all students. Our school values will form the basis of this approach, and we have spent considerable time in 2018 developing our values to enable this next step in the process.</p>	
<p>Goal 3</p>	<p>Student learning: Maximise learning growth for all students.</p>	
<p>12-month target 3.1-month target</p>	<p>Minimum of one year growth for Year 7 and Year 8 in Reading and Maths.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 3.hc Curriculum planning and assessment</p>	<p>Develop a guaranteed and viable curriculum.</p>	<p>Yes</p>
<p>KIS 3.hd Building practice excellence</p>	<p>Professional Learning Teams: Develop professional learning team culture through regular working party meetings and training.</p>	<p>Yes</p>
<p>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>	<p>We are a new school and we are building practice excellence from the outset by ensuring that we have effective structure for planning and professional sharing among staff.</p>	

Define Actions, Outcomes and Activities

Goal 1	1. Develop in all students the importance of positive behaviour. (the school wide positive behaviour matrix and implement with staff and students)
12-month target 1.1 target	Maintain school benchmarks at being above state and network data for years 7 and 8: sense of connectedness at or above 66%. Learning confidence: Stay at %73 or more for learning confidence.
KIS 1 Health and wellbeing	Establish the SWPBS framework as a basis for positive learning culture.
Actions	Train key team members in SWPBS. And implement and explain the framework to the staff through professional learning. Head of Senior and Junior Schools to oversee with the Assistant Principal.(SWPBS Leadership Team)
Outcomes	Students: Understand school values as a feature of the SWPBS. Leaders: Use the SWPBS to develop the well being culture of the school. Staff: Use the language of the SWPBS in their day to day work with students. SWPBS drives the values and the development of high expectations within a strong learning culture.
Success Indicators	Observe changes in behaviour within the school. Survey of changed behaviour- SWPBS survey. Student feedback via surveys and focus groups. Attitudes to School Survey and School Climate(staff)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Train key team members in SWPBS.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
And implement and explain the framework to the staff through SWPBS professional learning.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Head of Senior and Junior Schools to oversee with the Assistant Principal.(SWPBS Leadership Team)	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and implement the SWPBS matrix.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Student learning: Maximise learning growth for all students.			
12-month target 2.1 target	Minimum of one year growth for Year 7 and Year 8 in Reading and Maths.			
KIS 1 Curriculum planning and assessment	Develop a guaranteed and viable curriculum.			

Actions	Develop new programs for Year 8 and Year 11. Implement specialist initiatives: Select Entry Accelerated Learning Program. Work with the Network Literacy Teacher with a focus on literacy interventions.			
Outcomes	Students: Engaged in new programs and being challenged at the point of need. Teacher: Through learning area work have a central role in developing new programs and the curriculum. Leaders: Plan, evaluate, oversee and steer the work of the staff.			
Success Indicators	Ongoing PAT data. NAPLAN diagnostic data.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop new programs for Year 8 and Year 11.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Implement specialist initiatives: Select Entry Accelerated Learning Program	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Work with the Network Literacy Teacher with a focus on literacy interventions.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

VCE Accreditation undertaken	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Professional Learning Teams: Develop professional learning team culture through regular working party meetings and training.			
Actions	Attend training for PLT implementation. Develop PLT working parties and conduct regular meetings.			
Outcomes	Students: Benefit from a clearly planned curriculum that is the result of effective staff collaboration. Teachers: Work in developing a professional learning culture in the working party. Leaders: Steer and guide the work of the working party and introduce expertise to assist in the process.			
Success Indicators	Improved staff collaboration on the staff opinion data. Effective moderation processes through examining and reflecting on data.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Attend training for PLT implementation.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Develop PLT working parties and conduct regular meetings.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00

				<input type="checkbox"/> Equity funding will be used
--	--	--	--	--

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$11,000.00	\$11,000.00
Additional Equity funding	\$2,000.00	\$2,000.00
Grand Total	\$13,000.00	\$13,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Train key team members in SWPBS.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Work with the Network Literacy Teacher with a focus on literacy interventions.	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
Totals			\$11,000.00	\$11,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
---	------	----------	----------------------------	-------------------

PSD support and assistance.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00
Totals			\$2,000.00	\$2,000.00

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Train key team members in SWPBS.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources Regional consultant.	<input checked="" type="checkbox"/> Off-site And on site.
And implement and explain the framework to the staff through SWPBS professional learning.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources Regional Consultant	<input checked="" type="checkbox"/> On-site
Head of Senior and Junior Schools to oversee with the Assistant Principal.(SWPBS Leadership Team)	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources Guidelines and consultant.	<input checked="" type="checkbox"/> On-site
Develop and implement the SWPBS matrix.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources As above.	<input checked="" type="checkbox"/> On-site
Develop new programs for Year 8 and Year 11.	<input checked="" type="checkbox"/> All staff	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Learning specialist	
Implement specialist initiatives: Select Entry Accelerated Learning Program	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants TASSS workshops	<input checked="" type="checkbox"/> Off-site TASSS training days and working party meetings.
Work with the Network Literacy Teacher with a focus on literacy interventions.	<input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources Network Literacy Teacher.	<input checked="" type="checkbox"/> On-site
VCE Accreditation undertaken	<input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> VCAA curriculum specialist	<input checked="" type="checkbox"/> On-site
Attend training for PLT implementation.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources Regional Consultant.	<input checked="" type="checkbox"/> On-site

Develop PLT working parties and conduct regular meetings.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
---	---	----------------------------------	---	---	--	---