

School Strategic Plan 2023-2027

Springside West Secondary College (8784)



Submitted for review by John Goodman (School Principal) on 31 January, 2024 at 01:02 PM

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Endorsed by Tony Tahche (School Council President) on 27 February, 2024 at 02:08 PM

School Strategic Plan - 2023-2027

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School vision	<p>Springside West Secondary College strives to be a school where students are encouraged to be high achievers. Students are encouraged to continually seek to improve through receiving specific feedback. Well-being supports are in place to provide the necessary support for students to achieve their goals. Leadership is focused on a continual attempt to refine the resources required to provide support for students. As a rapidly growing school, we seek to be always flexible and adaptable. Springside West understands it plays a key role as a focus of the community in a new growth suburb in the western suburbs.</p>
School values	<p>Growth: We are motivated learners, always striving for personal development and academic excellence</p> <p>Challenge: We take responsibility for our learning and seize new opportunities with determination and optimism.</p> <p>Community: We treat all members of our community with respect and are responsible for our actions and environment.</p>
Context challenges	<p>Springside West Secondary College is a new school being established in the growth corridor of the north western suburbs in the new suburb Fraser Rise.</p> <p>The school opened at the beginning of the 2018 school year with an enrolment of 171 students- 35 in Year 10 and 136 in Year 7. In 2019 the enrolment profile of the entire school grew to over 400 students, with cohorts at Years 7, 8, 10 and 11. In 2020 the school grew to an enrolment of 740 students with a full program of years 7-12, in 2021 the enrolment of the school was 970 students, in 2022 we grew to 1200 students, to enrolment of about 1480 students in 2023. In 2024 we anticipate the enrolment profile will grow to over 1600 students.</p> <p>Staffing shortages have severely impacted the college since returning from lockdowns. Limited pools of applicants have also limited the capacity of teaching staff that we have taken on board. There have been significant observations of extended, disrupted and unsettled behaviour as a result of lockdowns, particularly in 2022. In 2023, some of these factors appear to have ameliorated. The ongoing reality of the staffing shortage and the high number of casual relief teachers continues to be an ever present daily reality, however.</p>
Intent, rationale and focus	<p>The intent of the college is to be a school which offers a range of experiences to extend and develop the talents and abilities of students. In conjunction with this broad intention, the school seeks to offer a comprehensive range of student well-being supports. This is important because it is the absolute crux of an effective education for our community. Where we can build student capacity</p>

	<p>and develop students talents and capabilities by providing the necessary engagement and educational well-being and support, students have the opportunity to flourish and be the very best version of themselves. Immediate priority will be given to providing structure throughout the day with regard to the college, every lesson, everyday focus. But they will continue to be an ongoing commitment to building skills and abilities through an effective teaching and learning and curriculum focus.</p>
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Goal 1	To maximise learning growth for every student
Target 1.1	<p>By 2027 increase the percentage of Year 9 students achieving at exceeding and strong in NAPLAN proficiency levels for the domains of:</p> <ul style="list-style-type: none">• Reading from 54% (2023) to 65%• Writing from 62% (2023) to 70%• Numeracy from 53% (2023) to 63%
Target 1.2	<p>By 2027, maintain the percentage of Year 7-10 students assessed as at or above expected growth on Victorian Curriculum Levels 7-10 (Semester 2 2021 - Semester 2 2022):</p> <ul style="list-style-type: none">• English<ul style="list-style-type: none">○ Reading and viewing at or above 76% (2022)○ Writing at or above 76% (2022)○ Speaking and listening at or above 80% (2022)• Mathematics<ul style="list-style-type: none">○ Number and Algebra at or above 92% (2022)○ Measurement and Geometry at or above 92% (2022)○ Statistics and Probability at or above 81% (2022)
Target 1.3	By 2027, maintain the VCE all study score at or above 28 (2022).

	By 2027, the adjusted estimate to be zero or above for all studies.
Target 1.4	By 2027 increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measures of: <ul style="list-style-type: none"> • Collective Efficacy from 34% (2023) to 50% • Collective Responsibility from 49% (2023) to 60%
Key Improvement Strategy 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	Enhance and embed policy, practices and structures to support improved student learning growth.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build and enhance staff capability and knowledge of curriculum, instruction and assessment.
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	
Goal 2	To improve engagement in learning

<p>Target 2.1</p>	<p>By 2027 increase the percentage of positive endorsement on the 7-12 student Attitudes to School Survey (AtoSS) for the factors of:</p> <ul style="list-style-type: none"> • Student voice and agency from 27% (2023) to 35% • Stimulated learning from 32% (2023) to 45% • Differentiated learning challenge from 49% (2023) to 54% • Effective teaching time from 50% (2023) to 57%
<p>Target 2.2</p>	<p>By 2027 increase the percentage of positive endorsement on the SSS Teaching and Learning module for the factors of:</p> <ul style="list-style-type: none"> • Use student feedback to inform teaching practice from 40% (2023) to 57% • Promote student ownership of learning from 51% (2023) to 57% • Plan differentiated learning activities from 44% (2023) to 55%
<p>Target 2.3</p>	<p>By 2027 increase the percentage of positive endorsement on the Parent/Guardian/Caregiver Opinion Survey (PGCOS) for the factors of:</p> <ul style="list-style-type: none"> • Effective teaching from 50% (2023) to 59% • High expectations for success from 60% (2023) to 70% • Stimulating learning environment from 50% (2023) to 60% • Student motivation and support from 41% (2023) to 50%
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to</p>	<p>Strengthen and demonstrate a consistent whole school understanding and approach to learner agency.</p>

strengthen students' participation and engagement in school	
Goal 3	To improve student wellbeing
Target 3.1	<p>By 2027 increase the percentage of positive endorsement on the 7-12 student AtoSS for the factors of:</p> <ul style="list-style-type: none"> • School connectedness from 27% (2023) to 40% • Motivation and interest from 46% (2023) to 50% • Respect for diversity from 24% (2023) to 32% • Advocate at school from 49% (2023) to 59%
Target 3.2	<p>By 2027 reduce the percentage of students with 20 or more absent days:</p> <ul style="list-style-type: none"> • Year 7 from 54% (2022) to 50% • Year 8 from 58% (2022) to 50% • Year 9 from 60% (2022) to 50% • Year 10 from 53% (2022) to 50% <p>OR</p> <p>By 2027 reduce absences 7–12 from 30.5 days per student FTE (2022) to <25 days per student.</p> <p>By 2027 reduce the number of unapproved absent days from 8.9 days per student (2022) to <3 days per student.</p>
Target 3.3	By 2027 increase the percentage of positive endorsement on the SSS for the factor of Support growth and learning of whole student from 44% (2023) to 54%.

<p>Target 3.4</p>	<p>By 2027 increase the percentage of positive endorsement on the Parent/Guardian/Caregiver Opinion Survey (PGCOS) for the factors of:</p> <ul style="list-style-type: none"> • Promoting positive behaviour from 55% (2023) to 65% • Respect for diversity from 67% (2023) to 72%
<p>Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen the school's practices for supporting student inclusion, health and wellbeing.</p>
<p>Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	