

# 2023 Annual Implementation Plan

## for improving student outcomes

Springside West Secondary College (8784)



Submitted for review by John Goodman (School Principal) on 16 March, 2023 at 09:38 AM  
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 17 March, 2023 at 09:23 AM  
Awaiting endorsement by School Council President

## Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
Leadership	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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	In summary, I believe the school can be extremely proud of the way we have weathered the storm in a number of very difficult years. While it is undoubtedly the case that all schools have had to deal with the lock downs, Springside West was in a unique position being so young in its trajectory of growth as a school. To have maintained high standards and continued to build an effective culture of teaching and learning is a testament to the efforts of all leaders and all members of the teaching staff. Our education support staff are also worthy of note, as they have been an incredibly important resource of support and guidance throughout this challenging time.
---------------------------------------	---

<b>Considerations for 2023</b>	The clearest and most obvious challenge for 2023 is to continue our trajectory of growth and development while managing a very serious staffing shortage. With careful planning, the college will continue to focus on our strategic priorities. We also will be working hard to prepare for our school review in term 4 of 2023. Another significant development that presents a serious challenge for the school is implementation of the new time in lieu arrangements for Victorian schools. Again, Careful and detailed planning with regard to these areas has already commenced, and it is hoped this will minimise any negative impacts.
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.  See targets below.
Improve literacy and numeracy growth for every student	Yes	<p><b>Drafting note:</b> for each of the targets, please consider specifying numerical benchmarks and targets; suggest separating out each of measures into different sub targets</p> <p>By 2023, achieve 80% benchmark growth in reading, writing and numeracy, from Years 7 - 9 (NAPLAN).</p>	Reading: to 70% from 66% in 22. Writing: to 70% from 68 in 22. Spelling: to 85% from 83 in 22. Numeracy: to 70% from 66%.
		<p>Increase annually, for each year of the strategic plan, the % of students in the top two bands in reading, writing and numeracy in Year 9 to above state percentages (NAPLAN).</p>	<p>Reading: 2021: 14%, 2022: 17%, 2023: 20% State 2022: 21% Writing: 2021: 4%, 2022: 16%, 2023: 17% State 2022: 15%. Spelling: 2021: 25%, 2022: 19%, 2023: 21% State 2022: 17% Numeracy: 2021: 7%, 2022: 14%, 2023: 17% State 2022 20%.</p>
		<p>Achieve annual median growth in reading, mathematics, science, vocabulary, grammar &amp; punctuation and spelling to be at or above the norm sample in PAT assessments for years 7, 8, 9 and 10.</p>	Annual growth as per previous years.

		Increase enrolments to conduct viable Unit 3/4-year 12 Physics, Chemistry and Mathematics Methods subjects each year. <b><i>This is an important strategic priority of the school- is this the best way to ensure that it is followed over the four Years?</i></b>	Have all classes running at 11 and 12.
		Achieve median all study score of 28 (for the 2019 year 8 cohort).	31 all study median.
		Achieve 5% of students scoring above 37 in VCE by 2023.	8% up from 7% in 2022.
		By 2023, increase positive staff endorsement in the the Staff Opinion Survey for the following domains: <ul style="list-style-type: none"> <li>Guaranteed and viable curriculum from 60%(2019) to 64%(2023)</li> <li>Collective efficacy from 53% favourable responses (2019) to 57% (2023).</li> </ul>	Guaranteed and viable curriculum: from 54% 2022 to 60% 2023. State 22: 57% Collective efficacy: from 33% 2022 to 40% 2023. State 22: 46%
Improve student engagement in learning	No	<b>Drafting note: for each of these Targets, please specify numerical benchmarks and targets</b> All(100%) VCAL students achieve a VCAL certificate or pathway into further study or employment.	
		Maintain student attendance at or below 15 days absence per year per student for each year of the review period.	
		By, 2023 increase student positive endorsement in the domains (Attitudes to School Survey): <ul style="list-style-type: none"> <li>Student voice and agency: from 38% (2019) to 43%</li> <li>Stimulated learning: from 52% (2019) to 57%</li> <li>Motivation and interest: from 61% (2019) to 66%</li> <li>Differentiated learning: from 62% (2019) to 67%</li> </ul>	

		Improve staff positive endorsement in the <i>collaboration</i> domain from 48% in 2019 to 58% in 2023 as per the Staff Opinion Survey.	
Strengthen the wellbeing and connectedness for all students	Yes	By 2023, increase <i>Parent Satisfaction</i> reported in the Panorama Report from 83% (2019) to 85% (to be finalised).	Parent satisfaction at 60% from 54% in 2022.
		By 2023, raise student <i>Sense of Connectedness</i> reported in the Panorama Report from 66% (2019) to 70%(2023)	From 29% to 35%.
		By 2023, increase student positive endorsement in the following domains: (Attitudes to School Survey): <ul style="list-style-type: none"> <li>• Respect for diversity: from 39% (2019) to 44%</li> <li>• Classroom behaviour: from 55% (2019) to 60%</li> </ul>	Respect for diversity: from 23% 2022 to 30%.Classroom behaviour: from 44% to 50%.

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
<b>12-month target 1.1-month target</b>	See targets below.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b>	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</p>	
<p><b>Goal 2</b></p>	<p><b>Improve literacy and numeracy growth for every student</b></p>	
<p><b>12-month target 2.1-month target</b></p>	<p>Reading: to 70% from 66% in 22. Writing: to 70% from 68 in 22. Spelling: to 85% from 83 in 22. Numeracy: to 70% from 66%.</p>	
<p><b>12-month target 2.2-month target</b></p>	<p>Reading: 2021: 14%, 2022: 17%, 2023: 20% State 2022: 21% Writing: 2021: 4%, 2022: 16%, 2023: 17% State 2022: 15%. Spelling: 2021: 25%, 2022: 19%, 2023: 21% State 2022: 17% Numeracy: 2021: 7%, 2022: 14%, 2023: 17% State 2022 20%.</p>	
<p><b>12-month target 2.3-month target</b></p>	<p>Annual growth as per previous years.</p>	
<p><b>12-month target 2.4-month target</b></p>	<p>Have all classes running at 11 and 12.</p>	
<p><b>12-month target 2.5-month target</b></p>	<p>31 all study median.</p>	
<p><b>12-month target 2.6-month target</b></p>	<p>8% up from 7% in 2022.</p>	
<p><b>12-month target 2.7-month target</b></p>	<p>Guaranteed and viable curriculum: from 54% 2022 to 60% 2023. State 22: 57% Collective efficacy: from 33% 2022 to 40% 2023. State 22: 46%</p>	
<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>	
<p><b>KIS 2.a</b> Excellence in teaching and learning</p>	<p>Develop and implement professional learning communities, including a focus on building teacher capacity</p>	<p>Yes</p>



<b>KIS 2.b</b> Excellence in teaching and learning	Build a school culture of collaboration to ensure a consistent approach to teaching and assessment of student learning growth	No
<b>KIS 2.c</b> Positive climate for learning	Build on the guaranteed and viable curriculum and increase opportunities for student voice and agency	No
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.	The work relating to professional learning communities remains a core part of our strategic direction as a college well into 2023. Consistency in teaching and learning has constantly been prioritised over the past 3 1/2 years, with our instructional model serving as a really important guide to all of our practises, even during lockdown. It is vitally important to continue this work right up to the end of the strategic planning period. We have made significant investment into student voice and agency this year, so this is a critical part of our direction in 2023.	
<b>Goal 4</b>	<b>Strengthen the wellbeing and connectedness for all students</b>	
<b>12-month target 4.1-month target</b>	Parent satisfaction at 60% from 54% in 2022.	
<b>12-month target 4.2-month target</b>	From 29% to 35%.	
<b>12-month target 4.3-month target</b>	Respect for diversity: from 23% 2022 to 30%. Classroom behaviour: from 44% to 50%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Positive climate for learning	Implement and monitor effective SWPBS framework	No
<b>KIS 4.b</b> Positive climate for learning	Develop a culture that promotes inclusion and diversity	No
<b>KIS 4.c</b> Community engagement in learning	Build partnerships with community services/agencies to promote and develop student wellbeing	Yes

<p><b>KIS 4.d</b> Community engagement in learning</p>	<p>Strengthen relationships with parents/families</p>	<p>No</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>All vitally important ongoing culture building areas. Our work building relationships with the parent community has been severely disrupted by the impact of lockdowns over the past 2 1/2 to three years. While it is important to pick up this work, it needs to be noted that the disruption was of course not of our making.</p>	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.			
<b>12-month target 1.1 target</b>	See targets below.			
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
<b>Actions</b>	The college will refocus the Tutor Learning Initiative funding to deliver support for students in this category.			
<b>Outcomes</b>	Students: An improved capacity to focus on their studies, particularly at the senior level. Commitment to after school programmes to support homework and work completion. Teachers: Increase in awareness, and opportunities to participate in the Tutor Learning initiative after school, tutor and homework clubs. Leaders: Planning and finance allocation to support this initiative. Community: Communication to the community.			
<b>Success Indicators</b>	Data sources: attendance at programs and connectedness data.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Homework and senior tutoring sessions.	<input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$200,000.00
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Deployment of significant resources to expand the student well-being support team. This expansion includes additional counsellors and the appointment of a new mental health practitioner. Also the appointment of a school nurse and two community liaison officers.			

<b>Outcomes</b>	Students: Greater awareness of well-being support services that are on offer. Improved outcomes for students from high risk situations, particularly those who have been suspended for violent or confrontational incidents. Teachers: Again, greater awareness of well-being support services that are on offer. Referral of at risk students to well-being services as required. Leaders: Again, greater awareness of well-being support services that are on offer. Referral of at risk students to well-being services as required. Again, greater awareness of well-being support services that are on offer. Referral of at risk students to well-being services as required.			
<b>Success Indicators</b>	Success indicators will include evidence of increased referrals to the well-being support team. Evidence of effective interventions with post suspension and post BSIM students. Improvement in connectedness and engagement data to a moderate degree.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Referrals to well being support team.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 2</b>	Improve literacy and numeracy growth for every student			
<b>12-month target 2.1 target</b>	Reading: to 70% from 66% in 22. Writing: to 70% from 68 in 22. Spelling: to 85% from 83 in 22. Numeracy: to 70% from 66%.			
<b>12-month target 2.2 target</b>	Reading: 2021: 14%, 2022: 17%, 2023: 20% State 2022: 21% Writing: 2021: 4%, 2022: 16%, 2023: 17% State 2022: 15%. Spelling: 2021: 25%, 2022: 19%, 2023: 21% State 2022: 17% Numeracy: 2021: 7%, 2022: 14%, 2023: 17% State 2022 20%.			
<b>12-month target 2.3 target</b>	Annual growth as per previous years.			
<b>12-month target 2.4 target</b>	Have all classes running at 11 and 12.			

<b>12-month target 2.5 target</b>	31 all study median.			
<b>12-month target 2.6 target</b>	8% up from 7% in 2022.			
<b>12-month target 2.7 target</b>	Guaranteed and viable curriculum: from 54% 2022 to 60% 2023. State 22: 57% Collective efficacy: from 33% 2022 to 40% 2023. State 22: 46%			
<b>KIS 2.a</b> Building practice excellence	Develop and implement professional learning communities, including a focus on building teacher capacity			
<b>Actions</b>	Continue to conduct the professional learning communities work through regular meetings of professional learning teams. Utilise the school review process of 2023 to develop a greater understanding of the effectiveness of this process, and areas for potential improvement into the future.			
<b>Outcomes</b>	Students: Improved outcomes through specific focus on areas of improvement. Teachers: Greater capacity to assess and plan according to areas of need for students. Leaders: Sharp focus on evaluation and clarity about planning for the future. With a specific emphasis on the review process at the end of 2023. Community: promotion of this work to the community through the newsletter.			
<b>Success Indicators</b>	Improve collective efficacy data. Staff focus Group reports of improved outcomes and a greater understanding of the effectiveness and usefulness of the process.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Conduct PLC teams with an eye to reviewing the program in light of the school review.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 4</b>	Strengthen the wellbeing and connectedness for all students			
<b>12-month target 4.1 target</b>	Parent satisfaction at 60% from 54% in 2022.			
<b>12-month target 4.2 target</b>	From 29% to 35%.			

<b>12-month target 4.3 target</b>	Respect for diversity: from 23% 2022 to 30%. Classroom behaviour: from 44% to 50%.			
<b>KIS 4.c</b> Networks with schools, services and agencies	Build partnerships with community services/agencies to promote and develop student wellbeing			
<b>Actions</b>	Increased focus on liaison with the police and departmental sources of support.			
<b>Outcomes</b>	Students: Greater awareness of external supports and opportunities for development of well-being through availing themselves of such services. Teachers: Promotion of inclusion through this work so that students feel a sense of connectedness to the school. Leaders: Exploration of multiple sources of connexion with the community and support services to promote diversity and inclusion within the school. Community: Involvement with harmony Days and other activities to support this work.			
<b>Success Indicators</b>	Data relating to respect for diversity, classroom behaviour, and parents satisfaction. Positive anecdotal reports from parents, students and staff.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Conduct onsite activities like harmony week and subject specific weeks.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$252,626.71	\$10,000.00	\$242,626.71
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$136,796.51	\$136,796.51	\$0.00
<b>Total</b>	<b>\$389,423.22</b>	<b>\$146,796.51</b>	<b>\$242,626.71</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Referrals to well being support team.	\$100,000.00
Conduct PLC teams with an eye to reviewing the program in light of the school review.	\$10,000.00
<b>Totals</b>	<b>\$110,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Conduct PLC teams with an eye to reviewing the program in light of the school review.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT

<b>Totals</b>		\$10,000.00	
---------------	--	-------------	--

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Referrals to well being support team.	from: Term 1 to: Term 4	\$136,796.51	
<b>Totals</b>		\$136,796.51	

### Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

### Additional funding planner – Equity Funding



Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Conduct PLC teams with an eye to reviewing the program in light of the school review.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	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"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site