

Annual Implementation Plan - 2025

Select annual goals and KIS

Springside West Secondary College (8784)



Submitted for review by John Goodman (School Principal) on 09 December, 2024 at 10:50 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To maximise learning growth for every student	Yes	By 2027 increase the percentage of Year 9 students achieving at exceeding and strong in NAPLAN proficiency levels for the domains of: • Reading from 54% (2023) to 65% • Writing from 62% (2023) to 70% • Numeracy from 53% (2023) to 63%	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. From 50%(2024) to 54%: ReadingFrom 54%(2024) to 58%: WritingFrom 50%(2024) to 54%: Numeracy
		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): • English ○ Reading and viewing at or above 76% (2022) ○ Writing at or above 76% (2022) ○ Speaking and listening at or above 80% (2022) • Mathematics ○ Number and Algebra at or above 92% (2022) ○ Measurement and Geometry at or above 92% (2022) ○ Statistics and Probability at or above 81% (2022)	Writing at or above 65%.

		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.	In 2025, the VCE all study score at or above 27.
		By 2027 increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measures of: • Collective Efficacy from 34% (2023) to 50% • Collective Responsibility from 49% (2023) to 60%	Collective Efficacy from 38% (2024) to 42% Collective Responsibility maintain at 69%.
To improve engagement in learning	Yes	By 2027 increase the percentage of positive endorsement on the 7-12 student Attitudes to School Survey (AtoSS) for the factors of: • 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%	Student voice and agency maintain at 36% Stimulated learning maintain at 54% Differentiated learning challenge maintain at 54% Effective teaching time maintain at 61%
		By 2027 increase the percentage of positive endorsement on the SSS Teaching and Learning module for the factors of: • 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%	Use student feedback to inform teaching practice from 53%(2024) to 57% Promote student ownership of learning maintain at 63% Plan differentiated learning activities maintain at 57%.
		By 2027 increase the percentage of positive endorsement on the Parent/Guardian/Caregiver Opinion Survey (PGCOS) for the factors of:	Effective teaching from % (2024) to % High expectations for success from % (2) to % Not available as at 27/11.

		• 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%	
To improve student wellbeing	Yes	By 2027 increase the percentage of positive endorsement on the 7-12 student AtoSS for the factors of: • 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%	School connectedness from % (20) to % Motivation and interest from % (20) to % Respect for diversity from % (2023) to % Advocate at school from % (20) to %
		By 2027 reduce the percentage of students with 20 or more absent days: • 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% OR By 2027 reduce absences 7–12 from 30.5 days per student FTE (2022) to <25 days per student. By 2027 reduce the number of unapproved absent days from 8.9 days per student (2022) to <3 days per student.	By end of 2025 reduce absences 7–12 from 30.5 to <27 days per student
		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%.	Maintain the factor of support growth and learning of whole student from at 56%

		By 2027 increase the percentage of positive endorsement on the Parent/Guardian/Caregiver Opinion Survey (PGCOS) for the factors of: • Promoting positive behaviour from 55% (2023) to 65% • Respect for diversity from 67% (2023) to 72%	Data not available
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Goal 1	To maximise learning growth for every student	
12-month target 1.1	From 50%(2024) to 54%: Reading From 54%(2024) to 58%: Writing From 50%(2024) to 54%: Numeracy	
12-month target 1.2	Writing at or above 65%.	
12-month target 1.3	In 2025, the VCE all study score at or above 27.	
12-month target 1.4	Collective Efficacy from 38% (2024) to 42% Collective Responsibility maintain at 69%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Enhance and embed policy, practices and structures to support improved student learning growth.	Yes
KIS 1.b Teaching and learning	Build and enhance staff capability and knowledge of curriculum, instruction and assessment.	Yes

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.	In response to the 2024 School Performance Report, we have identified a need for targeted intervention in both Reading and Numeracy in order to progress from "Medium" performance to "Improving". Currently, students are still 'well below' similar school comparison and the percentage targets set out in the SSP.	
Goal 2	To improve engagement in learning	
12-month target 2.1	Student voice and agency maintain at 36% Stimulated learning maintain at 54% Differentiated learning challenge maintain at 54% Effective teaching time maintain at 61%	
12-month target 2.2	Use student feedback to inform teaching practice from 53%(2024) to 57% Promote student ownership of learning maintain at 63% Plan differentiated learning activities maintain at 57%.	
12-month target 2.3	Effective teaching from % (2024) to % High expectations for success from % (2) to % Not available as at 27/11.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Strengthen and demonstrate a consistent whole school understanding and approach to learner agency.	Yes
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.	Build on the Every Lesson Every Day work with a commitment to effective study. Evaluation of study culture reveals a need to build a culture of challenge and confidence: regular meaningful homework, capacity to study for assessment effectively, links to literacy capacity and effective reading for meaning, and encouraging an aspirational rather than self limiting culture among students.	

Goal 3	To improve student wellbeing	
12-month target 3.1	School connectedness from % (20) to % Motivation and interest from % (20) to % Respect for diversity from % (2023) to % Advocate at school from % (20) to %	
12-month target 3.2	By end of 2025 reduce absences 7–12 from 30.5 to <27 days per student	
12-month target 3.3	Maintain the factor of support growth and learning of whole student from at 56%	
12-month target 3.4	Data not available	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	Strengthen the school's practices for supporting student inclusion, health and wellbeing.	Yes
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.	As a school we want to consolidate the growth that we have seen within the School Performance Report in the area of "Wellbeing". For us as a School, this includes the School Wide Positive Behaviour initiative and curriculum, as well as our "Every Lesson Every Day" initiative. We will be implementing Respectful Relationships curriculum throughout 2025, as well as consolidating the implementation of Disability Inclusion supports.	