

2023 Annual Implementation Plan

for improving student outcomes

Swinburne Senior Secondary College (7366)



SWINBURNE
SENIOR SECONDARY COLLEGE

Submitted for review by Daryl Bennett (School Principal) on 24 April, 2023 at 02:38 PM
Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 24 April, 2023 at 02:39 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	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	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	

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

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

Enter your reflective comments	<p>Leadership Working with the new leadership structures to drive improvements around T&L and E&W. We are working to build a collaborative culture to create an orderly environment with high expectations. The creation of two SITs to address priorities, these teams also meet as an entire leadership team for whole school focused work. Each Range 3 teacher will work with others to drive improvement in key areas</p> <p>Teaching and Learning There is an opportunity to enhance teaching and learning with a common approach to the visible storage of curriculum</p>
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	<p>documentation. There are a lot of positives, such as the PRTs and the move to ongoing assessment, more whole school collaboration and increased visibility of how the instructional model and HITs are used could lead to increased collective efficacy at the school. This will be supported by the school's training in PLCs in semester 1 2023</p> <p>Assessment There is a well-established assessment cycle including academic progress through common assessment tasks to measure student achievement. and a well established feedback model that monitors student wellbeing including attendance and social and emotional health (FUSS). The growth for the school is in the area of measuring value added growth for each student and more collaboration around assessment,</p> <p>Engagement Activate student voice and agency, including accountability, by active student leadership roles for students and staff. Continue the positive relationships in the mentor program. Allocated diversity leader on staff paired with a strong wellbeing team. Development of a social learning program is needed and will be the focus of the Managers' work in 2023</p> <p>Support and resources Support for student wellbeing and learning is strong through the existing structures including the year level leaders, mentors, wellbeing and diversity roles in the school. The wellbeing team continue to build positive relationships with external agencies relevant to the needs of the student population.</p>
<p>Considerations for 2023</p>	<p>The year is the first year of the SSP and our work is. on focussing the work of the leaders in the school to address KIS in an ordered and collaborative manner to improve student outcomes.</p> <p>We will focus on some key policies to improve academics and attendance and continue our work in the wellbeing area.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal 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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Maximise the learning attainment of every student
Target 2.1	<p>Improve the VCE Outcomes:</p> <ul style="list-style-type: none"> ● Median All Study score from 28.5 in 2022 to 29 by 2026 ● Median All English score from 28.5 in 2022 (2021 mean 28.3) to 30 by 2026 ● Increase the per cent of students with study scores above 37 from 6 per cent in 2022 (8 in 2021) to 12 per cent by 2026.
Target 2.2	<p>Improve the per cent of positive endorsement for the AToSS measures:</p> <ul style="list-style-type: none"> ● Self-regulation and goal setting from 56 per cent in 2022 to 66 per cent by 2026 ● Differentiated learning challenge from 65 per cent in 2022 to 73 per cent by 2026.

Target 2.3	<p>Improve the per cent of positive endorsement for the SSS measures:</p> <ul style="list-style-type: none"> ● Academic emphasis from 40 per cent in 2022 to 60 per cent by 2026 ● Collective efficacy from 48 in 2022 to 60 per cent by 2026 ● Instructional leadership from 51 per cent in 2022 to 65 per cent by 2026.
Key Improvement Strategy 2.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	Build and implement a culture of high expectations, aligned to the school vision.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and embed a teaching and learning program that challenges all students.
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the capacity of all staff to use evidence to inform practice.
Key Improvement Strategy 2.d 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	Develop the capacity of all leaders to embed and sustain a culture of improvement.

Goal 3	Optimise student engagement, transitions and pathways
Target 3.1	Improve the per cent of students with less than 20 days absent per year from 64 in 2022 (61 per cent in 2021) to 75 per cent by 2026.
Target 3.2	Increase the per cent of students with a positive exit destination (Further education and Full-time work) from 55 per cent in 2021 (update to 2022 when available) to 75 per cent by 2026.
Target 3.3	Improve the VCE completion (One VCE) rate from 95.1 per cent in 2021 (update to 2022 when available) to 98 per cent by 2026.
Target 3.4	<p>Increase the per cent of positive endorsement for the AToSS measures of:</p> <ul style="list-style-type: none"> ● Effort from 61 per cent in 2022 to 72 per cent by 2026 ● Perseverance from 55 per cent in 2022 to 65 per cent by 2026 ● Sense of confidence from 50 per cent in 2022 to 65 per cent by 2026.
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a whole school tiered approach to enhance student confidence, perseverance and effort.
Key Improvement Strategy 3.b	Refine transitions and pathways programs to enhance student engagement with their learning and destinations.

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal 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	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Improve the VCE Outcomes Improve the per cent of positive endorsement for the AToSS measures Self-regulation and goal setting, Differentiated learning challenge Improve the per cent of positive endorsement for the SSS measures Academic emphasis, Collective efficacy, and Instructional leadership Improve the percent of students with less than 20 days absent per year Increase the per cent of students with a positive exit destination (Further education and Full-time work) Improve the VCE completion Increase the per cent of positive endorsement for the AToSS measures of Effort, Perseverance, and Sense of confidence</p>
Maximise the learning attainment of every student	No	<p>Improve the VCE Outcomes:</p> <ul style="list-style-type: none"> ● Median All Study score from 28.5 in 2022 to 29 by 2026 ● Median All English score from 28.5 in 2022 (2021 mean 28.3) to 30 by 2026 ● Increase the per cent of students with study scores above 37 from 6 per cent in 2022 (8 in 2021) to 12 per cent by 2026. <p>Improve the per cent of positive endorsement for the AToSS measures:</p> <ul style="list-style-type: none"> ● Self-regulation and goal setting from 56 per cent in 2022 to 66 per cent by 2026 ● Differentiated learning challenge from 65 per cent in 2022 to 73 per cent by 2026. 	

		<p>Improve the per cent of positive endorsement for the SSS measures:</p> <ul style="list-style-type: none"> ● Academic emphasis from 40 per cent in 2022 to 60 per cent by 2026 ● Collective efficacy from 48 in 2022 to 60 per cent by 2026 ● Instructional leadership from 51 per cent in 2022 to 65 per cent by 2026. 	
Optimise student engagement, transitions and pathways	No	<p>Improve the per cent of students with less than 20 days absent per year from 64 in 2022 (61 per cent in 2021) to 75 per cent by 2026.</p>	
		<p>Increase the per cent of students with a positive exit destination (Further education and Full-time work) from 55 per cent in 2021 (update to 2022 when available) to 75 per cent by 2026.</p>	
		<p>Improve the VCE completion (One VCE) rate from 95.1 per cent in 2021 (update to 2022 when available) to 98 per cent by 2026.</p>	
		<p>Increase the per cent of positive endorsement for the AToSS measures of:</p> <ul style="list-style-type: none"> ● Effort from 61 per cent in 2022 to 72 per cent by 2026 ● Perseverance from 55 per cent in 2022 to 65 per cent by 2026 ● Sense of confidence from 50 per cent in 2022 to 65 per cent by 2026. 	

Goal 1	<p>2023 Priorities Goal 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>
12 Month Target 1.1	<p>Improve the VCE Outcomes</p> <p>Improve the per cent of positive endorsement for the AToSS measures</p>

	<p>Self-regulation and goal setting, Differentiated learning challenge</p> <p>Improve the per cent of positive endorsement for the SSS measures Academic emphasis, Collective efficacy, and Instructional leadership</p> <p>Improve the percent of students with less than 20 days absent per year</p> <p>Increase the per cent of students with a positive exit destination (Further education and Full-time work)</p> <p>Improve the VCE completion</p> <p>Increase the per cent of positive endorsement for the AToSS measures of Effort, Perseverance, and Sense of confidence</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> <p>Yes</p>
KIS 1.b Priority 2023 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</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>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</p>

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal 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.
12 Month Target 1.1	Improve the VCE Outcomes Improve the per cent of positive endorsement for the AToSS measures Self-regulation and goal setting, Differentiated learning challenge Improve the per cent of positive endorsement for the SSS measures Academic emphasis, Collective efficacy, and Instructional leadership Improve the percent of students with less than 20 days absent per year Increase the per cent of students with a positive exit destination (Further education and Full-time work) Improve the VCE completion Increase the per cent of positive endorsement for the AToSS measures of Effort, Perseverance, and Sense of confidence
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Whole School Level Review and implement a school wide assessment policy Complete PLC training and implement for all teaching staff Classroom Level Implement and monitor assessment policy for engagement and achievement levels All staff will be trained in the implementation of the PLC model Individual and Small Group Level

	Engage in the implementation and review of the school wide assessment policy All staff will implement PLC model in semester 2 in at least one of their classes			
Outcomes	<p>Whole School Level Staff will have a clear understanding of the academic emphasis promoted by the assessment policy and students will show higher levels of effort, perseverance, and sense of confidence towards their learning PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessment and lessons</p> <p>Classroom level Teachers will consistently implement the assessment schedule and policy Teachers will engage in the PLC model with one of their classes in semester 2</p> <p>Individual and small group level Students who need additional support to complete assessments will be identified and supported Individual teachers will select a class to use for PLC work in semester 2</p>			
Success Indicators	<p>Improvement in VCE outcome data. Improve the per cent of positive endorsement for the AToSS measures self-regulation and goal setting, Differentiated learning challenge. Increase the per cent of positive endorsement for the AToSS measures of Effort, Perseverance, and Sense of confidence</p> <p>Improve the per cent of positive endorsement for the SSS measures Academic emphasis, Collective efficacy, and Instructional leadership.</p> <p>I</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PLC implementation	<input type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

				<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and implementation of a new Assessment Policy	<input type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Whole School Level Implement and review updated Attendance policy Review Early Leavers processes and follow up as part of NEVR CoP Classroom Level Mentor teachers will monitor and support attendance through the attendance policy			

	<p>Careers Practitioner, Level Managers and School Leaders to support the work of the Early Leavers CoP through NEVR</p> <p>Individual and Small Group Level Mentor teachers will engage with students and the families / carers to support higher levels of attendance Careers practitioner to complete data sets of all early leavers / potential early leavers to support continued engagement in education</p>			
Outcomes	<p>Whole School Level Staff and students will confidently promote attendance at school Careers Practitioner and Wellbeing will be confident in identifying students at risk of not completing year 12 and know how to support them</p> <p>Classroom level Students and staff will monitor attendance and implement the attendance policy with fidelity Careers and Wellbeing will intervene with students at risk of disengagement with schooling.</p> <p>Individual and small group level Students will monitor their own attendance and be reminded by staff when they are at risk of passing a threshold for attendance Individual students will be followed up for support when at risk of leaving or disengaging from education</p>			
Success Indicators	<p>Improve the percent of students with less than 20 days absent per year</p> <p>Increase the per cent of students with a positive exit destination (Further education and Full-time work) Improve the VCE completion</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review and implementation of the school's Attendance Policy	<input type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
NEVR Early Leavers CoP	<input type="checkbox"/> Careers Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continued implementation of the BSEM	<input type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,200.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$23,393.30	\$0.00	\$23,393.30
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$23,393.30	\$0.00	\$23,393.30

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Continued implementation of the BSEM	\$5,200.00
Totals	\$5,200.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Continued implementation of the BSEM	from: Term 1 to: Term 4	\$0.00	<input type="checkbox"/> Berry Street Education Model (BSEM)
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PLC implementation	<input type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> PLC Initiative	<input type="checkbox"/> Off-site Mixture of off site sessions and school based learning
Continued implementation of the BSEM	<input type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Curriculum development	<input type="checkbox"/> Whole School Pupil Free Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> External consultants BSEM	<input type="checkbox"/> On-site