

# School Strategic Plan 2018-2022

Sandringham College (8739)



# SANDRINGHAM COLLEGE

Submitted for review by Amy Porter (School Principal) on 08 November, 2018 at 05:10 PM

Endorsed by Sarah Burns (Senior Education Improvement Leader) on 12 November, 2018 at 11:47 AM

Endorsed by Andrew Barlow (School Council President) on 14 November, 2018 at 08:21 AM

# School Strategic Plan - 2018-2022

Sandringham College (8739)

<b>School vision</b>	Sandringham College provides a learning environment in which the diversity, depth and quality of curriculum and teaching enables all students to become resourceful, independent learners. We believe in developing young people of great character who upon leaving our school demonstrate the desire and capacity to be a positive influence in their community both locally and internationally. We focus on the individual, their journey and growth and to us, each child matters. Finally, we place a strong emphasis on community, we believe that all members of our community, parents, students and staff, contribute to the lifelong success of students.
<b>School values</b>	<p>Our Commitment:</p> <ul style="list-style-type: none"><li>A focus on nurturing the whole person</li><li>A culture of valuing creativity, curiosity and collaboration</li><li>A passion for learning and teaching</li></ul> <p>What we do:</p> <ul style="list-style-type: none"><li>We nurture the individual talents of our students and focus on programs that meet the needs of a diverse range of learners</li><li>We challenge each other to excel in our pursuits</li><li>We provide outstanding opportunities beyond the classroom to enrich learning</li></ul> <p>How we do it:</p> <ul style="list-style-type: none"><li>We know our students as individuals</li><li>We encourage our students to grow as young people as well as learners</li><li>We ensure that student voice is heard</li></ul> <p>Why we do it:</p> <ul style="list-style-type: none"><li>We know that having a strong, rich and broad education supports young people to be successful adults</li><li>We know that focusing on the whole person improves student capacity to achieve success now and in the future</li><li>We know that young people are capable leaders and thinkers and we focus on empowering them to be confident citizens</li></ul> <p>Our school values:</p> <ul style="list-style-type: none"><li>Respect</li><li>Integrity</li><li>Creativity</li><li>Excellence</li></ul>

	Community
<b>Context challenges</b>	Context challenges for Sandringham College include the dual campus nature of the school and the need to continue to work build one community of parents, students and staff across the two environments. Whilst the school has only small numbers of students from priority cohort backgrounds there is a need to work effectively to ensure that the learning needs of all students within the school community are met. Finally, with a current disparity in the academic outcomes achieved by the male cohort when compared to the female, there is a need to focus on lifting the outcomes of boys within the school. The challenge is to support teachers to develop curriculum and pedagogy to greatly empower boys, whilst continuing to advance that same empowerment of girls, in order to better create successful, confident learners.
<b>Intent, rationale and focus</b>	<p>Over the next four years Sandringham College aims to strengthen the capacity of our teachers to provide quality teaching and learning and curriculum that is focused on ensuring that the learning needs of all students are met. We aim to do this whilst still retaining a school culture that has a strong well-being focus.</p> <p>Our motto Pathways To Success provides us with the basis for our decision making. We firmly believe that each individual student needs to be supported to achieve success academically, socially and personally. We are aware that the outcomes of students could be improved through teachers working strategically to ensure innovative practice, consistency of curriculum delivery and the capacity to use evidence to support individual student growth.</p> <p>Over the next four years we are focusing on the following:</p> <ul style="list-style-type: none"> <li>Ensuring that all teachers are using high impact teaching practice and methodologies in their classrooms</li> <li>The development and consistent delivery of innovative and engaging curriculum in all classrooms</li> <li>Embracing student voice and ensuring that it is increasingly heard in all areas of decision making at the college</li> <li>Raising the bar and lifting expectations of all in order to support all students to achieve personal excellence</li> <li>Strengthening the 'one school' philosophy with a focus on the consistency of behaviours, practices and outcomes</li> </ul>



# School Strategic Plan - 2018-2022

Sandringham College (8739)

<b>Goal 1</b>	To improve learning outcomes for all students through the use of evidence based best practice by teachers and leaders.
<b>Target 1.1</b>	<b>VCE Targets</b>  By the end of Strategic Plan cycle: <ul style="list-style-type: none"><li>• At least 75 per cent of all VCE studies will show a <i>value add</i> of +2 against the GAT for students undertaking 3 &amp; 4 VCE Unit</li><li>• The VCE median score will be at least 30</li><li>• The number of VCE study scores of 40 and above will be at least 10 per cent</li></ul>
<b>Target 1.2</b>	<b>NAPLAN Targets</b>  By the end of Strategic Plan cycle: <ul style="list-style-type: none"><li>• The percentage of Year 9 students making <i>medium or high relative learning growth</i> to be equal to or more than 75 per cent in NAPLAN Reading</li><li>• The percentage of Year 9 students making <i>medium or high relative learning growth</i> to be equal to or more than 75 per cent in NAPLAN Writing</li></ul>

	<ul style="list-style-type: none"> <li>• The percentage of Year 9 students making <i>medium or high relative learning growth</i> to be equal to or more than 75 per cent in NAPLAN Numeracy</li> </ul>
<p><b>Target 1.3</b></p>	<p><b>Staff Opinion Survey Targets</b></p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> <li>• Overall percentage endorsement for Teaching and Learning - Practice Improvement to be at or above 75 per cent</li> <li>• Teaching and Learning - Planning to be at or above 75 per cent</li> <li>• Overall percentage endorsement for Teaching and Learning - Implementation to be at or above 75 per cent</li> <li>• Overall percentage endorsement for Teaching and Learning - Evaluation to be at or above 75 per cent</li> </ul>
<p><b>Target 1.4</b></p>	<p><b>Student Attitudes to School Survey Targets</b></p> <p>By the end of the Strategic Plan cycle:</p> <ul style="list-style-type: none"> <li>• Stimulating learning - Whole College AtoSS result at or above the 75th percentile</li> </ul>

	<ul style="list-style-type: none"> <li>• Differentiated Learning Challenge - Whole College AtoSS result at or above the 75th percentile</li> </ul>
<b>Key Improvement Strategy 1.a</b> Evidence-based high-impact teaching strategies	Develop and imbed a learning architecture include a pedagogical model based on High Impact Teaching Strategies and best practice methodologies
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Develop and imbed a rigorous, guaranteed and viable curriculum
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Strengthen Professional Learning Teams to increase teacher collective focus on improving classroom practice
<b>Key Improvement Strategy 1.d</b> Curriculum planning and assessment	Align all assessment and reporting practices to the learning architecture and the rigorous, guaranteed and viable curriculum
<b>Key Improvement Strategy 1.e</b> Evaluating impact on learning	Imbed the use of multiple feedback mechanisms focussed on improving teacher practice
<b>Key Improvement Strategy 1.f</b> Instructional and shared leadership	Build the pedagogical expertise of teachers and leaders in the use of evidence/data as a basis for personalising learning and differentiating pedagogy and curriculum
<b>Goal 2</b>	To develop a cohesive school culture that embraces high expectations and is based on the college values of respect, integrity, creativity, excellence and community
<b>Target 2.1</b>	<b>Student Attitudes to School Survey Targets</b>  By the end of Strategic Plan cycle: <ul style="list-style-type: none"> <li>• Stimulated learning - Whole College AtoSS result at or above the 75th percentile</li> </ul>

	<ul style="list-style-type: none"> <li>• Student voice and agency - Whole College AtoSS result at or above the 75th percentile</li> <li>• Teacher concern - Whole College AtoSS result at or above the 75th percentile</li> <li>• Managing bullying - Whole College AtoSS at or above the 75th percentile</li> <li>• Effective teaching time - Whole College AtoSS result at or above the 75th percentile</li> <li>• School staged transitions (Y7 &amp; new students) - Whole College AtoSS result at or above the 75th percentile</li> </ul>
<b>Target 2.2</b>	<p><b>Staff Opinion Survey Targets</b></p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> <li>• Overall percentage endorsement for School Climate to be at or above 75 per cent</li> <li>• Overall percentage endorsement for School Leadership to be at or above 75 per cent</li> </ul>
<b>Key Improvement Strategy 2.a</b> Setting expectations and promoting inclusion	Implementation of the School Wide Positive Behaviours for Learning Framework
<b>Key Improvement Strategy 2.b</b> Health and wellbeing	Review and strengthen student entry, movement through and exit of the College
<b>Key Improvement Strategy 2.c</b>	Implement a new Year 9 integrated learning program to increase student engagement, understanding of growth mindset principles and the development of self-awareness of the individual as a learner

Empowering students and building school pride	
<b>Key Improvement Strategy 2.d</b> Global citizenship	Continue to build and strengthen the International Program in order to build global citizenship opportunities across the College
<b>Key Improvement Strategy 2.e</b> Building communities	Build a positive, cohesive school culture around a 'one school' philosophy