

# School Strategic Plan 2022-2026

Sandringham College (8739)



# SANDRINGHAM COLLEGE

Submitted for review by Amy Porter (School Principal) on 26 April, 2023 at 07:43 PM

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# School Strategic Plan - 2022-2026

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<b>School vision</b>	Sandringham College offers a dynamic academic environment that is conducive to the learning and growth of all. The school's curriculum and pedagogical approaches are diverse, in-depth, and of high quality, providing students with the tools and skills they need to become self-reliant and resourceful learners. In line with our values, Sandringham College is committed to developing individuals of outstanding character, who are equipped with the desire and capacity to make positive contributions to their local and international communities. At the heart of the school's ethos is a focus on the individual learner, and the recognition that every student's journey is unique and matters deeply. Finally, the school places a strong emphasis on community, recognising that the collective efforts of parents, students, and staff are crucial to ensuring students' lifelong success.
<b>School values</b>	<p>Our school values: <b>RESPECT - INTERGRITY - CREATIVITY - COMMUNITY - EXCELLENCE</b></p> <p><b>Our Commitment:</b> A focus on nurturing the whole person A culture of valuing creativity, curiosity and collaboration A passion for learning and teaching</p> <p><b>What we do:</b> We nurture the individual talents of our students and focus on programs that meet the needs of a diverse range of learners We challenge each other to excel in our pursuits We provide outstanding opportunities beyond the classroom to enrich learning</p> <p><b>How we do it:</b> We know our students as individuals We encourage our students to grow as young people as well as learners We ensure that student voice is heard</p> <p><b>Why we do it:</b> We know that having a strong, rich and broad education supports young people to be successful adults We know that focusing on the whole person improves student capacity to achieve success now and in the future We know that young people are capable leaders and thinkers and we focus on empowering them to be confident citizens</p>

<p><b>Context challenges</b></p>	<p>Sandringham College faces challenges related to the dual campus nature of the learning environment, which necessitates the ongoing efforts to foster a sense of community among parents, students, and staff across both locations. The school strives to cater to the diverse needs of the local student population, including those with additional learning needs. Effectively improving outcomes for students in the lower two bands of NAPLAN, we acknowledge the need to better engage and challenge high-ability learners, and provide them with improved opportunities and pathways for growth. Over the course of the past strategic planning period, teachers and leaders focused on developing a viable and guaranteed curriculum, and the future focus is to strengthen and differentiate pedagogical approaches to challenge students to become agentic, self-directed learners.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Sandringham College is committed to the continuous improvement of student outcomes through the cultivation of teacher collective efficacy and the consistent implementation of agreed-upon high-impact teaching strategies. Furthermore, we remain steadfast in our commitment to promoting the well-being and inclusivity of all students while simultaneously striving to develop them into individuals of great character. Over the next four years, the strategic plan will be rolled out in the following manner:</p> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• Embed leadership positions linked to Strategic Plan and aligned to key Department of Education initiatives and priorities.</li> <li>• Enhance teacher collective efficacy to improve practice through a focus on the continued use of Professional Learning Communities (PLCs).</li> <li>• Provide professional learning to teachers to further develop data literacy so that they can better teach students at their 'point of need'.</li> <li>• Maintain ongoing professional development for all staff to improve their ability to differentiate curriculum and pedagogy, with a particular focus on meeting the unique learning needs of academically gifted students.</li> <li>• Enhance leaders' understanding of student agency by providing opportunities for professional learning and training.</li> <li>• Offer professional learning and training opportunities to Domain Leaders to enhance their understanding and use of high-quality assessment practices.</li> </ul> <p><b>Year 1-2:</b></p> <ul style="list-style-type: none"> <li>• Enhance teacher collective efficacy through a focus on the use of enquiry cycles within Professional Learning Community (PLC) teams.</li> <li>• Provide ongoing support to teachers in data literacy practices, enabling them to effectively teach to individual student need, and identify areas requiring intervention for those students requiring additional supports.</li> <li>• Enhance teachers' understanding of student agency and facilitate the implementation of classroom practices that promote agency within students.</li> <li>• Provide professional learning opportunities for teachers to enhance their understanding and utilisation of high-quality assessment practices.</li> <li>• Create and implement a comprehensive plan to promote collective teacher understanding and the sharing of best practices</li> </ul>

with a focus on enhancing mathematics outcomes for students in the middle and top two bands of NAPLAN.

**Year 3-4:**

- Refine and evolve the work of Professional Learning Communities (PLCs).
- Maintain ongoing support for high-quality data literacy practices amongst all teachers.
- Continue to enhance and integrate practices that foster student agency within every classroom.
- Support teachers to use high-quality assessment practices as a part of their teaching practice.
- Maintain an ongoing effort to improve outcomes for students in the top two bands of NAPLAN.

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<b>Goal 1</b>	To improve learning growth for every student across all domains
<b>Target 1.1</b>	By 2026 increase the percentage of Year 9 students in the <b>top 2 NAPLAN bands</b> for the domains of: <ul style="list-style-type: none"><li>• <i>Reading</i> to or above 40% (from 35% in 2022)</li><li>• <i>Writing</i> to or above 25% (from 17% in 2022)</li><li>• <i>Numeracy</i> to or above 40% (from 30% in 2022)</li></ul>
<b>Target 1.2</b>	By 2026 increase the percentage of Year 9 students assessed as at or above <b>benchmark growth</b> in NAPLAN for: <ul style="list-style-type: none"><li>• <i>Reading</i> to or above 70% (from 62% in 2021)</li><li>• <i>Writing</i> to or above 75% (from 67% in 2021)</li><li>• <i>Numeracy</i> to or above 70% from (62% in 2021)</li></ul>
<b>Target 1.3</b>	By 2026 improve and maintain the percentage of <b>37+ scores in VCE</b> to or above: <ul style="list-style-type: none"><li>• <i>English</i> to or above 20%</li><li>• <i>General Mathematics</i> to or above 17%</li><li>• <i>Mathematical Methods</i> to or above 10%</li><li>• <i>History Revolutions</i> to or above 10%</li><li>• <i>Legal Studies</i> to or above 10%</li><li>• <i>Chemistry</i> to or above 10%</li><li>• <i>Physics</i> to or above 12%</li><li>• <i>Physical Education</i> to or above 15%</li><li>• <i>French</i> to or above 10%</li></ul>

	<ul style="list-style-type: none"> <li>• <i>Information Systems</i> to or above 10%</li> <li>• <i>Visual Communication and Design</i> to or above 18%</li> </ul>
<b>Target 1.4</b>	<p>By 2026 increase the percentage of positive endorsement on the <b>School Staff Survey</b> (SSS) for the measures of:</p> <ul style="list-style-type: none"> <li>• <i>Understand formative assessment</i> to or above 55% (from 49% in 2022)</li> <li>• <i>Plan differentiated learning activities</i> to or above 60% (from 52% in 2022)</li> <li>• <i>Understand how to analyse data</i> to or above 50% (from 38% in 2022)</li> <li>• <i>Use data for curriculum planning</i> to or above 65% (from 56% in 2022)</li> <li>• <i>Collaborate to scaffold student learning</i> from to or above 70% (from 60% in 2022)</li> <li>• <i>Collective Efficacy</i> to or above 60% (from 49% in 2022)</li> </ul>
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen the capacity of all staff to use data and evidence-based practices to improve student outcomes.
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed a whole school approach to differentiation to meet the needs of all students.

<b>Goal 2</b>	To improve student agency in learning and wellbeing
<b>Target 2.1</b>	<p>By 2026 increase the percentage of positive endorsement on the 7-12 <b>Student Attitudes to School Survey (AtoSS)</b> for the factors of:</p> <ul style="list-style-type: none"> <li>• <i>Student voice and agency</i> to or above 50% (from 41% in 2022)</li> <li>• <i>Self-regulation and goal setting</i> to or above 70% (from 62% in 2022)</li> <li>• <i>Motivation and interest</i> to or above 65% (from 59% in 2022)</li> <li>• <i>Stimulating learning</i> to or above 65% (from 58% in 2022)</li> <li>• <i>Effective teaching time</i> to or above 70% (from 66% in 2022)</li> </ul>
<b>Target 2.2</b>	<p>By 2026 increase the percentage of positive endorsement on the Teaching and Learning Modules - <b>School Staff Survey (SSS)</b> for the measures of:</p> <ul style="list-style-type: none"> <li>• <i>Promote student ownership of learning</i> to or above 60% (from 49% in 2022)</li> <li>• <i>Use student feedback to inform teaching practice</i> to or above 75% (from 67% in 2022)</li> </ul>
<b>Target 2.3</b>	<p>By 2026 increase the percentage of positive endorsement on <b>Parent Opinion Survey (POS)</b> for the measures of:</p> <ul style="list-style-type: none"> <li>• <i>Effective teaching</i> to or above 75% (from 64% in 2022)</li> <li>• <i>Student motivation and support</i> to or above 55% (from 46% in 2022)</li> <li>• <i>Stimulating learning environment</i> to or above 60% (from 51% in 2022)</li> </ul>
<p><b>Key Improvement Strategy 2.a</b>  Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Develop a consistent whole school understanding and approach to student agency in learning

<p><b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Deepen and embed student and teacher capability to set goals, monitor and reflect on student learning progress</p>
<p><b>Goal 3</b></p>	<p>Deepen and strengthen students' resilience, inclusion and wellbeing</p>
<p><b>Target 3.1</b></p>	<p>By 2026 increase the percentage of positive endorsement on the 7–12 <b>Student Attitudes to School Survey (AToSS)</b> for the following measures:</p> <ul style="list-style-type: none"> <li>• <i>Teacher concern</i> to or above 50% (from 38% in 2022)</li> <li>• <i>Respect for diversity</i> to or above 60% (from 51% in 2022)</li> <li>• <i>Perseverance</i> to or above 70% (from 60% in 2022)</li> </ul>
<p><b>Target 3.2</b></p>	<p>By 2026 increase the percentage of positive endorsement on <b>Parent Opinion Survey (POS)</b> for the measures of:</p> <ul style="list-style-type: none"> <li>• <i>High expectations for success</i> to or above 85% (from 79% in 2022)</li> <li>• <i>Managing Bullying</i> to or above 60% (from 53% in 2022)</li> </ul>
<p><b>Target 3.3</b></p>	<p>By 2026 increase the percentage of positive endorsement on the <b>School Staff Survey (SSS)</b> for the measure of:</p> <ul style="list-style-type: none"> <li>• <i>Trust in students and parents</i> to or above 60% (from 52% in 2022)</li> <li>• <i>Visibility</i> to or above 60% (from 53% in 2022)</li> </ul>
<p><b>Target 3.4</b></p>	<p>Reduce the percentage of Year 7–12 students with 20 or more absent days, to under 20% (from 39% in 2022)</p>



<p><b>Target 3.5</b></p>	<p>By 2026 achieve 80% of staff with active fidelity to the <b>School Wide Positive Behaviours Framework (SWPB)</b>.</p>
<p><b>Key Improvement Strategy 3.a</b>  Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen and embed structures and processes for supporting students' resilience, inclusion and wellbeing</p>