

2024 Annual Implementation Plan

for improving student outcomes

Sandringham College (8739)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	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	
	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	
	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.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	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	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	Staff Opinion Survey Data Academic Emphasis to 55% approval. Student Attitudes to School Survey Effective teaching practice to 65%. Increase 37+ across two thirds of all VCE subjects by a minimum of 1%. Maintain VCE Median Study score of 30. Maintain fidelity of engagement (students and staff) in the School Wide Positive Behaviours Framework
To improve learning growth for every student across all domains	No	<p>By 2026 increase the percentage of Year 9 students in the top 2 NAPLAN bands for the domains of:</p> <ul style="list-style-type: none"> • <i>Reading</i> to or above 45% (from 35% in 2022) • <i>Writing</i> to or above 25% (from 17% in 2022) • <i>Numeracy</i> to or above 40% (from 30% in 2022) 	
		<p>By 2026 increase the percentage of Year 9 students assessed as at or above benchmark growth in NAPLAN for:</p> <ul style="list-style-type: none"> • <i>Reading</i> to or above 70% (from 62% in 2021) • <i>Writing</i> to or above 75% (from 67% in 2021) • <i>Numeracy</i> to or above 70% from (62% in 2021) 	
		<p>By 2026 improve the percentage of 37+ scores in VCE (over a 4-year average) for:</p> <ul style="list-style-type: none"> • <i>English</i> to or above 20% 	

		<ul style="list-style-type: none"> • <i>General Mathematics</i> to or above 17% • <i>Mathematical Methods</i> to or above 15% • <i>History Revolutions</i> to or above 10% • <i>Legal Studies</i> to or above 10% • <i>Chemistry</i> to or above 10% • <i>Physics</i> to or above 13% • <i>Physical Education</i> to or above 15% • <i>French</i> to or above 10% • <i>Information Systems</i> to or above 10% • <i>Visual Communication and Design</i> to or above 18% 	
		<p>By 2026 increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measures of:</p> <ul style="list-style-type: none"> • <i>Understand formative assessment</i> to or above 55% (from 49% in 2022) • <i>Plan differentiated learning activities</i> to or above 60% (from 52% in 2022) • <i>Understand how to analyse data</i> to or above 50% (from 38% in 2022) • <i>Use data for curriculum planning</i> to or above 65% (from 56% in 2022) • <i>Collaborate to scaffold student learning</i> from to or above 70% (from 60% in 2022) • <i>Collective Efficacy</i> to or above 60% (from 49% in 2022) 	
To improve student agency in learning and wellbeing	No	<p>By 2026 increase the percentage of positive endorsement on the 7-12 Student Attitudes to School Survey (AtoSS) for the factors of:</p> <ul style="list-style-type: none"> • <i>Student voice and agency</i> to or above 50% (from 41% in 2022) • <i>Self-regulation and goal setting</i> to or above 70% (from 62% in 2022) • <i>Motivation and interest</i> to or above 65% (from 59% in 2022) • <i>Stimulating learning</i> to or above 65% (from 58% in 2022) • <i>Effective teaching time</i> to or above 70% (from 66% in 2022) 	

		<p>By 2026 increase the percentage of positive endorsement on the Teaching and Learning Modules - School Staff Survey (SSS) for the measures of:</p> <ul style="list-style-type: none"> • <i>Promote student ownership of learning</i> to or above 60% (from 49% in 2022) • <i>Use student feedback to inform teaching practice</i> to or above 75% (from 67% in 2022) 	
		<p>By 2026 increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the measures of:</p> <ul style="list-style-type: none"> • <i>Effective teaching</i> to or above 75% (from 64% in 2022) • <i>Student motivation and support</i> to or above 55% (from 46% in 2022) • <i>Stimulating learning environment</i> to or above 60% (from 51% in 2022) 	
Deepen and strengthen students' resilience, inclusion and wellbeing	No	<p>By 2026 increase the percentage of positive endorsement on the 7–12 Student Attitudes to School Survey (AToSS) for the following measures:</p> <ul style="list-style-type: none"> • <i>Teacher concern</i> to or above 50% (from 38% in 2022) • <i>Respect for diversity</i> to or above 60% (from 51% in 2022) • <i>Perseverance</i> to or above 70% (from 60% in 2022) 	
		<p>By 2026 increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the measures of:</p> <ul style="list-style-type: none"> • <i>High expectations for success</i> to or above 85% (from 79% in 2022) • <i>Managing Bullying</i> to or above 60% (from 53% in 2022) 	
		<p>By 2026 increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measure of:</p> <ul style="list-style-type: none"> • <i>Trust in students and parents</i> to or above 60% (from 52% in 2022) • <i>Visibility</i> to or above 60% (from 53% in 2022) 	

		Reduce the percentage of Year 7–12 students with 20 or more absent days, to under 22% (from 39% in 2022)	
		By 2026 achieve 80% of staff with active fidelity to the School Wide Positive Behaviours Framework (SWPB) .	

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	
12-month target 1.1-month target	Staff Opinion Survey Data Academic Emphasis to 55% approval. Student Attitudes to School Survey Effective teaching practice to 65%. Increase 37+ across two thirds of all VCE subjects by a minimum of 1%. Maintain VCE Median Study score of 30. Maintain fidelity of engagement (students and staff) in the School Wide Positive Behaviours Framework	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.		

Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	Staff Opinion Survey Data Academic Emphasis to 55% approval. Student Attitudes to School Survey Effective teaching practice to 65%. Increase 37+ across two thirds of all VCE subjects by a minimum of 1%. Maintain VCE Median Study score of 30. Maintain fidelity of engagement (students and staff) in the School Wide Positive Behaviours Framework
KIS 1.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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Strengthen students' ability to comprehend, respond to and proficiently use Tier 2 and Tier 3 vocabulary by employing targeted teaching of literacy from Year 7 to Year 12.
Outcomes	Students will: -Be able to respond to identified Tier 2 command terms using appropriate Tier 3 vocabulary. Teachers will: -Explicitly teach students to identify and appropriately respond to selected Tier 2 command terms in both written and verbal expression. -Explicitly teach appropriate subject-specific Tier 3 vocabulary, offering scaffolding to enable all students to effectively engage with and utilise this language in both written and verbal expression. Domain Leaders will: -Work with all teachers to develop an understanding of the Tier 2 command terms and Tier 3 vocabulary used in Victorian

	<p>Curriculum, VCE and VCE VM assessment and exams identifying where students do well and areas for growth. -Guide the development of effective pedagogical approaches to the teaching of Tier 2 command terms and Tier 3 vocabulary.</p> <p>School Leaders (Learning Specialists, Leading Teachers, Assistant Principals, College Principal) will: -Provide training and support through targeted professional learning and a whole school PLC cycle, to enhance the capacity of Domain Leaders to lead and teachers to teach the Tier 2 command terms and Tier 3 vocabulary that students require to achieve academic success. -Actively model the explicit teaching of Tier 2 and 3 vocabulary within their own classrooms.</p>			
Success Indicators	<ul style="list-style-type: none"> - Student and staff focus groups will provide positive feedback regarding greater clarity and consistency in the teaching and learning of Tier 2 command terms and Tier 3 vocabulary. - Learning Walks will provide evidence of a shared understanding of best practice and cognitive engagement in students. - Domain meeting observations will provide evidence of improved teacher knowledge and understandings and their cognitive engagement with the teaching of Tier 2 command terms and Tier 3 vocabulary. -Lesson plans and unit plans will show evidence of the explicit teaching of Tier 2 command terms and Tier 3 vocabulary. -Assessment tasks (including exams) will demonstrate the appropriate scaffolded use of VCAA Tier 2 command terms in questions posed to assess student understanding in Years 7-12. -VCE exam results will indicate an improvement in the number of students achieving 37+ results for the majority of VCE subjects. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Staff Professional Readings.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Whole School Professional Learning Community Cycle.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> KLA leader		to: Term 2	
Leadership coaching for middle level leaders to support capacity to lead AIP goals.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
KIS 1.b 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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Maintain progress made with the strengthening of students' resilience, inclusion and wellbeing through the School Wide Positive Behaviours for Learning (SWPB) Framework and enhanced inclusion processes and practices.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -Continue to develop their understanding of the School Wide Positive Behaviours for Learning Framework. -Continue to thrive academically and socially through the effective use of Individual Education Plans and relevant learning adjustments for those who require them. <p>Teachers and Education Support Staff will:</p> <ul style="list-style-type: none"> -Continue to implement and follow the principles of School Wide Positive Behaviours for Learning Framework, by both modelling and supporting students to develop the agreed behaviours. -Continue to use Individual Education Plans as a resource for informing adjustments to be made for identified students within the classrooms. <p>Middle Level Leaders will:</p> <ul style="list-style-type: none"> -Work with all teachers and Education Support Staff to continue to implement and follow the principles School Wide Positive Behaviours for Learning Framework, supporting students to develop the agreed behaviours. <p>School Leaders (Learning Specialists, Leading Teachers, Assistant Principals, College Principal) will:</p> <ul style="list-style-type: none"> -Continue to support all staff to use the School Wide Positive Behaviours for Learning Framework across the school and in all 			

	<p>settings.</p> <p>-Support teachers and Education Support Staff to effectively work through the Disability Inclusion Profile process with identified students as required.</p>			
Success Indicators	<p>-Student and staff focus groups will continue to demonstrate a strong understanding of the principles of the School Wide Positive Behaviours for Learning Framework.</p> <p>-Learning Walks will provide evidence of a shared understanding of best practice in the ongoing use of the School Wide Positive Behaviours for Learning Framework.</p> <p>-Compass data will continue to indicate the consistent implementation of positive rewards and appropriate consequences for students in line with the School Wide Positive Behaviours for Learning Framework.</p> <p>-Student and staff focus groups will provide feedback regarding greater clarity regarding the implementation of Tier 2 and 3 adjustments for students.</p> <p>-Learning Walks will provide evidence of a shared understanding of best practice around the use of Tier 2 and 3 adjustments to support identified students.</p> <p>-Evidence gathering documentation (DIP) will demonstrate the consistent use of appropriate adjustments for identified Tier 2 and 3 students</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Bill Rogers behaviour management professional learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$110,573.15	\$105,573.15	\$5,000.00
Disability Inclusion Tier 2 Funding	\$173,967.68	\$173,967.68	\$0.00
Schools Mental Health Fund and Menu	\$110,461.20	\$110,461.20	\$0.00
Total	\$395,002.03	\$390,002.03	\$5,000.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Totals	\$0.00

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
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Totals		\$0.00	
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Activities and milestones - Schools Mental Health Fund and Menu

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

Additional funding planner – Total Budget

Activities and milestones	Budget
Disability Inclusion Tier 2 funding	\$390,002.03
Mental Health Tool Kit	\$4,500.00
Totals	\$394,502.03

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Disability Inclusion Tier 2 funding	from: Term 1 to: Term 3	\$105,573.15	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Mental Health Tool Kit	from: Term 3	\$0.00	

	to: Term 3		
Totals		\$105,573.15	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Disability Inclusion Tier 2 funding	from: Term 1 to: Term 3	\$173,967.68	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Mental Health Tool Kit	from: Term 3 to: Term 3	\$0.00	
Totals		\$173,967.68	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Disability Inclusion Tier 2 funding	from: Term 1 to: Term 3	\$105,961.20	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 1 tailored support for students
Mental Health Tool Kit	from: Term 3 to: Term 3	\$4,500.00	<input checked="" type="checkbox"/> Teen Mental Health First Aid Program (Mental Health First Aid Australia)

Totals		\$110,461.20	
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Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Staff Professional Readings.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Whole School Professional Learning Community Cycle.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Leadership coaching for middle level leaders to support capacity to lead AIP goals.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Bill Rogers behaviour management professional learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site