2026 Annual Implementation Plan

for improving student outcomes

Sandringham College (8739)

Submitted for review by Amy Porter (School Principal) on 27 November, 2025 at 08:23 AM
Endorsed by Rachel George (Senior Education Improvement Leader) on 28 November, 2025 at 07:59 AM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Embedding			Embedding	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Embedding	Evolving	Evolving	Embedding	Embedding

Future planning for 2026	The College continues to track positively against the four-year goals set for NAPLAN and remains consistently strong in raising the achievement of students in the "needs additional support" grouping. With fewer than 2% of students at year 9 in this bracket, we remain well below both the state average and similar schools.At the same time, the College has made significant progress in lifting overall VCE outcomes with the median study score improving from 30 in 2019 to 31 in 2024 (and more students achieving higher scores). We have not yet achieved our target for high-achieving students, as measured by the lower than planned proportion attaining study scores of 37+.The College is recognised as a leader in student wellbeing and disability inclusion, and in improving outcomes for students in the lowest performance brackets across both NAPLAN and VCE. We acknowledge that we have not successfully improved some areas of the AtoSS data, such as perceptions of teacher concern. We believe that clarity around effective implementation of school change, improved professional learning, and greater support for teachers, will enhance teacher/student relationships and improve the data that we rely on to track positive growth in the wellbeing of our students.In reflecting on the KIS and goals set for 2025, we also recognise that ongoing changes in school leadership have impacted the completion of many of the proposed targets. We have undertaken significant research into effective change management in schools and remain committed to using evidence-based practices to support teachers in embedding explicit teaching practice, developing knowledge-rich curriculum materials, and strengthening classroom routines.Looking ahead to 2026, the College will continue to prioritise the

	following:- Deepening staff capacity to use data and evidence-based practices to improve student outcomes, with a focus on the VTLM 2.0 and more specifically positive classroom routines, checking for understanding, and explicit teaching practices.- Strengthening and embedding structures and processes that support student resilience, inclusion, and wellbeing, with a focus on the implementation of the positive classroom routines that enhance a sense of safety and predictability in the classroom, particularly for those requiring tier 2 and 3 adjustments.

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	Key Improvement Strategies	Is this KIS selected for focus this year?
To improve learning growth for every student across all domains	Yes	By 2026 increase the percentage of Year 9 students in the **top 2 NAPLAN bands** for the domains of: • *Reading* to or above 45% (from 35% in 2022) • *Writing* to or above 25% (from 17% in 2022) • *Numeracy* to or above 40% (from 30% in 2022)	Deepen the capacity of all staff to use data and evidence-based practices to improve student outcomes	Yes
		By 2026 increase the percentage of Year 9 students assessed as at or above **benchmark growth** in NAPLAN for: • *Reading* to or above 70% (from 62% in 2021) • *Writing* to or above 75% (from 67% in 2021) • *Numeracy* to or above 70% from (62% in 2021)	Develop and embed a whole school approach to differentiation to meet the needs of all students	No
		By 2026 improve the percentage of **37+ scores in VCE** (over a 4-year average) for: • *English* to or above 20% • *General Mathematics* to or above 17% • *Mathematical Methods* to or above 15% • *History Revolutions* to or above 10% • *Legal Studies* to or above 10% • *Chemistry* to or above 10% • *Physics* to or above 13% • *Physical Education* to or above 15% • *French* to or above 10% • *Information Systems* to or above 10% • *Visual Communication and Design* to or above 18%		

		By 2026 increase the percentage of positive endorsement on the **School Staff Survey** (SSS) for the measures of: • *Understand formative assessment* to or above 55% (from 49% in 2022) • *Plan differentiated learning activities* to or above 60% (from 52% in 2022) • *Understand how to analyse data* to or above 50% (from 38% in 2022) • *Use data for curriculum planning* to or above 65% (from 56% in 2022) • *Collaborate to scaffold student learning* from to or above 70% (from 60% in 2022) • *Collective Efficacy* to or above 60% (from 49% in 2022)		
Deepen and strengthen students' resilience, inclusion and wellbeing	Yes	By 2026 increase the percentage of positive endorsement on the 7–12 **Student Attitudes to School Survey (AToSS)** for the following measures: • *Teacher concern* to or above 50% (from 38% in 2022) • *Respect for diversity* to or above 60% (from 51% in 2022) • *Perseverance* to or above 70% (from 60% in 2022)	Strengthen and embed structures and processes for supporting students' resilience, inclusion and wellbeing	Yes
		By 2026 increase the percentage of positive endorsement on **Parent Opinion Survey (POS)** for the measures of: • *High expectations for success* to or above 85% (from 79% in 2022) • *Managing Bullying* to or above 60% (from 53% in 2022)		
		By 2026 increase the percentage of positive endorsement on the **School Staff Survey (SSS)** for the measure of:		

		- *Trust in students and parents* to or above 60% (from 52% in 2022) - *Visibility* 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).**		

Define actions, evidence of change and tasks

Goal 1	To improve learning growth for every student across all domains
KIS 1.a	Deepen the capacity of all staff to use data and evidence-based practices to improve student outcomes
Actions	Strengthen teacher capacity to plan for and implement high-quality checking for understanding and responsive teaching practices that actively monitor learning and adjust instruction in real time. Strengthen teacher capacity to implement high-quality explicit teaching practices within identified Year 7 Mathematics, Science, and English teaching teams.
Evidence of change	Curriculum plans show evidence that teachers have collaboratively developed and documented opportunities for responsive teaching practice. Classroom observations provide evidence of teachers' consistent understanding and application of responsive teaching practice. Teacher focus groups provide feedback that demonstrates how changes to their practice are positively impacting both student learning and their own efficacy. Student focus groups and student data sets indicate greater engagement and success in learning in Year 7 mathematics, science and English.

Tasks	People responsible
DELIEVER: Develop resources in the form of an instructional playbook to support the implementation of classroom routines, checking for understanding and responsive teaching aligned with the VLTM 2.0.	☑ Assistant principal ☑ Principal ☑ School improvement team
PREPARE & DELIVER: Build and trial an instructional coaching model to provide teachers with timely, targeted feedback that supports their professional growth.	☑ Assistant principal ☑ Learning specialist(s)

	☑ Principal
PREPARE & DELIVER: Review current guidance and research to design and deliver professional learning days, along with ongoing meeting-cycle professional learning, aligned with the VTLM 2.0.	☑ Assistant principal ☑ Principal ☑ School improvement team
DELIVER: Engage professional learning aimed at middle level leaders to build their capacity to lead and drive improvement aligned to the AIP across the school.	☑ Assistant principal ☑ KLA leader ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Principal
DELIVER: Develop an understanding of responsive teaching practices in line with the VTLM 2.0 and implement and refine this within the classroom.	☑ All staff

Goal 3	Deepen and strengthen students' resilience, inclusion and wellbeing
KIS 3.a	Strengthen and embed structures and processes for supporting students' resilience, inclusion and wellbeing
Actions	Strengthen teacher and education support staff capacity to create safe, predictable classrooms through the explicit and consistent use of positive routines that increase student attention, focus, and regulation.
Evidence of change	Classroom observations provide evidence of teachers' consistent understanding and application of agreed positive classroom routines. Teacher focus groups provide feedback that demonstrates how changes to their practice are positively impacting both student learning and their own efficacy. Student focus groups and student data sets indicate a greater sense of safety and predictability within the classroom, particularly for those requiring tier 2 and 3 adjustments.

	School data sets indicate a an improvement in student regulation and focus in class.

Tasks	People responsible
DELIEVER: Develop resources in the form of an instructional playbook to support the implementation of classroom routines aligned to the VLTM 2.0.	☑ Assistant principal ☑ Principal ☑ School improvement team
PREPARE & DELIVER: Review current guidance and research to design and deliver professional learning days, along with ongoing meeting-cycle professional learning, aligned with VTLM 2.0.	☑ Assistant principal ☑ Leading teacher(s) ☑ Principal
PREPARE & DELIVER: Design and implement classroom observations to provide leaders with the evidence required to deliver responsive professional learning to individuals, small groups, or whole teaching teams.	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Principal
DELIVER: Engage professional learning aimed at middle level leaders to build their capacity to lead and drive improvement aligned to the AIP across the school.	☑ Assistant principal ☑ KLA leader ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Principal
DELIVER: Teachers and classroom-based education support staff implement agreed positive classroom routines.	☑ All staff