School Strategic Plan for Sandringham College
8739
2014 - 2018

SANDRINGHAM COLLEGE

Endorsements

Endorsement by School Principal	Signed……………………………………. Name……………………………………. Date………………………………………
Endorsement by School Council	Signed……………………………………. Name……………………………………. Date……………………………………… School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed……………………………………. Name……………………………………. Date………………………………………

Legislative context for endorsement

Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."

Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.

School Profile

Purpose	Purpose: For Sandringham College to be an outstanding provider of high quality education.
	Vision: Sandringham College provides an environment in which diversity, depth and quality of curriculum enables our students to become resourceful independent learners.
	Mission: Sandringham College provides a learning environment designed to excite, support and challenge students to excel as active, responsible learners.
	Motto: Inspire. Excel. Pathways to success.
Values	Values: Achievement, Creativity, Independence, Integrity and Respect
Environmental Context	The College is focused on challenging all students to excel as active, responsible learners and members of the community. Sandringham College provides the broadest possible range of programs, including enhanced English, Mathematics and Science; a Year 9 Program based upon personal development at the Beaumaris Campus; one of the widest ranges of VCE, VET and VCAL studies in the State. This breadth of studies and the unique multi-campus learning environment is highly attractive to students both in and beyond the local community. *The College has long had a reputation for excellence in the areas of Performing and Visual Arts and is now seeking to build on that reputation through the pursuit of excellence in all aspects of the curriculum. To that end we have recently introduced Science and Sports Academies that offer students specific pathways and additional support to succeed in those areas, and we are continuing to investigate other opportunities to continue this process.* Sandringham College is currently undertaking a regeneration project and is consulting extensively with primary school communities, local communities, parents, teachers and students.

Sandringham College has worked extensively with its community to reshape the College and position itself as a world class school. The College has revisited its Vision, Mission and Values, being committed to providing access and excellence for all, College Purpose Statement and supporting values: To excite and challenge students to excel as |

active, responsible learners and productive members of their community. The Values are Achievement, Creativity, Independence, Integrity and Respect.

Sandringham College is also in the process of consolidating its school-wide pedagogical and student management structures. The key teaching and learning framework is enshrined in a basic educational principle termed, the 3I's. The school holds that an ideal approach is through three simple approaches: Instructional Learning (direct teacher instruction), Interdependent Learning (opportunities for students to work together in pairs; small and large groups) and Independent Learning (opportunities for students to work by themselves).

The focus is on developing strategic partnerships between all members of the Sandringham community to deliver:

- High quality and improved Student Learning.

- High levels of Student Engagement and Wellbeing.

- The full range of Student Pathways and successful Transition.

There are overlay programs that have been introduced to support the curriculum delivery throughout the school At the VCE level the outcomes are very positive, with high VCE results including an all study score of around 29, high completion rates, and destination data that reflects students' positive pathways in study or employment

The school is looking to enhance the engagement of the students through the provision of enhanced programs, particularly at Years 9 and 10, improved student voice, improved Student Pathways and Managed Individual Pathways (MIPs) programs, expanding the Leadership and Student Voice systems in the school.

The school has had a major focus on productivity, working hard to maximise the return on its investments in the areas of staffing, curriculum provision, ICT and physical resources

Service Standards	Members of the College community can expect that at Sandringham College, the focus is caring for the individual while providing rich, relevant learning and strong student achievement through its academic and extra-curricular programs. The expectations are that Sandringham College will
	• Offer a coherent and cohesive curriculum and pedagogy, across Years 7-12 that has a foundation of high expectations and maximises learning opportunities for the students of our College within the frame of one timetable and Curriculum structure
	• Enhance the view that each individual should be challenged to explore their own potential and encouraged to find the best expression of that potential
	• Offer an environment in which the respect for the rights of others and taking responsibility for one's own actions is the norm, and is supportive, friendly and compassionate for students and staff where the views and ideas of individuals are respected and taken into account
	• Focus on developing strategic partnerships between all members of the Sandringham community:
	• Focus on the need to create a physical environment which is welcoming, clean, comfortable, safe and well-maintained in order to support growth and learning
	• Focus on the development and the capacity of staff to understand and use data to inform explicit teaching across the College
	• Focus on the building of staff and student leadership Capacity

Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

	Goals	Targets	Key Improvement Strategies
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students. Targets	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

	Goals		Key Improvement Strategies
Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.	**Overarching School Goal -** To develop programs with the foundation of a one school philosophy S**pecific Goals** 1. To further improve growth of student learning in literacy and numeracy over the accountability cycle.	To have consistent High and Medium Cohort Growth Years 7 to 9 to be at or above 85% by 2018 as indicated by Naplan data.	Continue developing a whole school approach to curriculum design and delivery consistent with the philosophy of the *3 I pedagogical model.* Develop a whole school understanding and approach to high quality assessment and reporting In response to assessments (teacher, peer, self) both formal and informal, teachers and students will develop high quality feedback strategies to support students in becoming independent, metacognitive learners

	% of Students Medium/High Growth Naplan Data 2013
Reading	81.8 %
Writing	81.2%
Spelling	83.9%
Numeracy	80.5%
G&P	79.7%

	2. To improve the percentage of students at or above expected levels in AusVELS as measured by teacher judgements in all subjects in Years 7 -10	By the conclusion of the cycle, all teachers assign accurate AusVELS levels based upon multiple sources of assessment	Embed accurate and consistent approaches to assessment of individuals and groups of students against expected standards across all learning areas and year levels Common assessment tasks across all subject areas are to become a major focus that needs to implemented and documented in the new curriculum. All units of curriculum must identify at least three Common Assessment Tasks that are consistent for students at the level and in the study.
	3. To enhance the outcomes for all students at the VCE level	VCE Results The VCE All Study Mean is at 30 or above by 2018. The percentage of study scores over 40 increases to 5% in 2015, 6% in 2016 and 7 % in 2017 and beyond. The percentage of students with a study score of over 40, in at least 1 subject, is above 10 % by 2018	To build the capacity of staff to effectively interpret and use a broad range of data sets to pedagogy and to develop common, consistent assessment and feedback practices. Developing and implementing comprehensive School Assessed Coursework and exam preparation strategies.

Engagement Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.	**Overarching School Goal -** To develop programs with the foundation of a one school philosophy To provide a more a more stimulating learning environment to enhance student confidence and motivation for learning.	Whole School Student Attitudes to School Survey percentile rankings to be above the 70th percentile consistently by 2018, in Student Motivation and School Connectedness.	Consolidate student involvement and participation in their learning and decision making through a continuing whole school commitment to student voice and leadership Development of student voice, leadership pathways and co-curricular opportunities in Years 7 to 12. Block Year 10 with VCE to enable Year 10 students to access a variety of pathway options including access to VCE subjects with Year 11 students.

Attitudes to school survey 7-12	Attitudes to School Survey Results, Percentile, Trend 2011 to 2013 - Years 7-12		
	11	12	13
Student Motivation	50.0	31.3	48.1
School Connectedness	87.6	66.8	71.3

To enhance school student engagement through comprehensive student voice leadership opportunities and programs, and specifically to

a) To increase the engagement of Year 9 and 10 students within the College.

To achieve measures of Stimulating Learning consistently above 75th percentile across the school by 2018.

Attitudes to school survey 7-12	Attitudes to School Survey Results, Percentile, Trend 2011 to 2013 - Years 7-12		
	11	12	13
Classroom Behaviour	86.0	70.3	74.8
Safety	91.0	76.6	70.0
Stimulating Learning	75.2	48.1	53.2

*Specific focus Years 9 & 10

Investigate models of elective provision at Years 9 and 10.

Increase the rigour of the curriculum at Years 9 and 10.

Provide Middle Years leadership development for students particularly at Year 9 through student voice.

To initiate and embed an international focus in the school that enables the development of students as global citizens through developing meaningful connections and experiences for

By 2018, there is a Global Digital Learning Program developed in the school that is documented and implemented throughout all Year levels. This program supports the International student program framework

The College will enhance the development of Global Digital Learning to ensure students have links with other countries whether this is the sister schools in China or elsewhere for students to become

	students, through a broadened international students program		informed learners. Connect LOTE and the International Students Program
Wellbeing Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.	**Overarching School Goal -** To develop programs with the foundation of a one school philosophy To foster a learning environment to build capacity for students to become resourceful independent and resilient learners. To foster a safe respectful learning environment to sustain students positive learning experiences so they can thrive and achieve their full potential	To achieve measures on Student distress and morale consistently above the 80th percentile across the school by 2018. *(see table below)* A detailed documentation of a Transitions and Vocational Pathways Framework for Years 7 to 12 is documented by 2015	The Respectful classrooms Policy is embedded across the school with flowchart of behaviours and consequences in all classrooms. This provides consistency for students and staff, while allowing some flexibility To implement and embed the Safe School wellbeing program 7-12 Programs to more effectively deliver MIPS for senior students with improved use of MIPS data to be used to assist in counselling of students in subject selections and pathways Enhance PSD students' ongoing support via regular meetings with parents, the Coordinator and where appropriate relevant Wellbeing Leaders and Assistant Principal. The continuation of the exemplary and specific meetings to document relevant matters with the PSD team in order to support the student in their learning to be enhanced

Table in column 3:

Attitudes to school survey 7-12	Attitudes to School Survey Results, Percentile, Trend 2011 to 2013 - Years 7-12		
	11	12	13
Student Distress	73.9	44.0	52.3
Student Morale	64.3	34.2	50.6

			Enhance the International students program by further linking to LOTE; student welfare and whole school system processes
Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.	To effectively allocate and use resources (human, physical and financial) to achieve the goals in Achievement, Engagement and Wellbeing and Sustainability. To develop programs with the foundation of a one school philosophy	A greater allocation of the professional learning budget to onsite learning during the school day for sharing within and across PLTs. Allocation of greater time allowances for personnel with a focus on teaching and learning as the SRP allows. Parent Opinion Survey – General Satisfaction to be maintained at 5.8 or above by 2018 Staff Opinion Survey to be maintained at or above state secondary mean.	To effectively implement the Student Resource Package (SRP) to reduce the school deficit by working successfully within the framework of Workforce Bridging. To effectively implement a positive cash flow within a three year budget cycle. Market and promote the school and its programs within both the local and broader context. To develop the leadership capacity of staff in order to implement a distributed leadership model.

			Further develop the International Student Program, overseen by the International Student Coordinator to advocate and support International Students. Strategically fund the Domain and Program areas of the school in line with Program Budget submissions. Provide a viable SEAL Program for SEAL Provide a viable EAL and ISP program

School Strategic Plan 2014- 2017: Indicative Planner

Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.

Key Improvement Strategies		Actions	Achievement Milestone
		Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.
Achievement	Year 1	The Teaching and Learning Team and CPC lead the Curriculum documentation process and act as a key agent of knowledge dissemination for other Domains throughout the process to ensure: Staff Professional Learning targeted at development of pedagogy that incorporates higher order thinking, differentiated and scaffolded learning that is enquiry based and develops problem-solving skills is a continued focus and key to each school Annual Plan School 3 I Pedagogy approach further embedded Establish data team and develop and implement a plan to lead the provision and use of data to improve learning across the school, including on –demand CATS, SACS instructional rubrics and continuous assessment	Whole School Curriculum documentation planner developed with milestone events over the next two years, as AusVELS is introduced across the school. This review has been led by Curriculum and Pedagogical Committee. The Identification and introduction of the key aspects of the 3 I pedagogical model have been completed A viable AusVELS curriculum Program and time line of documentation over the period of the 2014-2017 strategic plan periods has been adopted by School Council. Processes for the development of Individual Learning Plans (ILPs) for students that target attendance, submission of work, have been developed via CPC

		Numeracy to be a major priority and embedded in all aspects of the curriculum, pedagogy documentation and staff professional development	The level of work written for those students identified as being at risk has been completed. Review of ILPs at the end of 2015 and new Plans developed if required.
		Review how Year 10 classes may be timetabled with VCE classes and determine those students deemed capable have access to Units 1 & 2 completed	Planning for implementation of Year 10 classes timetabled with VCE classes for 2015 and those students deemed capable will be offered access to Units 1 & 2 completed
		Investigation of relevant senior programs as per VCCA paper "Strengthening Senior Pathways" for future Senior Curriculum initiatives completed	Mid-year exams for all Year 12 studies held in May 2014 and plans in place for 2015-2017
			Performance and Development Plans that reflect growth in in Curriculum development expectations in place across the whole school
		College resourced supervision for mid-year exams for Unit 3 studies in 2014; plans in place for 2015-2-17	Student needs are identified through the analysis of data sets including Student Performance Analysis (SPA), NAPLAN, and On Demand.
		The continued monitoring of the timetabling of VET programs and the co-curricular programs – analyse these to examine the effectiveness and disruptiveness to the greater program in place	Restructure Year 10 curriculum to provide VCE units for Year 10 students identified as capable of successful outcomes to be enhanced by inclusion of specialist and or accelerated units of work.
			Review and monitor the timetabling of VET programs and co-curricular programs – analyse these and look at in terms of effectiveness and disruption to programs.

	Year 2	The Teaching and Learning Team and CPC continue to lead the Curriculum documentation process Further development of Staff Professional Learning School 3 I Pedagogy approach further embedded Data team a plan to lead the provision and use of data to improve learning across the school, including on –demand CATS, SACS instructional rubrics and continuous assessment in place and in action year 1 Year 10 classes are timetabled with VCE classes so students who have a proven performance and high level of academic performance and deemed capable have access to Units 1 & 2. . Enhanced staff capabilities of VCE delivery through opportunities to moderate work within the College and other schools in place That Common Assessment Tasks are reviewed and are to be relevant to the reporting process	The college is working to ensure consistency in approach in teaching and learning using the 3I model from Years 7-12. The 3I model is developed and school community awareness and understanding has been improved The capacity of staff to effectively interpret and use a broad range of data sets to ensure the curriculum is differentiated across all domains and levels is enhanced. There is an effective understanding of and consistency in assessment approaches and methods across and within year levels and in all domains. Common assessment tasks across all subject areas have become a major focus that needs to implemented and documented in the new curriculum. All units of curriculum identify at least three Common Assessment Tasks that are consistent for students at the level and in the study. Numeracy Is a major priority and being embedded in all aspects of the curriculum, pedagogy documentation and staff professional development Individual Learning Plans (ILPs) for students that target attendance, submission of work, level of work are written for those students identified as being at risk are in place Review of ILPs at the end of 2015 and new Plans developed if required undertaken

	Year 3	By 2016, a whole College, documented curriculum that clearly outlines the Australian Curriculum, with scope and sequence documents which support all units of work Ensure VCE VCAA data analysis on a deep level occurs to inform and enhance teacher practice. A focus on instructional leadership throughout the leadership of the College.	Student needs are identified through the analysis of data sets including Student Performance Analysis (SPA), NAPLAN, and On Demand. Students' individual needs are targeted through the differentiation of curriculum. Restructured Year 10 curriculum to provide VCE units for Year 10 students identified as capable of successful outcomes to be enhanced by inclusion of specialist and or accelerated units of work in place School community has a clear understanding of the 3I pedagogy and how it relates to student learning
	Year 4	Year of Review Develop New strategic Plan	Planning for introduction of relevant senior programs as per VCCA paper "Strengthening Senior Pathways" by 2016 completed VCE data analysis on a deep level occurs to inform and enhance teacher practice. College resources the introduction of mid-year exams for all Year 12 studies in 2015. The review and monitoring of the timetabling of VET programs and co-curricular programs completed The analysis of these and examination in terms of effectiveness and disruption to programs completed

Engagement	Year 1	Articulation of the new DEECD attendance guidelines "Every Day Counts".	Enhanced interaction and connectivity between cohorts of students and to the whole College.
			Process and events in place that drive, support and celebrate achievement of Years 7-12 for all staff and students.
		The College review the structure of the school term across 7 -12 as well as ensuring a rigorous program at year 9 and 10 that allows for enhancement and extension.	Development of student voice, leadership pathways and co-curricular opportunities in Years 7 to 12.
		.	The College has continued to enhance, update and document all school policies, processes and programs.
			The College has Blocked Year 10 with VCE to enable Year 10 students to access a variety of pathway options including access to VCE subjects with Year 11 students.
	Year 2	Extend the Literacy and Numeracy Intervention Program into Year 8 in 2015 and beyond.	Investigations to introduce and progress towards personalised learning and pathway planning for each student completed
		The College review the structure of the school term across 7 -12 as well as ensuring a rigorous program at year 9 and 10 that allows for enhancement and extension.	The Enhanced Accelerated Program is a program that has delivered teaching and learning to students who are high achievers. A detailed review of the program is required to ensure that the program being delivered is appropriate for students so as they achieve their potential.
		Extend the Literacy and Numeracy Intervention Program into Year 8 in 2015 and beyond.	
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			Resource the training and provision of staff to ensure a viable Literacy and Numeracy program at Year 7, 2015 extending into Year 8 from 2016 Extension of Year 10 Peer Support Leadership to include continued interaction with Year 7's, through student voice Implement a House points system for various curricular and co-curricular activities that are not Sports focused. The College has Investigated models of elective provision at Years 9 and 10.
	Year 3	The examination the implementation of a pastoral care program that focuses on improving student connectedness and wellbeing completed	As part of the internationalism program and International education the College has enhanced the development of Global Digital Learning to ensure students have links with other countries whether this is the sister schools in China or elsewhere for students to become informed learners.
	Year 4	The Global Digital Learning Program developed in the school is documented and implemented throughout all Year levels. This program supports the International student program framework	The College has Increased the rigour of the curriculum at Years 9 and 10. The provision of a Middle Years leadership development for students particularly at Year 9 through student voice in place

| **Wellbeing** | Year 1 | By 2015 undertake a review of the co-curricular program to ensure viability and scaffolded sustainability, and ensure a balance with the curriculum focus.

The Respectful classrooms Policy is embedded across the school with flowchart of behaviours and consequences in all classrooms. This provides consistency for students and staff, while allowing some flexibility | The College continues to embed the strong values based culture within the school community.

Embedding complete of a consistent college-wide framework for student management and wellbeing processes.

College has built and continues to build resilience in staff through developing collective efficacy.

Year 7 level to assist those students who need further assistance, a formal year 7 literacy program are identified through school system processes

The investigation of the introduction of a whole school Safeminds framework underway

The College continues to expand the counselling programs undertaken by transitions and pathways personnel.

Expand the school mentoring program to include students at the Year 10 and 11 levels by 2016. |

	Year 2	Implementation of individual vocational counselling for all Year 9, 10 and 11 students during Term 1 and 2 and again in Semester 2 in 2016 and beyond. From 2016, all Year 9 to 12 students to have a Managed Individual Pathways plan that informs their subject choice and course selection. A detailed documentation of a Transitions and Vocational Pathways Framework for Years 7 to 12 is documented by 2016	The development whole school Safeminds or similar framework completed Programs developed that more effectively deliver MIPS for senior students with improved use of MIPS data to be used to assist in counselling of students in subject selections and pathways. Senior students counselled a number of times a year to ensure they are making an informed decision. The College continues to expand the school mentoring program to include students at the Year 10 and 11 levels by Enhance the International students program by further linking to LOTE; student welfare and whole school system processes
	Year 3	A Safe School or other appropriate wellbeing program is documented in the school outlining pastoral care.	Benchmark, investigate and implement a Transitions and Pathways Framework including focused counselling periods, across all levels of the College completed. More interactive information evenings for parents and students as part of subject selections. Underway Increase Year 9 vocational awareness through introduction to post school providers and alternative pathways.

	Year 4	Year of review Development of new Strategic Plan	Enhancement of PSD students' ongoing support via regular meetings with parents, the Coordinator and where appropriate relevant Wellbeing Leaders and Assistant Principal. The continuation of the exemplary and specific meetings to document relevant matters with the PSD team in order to support the student in their learning completed
Productivity	Year 1	Work closely with DEECD to manage school deficit Work closely with DEECD to bring about change to campus arrangements and introduce the new Federation	The effective implementation of the Student Resource Package (SRP) to reduce the school deficit by working successfully within the framework of Workforce Bridging in place The effective implementation of a positive cash flow within a three year budget cycle in place The Investigation of an optimal allocation of resources required to efficiently implement structures and programs for students and the school community completed A plan for marketing and promotion of the school and its programs within both the local and broader context in place The development of the leadership capacity of staff in order to implement a distributed leadership model completed

	Year 2		Investigate models of ICT provision and plan in 2014 for introduction of 1:1 IT in 2015 underway The development of the International Student Program, overseen by the International Student Coordinator to advocate and support International Students underway The provision of a viable SEAL Program for SEAL in place The provision of viable EAL and ISP Program for in place The resourcing and the provision of staff to ensure a viable Literacy and Numeracy program at Year 7, extending into Year 8 from 2016 in place
	Year 3	From 2016, the College global budget is operating in surplus with strategic use of funds to support programs and infrastructure documented.	The College will in 2014-2016: Build an ICT rich curriculum to ensure students receive maximum usage and development using 1:1 student learning devices. The strategic funding of the Domain and Program areas of the school in line with Program Budget submissions developed

	Year 4	By 2017, achieve the means of realising the College Council Master Plan Building Development.	The College has as its focus its achievements to the local and broader community as a united, thriving and high achieving College for all students
			Prepare a staffing plan for the next SSP period to enable a balance of staff experience levels