

2018 Annual Implementation Plan

for improving student outcomes

Sandringham College (8739)



SANDRINGHAM COLLEGE

Submitted for review by Amy Porter (School Principal) on 19 December, 2017 at 01:29 PM

Endorsed by Sarah Burns (Senior Education Improvement Leader) on 19 December, 2017 at 03:13 PM

Endorsed by Andrew Barlow (School Council President) on 21 December, 2017 at 11:56 AM

Self-evaluation Summary - 2018

Sandringham College (8739)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging
Professional leadership	Building leadership teams	Emerging
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Emerging
	Vision, values and culture	Evolving

Positive climate for learning	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Emerging moving towards Evolving
	Intellectual engagement and self-awareness	Emerging

Community engagement in learning	Building communities	Evolving moving towards Embedding
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Evolving moving towards Embedding

Enter your reflective comments	<p>The data would indicate that the following needs to be addressed starting in 2018.</p> <p>Teaching and teachers</p> <p>Collaboration to develop curriculum - the need to work collaboratively to develop engaging curriculum that supports the learning of all students and is consistent across classrooms</p> <ul style="list-style-type: none"> - Guaranteed viable curriculum 7-10 (27.2% on the Staff Opinion Survey SOP) - Common instructional model at the school (Instructional Leadership 25% on SOP) - Teacher collaboration (27.9% SOP) <p>High Impact teaching strategies - many teachers are 'organically' using effective teaching and learning strategies, some are not and there is a lack of understanding about what High Impact Teaching Strategies are and how they lead directly to improvements in student outcomes. There is a need to develop consistency within teaching and learning and assessment</p> <ul style="list-style-type: none"> - Time to share pedagogy (29.2% SOP) - Use of High Impact teaching Strategies (22.9% SOP) - Knowledge of High Impact Teaching Strategies (18.8% SOP)
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	<ul style="list-style-type: none"> - Stimulating Learning (45.9% Student Attitudes to School Survey) - Differentiated learning challenge (23.9% ATS) <p>Assessment and Data - common assessment practices 7-10 do not exist in every Domain and teachers do not necessarily know how to write an effective assessment tasks</p> <ul style="list-style-type: none"> - Use of data to improve learning (37.5%) - Understanding of formative assessment (18.8%) <p>Students and student voice</p> <p>Student Voice - there is clearly a need to increase student voice within classrooms in order to engage learners (48.4% ATS)</p> <p>Teacher concern - whilst there is strong wellbeing in the school, concern about individual learning of students needs to be addressed (29.3% ATS)</p>
Considerations for 2019	<ol style="list-style-type: none"> 1. Ensure that there is a Guaranteed Viable Curriculum 7-12 (particularly 7-9) 2. Ensure common Instructional model (Leadership/Staff meeting PD time and PLT time) 2. Increase teacher understanding of HITs (Use staff meetings for PD, PLT time) 3. Ensure common assessment practices 7-12 (Use PLT time) 4. Increase student voice within the classroom (Student surveys) 5. Develop trust and cohesion within the College Leadership team (PD - Expert support)
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Sandringham College (8739)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
			Outline what you want achieve in the next 12	

			months against your Strategic Plan target.	
<p>Overarching School Goal - To develop programs with the foundation of a one school philosophy</p> <p>To further improve the growth of student learning in literacy and numeracy over the accountability cycle</p>	<p>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.</p> <p style="text-align: center;">% of Students Medium/High Growth NAPLAN Data 2013</p> <p>Reading 81.8 % Writing 81.2% Spelling 83.9% Numeracy 80.5% G&P 79.7%</p>	No	Improving student outcomes in NAPLAN to be at or above the state mean in all bands Low, Medium and High in the Cohort Growth 7-9.	
<p>Overarching School Goal - To develop programs with the foundation of a one school philosophy</p> <p>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</p>	<p>By the conclusion of the cycle, all teachers assign accurate AusVELS levels based upon multiple sources of assessment</p>	Yes	By the end of 2018 80% of teachers will assign accurate VicVELS data based on multiple sources of classroom based assessment, common Assessed Learning Tasks and other relevant data sources (NAPLAN, PAT and On Demand testing)	Building practice excellence
<p>Overarching School Goal - To develop programs with the foundation of a one school philosophy</p>	<p>The VCE <i>All Study Mean</i> is at 30 or above by 2018.</p>	No	By the conclusion of 2018 the VCE study score will improve by 0.5 of a mark.	

<p>To enhance the outcomes for all students at the VCE level</p>	<p>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</p>																			
<p>Overarching School Goal - To develop programs with the foundation of a one school philosophy</p> <p>To provide a more a more stimulating learning environment to enhance student confidence and motivation for learning.</p>	<p>Whole School <i>Student Attitudes to School Survey</i> percentile rankings to be above the 70th percentile consistently by 2018, in Student Motivation and School Connectedness.</p> <table border="1" data-bbox="593 655 1021 999"> <thead> <tr> <th></th> <th colspan="3">Attitudes to School Survey Results, Percentile, Trend 2011 to 2013 - Years 7-12</th> </tr> <tr> <th></th> <th>11</th> <th>12</th> <th>13</th> </tr> </thead> <tbody> <tr> <td>Student Motivation</td> <td>50.0</td> <td>31.3</td> <td>48.1</td> </tr> <tr> <td>School Connectedness</td> <td>87.6</td> <td>66.8</td> <td>71.3</td> </tr> </tbody> </table>		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	No	By the end of 2018 student motivation and interest will increase by 5% in the Year 10 data set of the Attitudes to School Survey	
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<p>Overarching School Goal - To develop programs with the foundation of a one school philosophy</p> <p>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.</p>	<p>To achieve measures of <i>Stimulating Learning</i> consistently above 75th percentile across the school by 2018.</p> <table> <tr> <td>Attitudes to school survey 7-12</td> <td>Attitudes to School Survey Results, Percentile, Trend 2011 to 2013 - Years 7-12</td> <td>11</td> <td>12</td> <td>13</td> </tr> <tr> <td>Classroom Behaviour</td> <td></td> <td>86.0</td> <td>70.3</td> <td>74.8</td> </tr> <tr> <td>Safety</td> <td></td> <td>91.0</td> <td>76.6</td> <td>70.0</td> </tr> <tr> <td>Stimulating Learning</td> <td></td> <td>75.2</td> <td>48.1</td> <td>53.2</td> </tr> </table> <p>*Specific focus Years 9 & 10</p>	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	No	<p>By the end of 2018 the introduction Learning Goals/Success Criteria and Exit Cards into each classroom to empower students to be able to participate in assessing their own learning and to engage with the content at a deeper level by understanding the premise behind the learning occurring in each classroom. There will be an increase in the student voice and agency data of 5%.</p>	
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<p>Overarching School Goal - To develop programs with the foundation of a one school philosophy</p> <p>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 students, through a</p>	<p>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.</p>	No	<p>By the end of 2018 a Year 8 Digital Learning curriculum will be developed for implementation in 2019.</p>																					

broadened international students program																				
<p>Overarching School Goal - To develop programs with the foundation of a one school philosophy</p> <p>To foster a learning environment to build capacity for students to become resourceful independent and resilient learners.</p>	<p>To achieve measures on Student Distress and Morale consistently above the 80th percentile across the school by 2018.</p> <table border="1" data-bbox="593 464 1016 772"> <thead> <tr> <th>Attitudes to school survey 7-12</th> <th colspan="3">Attitudes to School Survey Results, Percentile, Trend 2011 to 2013 - Years 7-12</th> </tr> <tr> <th></th> <th>11</th> <th>12</th> <th>13</th> </tr> </thead> <tbody> <tr> <td>Student Distress</td> <td>73.9</td> <td>44.0</td> <td>52.3</td> </tr> <tr> <td>Student Morale</td> <td>64.3</td> <td>34.2</td> <td>50.6</td> </tr> </tbody> </table>	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	No	<p>By the end of 2018 the College will have introduced Pastoral Care 7-9 focussing on Wellbeing, Study Skills and Resilience and Respectful relationships curriculum. Increase in student learning confidence will have improved by 5% in Years 7-9.</p>	
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<p>Overarching School Goal - To develop programs with the foundation of a one school philosophy</p> <p>To foster a safe respectful learning environment to sustain students positive learning experiences so they can thrive and achieve their full potential</p>	<p>A detailed documentation of a Transitions and Vocational Pathways Framework for Years 7 to 12 is documented by 2015</p>	No	<p>A review of the Careers and Vocational Pathways will be take place in 2020 in line with the new strategic plan.</p>																	
<p>Overarching School Goal - To develop programs with the foundation of a one school philosophy</p> <p>To effectively allocate and use resources (human, physical and financial) to achieve the goals in</p>	<p>A greater allocation of the professional learning budget to on site learning during the school day for sharing within and across PLTs</p> <p>Allocation of greater time allowances for personnel with a focus on teaching and learning as the SRP allows</p>	Yes	<p>By the end of 2018 the College will have embedded explicit systems for teacher collaboration through structured, focused Professional Learning Teams dedicated to challenging and improving</p>	Building practice excellence																

Achievement, Engagement and Wellbeing and Sustainability.	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.		teacher practice. Improvement in staff data in the range of 5% for: - Time to share pedagogy - Teacher collaboration	
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Improvement Initiatives Rationale
<p>The evaluation of 2017 NAPLAN and VCE data sets indicate that whilst the College is effective in supporting the learning and growth of the lower band of students, there is clearly work to be undertaken at both the middle and the top end. Student Attitudes to School Survey data would support this with students indicating that teachers are not differentiating to create challenge and growth. The NAPLAN data in particular indicates that in most areas (with the exception of writing and spelling) the Middle and Top band of students show little growth between Yrs 7-9 when compared with like schools and the state.</p> <p>The VCE Median score has also been dropping at about 0.5 marks a year for 5 years. In breaking down the exam data it is possible to suggest that the College is not preparing students well for exams and that there is a need to introduce exams at an earlier year level. There is also clearly the need work on timed writing practise for students in class at all year levels.</p> <p>Overall the data indicates a strong need to focus on assessment and the ability of teachers to use various forms of data not only to assess student progress but also to make informed judgements about areas for improvement in their own practice. The key to improvement is to empower leaders with the skills to lead data literacy across the school and then to allow them to work with cohorts of teachers (through Professional Learning Teams) to make improvement. A starting point for the school is the building of a core understanding of effective assessment practices by supporting teachers with time and resources to work through PLTs to develop common, rigorous and highly effective assessment tasks. Encouraging the development of student friendly assessment rubrics also encourages the participation of students in the assessment process and allows them to take some level of responsibility to improving their own learning.</p>

Goal 1	<p>Overarching School Goal - To develop programs with the foundation of a one school philosophy</p> <p>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</p>
12 month target 1.1	By the end of 2018 80% of teachers will assign accurate VicVELs data based on multiple sources of classroom based assessment, common Assessed Learning Tasks and other relevant data sources (NAPLAN, PAT and On Demand testing)
FISO Initiative	Building practice excellence
Key Improvement Strategies	

KIS 1	By the end of 2018 all teachers will use rigorous, targeted assessment practices and use student learning data effectively in order to be able to accurately evaluate student progress and identify gaps in student learning
Goal 2	Overarching School Goal - To develop programs with the foundation of a one school philosophy To effectively allocate and use resources (human, physical and financial) to achieve the goals in Achievement, Engagement and Wellbeing and Sustainability.
12 month target 2.1	By the end of 2018 the College will have embedded explicit systems for teacher collaboration through structured, focused Professional Learning Teams dedicated to challenging and improving teacher practice. Improvement in staff data in the range of 5% for: - Time to share pedagogy - Teacher collaboration
FISO Initiative	Building practice excellence
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KIS 1	By the end of 2018 the College will have embedded explicit systems for ensuring teacher collaboration through the provision of Professional Learning Teams dedicated to challenging and improving teacher practice

Define Evidence of Impact and Activities and Milestones - 2018

Sandringham College (8739)

Goal 1	Overarching School Goal - To develop programs with the foundation of a one school philosophy 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
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FISO Initiative	Building practice excellence
Key Improvement Strategy 1	By the end of 2018 all teachers will use rigorous, targeted assessment practices and use student learning data effectively in order to be able to accurately evaluate student progress and identify gaps in student learning
Actions	<p>The Leadership (SIT) Team will undertake professional development in data literacy in order to support teachers to understand data and how to use multiple forms of evidence (data and assessment) to accurately identify student learning growth</p> <p>The Leadership (SIT) Team will undertake professional development in data literacy in order to support teachers to understand data and how to use multiple forms of evidence (data and assessment) to accurately identify gaps in student learning</p> <p>All teachers will use the College wide Instructional Model as a foundation for developing, implementing and critically evaluating teaching and learning including assessment practices</p> <p>All teachers will work collaboratively to develop 6 (3 per semester) rigorous, evidence based, Assessed Learning Tasks (ALTs) for each subject and will assess student progress against these</p> <p>All Domains will introduce moderation practices to ensure a common understanding of student levels of growth as mapped against the VCE and Vic Curriculum continuums</p> <p>All teachers will implement High Impact Teaching Strategies (HITS) into their classrooms; in the area of Assessment this will include the explicit use of Learning Intentions, Success Criteria and Exit cards (student and teacher formative assessment)</p> <p>All teachers will participate in professional development and professional reading aimed at enhancing their understanding of High Impact Teaching Strategies and highly effective assessment practices</p> <p>All leadership team members will participate in Instructional Learning Walks to ensure the explicit use of Learning Intentions, Success Criteria and Exit cards and high impact assessment practices</p>
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> * Understand the achievement standards, learning expectations and their role in self assessing their own learning * Understand their development and progression over the course of a subject, unit or year * Improve their own confidence as learners through clearly understanding what is expected of them and being supported to identify areas of deficit and to implement strategies to achieve expected outcomes * Contribute to their learning by developing and setting goals in consultation with teachers, and reflect on their learning progress, including identifying what they need to learn next

	<p>Teachers will:</p> <ul style="list-style-type: none"> * Use clear, evidence based, rigorous assessment within their classroom * Develop effective assessment tools such as rubrics to assess and improve student outcomes and to assist students to participate through their learning by identifying their own areas for growth and improvement * Use multiple forms of assessment data to make judgements about student progress * Work collaboratively with others in structured Professional Learning Teams to develop, implement and evaluate assessment tasks and practices * Develop a deep knowledge of the curriculum and students' progress and achievement, through the use of high-quality Assessed Learning Tasks, targeted feedback and rigorous moderation processes * Understand and embed in their practice the College Wide Instructional Model that drives and informs the work of PLTs within the school. <p>Leaders will:</p> <ul style="list-style-type: none"> * Facilitate collaboration within Professional Learning Teams to support staff to improve their capacity to produce high quality, rigorous assessment tasks and an understanding of HITs * Undertake Professional Development to enhance their data literacy in order to be able to support staff to improve and grow in their capacity to use data * Participate in learning walks to ensure the explicit and accurate use of Learning Intentions, Success Criteria and Exit cards and high impact assessment practices 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
The Leadership (SIT) Team will undertake professional development in data literacy in order to support teachers to understand data and how to use multiple forms of data to accurately identify student learning growth.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used
All teachers will work collaboratively to develop 6 (3 per semester) rigorous, evidence based Assessed Learning Tasks (ALTs) for each subject.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
All teachers will participate in professional development and professional reading aimed at enhancing their understanding of High Impact Teaching Strategies.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$5,000.00 <input type="checkbox"/> Equity funding will be used

All members of the leadership will participate in Instructional Learning Walks to ensure the explicit use of Learning Intentions, Success Criteria and Exit cards and high impact assessment practices.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
All teachers use the College wide Instructional Model as a foundation for developing, implementing and critically evaluation learning programs.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
All teachers will implement High Impact Teaching Strategies (HITS) in their classrooms. In 2018 teachers will implement of Learning Intentions, Success Criteria and Exit cards.	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Overarching School Goal - To develop programs with the foundation of a one school philosophy To effectively allocate and use resources (human, physical and financial) to achieve the goals in Achievement, Engagement and Wellbeing and Sustainability.
12 month target 2.1	By the end of 2018 the College will have embedded explicit systems for teacher collaboration through structured, focused Professional Learning Teams dedicated to challenging and improving teacher practice. Improvement in staff data in the range of 5% for: - Time to share pedagogy - Teacher collaboration
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	By the end of 2018 the College will have embedded explicit systems for ensuring teacher collaboration through the provision of Professional Learning Teams dedicated to challenging and improving teacher practice
Actions	The Leadership team will develop protocols and explicit expectations pertaining to teacher work as a collaborative and productive members of Professional Learning Teams The Leadership team will facilitate collaboration within Professional Learning Teams to support staff to improve their capacity to produce high quality, rigorous assessment tasks and an understanding of HITS All teachers will work to build their capacity to implement High Impact teaching Strategies in their classrooms through Professional

	<p>Learning Teams</p> <p>All Professional Learning Team meetings will be formal and adhere to expected protocols and practices.</p> <p>All teacher will work collaboratively within Professional Learning Teams to review and develop their practice including challenging and supporting each other to improve as professionals</p> <p>All teachers will proactively use the time provided for Professional Learning Teams to effectively to monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress.</p> <p>All teachers will collectively reflect on the data provided to them through student surveys in order to improve their teaching practice</p>			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> * Provide feedback to teachers via PIVOT surveys and the Student Attitudes to School Survey in order to ensure that they actively contribute to teacher growth and improvement * Demonstrate increased engagement as a result of improved teaching practice <p>Teachers will:</p> <ul style="list-style-type: none"> * Participate in Professional Learning Teams meetings professionally, collaborating and undertaking a solution focussed improvement approach * Share student data results with trusted colleagues within their Professional Learning Team and reflect on areas for growth and improvement * Share curriculum and pedagogical expertise to ensure a collective focus on improvement * Adhere to the expected protocols and expectations of the Professional Learning Team in order to support colleagues to ensure College wide improvement <p>Leaders will:</p> <ul style="list-style-type: none"> * Ensure that timetable and meeting schedules prioritise collaboration for improvement across all teams * Model effective feedback processes and facilitate multiple opportunities for regular feedback. * Facilitate regular evaluation of the impact of Professional Learning Teams in relation to improving student learning and the quality of teaching * Facilitate distributed leadership at all levels and proactively lead and support collaboration for continuous improvement in order to achieve targets 			
Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
Leadership team develops protocols and explicit expectations pertaining to teacher work as a collaborative and productive member of a Professional Learning Teams (PLTs)	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used
All teachers work to build their capacity through PLTs - meetings are formal and adhere to expected protocols and practices.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
All teachers work collaboratively within PLTs to review and develop their practice including challenging and supporting each other to improve as professionals	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PLT time is used effectively to monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers will collectively reflect on the data provided to them through student surveys in order to improve teaching and learning	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$3,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Sandringham College (8739)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
The Leadership (SIT) Team will undertake professional development in data literacy in order to support teachers	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Rob Park - consultant	<input checked="" type="checkbox"/> On-site

to understand data and how to use multiple forms of data to accurately identify student learning growth.						
All teachers will participate in professional development and professional reading aimed at enhancing their understanding of High Impact Teaching Strategies.	Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Rob Park - Consultant	<input checked="" type="checkbox"/> On-site
Teachers will collectively reflect on the data provided to them through student surveys in order to improve teaching and learning	Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1

[Staff Feedback Survey.docx \(0.02 MB\)](#)

[Staff OPinion Survey Collaboration.jpg \(0.45 MB\)](#)

2018 Annual Implementation Plan

[Attitudes to School Survey Summary Report.pdf \(0.66 MB\)](#)

[School Staff Survey %2D Summary of Module Component Means.pdf \(0.94 MB\)](#)