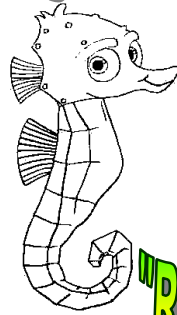


# *Seaford Primary School*

## **School Strategic Plan**

**Seaford Primary**



**"Riding To Success"**

**2006–2009**

## Part 1– School Profile

### **Purpose:**

Our friendly, caring Community School aims to facilitate academic learning, nurture individuality, challenge and understand every child in an environment that provides fairness and balance.

We want our children to be inspired, creative, joyful, curious, optimistic, responsible and capable individuals who can readily place themselves in the world and move through it with confidence and tolerance, and are able to interact with others in a confident, positive and competent manner.

### **Values:**

Our beliefs as a school are based on the following core values:

***Integrity, Respect, Responsibility, Honesty, Excellence***

In the school community, these values are demonstrated through....:

- ✓ Members of the school community showing high levels of regard for each other
- ✓ Students, parents and teachers feeling that they are treated fairly at all times
- ✓ Partnerships between all groups in the school being fostered and valued
- ✓ Students being provided with a supportive and caring environment in which to learn
- ✓ Students being encouraged to work cooperatively and collaboratively with each other
- ✓ Diversity being seen as a strength of the school and is able to enrich us all
- ✓ Students taking responsibility for all they do and always striving for their personal best
- ✓ Teaching and Learning programs focusing on essential learning and encouraging deep understanding and a sense of learning as a life long process.
- ✓ Responsible positive risk taking being valued in an environment where the learner is feeling safe and secure
- ✓ Success and effort being acknowledged and celebrated.

### **Environmental Context:**

At Seaford Primary School we endeavour to provide children with the opportunities to see their own worth and promote individuality in order to maximise children's learning potential and achievement.

We value our partnership with parents in developing a learning community to actively promote the school curriculum and extra-curricular activities.

The school staff is a dedicated, enthusiastic and committed team of professionals who use a range of effective teaching methods and have a strong commitment to professional development.

Seaford Primary School is located in the older part of Seaford and sits between the environmentally sensitive Seaford/Edithvale Wetlands, Kananook Creek and the

Seaford Foreshore. The school was established in 1913 and moved to its current location on McRae Street in 1921. The current enrolment is approximately 168 students.

Seaford Primary School is host to a Special Assistance Unit (Language) catering for students diagnosed with severe language disorder. There are 20 students in this centre who come from both within the school neighbourhood area and beyond it. .

## Part 2 – Strategic Intent

	<b>Student Learning Outcomes</b>	<b>Student Engagement and Wellbeing</b>	<b>Student Pathways and Transitions</b>
<b>Goals</b>	Improved student achievement particularly in the area of Reading	Our students to be inspired, creative, joyful, optimistic and capable individuals who can readily place themselves in the world and move through it with confidence and tolerance	Further develop effective transitions and pathways for students through all stages of schooling, particularly with regard the transition from years 2 to 3
<b>Targets</b>	<p>AIM data indicating the value added of 1 CSF level between same cohorts from year 3 – year 5</p> <p>Teacher judgements of student achievement to be at least 80% of students established in all areas of English and Maths at the end of years Prep, 2,4 and 6</p> <p>80% of students reading at level 30 by the end of year 2</p> <p>90% of students at the 25<sup>th</sup> percentile or higher in Reading at years 3 and years 5</p>	<p>Scores for the parent opinion survey relating to school climate will be within or above the middle 50% of schools in the state.</p> <p>Whole school average absences will be at or below 12.2 days per student</p>	<p>Parent survey scores to be within or above the middle 50% of schools in the state</p> <p>Increased enrolment</p>

	<b>Student Learning Outcomes</b>	<b>Student Engagement and Wellbeing</b>	<b>Student Pathways and Transitions</b>
<b>Key Improvement Strategies</b>	<p>Student Learning:</p> <ul style="list-style-type: none"> <li>• Investigation and implementation of strategies aimed at improving teaching practice and effectiveness across the school</li> <li>• Consideration of the curriculum in the light of VELs in a manner that is sensitive to the current program of the school</li> <li>• Focusing on continuous improvement and individual student progress in core curriculum areas of reading, writing and number</li> </ul> <p>Student Engagement and Well-Being</p> <ul style="list-style-type: none"> <li>• Provision of a friendly, caring Community school that facilitates academic learning, nurtures individuality and understands every child in an environment that provides fairness and balance</li> <li>• On-going implementation of the “You Can Do It” program, of restorative practices and of the range of programs and strategies currently used to support student attendance</li> </ul> <p>Student Pathways and Transitions</p> <ul style="list-style-type: none"> <li>• On-going investigation and implementation of strategies to improve transition from year level to year level</li> <li>• Further improvement to the current successful transition processes for students entering and exiting the school</li> <li>• Further improvement in provision of information to the community regarding the programs and achievements of the school.</li> </ul>		



## Part 3 – Signatures

SIGNED by the Principal .....

Name Mrs Alice Irving

Date .../.../.....

SIGNED by the School Council President .....

Name Mrs Tina Miller

Date .../.../.....

SIGNED by the Regional Director (or nominee) .....

Name Ms Margaret Bainbridge

Date .../.../.....