

School Strategic Plan 2025-2029

Seaford Primary School (3835)



Submitted for review by Charlotte Wilders (School Principal) on 15 October, 2025 at 12:55 PM
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Awaiting endorsement by School Council President

School Strategic Plan - 2025-2029

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School vision	Seaford Primary School's vision is: We inspire curious, lifelong learners and leaders. Seaford Primary School's mission is: To empower all students to be motivated learners and responsible citizens, ready to meet the challenges of the future.
School values	Seaford Primary School's values are: Respect, Resilience, Inclusiveness and Kindness. RESPECT: We treat others the way we wish to be treated We use manners and respectful language We respect the environment we are in and the resources within it We actively listen to others We respect the personal space of others We take responsibility for our actions RESILIENCE: We accept and learn from our mistakes We have a positive attitude We work towards our goals We show flexible thinking We work to regulate our emotions We understand that some problems are big, but many are little We never give up We try new things and take risks INCLUSIVENESS: We include everyone We celebrate differences and achievements We support our peers to be part of new experiences We give other people's ideas a chance We encourage others

	<p>We are proud of who we are</p> <p>KINDNESS: We use kind words and actions We are kind to our mind and body We consider the feelings of others We stand up for others by being an upstander We think before we speak We cooperate and share We help others without being asked</p>
<p>Context challenges</p>	<p>A key challenge for our school is the high proportion of students with additional needs and those who attract Disability Inclusion (DIP) funding. This has resulted in a correspondingly high number of Education Support (ES) staff across the school. While this additional staffing enhances capacity, it also creates complexity in how to most effectively utilise ES staff to maximise impact on student learning and wellbeing. Currently, much of the support is allocated through additional adults in classrooms, which does not always lead to targeted or sustainable intervention.</p> <p>A priority area for improvement is to strengthen our Multi-Tiered System of Supports (MTSS) so that intervention and extension are structured, data-driven, and aligned with both individual student goals and whole-school priorities. This includes ensuring ES staff have clearly defined roles within each tier of support, are well trained, and are integrated into collaborative planning and instructional practices rather than operating in isolation.</p> <p>There are ongoing inconsistencies in staff responses to student behaviour. While foundational work has begun in this area, it remains a critical priority moving forward. Ensuring alignment between Tier 1 behaviour strategies and the Positive Classroom Management System (PCMS) is essential for consistency and effectiveness across all learning environments.</p> <p>Another significant challenge relates to staff practice and instructional consistency. The school has many long-standing staff whose classroom practices do not yet align with current evidence-based models such as the Victorian Teaching and Learning Model (VTLM 2.0). There are barriers to change in adopting consistent teaching, learning, and assessment approaches, as well as in embedding engagement norms and data-informed decision-making. Developing shared understanding and commitment to high-impact, evidence-based teaching and assessment practices will be essential to lift student outcomes, increase engagement, and ensure alignment with whole-school improvement priorities.</p>

Intent, rationale and focus**Intent:**

To build a cohesive and inclusive learning environment where all students, including those with additional needs and those requiring academic extension, experience improved learning and wellbeing outcomes through a clearly defined, data-driven Multi-Tiered System of Supports (MTSS), consistent evidence-based teaching practices, and alignment with the Positive Classroom Management System (PCMS).

Rationale:

Our school's high proportion of students with additional needs and Disability Inclusion (DIP) funding provides both opportunity and complexity. While increased Education Support (ES) staffing enhances capacity, current practices often rely on additional in-class support rather than targeted intervention. At the same time, the need for greater consistency in teaching, assessment, and behaviour practices has become evident across the school.

To ensure all students experience success and progress — including those requiring additional support or academic extension — instructional and intervention practices must become more intentional, coordinated, and sustainable.

Embedding a robust MTSS framework will enable the school to:

- Align intervention and extension with student data, learning goals, and whole-school priorities.
- Clarify and strengthen the role of ES staff within instructional teams.
- Build collective teacher efficacy through consistent implementation of the Victorian Teaching and Learning Model (VTLM 2.0).
- Promote consistent behaviour support through an integrated Tier 1–3 approach aligned with PCMS.
- Building staff capacity in instructional and data practices

By focusing on precision, collaboration, and consistency, the school can maximise the impact of staffing resources, reduce variability in practice, and improve both academic and social outcomes for students.

Focus:

2026

Learning: Deepen teacher capacity and capability in delivering VTLM 2.0 and Vic Curriculum 2.0 with improved clarity, pacing and engagement. Deliver consistency and clarity in instructional practice across the school, teachers use a shared language and structures for teaching and learning to include a guaranteed and viable curriculum.

Deliver a consistent assessment framework across the school and develop staff data literacy and capacity.

Wellbeing: Deliver consistent behaviour and wellbeing framework and school-wide behaviour expectations. Build staff capability in inclusive and trauma-informed practice.

Leadership will explore and prepare MTSS and inclusion and behaviour supports to enhance the behaviour and wellbeing framework.

2027

Learning: Deepen teacher capacity and capability in delivering VTLM 2.0 and Vic Curriculum 2.0 with fidelity, improved clarity, pacing and engagement. Deliver consistency and clarity in instructional practice across the school, teachers use a shared language and structures for teaching and learning to sustain a guaranteed and viable curriculum. Leadership will begin to explore a knowledge rich curriculum. Deliver and deepen understanding of the consistent assessment framework across the school and further develop staff data literacy and capacity to respond to student needs.

Wellbeing: Deliver consistent behaviour and wellbeing framework, school-wide behaviour expectations, MTSS and inclusion and behaviour supports. Deepen staff capability in inclusive and trauma-informed practice.

2028

Learning: Sustain, evaluate and refine teaching and learning practices (VTLM 2.0 and Vic Curriculum 2.0) shared language and structures and a guaranteed and viable curriculum. Prepare and deliver knowledge rich curriculum, whilst Leadership explore Mode B learning. Deliver and deepen understanding of the consistent assessment framework across the school and further develop staff data literacy and capacity to respond to student needs.

Wellbeing: Sustain, evaluate and refine behaviour and wellbeing framework, MTSS and inclusion and behaviour supports. Deepen staff capability in inclusive and trauma-informed practice.

2029

Learning: Embedded (sustained) culture of collaborative, data-informed, high-quality teaching, and continuous improvement. Deliver knowledge rich curriculum and prepare Mode B learning experiences. Sustain, evaluate and refine the assessment framework to embed a culture of data informed teaching practice.

Wellbeing: Sustain, evaluate and refine behaviour and wellbeing framework, MTSS and inclusive student-centred practices. Inclusive culture embedded. Deepen staff capability in inclusive and trauma-informed practice.

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Goal 1	Enhance student learning outcomes.
Target 1.1	<p>Reading targets:</p> <p>By 2029, increase the percentage of students achieving NAPLAN strong or exceeding Reading proficiency levels:</p> <ul style="list-style-type: none">• Year 3 from 60% (2025) to 68%• Year 5 from 45% (2025) to 70% <p>By 2029, increase the percentage of Year 5 students achieving NAPLAN medium and high benchmark Reading growth from xx% (2025) to xx (placeholder target).</p> <p>By 2029, increase the percentage of Prep to Year 6 students assessed as At or Above expected level in Reading, against the Victorian Curriculum, from 75% (2025) to 84%.</p>
Target 1.2	<p>Mathematics targets:</p> <p>By 2029, increase the percentage of students achieving NAPLAN strong or exceeding Numeracy proficiency levels for:</p> <ul style="list-style-type: none">• Year 3 from 53% (2025) to 65%• Year 5 from 40% (2025) to 60% <p>By 2029, increase the percentage of Year 5 students achieving medium and high NAPLAN benchmark Numeracy growth from xx% (2025) to xx% (placeholder target)</p> <p>By 2029, increase the percentage of Prep to Year 6 students assessed as At or Above expected level in Mathematics according to teacher judgement, against the Victorian Curriculum, from 75% (2025) to 84%.</p>

<p>Target 1.3</p>	<p>Writing targets:</p> <p>By 2029, increase the percentage of students achieving NAPLAN strong or exceeding Numeracy proficiency levels for:</p> <ul style="list-style-type: none"> • Year 3 from 76% (2025) to 80% • Year 5 from 30% (2025) to 64% <p>By 2029, increase the percentage of Year 5 students achieving medium and high NAPLAN benchmark Writing growth from xx% (2025) to xx% (placeholder target).</p> <p>By 2029, increase the percentage of Prep to Year 6 students assessed as At or Above expected level in Mathematics according to teacher judgement, against the Victorian Curriculum, from 73% (Sem 1, 2025) to 82%.</p>
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build school wide consistency in the implementation of the VTLM 2.0.</p>
<p>Key Improvement Strategy 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</p>	

<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop and implement a guaranteed and viable curriculum aligned with the Victorian Curriculum 2.0.</p>
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Develop and implement a consistent approach to diagnostic formative and summative assessment across all learning areas</p>
<p>Goal 2</p>	<p>Strengthen student wellbeing outcomes.</p>
<p>Target 2.1</p>	<p>By 2029, increase/decrease the Years 4-6 percentage positive endorsement of the AtoSS factors:</p> <ul style="list-style-type: none"> • Managing bullying - increase from 72% (2025) to 84% • Experience of bullying - decrease from 38% (2025) to 20%
<p>Target 2.2</p>	<p>By 2029, improve student attendance and absence rates as per the following:</p> <ul style="list-style-type: none"> • Decrease the percentage of students with 20 or more absence days from 55% (2024) to 39% • Increase the student attendance rate from 87% (2024) to 90%.
<p>Target 2.3</p>	<p>By 2029, increase the Years 4-6 positive endorsement of the AtoSS factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 82% (2025) to 94% • Student voice and agency from 69% (2025) to 78%.

<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop and implement a whole school approach to activating student voice and engagement.</p>
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed multi-tiered systems of support that enhance student wellbeing and inclusion.</p>
<p>Key Improvement Strategy 2.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</p>	
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	