

School Strategic Plan 2021-2025

Seaford Primary School (3835)



Submitted for review by Michael Browne (School Principal) on 25 January, 2022 at 02:39 PM

Endorsed by Tristan Lanarus (Senior Education Improvement Leader) on 11 February, 2022 at 02:12 PM

Endorsed by Renee Pascouau (School Council President) on 11 February, 2022 at 03:53 PM

School Strategic Plan - 2021-2025

Seaford Primary School (3835)

School vision	Seaford Primary School is a friendly, caring school that values community and aims to achieve excellence, nurture individuality, understand and challenge every child.
School values	<p>Seaford Primary School's values are Respect, Responsibility, Resilience and Acceptance.</p> <p>We respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us.</p> <p>We demonstrate responsibility by taking care of our belongings, our environment and the belongings of others.</p> <p>We promote the importance of resilience for mental health and wellbeing.</p> <p>We model and demonstrate acceptance through inclusion in all school programs, and take every opportunity to help others that may be in need.</p>
Context challenges	<p>Seaford Primary School was established in 1914 and is the original school in the Seaford area. The school's enrolments are stable at around 165 students, although we are expecting some moderate growth in the coming years. The school has recently completed a \$5.3 million upgrade and a further \$500,000 has been allocated to the school for playground and additional landscaping works. The school operates well with 8 classes.</p> <p>Geographically, the school sits between the environmentally sensitive RAMSAR registered Seaford-Edithvale Wetlands, Kananook Creek and Port Phillip Bay. The school has a strong focus on, and commitment to, the teaching of literacy using Café and Voices as the instructional model. This will be further developed over the coming 4 years and fully embedded. Numeracy is also a high priority at the school with the school currently involved in a two year Primary Maths Specialist Program funded by the Department. An instructional model will be agreed on and used consistently throughout the school to improve learning outcomes for students at all levels. Our specialist programs incorporate Visual Arts, Phys Ed, STEAM and Indonesian.</p> <p>The school has a primary welfare officer who works 3 days a week providing a classroom based values program, a breakfast club, a sporting school's program and a range of lunchtime activities. The school also facilitates an Out of School Hours Care program both before and after school.</p> <p>Student welfare is a key focal area of the school. The Leader In Me, based on The 7 Habits of Highly Effective People, is the core basis of student well-being and this is supported through the incorporation of The Resilience Project. The school follows the restorative practices model of behaviour modification and we promote a strong focus on the school's values of Respect, Resilience,</p>

	<p>Responsibility and Acceptance, with our students, our staff, our parents and the wider school community. Students will develop skills to enable them to have more learner agency in their curriculum. Student voice is a strength. Key challenges for the school in the next four years will be to reduce chronic absenteeism for a small number of students, and to ensure that school resources are equitably distributed for all cohorts within the school.</p> <p>The school is host to a Special Assistance Unit (Language) which supports students with a Language Disorder. These students come from both the school's own local area as well as outside it, with most students coming from beyond our neighbourhood.</p> <p>The school's motto- "From Reality We Gain Understanding" underpins all that is done at Seaford.</p> <p>Seaford Primary School is fully committed to keeping children safe and has a zero tolerance for child abuse.</p>
Intent, rationale and focus	<p>Seaford Primary School aims to achieve excellence in all areas. Improved learning outcomes in all areas of the curriculum are important. Using data consistently through well functioning PLC's will aid improvement in learning outcomes for all students whereby we aim to see that all students deemed capable achieve at least 12 months growth every year. We are prioritising Numeracy, VOICES and Talk for Writing and the three forms of assessment - formative, summative and self. . The focus of the strategic plan will begin with Numeracy and VOICES, as well as wellbeing and engagement of students. Learner Agency will be developed so that all staff have a consistent understanding and capacity to implement strategies to improve this area. The PLC's will be further developed and run with a consistent agenda and school wide inquiry focus.</p>

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Goal 1	To improve student learning outcomes.				
Target 1.1	NAPLAN: Benchmark growth, top and bottom two bands				
	NAPLAN benchmark growth	High growth:		Low growth:	
		Target at or above		Target at or above	
		2021	2025	2021	2025
	Reading	27%	35%	7%	3%
	Writing	7%	25%	40%	25%
	Numeracy	7%	25%	29%	15%
	NAPLAN top two bands	Year 3 2021	Year 3 2025	Year 5 2021	Year 5 2025
	Reading	46%	60%	29%	40%
	Writing	38%	50%	12%	25%
	Numeracy	48%	55%	12%	25%
	NAPLAN bottom two bands	Year 3 2021	Year 3 2025	Year 5 2021	Year 5 2025
	Reading	14%	10%	12%	6%

	Writing12%10%24%12%																								
	Numeracy4%4%18%12%																								
Target 1.2	Teacher judgement: 90% of students will make or exceed one year’s progress for each year. Benchmark data 81% Semester 1, 2021.																								
Target 1.3	School Staff Survey (SSS): <table><tr><td>SSS factor</td><td>2020</td><td>2025</td></tr><tr><td>Understand formative assessment</td><td>67%</td><td>80%</td></tr><tr><td>Understand how to analyse data</td><td>67%</td><td>80%</td></tr><tr><td>Understand curriculum</td><td>67%</td><td>80%</td></tr><tr><td>Using student feedback to inform practice</td><td>67%</td><td>80%</td></tr><tr><td>Plan differentiated learning activities</td><td>78%</td><td>90%</td></tr><tr><td>Use pedagogical model</td><td>78%</td><td>90%</td></tr><tr><td>Using high impact teaching strategies</td><td>78%</td><td>90%</td></tr></table>	SSS factor	2020	2025	Understand formative assessment	67%	80%	Understand how to analyse data	67%	80%	Understand curriculum	67%	80%	Using student feedback to inform practice	67%	80%	Plan differentiated learning activities	78%	90%	Use pedagogical model	78%	90%	Using high impact teaching strategies	78%	90%
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Target 1.4	AToSS:																								

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Key Improvement Strategy 1.a Building practice excellence	To develop staff capability in evidence based pedagogical practice.												
Key Improvement Strategy 1.b Evaluating impact on learning	To develop staff capability in the collection, analysis of and response to data to meet the learning needs of all students.												
Key Improvement Strategy 1.c Curriculum planning and assessment	To develop staff capability to align the Victorian Curriculum with planning and assessment.												
Goal 2	To empower students to be actively engaged in learning to enhance their emotional and social wellbeing.												
Target 2.1	Parent Opinion Survey (POS): <ul style="list-style-type: none">• Maintain General satisfaction at or above 90 per cent positive.												
Target 2.2	<table><tr><td>SSS:</td><td></td><td></td></tr><tr><td>SSS variables</td><td>2020</td><td>2025</td></tr><tr><td>Promote student ownership of learning goals</td><td>67%</td><td>80%</td></tr></table>		SSS:			SSS variables	2020	2025	Promote student ownership of learning goals	67%	80%		
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	Support growth and learning of whole student	67%	80%
	Believe student engagement is key to learning	67%	80%
	Parent and community involvement	67%	80%
Target 2.3	AToSS: AToSS variables 2021 2025 Student voice and agency 62% 80% Sense of confidence 72% 90% Self-regulation and goal setting 84% 90% Attitudes to attendance 84% 90%		
Target 2.4	Attendance: Attendance 2021 2025 20+ days absence 28% 18% Average days absent 19.1 14 Unapproved absence days 8.4 5		

Key Improvement Strategy 2.a Empowering students and building school pride	To build staff capabilities to activate learner agency in order to strengthen student empowerment.
Key Improvement Strategy 2.b Building communities	To further develop strong relationships and active partnerships with the school community to strengthen student participation and engagement.
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	To build student capabilities to enhance independence, self-regulation and goal setting