

Seaford Primary School 3835 Strategic Plan 2018-2021

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement	Principal:	Michael Browne	[date]	Re-Endorsement (if a Goal, KIS or Target is changed)	[name]	[date]	Re-endorsement (if a Goal, KIS or Target is changed)	[name]	[date]
	School council:	Eliza-Jade Phillips	[date]		[name]	[date]		[name]	[date]
	Delegate of the Secretary:	Stan Szuty	[date]		[name]	[date]		[name]	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Seaford Primary School is a friendly, caring school that values community and aims to achieve excellence, nurture individuality, understand and challenge every child.</p>	<p>RESPECT</p> <ul style="list-style-type: none"> Treat others with consideration Respect another person’s point of view Holding others in high regard Seek consensus in decision making Listen to the point of view of others – discussions/circles Accept individual differences – eg Language Unit, PSD chn, Model respectful behaviours towards each other Seek First to Understand then to be Understood; and Think Win/Win. <p>RESPONSIBILITY</p> <ul style="list-style-type: none"> Being responsible for – own things, behaviour, other people’s things, the school environment Looking out for each other Be Proactive; Put First Things First; and Begin With The End in Mind <p>RESILIENCE</p> <ul style="list-style-type: none"> Bounce back and be yourself Feel good about yourself at school and home Synergise; and Sharpen the Saw 	<p>Seaford Primary school is situated in the bay side suburb of Seaford, on the Mornington Peninsula.</p> <p>The school, which was established in 1914, consists of two flexible learning areas, which accommodate the school’s classrooms as well as the original building. Outdoor spaces include playgrounds, undercover areas, a fitness circuit, asphalt areas and a vegetable garden.</p> <p>The school staffing profile consists of 10.2 teachers including a principal and assistant principal. The 8.9 education support staff includes a fulltime business manager. The school employs a part time welfare officer and a speech pathologist to support its programs.</p> <p>The school has a Special Assistance Unit-Language, which caters for students with a diagnosed language disorder. Eligible students spend some time each day working in the dedicated language unit. They are then integrated into the mainstream classrooms with the support of facility staff.</p> <p>The school population has remained stable at around 155 students. Students are organised into composite and straight year level classes with classes working together as a teaching and learning team. The school curriculum reflects the Victorian Curriculum framework, with specialist programs, which include the Arts, Physical Education and LOTE (Indonesian) across the school. The school regularly participates in extra curricula activities such as the Sporting Schools Program, Interschool Chess Tournaments and keyboard..</p> <p>There is an accredited out of school hours care program which is accessible to all school families on site.</p>	<ol style="list-style-type: none"> To continue to strengthen student engagement and empowerment in their learning through the continued implementation of wellbeing programs that focus on developing student voice with the rationale being that: <i>If</i> student voice and agency are supported through a culture of student empowerment and strategies such as goal setting, feedback and tracking growth then students will be more engaged in their learning. To develop a consistent teaching and learning model which supports improved student outcomes in literacy and numeracy with the rationale being that: <i>If</i> there is a consistent, high impact, whole school approach to teaching and learning which acknowledges high expectations of learning growth for all students, <i>then</i> student outcomes will be maximised. To maximise student learning growth in Literacy and Numeracy with the rationale being that: <i>If</i> the curriculum is presented as a continuum of learning, and student achievement data is analysed and used to inform targeted learning opportunities, <i>then</i> student learning growth will be maximised.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To strengthen student engagement and empowerment in their learning.	FISO Priority: Positive climate for learning FISO Initiative: Empowering students and building school pride.	KIS: Embed a culture of student empowerment and agency in learning Actions: <ul style="list-style-type: none"> continue to resource school wide student leadership and agency program embed student feedback into classroom cultures develop opportunities for all students to track and celebrate their own learning growth. 	<u>Student Attitudes to School Survey</u> Using SATS 2017 as a benchmark increase overall Student agency and voice measure.
To develop a consistent teaching and learning model which supports improved student outcomes in literacy and numeracy	FISO Priority: Excellence in teaching and learning FISO Initiative(s): Building practice excellence and Curriculum planning and assessment.	KIS: Develop and implement an agreed teaching and learning model for literacy and numeracy Build teacher capacity to implement High Impact teaching Strategies Build staff knowledge of the continuum for learning in literacy and numeracy Actions: <ul style="list-style-type: none"> audit current teaching and learning practices develop and agreed approach to the teaching of literacy and numeracy document not negotiable for teaching and learning develop schedule of professional learning implement structures to support peer observation 	<u>NAPLAN</u> (using 2017 as benchmark) Increase percentage of students in the top two bands in literacy and numeracy and decrease the percentage of students in bottom two bands <u>Victorian Curriculum</u> (using 2017 as benchmark) Increase percentage of students in the top two bands in literacy and numeracy and decrease the percentage of students in bottom two bands <u>Student Attitudes to School Survey</u> Learning Confidence to be at 90 per cent or higher

		<ul style="list-style-type: none"> include teaching and learning model in Performance and Development processes develop a schedule for school visitation 	
To maximise student learning growth in Literacy and Numeracy	<p>FISO Priority: Excellence in teaching and learning</p> <p>FISO Initiative(s): Building practice excellence and Evidence based high impact strategies</p>	<p>KIS: Document a whole school curriculum plan Build teacher capacity to implement High Impact teaching Strategies Build data literacy to support improved student learning</p> <p>Actions:</p> <ul style="list-style-type: none"> develop scope and sequence mapping for literacy and numeracy develop a schedule of whole school assessment practices which inform differentiated practice develop system level data tracking for growth provide professional learning for new tracking system for staff develop teacher capacity in assessment practices develop a whole school system to share planning documents implement high impact strategies. 	<p><u>Victorian Curriculum</u> Students to progress 12 months growth in one academic year in literacy and numeracy</p> <p><u>NAPLAN</u> Increase the percentage of students in high and medium growth Decrease the percentage of students making low growth Decrease percentage of high achievers who are making low growth</p>