School Strategic Plan 2024-2028

Seaford Park Primary School (5191)

Seaford Park
Primary School

Submitted for review by Patrick Halpin (School Principal) on 24 June, 2024 at 11:08 AM
Endorsed by Michael Devine (Senior Education Improvement Leader) on 09 July, 2024 at 01:10 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2024-2028

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School vision	Will be reviewed and updated in Term 3.
School values	Our learners are at the centre of our actions, decisions and interactions. We celebrate diversity and embrace the social nature of learning, within a culture of high expectations.
Context challenges	Seaford Park Primary School is a small school in a suburb that has 6 primary schools. While there are lots of benefits to a small school, there are also challenges. These challenges include the limited range of attitudes, ideas, experiences etc. amongst the staff and students; the impact of one student on the cohort data (and therefore our differentiated grouping); the viability of our programs; etc. In addition, the number of students in each of our year levels, differs as we have 8 grades across 7 year levels. Over the past few years, the demographic of our community has been changing. This has required the staff to be agile and responsive to the expectations of our community. This is a cultural shift and will require time for the community to settle into the expected norms. Historically, Seaford Park Primary School accepted enough students to create 2 Prep grades. Due to the rising house prices, challenges the school experienced in relation to supporting students to communicate their needs and ideas without resorting to physical strategies and the high number of students repeating Prep, the number of students graduating from Year 6 each year formed less than half a grade. A shift in culture and strategies in 2020, resulted in fewer students leaving Seaford Park Primary School at the end of each year and 0 students repeating Prep between 2020 and 2024. This meant that the school was limited to one Prep grade in 2022 and 2023 and 100% of those students lived inside our zone or were siblings of students already enrolled. In 2023, the school was placed under an Enrolment Management Implementation Plan as we had reached more than 90% of our building cap of 200 students, with approximately 80% of the students living outside our school zone. This has meant that we have limited control over the size of our Prep grade each year. In 2024, there were 18 Prep students enrolled. It is expected that this will continue to challenge the leadership team throughout the course of this strategic plan and the structure of the school will need to change on an annual basis. Staffing difficulties have also challenged the team at Seaford Park Primary School and, in 2024, we have: - 1 teacher on family leave

	- 2 teachers on 1.0EFT contracts who have returned from family leave on a part-time basis - 1 English Intervention teacher (Learning Specialist) with a 0.2EFT teaching load - 1 x 0.8EFT substantive Assistant Principal - 1 x 0.4EFT acting Assistant Principal - 1 teacher with 0.5EFT teaching load who is also developing our Digital Technologies curriculum during her non face-to-face teaching time (0.5EFT) - 1 x 0.8EFT PE teacher on temporary transfer from another school - 1 x 0.4EFT Auslan teacher on temporary transfer from another school - 1 x 1.0EFT teacher in a Family Leave position - 1 x 1.0EFT teacher in a Fixed-Term (1 year) position - 1 x 1.0EFT classroom teacher on a temporary transfer from another school All of these positions will require careful management through the duration of this strategic plan. In addition, we have grown the inclusion team slowly over the life of the previous strategic plan but will require further growth over the next few years in line with increased Disability Inclusion funding. The team at Seaford Park Primary School are also working through the implementation of the Victorian Curriculum 2.0 and the changing expectations of the Department of Education.
Intent, rationale and focus	The team and community at Seaford Park Primary School has implemented lots of changes and improvements over the past four years, including: - the introduction of daily English and Maths Enhancement sessions utilising Tier 2 DIP and TLI funding - the introduction and professional development of staff in multi-sensory structured language (MSL) and Morphology across the school - a change of our LOTE from Indonesian to Auslan - the doubling of our Physical Education lessons from 50 minutes per week to 100 - the introduction of PLCs with a focus on the Big Ideas in Number - the roll out of DIP funding, including improved documentation in relation to adjustments and differentiation - the implementation of Schoolwide Positive Behaviour Supports and Rights, Responsibilities and Respectful Relationships The focus is always on the next step in the process to build the best possible learning environment for our students and their families. The new processes and practices are not yet consolidated, however, and require some refinement and further discussion to embed them across our school. With few new changes and the focus on refinement and consolidation as part of this strategic plan, the team aims to achieve consistency across the school and a culture of excellence.

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Goal 1	Maximise the learning growth of every student in literacy and numeracy
Target 1.1	**Year 5 NAPLAN** By 2028, increase the percentage of students in Year 5 who achieve Exceeding proficiency in: • Reading from 31% (2024) to 35% • Writing from x% (2024) to xx% • Numeracy from 12% (2024) to 16%. By 2028 decrease the percentage of Year 5 students identified as developing and needing additional support (moving in to strong). • Reading from 19% (2024) to 15% • Writing from x% (2024) to XX% • Numeracy from 23% (2024) to 19%. By 2028 improve relative growth in NAPLAN • Reading from x% (2024) to XX% • Writing from x% (2024) to XX% • Numeracy from x% (2024) to XX%.
Target 1.2	**Teacher Judgements** By 2028 increase the percentage of students in Years 1-6 achieving at or above expected growth: • Reading and viewing from 82% (2023) to 86% (2028)

	• Writing from 69% (2023) to 81% (2028) • Number and Algebra from 80% (2023) to 86% (2028). - VC change thus reword accordingly
Target 1.3	**AToSS** By 2028, maintain the percentage of positive student responses to the following factors: • Differentiated learning challenge at or above 90%. (2023 95%) • Stimulated learning at or above 90% (2023 90%) • Effective teaching time at or above 90% (2023 88%)
Target 1.4	**SSS** By 2028, maintain/improve the percentage of positive staff responses to the following factors: • Feedback from 71% (2023) to 80% • Collective efficacy at or above 90% (2023 99%) • Parent & Community Involvement at or above 80% (2023 94%)
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed a whole-school approach to assessment of learning growth.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian	Build teacher capability to evaluate and plan for differentiated, responsive, student-centred learning.

Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed agreed processes for feedback, coaching and observations that challenge staff to regularly reflect and improve on their practice.
Key Improvement Strategy 1.c 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	
Goal 2	Improve student wellbeing and empower students to be confident, motivated learners who are actively engaged in their learning.
Target 2.1	**AToSS** By 2028, increase/maintain the percentages of positive student responses to the following factors: • Student voice and agency at 90% or above (2023 86%) • Motivation and interest at 90% or above (2023 92%) • Self-regulation and goal setting at 90% or above (2023 95%)
Target 2.2	**School Staff Survey (SSS)** **School Climate**

	By 2028, increase/maintain the percentages of positive staff responses to the following factor: • Academic emphasis 80% or above (2023 80%) **Teaching and Learning Implementation** • By 2028, maintain the percentages of positive staff responses to the following factor: • Promote student ownership of learning goals at 90% or above. (100%)
Target 2.3	**Parent Opinion Survey (POS)** By 2028, increase/maintain the percentages of positive parent responses to the following factors: • Student motivation and support from 85% (2023) to 90% • Stimulating learning environment from 84% (2023) to 90% • Effective teaching from 79% (2023) to 90%.
Target 2.4	**Attendance** Decrease the number of unexplained absences from 910 half-days (2023) to 0 (2028)
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a strategy to build student agency in their learning by utilising goal setting and feedback.
Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on	

student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a professional learning strategy for teachers to build the capability of students to be active participants in their learning.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	