

School Strategic Plan 2019-2023

Seaford Park Primary School (5191)



Seaford Park
Primary School

Submitted for review by Julie Braakhuis (School Principal) on 25 February, 2020 at 09:38 AM
Endorsed by Angela Pollard (Senior Education Improvement Leader) on 26 February, 2020 at 12:27 PM
Awaiting endorsement by School Council President

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School vision	Our vision for contemporary learning at Seaford Park Primary School is for all members of the school community to collaborate and learn together to achieve quality-learning outcomes for all students within a culture of high expectations. Our students are articulate, independent, confident and motivated learners who co-construct learning experiences with their teachers. They demonstrate curiosity and work actively to achieve personal goals. Our students embrace change and the opportunities that it brings and use technology wisely to enrich and express their learning. They know their voices are heard and have multiple opportunities to be heard within their learning spaces and are active contributors as global citizens. Teachers develop student's critical, creative and higher-order thinking skills. We encourage our students to explore and contribute their creative skills in a variety of co-curricular activities such as The Arts, Gardening and developing a sustainable environment. Seaford Park students experience personalised, differentiated learning and have an understanding of the interconnection of concepts, which are linked to their prior knowledge and life experiences. The wellbeing of our children is nurtured through our use of evidence based, supportive and collaborative practices that enable our children to be resilient learners.
School values	Our Moral Purpose is to create well educated, resilient, confident and independent life long learners who have a social conscience. We welcome community groups and individuals to experience the rich learning environment of Seaford Park Primary School. In partnership with our community we collaborate to provide the best learning opportunities to challenge and support our students. We are committed to improving the learning standards and social and emotional wellbeing of all members of our school community. We encourage and empower students to work towards achieving their full potential.
Context challenges	<ul style="list-style-type: none"> * A common approach to data analysis and teaching practices. Teachers did not have confidence in the in-depth analysis of data for literacy and numeracy to inform them regarding the differentiated learning needs of individual students. Teachers requested professional learning in data literacy and more time to meet in PLTs. * Students having ownership of their learning by actively participating in feedback conversations and goal setting. Student feedback was not consistently practised across the school. Teachers expressed a need to develop a consistent approach to providing feedback to students. * The school has a large number of students with learning difficulties (and a high rate of comorbidity); trauma background and wellbeing issues. There is a high need to cater for these children by employing more ES staff; providing children's services (eg Biala); providing behaviour management professional learning and developing a consistent behaviour management approach throughout the school.
Intent, rationale and focus	<ol style="list-style-type: none"> 1. Intent: Improve student outcomes in literacy and numeracy. Rationale: A low proportion of students have demonstrated high benchmark growth in reading and numeracy, and a high proportion of students achieving low benchmark growth in writing. Focus: (i) Embed an evidence based schoolwide approach to teaching literacy and numeracy; starting with CAFE reading in the first year. (ii) Build consistency of teaching practice (iii) Use effective data to inform and evaluate practice during planning time and at whole staff meetings 2. Intent: To improve student positive climate for learning. Rationale: Student survey data indicated low levels of positive endorsement for student voice and agency. Focus: Build student voice and agency into the student learning. Develop processes to embed effective student leadership. 3. Intent: To improve student wellbeing, inclusion and engagement. Rationale: Low levels of positive endorsement in the AtoSS in classroom behaviour, and teachers expressing concern regarding their capacity to deal with higher level behaviour incidents and trauma background of students. Focus: Embed a consistent approach to student management, student wellbeing and engagement. This will include building staff capacity to support positive student wellbeing, inclusion and engagement; and developing and implementing processes that ensure consistency of practice, communication and support for wellbeing.

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Goal 1	Improve student outcomes in literacy and numeracy.
Target 1.1	<p>By 2023 increase the high benchmark growth in NAPLAN reading from 11% (2019) to 25% (2023).</p> <p>In the Victorian Curriculum in Reading for all students to achieve at least one year's growth in each 12 month period.</p>
Target 1.2	<p>By 2023 decrease the low benchmark growth in NAPLAN writing from 38% (2019) to 25% (2023).</p> <p>In the Victorian Curriculum in Writing for all students to achieve at least one year's growth in each 12 month period.</p>
Target 1.3	<p>By 2023 increase the high benchmark growth in NAPLAN numeracy from 11% (2019) to 25% (2023).</p> <p>In the Victorian Curriculum in Numeracy for all students to achieve at least one year's growth in each 12 month period.</p>
Target 1.4	By 2023 increase the overall percentage endorsement of the SSS module factor teaching and learning practice improvement from 52% (2019) to 75% (2023).
Key Improvement Strategy 1.ay Building practice excellence	Embed an evidenced based schoolwide approach to teaching literacy and numeracy.
Key Improvement Strategy 1.by Curriculum planning and assessment	Build consistency in teaching practice aligned with the school's instructional model
Key Improvement Strategy 1.cy Evidence-based high-impact teaching strategies	Implement a process of collaborative goal setting and feedback between teachers and students
Key Improvement Strategy 1.dy Evaluating impact on learning	Use data to inform and evaluate practice.
Goal 2	To improve student positive climate for learning.
Target 2.1	<p>By 2023 increase the positive endorsement of the AtoSS factors;</p> <ul style="list-style-type: none"> 'student voice and agency' from 57% (2019) to 75% (2023). 'effective classroom behaviour' from 77% (2019) to 85% (2023). 'attitudes to attendance' from 79% (2019) to 85% (2023).

	By 2023 to reduce the percentage of 20 or more days absence to 18%.
Target 2.2	By 2023 increase the positive endorsement of the SSS safety and wellbeing module from 70% (2019) to 80% (2023).
Target 2.3	By 2023 increase the positive endorsement of the POS teacher communication from 43% (2019) to 75% (2023).
Key Improvement Strategy 2.ay Health and wellbeing	Embed a consistent approach to student wellbeing and engagement
Key Improvement Strategy 2.by Empowering students and building school pride	Build student voice and agency in their learning
Key Improvement Strategy 2.cy Setting expectations and promoting inclusion	Develop processes to embed effective student leadership.
Goal 3	To improve student wellbeing, inclusion and engagement.
Target 3.1	<p>By 2023 increase the positive endorsement of the AtoSS factors</p> <ul style="list-style-type: none"> • 'sense of connectedness' from 78% (2019) to 82% (2023). • 'self regulation and goal setting' from 81% (2019) to 85% (2023).
Target 3.2	<p>By 2023 increase the positive endorsement of the SSS factors</p> <ul style="list-style-type: none"> • 'staff professional safety' from 65% (2019) to 80% (2023). • 'trust in students and parents' from 48% (2019) to 55% (2023)' • 'shielding/buffering' from 51% (2019) to 56% (2023)
Key Improvement Strategy 3.ay Setting expectations and promoting inclusion	Build staff capabilities to support positive student wellbeing, inclusion and engagement. Employ restorative practices approaches to student management
Key Improvement Strategy 3.by Health and wellbeing	Develop and implement processes that ensure consistency of practice, communication and support for wellbeing across the school.