

## Seaholme Primary School 4440 - Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Merridy Patterson December 2016	.....[name] .....[date]	.....[name] ..... [date]
School council: Sue Day December 2016	.....[name] .....[date]	.....[name] ..... [date]
Delegate of the Secretary: ..... [name] [date]	.....[name] .....[date]	.....[name] ..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>The school aims to provide an environment where our children can be expressive, creative and engaged. We aim for all of our students to have a strong sense of community whilst striving for excellence and maximising their potential.</p> <p>The curriculum at the school is based on the philosophy that children learn best when their experiences at school are structured to take account of different learning styles.</p> <p>We are committed to a partnership of teachers, support staff, parents and students in providing a caring, friendly and safe learning environment.</p> <p>We strive to improve student learning outcomes in literacy and numeracy as the essential foundation for access to future educational pathways.</p>	<p>Our school values are designed to underpin all that we do. The school values describe the guiding principles and beliefs of the school community. We expect staff, students and parents to model these values in all interactions.</p> <p>We see ourselves as a community of learners; eager to improve and to do the best we can for ourselves and for others</p> <p>The school's philosophy is firmly based on the belief that every student has the ability to learn. It stresses the development of initiative, integrity and self-discipline through a structured Student Wellbeing Policy which incorporates positive and non-discriminatory relationships and is governed by clear expectations of the whole school community, all of whom are taught to take responsibility for their own actions.</p> <p>The fundamental aim of the school is to foster and balance the intellectual, physical, cultural and social development of its students within 21st Century skills framework.</p> <p>Our values are:  <b>Respect</b>  <b>Inclusiveness</b>  <b>Honesty</b>  <b>Individuality</b></p>	<p>Situated in the south west of Melbourne in the suburb of Altona, Seaholme Primary School was established in 1929. Enrolments in 2016 are 313, with 14 classes in operation. Students are drawn from the local area and also Altona Meadows, Werribee, Hoppers Crossing and Point Cook. The school's Index of Community Socio-Educational Advantage is 1077, higher than the national average of 1000, and the Student Family Occupation (SFO) Index is 0.35. The history of both of these indices indicate the local area is becoming more educationally advantaged over time. Thirty per cent of students are from a language background other than English.</p> <p>The P-6 classes operate in composite classes to deliver the school program which provides consistency from Foundation to Year 6, and in 2016 there are six Year P-1, two year 2, three year 3-4, and three year 5-6 classes. Seaholme PS employs 18.3 fulltime (FTE) teaching staff, 6.1 support Educational support (ES), a Business Manager, part-time office assistant and two Principal class officers.</p> <p>We provide an innovative and broad Victorian curriculum from Prep (Foundation) to Year 6. Teaching and learning programs are planned around professional learning teams (PLTs) at each level of the curriculum and intervention programs are run for students needing extra learning support whilst our enrichment program delivers extension to those who have special skills in particular areas. Specialist programs include Physical Education (PE), Performing and Visual Arts and Mandarin (Prep-Year 1). The school also has a part time ICT support technician and Out of School Hours Care staff.</p> <p>A wide range of programs as diverse as swimming, beach safety, bicycle education and excursions and incursions complement the core curriculum. A well-rounded program of sporting events, camps and sports clinics supplement competitive Interscholar Sport and Physical Education.</p> <p>The school has been rebuilt over the past 12 years, with an architect designed main building and hall completed in 2004, and a more open plan learning space completed in 2011. The main building underwent a refurbishment in 2016. Grounds have been progressively updated. There are extensive passive and active recreational and learning spaces for students including sitting areas, an oval, synthetic running track, hard court areas, playgrounds and a basketball court. The grounds include extensive landscaping.</p>	<p>Consistent with the outcomes of the school Self Evaluation and School Review Report 2016, the Seaholme PS Strategic Plan (SSP), aims to achieve the following:</p> <ul style="list-style-type: none"> <li>- Improve professional practice through increased collective endeavour and consistency of professional accountability</li> <li>- Support teachers to develop as a professional learning community - Improved staff opinion</li> <li>- Consistency of teacher moderation of assessment tasks to ensure consistency of teacher judgements</li> <li>- Provide further extension opportunities for students who are more able in a curriculum area</li> <li>- Further assist teachers to develop their capacity to fully implement a differentiated approach to student learning</li> <li>- Provide increased opportunities for teachers to be involved in processes that support practice improvement such as; coaching, peer observations and learning walks</li> <li>- Provide additional support for students showing low growth in NAPLAN, and to ensure that all students show positive learning growth each year</li> <li>- Improved student attitudes to school as measured by SATTs and school measures</li> <li>- Increase student voice within and outside of the classroom context</li> <li>- Development of a positive behavior program</li> </ul> <p>The school will focus on the following Framework for Improving Student Outcomes (FISO) Priorities – Excellence in Teaching and Learning and Positive Climate for Learning.</p>



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)
<p>To have all students annually achieve 12 months growth or more in Literacy and Numeracy</p>	<p><b>Excellence in Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>- Building Practice Excellence</li> <li>- Evidence based high impact teaching strategies</li> <li>- Evaluating impact on learning</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure teachers are effectively using data to make accurate teacher judgments for assessment and as a guide for further instruction</li> <li>• Further develop the understanding and implementation of differentiation in the curriculum</li> </ul>	<p><b>By 2020</b></p> <ul style="list-style-type: none"> <li>• To have 100% of students achieve 12 months or more growth as evidenced against <i>Intake adjusted measure</i></li> <li>• Increase the percentage of students above the expected level in NAPLAN each year</li> <li>• To increase the proportion of students each year in the two highest NAPLAN bands (numeracy and all literacy areas: reading, writing, spelling, grammar &amp; punctuation)</li> <li>• To reduce the proportion of students each year in the two lowest NAPLAN bands (numeracy and all literacy areas: reading, writing, spelling, grammar &amp; punctuation)</li> <li>• To have at least 90% of students making medium to high growth against NAPLAN data</li> <li>• To have all identified students achieve the goals in his/her individual learning plan in literacy and numeracy</li> <li>• all staff are implementing effective differentiation strategies that reflect authentic learning tasks across all areas of the curriculum</li> </ul> <p><b>2016 NAPLAN Achievement:</b></p> <p><b>RELATIVE GAIN TARGETS - NAPLAN: 2016</b></p> <p>77% Year 3-5 students making medium &amp; high relative growth in Reading  87% % of Year 3-5 students making medium &amp; high relative growth in Writing  77% % of Year 3-5 students making medium &amp; high relative growth in Numeracy</p> <p><b>Reading</b>  65% of students at year 3 achieving in the two highest bands. 4.3% of students in year 3 achieving the lowest 2 bands  54% of students at year 5 achieving in the two highest bands. 11% of students in year 5 achieving the lowest 2 bands</p> <p><b>Numeracy</b>  58% of students at year 3 achieving in the two highest bands. 21% of students in year 3 achieving the lowest 2 bands  43% of students at year 5 achieving in the two highest bands. 11% of students in year 5 achieving the lowest 2 bands</p> <p><b>Spelling</b>  69% of students at year 3 achieving in the two highest bands. 6% of students in year 3 achieving the lowest 2 bands.  32 % of students at year 5 achieving in the two highest bands. 5.4% of students in year 5 achieving the lowest 2 bands</p> <p><b>Grammar &amp; Punctuation</b>  74% of students at year 3 achieving in the two highest bands. 4.3 % of students in year 3 achieving the lowest 2 bands  46 % of students at year 5 achieving in the two highest bands. 3 % of students in year 5 achieving the lowest 2 bands as measured by NAPLAN</p> <p><b>Writing</b>  71% of students at year 3 achieving in the two highest bands. 28% of students in year 3 achieving the lowest 2 bands as measured by NAPLAN.  35 % of students at year 5 achieving in the two highest bands. 5.4% of students in year 5 achieving the lowest 2 bands</p>
<p>To improve professional practice through increased collective endeavour and professional accountability</p>		<ul style="list-style-type: none"> <li>• Build a professional learning community culture that deepens the capacity of all staff to have a shared understanding and collective responsibility for student learning</li> <li>• Develop and formalise feedback and reflection processes for teachers</li> </ul>	<p><b>By 2020</b></p> <ul style="list-style-type: none"> <li>• Improve the staff survey components of <i>collective responsibility, staff trust in colleagues</i>, to be 75% or higher</li> <li>• Maintain or improve staff survey components of <i>collective efficacy, collective focus on student learning, and teacher collaboration</i> to be 75% or higher</li> <li>• All teachers have regularly participated in coaching, reciprocal peer observations and feedback cycles, that support improvement in practice</li> </ul>
<p>To deepen and strengthen students' learning confidence and motivation</p>	<p><b>Positive Climate for Learning</b></p> <ul style="list-style-type: none"> <li>- Empowering Students and Building School Pride</li> <li>- Setting expectations and promoting inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Provide further opportunities to increase student voice in and outside of the classroom</li> <li>• Develop and formalise feedback and reflection processes for students</li> </ul>	<p><b>By 2020</b></p> <ul style="list-style-type: none"> <li>• All <i>Teaching and Learning</i> variables on the on the 5/6 Student Attitudes to School Survey, to be 75% or higher (fourth quartile or higher) - focus on lowest variables; <i>stimulating learning, learning confidence, teacher effectiveness</i></li> </ul>
<p>To empower students to be curious, creative and critical thinkers who are responsible for their decisions and actions</p>		<ul style="list-style-type: none"> <li>• Further develop an inquiry approach across all areas of the curriculum</li> <li>• Further develop a positive school culture and climate that empowers students to have greater say in their learning and the school</li> <li>• Develop and implement a schoolwide positive behaviour framework</li> </ul>	<p><b>By 2020</b></p> <ul style="list-style-type: none"> <li>• All <i>Wellbeing and Student Relationship</i> variables on the 5/6 Student Attitudes to School Survey, to be 75% or higher (fourth quartile or higher) - focus on lowest variables; <i>classroom behaviour, student morale and student safety</i></li> <li>• Increased opportunities and formal processes for students to reflect metacognitively on their learning through effective feedback processes</li> </ul>





Framework for Improving Student Outcomes

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