

School Strategic Plan 2020-2024

Seaholme Primary School (4440)



Submitted for review by Ashley Craig (School Principal) on 22 June, 2021 at 01:22 PM

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School vision	<p>At Seaholme Primary School, we work together with our community to ensure 'Success for All'. We provide a stimulating, creative and challenging learning environment where students achieve their personal best. They are supported to grow socially, emotionally and academically, and become respectful, responsible and resilient members of a global community. We offer a robust educational experience for all students through effective communication, strong collaboration and high impact, research based teaching.</p> <p>The school aims to provide an environment where our children can be expressive, creative and engaged. We are committed to a partnership of teachers, support staff, parents and students in providing a caring, friendly and safe learning environment. The curriculum at the school is based on the philosophy that children learn best when their experiences at school are structured, and enhanced by student voice and agency. We strive to improve student learning outcomes in literacy and numeracy as the essential foundation for access to future educational pathways.</p> <p>We aim for all of our students to have a strong sense of community whilst striving for excellence and maximising their potential. We value relationships and connections and work hard to develop these with the community. We encourage our students to develop respectful relationships with their peers, teachers and the broader community. We instil in our students a keen social conscience and the capacity to make ethical decisions.</p> <p>Our students leave Seaholme Primary School with the skills, mindsets and qualities that will best equip them for success in an ever changing world. Our students are intelligent, resilient, creative, imaginative, disciplined, dedicated to life-long learning, respectful and ethical.</p>
School values	<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 do the best we can for ourselves and 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 Engagement and 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 actions.</p> <p>The school's fundamental aim is to foster and balance the intellectual, physical, cultural and social development of its students within</p>

	<p>21st Century skills framework.</p> <p>Our values are: Respect - Being honest and valuing ourselves, other people and property. Responsibility - Behaving sensibly and making good choices. Resilience - Coping and bouncing back after experiencing difficult situations.</p> <p>At Seaholme Primary School, we have an embedded School-Wide Positive Behaviour (SWPB) approach to promoting our school values and positive behaviours. SWPB is a whole-school framework consisting of evidence-based behavioural interventions incorporated into an integrated continuum that enhances academic and social outcomes for all students. Behaviour expectations are guided by our values and outlined in SWPBS Matrices for students, staff and our community. Behaviour flow charts for the classroom and yard assist in managing challenging behaviours and acknowledging positive behaviours. Students who demonstrate our school values of respect, responsibility, and resilience receive stickers on visual classroom charts, with those consistently displaying our school values receiving community acknowledgment with wristbands at our weekly school assemblies.</p>
<p>Context challenges</p>	<p>Seaholme Primary School was established in 1929, and is situated in Western Melbourne in the bayside suburb of Altona. We acknowledge the Yalukit-Willam people of the Boon Wurrung as the traditional custodians of the land on which our school has been built upon. Seaholme Primary School has a stable enrolment of 350 students, primarily drawn from our designated neighbourhood of Seaholme and Altona. The school's Index of Community Socio-Educational Advantage is 1091, higher than the national average of 1000, and the Student Family Occupation and Education (SFOE) index is 0.2386. The indices indicate that the local area has become more educationally advantaged over time.</p> <p>The school is led by a Principal, an Assistant Principal, and a Learning Specialist, ably supported by dedicated teaching and support staff. The teaching staff comprises fourteen classroom teachers and four specialist teachers in the areas of; Mandarin, Physical Education, STEM (Science, Technology, Engineering, Mathematics) and Visual Arts. Students from Foundation to Grade 6 have weekly specialist sessions for one hour in length. In 2021, there are two Foundation classes, taught in the double classroom with support from the Learning Specialist, two Grade 1 classrooms, two Grade 2 classrooms, four Grade 3/4 classrooms and four Grade 5/6 classrooms.</p> <p>In 2021, as part of the Tutor Learning Initiative, we ran small, intensive groups to further develop identified students who failed to make the anticipated progress during the interrupted 2020 school year. This program is run by an employed teacher and supported by a retired teacher who volunteers. Four integration aides are employed to provide extra assistance for students who need support with their learning. Furthermore, we have an experienced wellbeing teacher and parent, who volunteers to support our students with developing wellbeing skills. We are fortunate to have these dedicated volunteers that support our students needs and school priorities.</p> <p>Seaholme Primary School has been recongised by the Department of Education and Training for the work we have done in</p>

	<p>professional learning through the Professional Learning Communities (PLC) initiative. We have a strong staff culture of continuous improvement, which underpins everything we do. This belief is supported by processes and structures we have developed to ensure best practice in all classrooms. We are a PLC Link School, which provides the school with additional resources to support local schools in their development of Professional Learning Communities. The additional funds allow our school to provide further opportunities for students to experience additional opportunities such as an extra specialist subject. However, the additional role does impact the schools' leadership depth.</p> <p>As we advance, it will be a challenge to continue to provide our students with the opportunity to experience an extensive range of specialist and educational experiences. We will continue to access outside organisations and grants, such as the Creative Workers in Schools grant, which in 2021 provided our school with three artists for six months of the year. Without these grants and additional funding, our current rich and varied program may become limited due to a lack of resources. Other key challenges for our school are in the area of health and wellbeing of our students and families. The school has seen an anecdotal increase in the number of students requiring assessments and support for both academic and mental health concerns. The school will continue to work closely with families, and develop further relationships with community health and educational organisations to support every learner.</p>
<p>Intent, rationale and focus</p>	<p>Consistent with the outcomes of the school Self Evaluation and School Review Report 2021, the Seaholme PS Strategic Plan (SSP), aims to achieve the following:</p> <ul style="list-style-type: none"> - Enhance teacher knowledge of curriculum, assessment and pedagogy - Assist teachers to develop their capacity to implement a differentiated approach to student learning - Assist teachers in developing their capacity to design authentic learning tasks - Assist teachers in developing their capacity to promote student agency - Support teachers to further develop our highly effective Professional Learning Community - Provide increased opportunities for teachers to be involved in processes that support practice improvement such as; coaching, peer observations and learning walks - Provide opportunities for all staff to build their leadership capacity - Provide further extension opportunities for students in all areas of the curriculum - Increase student agency with the classroom - Increase student engagement and motivation - Provide students with formal and informal opportunities for student voice and leadership - Provide opportunities for all students to be included in all aspects of school life - Support our community to be active participants in their children's learning and life at school <p>The school will focus on the following Framework for Improving Student Outcomes (FISO) Priorities and correlating dimensions:</p> <ul style="list-style-type: none"> - Excellence in Teaching and Learning; Curriculum Planning and Assessment - Professional Leadership; Instructional and Shared Leadership - Positive Climate for learning; Empowering Students and Building School Pride, Setting Expectations and Promoting Inclusion - Community Engagement in Learning; Parents and Carers as Partners

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Goal 1	To improve the learning outcomes of all students.
Target 1.1	<p>NAPLAN percentage of students meeting or above benchmark growth to improve in:</p> <ul style="list-style-type: none">• <i>Reading from 87.9 per cent in 2019 to 92 per cent by 2024</i>• <i>Writing from 82.4 per cent in 2019 to 87 per cent by 2024</i>• <i>Numeracy from 88.6 per cent in 2019 to 93 per cent by 2024.</i>
Target 1.2	<p>NAPLAN per cent of students maintained in the top two NAPLAN bands between Year 3 and Year 5 in:</p> <ul style="list-style-type: none">• <i>Reading from 86 per cent in 2019 to 90 per cent by 2024</i>• <i>Writing from 48 per cent in 2019 to 56 per cent by 2024</i>• <i>Numeracy from 73 per cent in 2019 to 81 per cent by 2024.</i>
Target 1.3	<p>NAPLAN top two bands to improve in:</p> <p>Year 3</p> <ul style="list-style-type: none">• <i>Reading from 71 per cent in 2019 to 75 per cent by 2024</i>

	<ul style="list-style-type: none"> • <i>Writing from 60 per cent in 2019 to 64 per cent by 2024</i> • <i>Numeracy from 57 per cent in 2019 to 61 per cent by 2024.</i> <p><i>Year 5</i></p> <ul style="list-style-type: none"> • <i>Reading from 59 per cent in 2019 to 63 per cent by 2024</i> • <i>Writing from 33 per cent in 2019 to 41 per cent by 2024</i> • <i>Numeracy from 56 per cent in 2019 to 60 per cent by 2024.</i>
<p>Target 1.4</p>	<p>Teacher Judgment – growth (semester 1 to semester 1) as verified by triangulation of data which may include, Fountas and Pinnell, PAT Maths, PAT Comprehension and Moderated tasks, to improve in:</p> <ul style="list-style-type: none"> • <i>Reading from 87.8 per cent in 2019 to 92 per cent of students in 2024 across F–6 making at and above expected growth.</i> • <i>Writing from 88.8 per cent in 2019 to 93 per cent of students in 2024 across F–6 making at and above expected growth.</i> • <i>Number and Algebra from 91.6 per cent in 2019 to 96 per cent of students in 2024 across F–6 making at and above expected growth.</i>
<p>Target 1.5</p>	<p>Staff Opinion Survey – to improve the per cent of positive endorsement for the following measures:</p> <ul style="list-style-type: none"> • <i>Teacher collaboration from 69 per cent in 2019 to 73 per cent by 2024.</i> • <i>Academic emphasis 79 per cent in 2019 to 83 per cent by 2024.</i>

	<ul style="list-style-type: none"> • <i>Instructional leadership from 88 per cent in 2019 to 92 per cent by 2024.</i>
Key Improvement Strategy 1.a Curriculum planning and assessment	Enhance teacher capacity to use curriculum, assessment and pedagogy to enable effective differentiation and challenge for all students
Key Improvement Strategy 1.b Curriculum planning and assessment	Enhance student agency in learning
Key Improvement Strategy 1.c Instructional and shared leadership	Build the instructional and shared leadership of all staff
Goal 2	To enhance student engagement in all facets of school life.
Target 2.1	<p>Student Attitudes to School Survey – to improve the per cent of positive endorsement for the following measures:</p> <ul style="list-style-type: none"> • <i>Motivation and interest from 78 per cent in 2019 to 82 per cent by 2024</i> • <i>Sense of confidence from 76 per cent in 2019 to 80 per cent by 2024</i> • <i>Stimulated learning from 71 per cent in 2019 to 79 per cent by 2024.</i> • <i>Differentiated learning challenge from 77 per cent in 2019 to 85 per cent by 2024</i> • <i>Self-regulation and goal setting from 81 per cent in 2019 to 85 per cent by 2024</i> • <i>Student voice and agency from 63 per cent in 2019 to 71 per cent by 2024.</i>
Target 2.2	Attendance – reduce average days absent per student from 15.1 in 2019 to 11 by 2024.
Key Improvement Strategy 2.a	Enhance opportunities for student voice, agency and leadership

Empowering students and building school pride	
Goal 3	Enhance the health and wellbeing of every student.
Target 3.1	<p>Staff Opinion Survey – to improve the per cent of positive endorsement for the following measures:</p> <ul style="list-style-type: none"> • <i>Trust in students and parent from 86 per cent in 2019 to 90 per cent by 2024</i> • <i>Parent and community involvement from 86 per cent in 2019 to 90 per cent by 2024.</i>
Target 3.2	<p>Parent Opinion Survey – to improve the per cent of positive endorsement for the following measures:</p> <ul style="list-style-type: none"> • <i>Parent participation and involvement from 81 per cent to 85 per cent by 2024</i> • <i>Managing bullying from 78 per cent in 2019 to 82 per cent by 2024</i> • <i>Not experiencing bullying from 70 per cent in 2019 to 74 per cent by 2024</i> • <i>Promoting positive behaviour from 93 per cent in 2019 to 97 per cent by 2024</i> • <i>Respect for diversity from 93 per cent in 2019 to 97 per cent by 2024.</i>
Target 3.3	<p>Student Attitudes to School Survey – to improve the per cent of positive endorsement for the following measures:</p> <ul style="list-style-type: none"> • <i>Sense of inclusion from 80 per cent in 2019 to 88 per cent by 2024</i> • <i>Sense of connectedness from 74 per cent in 2019 to 82 per cent by 2024</i> • <i>Advocate at school from 83 per cent in 2019 to 87 per cent by 2024</i> • <i>Managing bullying from 82 per cent in 2019 to 86 per cent by 2024</i> • <i>Teacher concern from 61 per cent in 2019 to 69 per cent by 2024</i> • <i>Resilience from 80 per cent in 2019 to 84 per cent by 2024</i> • <i>Respect for diversity from 80 per cent in 2019 to 84 per cent by 2024.</i>

Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Build a positive and inclusive learning environment
Key Improvement Strategy 3.b Parents and carers as partners	Continue to foster networks with parents, carers and the wider community to enhance student wellbeing, achievement and engagement