

School Strategic Plan 2024-2028

Seaholme Primary School (4440)



Submitted for review by James Barger (School Principal) on 28 October, 2024 at 02:37 PM

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School Strategic Plan - 2024-2028

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School vision	Seaholme's diverse and connected community embodies a culture of inclusivity, where every learner is supported to achieve their personal best. Through strong relationships, we create a student-centred environment where wellbeing and learning are equally valued. We collaborate, empower students and implement evidence based practices to ensure continuous improvement and 'Success for All'.
School values	<p>Seaholme's values of Respect, Responsibility and Resilience underpin all we do. Our staff, students and families model these values.</p> <p>We see ourselves as a community of learners, eager to improve and do our best for ourselves and others. The school's philosophy is firmly based on the belief that every student has the right and ability to learn. We value student voice and partner with families, support networks and the wider community to work towards our shared goal of fostering student growth academically, socially and emotionally.</p> <p>Our values are: Respect - Valuing ourselves, other people and our environment. Responsibility - Making positive choices and an awareness of our impact on others. Resilience - Adapting to adversity and maintaining hope when experiencing challenges.</p>
Context challenges	<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. The school's Student Family Occupation and Education (SFOE) index is 0.1856, which indicates that the local area is significantly educationally advantaged.</p> <p>The school is led by a Principal, an Assistant Principal, and three Learning Specialists, ably supported by dedicated teaching and support staff. The teaching staff comprises thirteen classroom teachers and four specialist teachers in Mandarin, Physical Education, STEM (Science, Technology, Engineering, Mathematics) and Visual Arts. Students from Foundation to Grade 6 have weekly specialist sessions that are one hour in length. In 2024, there are two Foundation classes, three Grade 1/2 classrooms, four Grade 3/4 classrooms and four Grade 5/6 classrooms.</p> <p>We have a commitment to inclusive practice, which is highly valued by our community and makes us an attractive school</p>

	<p>for families of students with complex needs. Offering the level of support requires high levels of human, financial, physical and organisational resourcing. This is compounded by the challenges of declining enrolments due to rising property costs that are making it difficult for families to continue to reside in the area. The combination of decreasing enrolment numbers and a heavily experienced staffing profile will make it financially difficult to continue to provide the same level of support and vast curriculum and educational experiences required for the growing complex needs. We will continue to partner with our community and outside organisations, such as Western Autistic School and Jason Colemean Ministry of Dance, which allow us to provide robust experiences and supports. Without these partnerships and additional funding, our current rich and varied program may become limited due to a lack of resources.</p>
<p>Intent, rationale and focus</p>	<p>After carefully considering the collected evidence from the School review, including feedback from families, staff and students and school data sets, our intent is: To optimise the learning and wellbeing of every student. To achieve this, we will:</p> <ul style="list-style-type: none"> - Review and strengthen the school's agreed teaching and learning practices. - Strengthen staff capacity to collect, analyse and use the learning and wellbeing data. - Enhance student engagement and empowerment in their learning. - Further develop school and family partnerships to strengthen learning and wellbeing outcomes. - Embed the school's tiered approach to wellbeing, engagement and inclusion. <p>We know that students who are engaged and supported at their point of need to grow academically, socially and emotionally are set up to thrive, contribute and respond positively to challenges and life's opportunities.</p>

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Goal 1	To optimise the learning growth of every student
Target 1.1	<p>By 2028, maintain or increase the percentage of Year 3 students at the NAPLAN Exceeding and Strong proficiency levels in:</p> <ul style="list-style-type: none">• Reading at 83% (2024)• Writing at 98% (2024)• Numeracy from 80% in 2024 to 84% <p>By 2028, increase the percentage of Year 3 students at the NAPLAN Exceeding proficiency levels in:</p> <ul style="list-style-type: none">• Reading from 33% (2024) to 37%• Writing from 9% (2024) to 15%• Numeracy from 17% in 2024 to 23% <p>By 2028, maintain or increase the percentage of Year 5 students at the NAPLAN Exceeding and Strong proficiency levels in:</p> <ul style="list-style-type: none">• Reading from 83% (2024) to 87%• Writing at 90% (2024)• Numeracy at 93% (2024) <p>By 2028, increase the percentage of Year 5 students at the NAPLAN Exceeding proficiency levels in:</p> <ul style="list-style-type: none">• Reading from 33% (2024) to 39%• Writing from 17% (2024) to 23%• Numeracy from 24% (2024) to 28%

Target 1.2	NAPLAN Benchmark Growth - target to be confirmed.
Target 1.3	<p>By 2028, maintain or increase the percentage of F-6 students assessed against the Victorian Curriculum (VC) levels F-10, according to teacher judgement as being at or above age expected levels in:</p> <ul style="list-style-type: none"> • Reading and Viewing at 95% (2023) • Writing from 92% (2023) to 95% • Measurement and Geometry at 94% (2023) • Number and Algebra at 92% (2023) <p><i>Numeracy target to be set when two years of VC Maths 2.0 benchmark data are available</i></p>
Target 1.4	<p>By 2028, increase the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures in:</p> <ul style="list-style-type: none"> • Effective teaching practice for cognitive behaviour domain: <ul style="list-style-type: none"> ○ Stimulated learning from 59% (2024) to 67% ○ Differentiated Learning from 79% (2024) to 85% • Learner Characteristics and Disposition domain: <ul style="list-style-type: none"> ○ Motivation and Interest from 56% (2024) to 64% ○ Student Voice and Agency from 54% (2024) to 62%
Target 1.5	<p>By 2028, increase the percentage of staff reporting positive endorsement to the School Staff Survey (SSS) measures in:</p> <ul style="list-style-type: none"> • Teaching and Learning – Evaluation <ul style="list-style-type: none"> ○ Understand how to analyse data from 63% (2024) to 71%

	<ul style="list-style-type: none"> • Teaching and Learning – Planning <ul style="list-style-type: none"> ○ Plan differentiated learning activities from 50% (2024) to 80% • Teaching and Learning – Practice Improvement <ul style="list-style-type: none"> ○ Seek feedback to improve practice from 56% (2024) to 64%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and strengthen the school's agreed teaching and learning practices.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen staff capacity to collect, analyse and use the learning and wellbeing data.
Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance student engagement and empowerment in their learning.
Goal 2	To optimise the wellbeing of every student.
Target 2.1	By 2028, increase the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures in: <ul style="list-style-type: none"> • Social engagement domain

	<ul style="list-style-type: none"> ○ Sense of connectedness from 73% (2024) to 79% ● School safety domain <ul style="list-style-type: none"> ○ Managing bullying from 60% (2024) to 68% ● Teacher-student relations domain <ul style="list-style-type: none"> ○ Teacher concern from 56% (2024) to 64%
Target 2.2	<p>By 2028, increase the percentage respondents reporting positive endorsement to the Parent Opinion Survey (POS) measures in:</p> <ul style="list-style-type: none"> ● Parent community engagement factor group <ul style="list-style-type: none"> ○ Teacher communication from 66% (2024) to 74% ● Safety factor group <ul style="list-style-type: none"> ○ Not experiencing bullying from 77% (2024) to 81%
Target 2.3	<p>By 2028, decrease the percentage of students with 20 or more absence days from 29% (2023) to 25%</p>
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	<p>Further develop school and family partnerships to strengthen learning and wellbeing outcomes.</p>
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to	<p>Embed the school's tiered approach to wellbeing, engagement and inclusion.</p>

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Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	