

School Strategic Plan 2020-2024

Seaford North Primary School (4974)



Submitted for review by Lee Murnane (School Principal) on 25 June, 2020 at 03:07 PM

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School vision	<p>School Mission Statement</p> <p>Our mission is to provide all Seaford North Primary School students with a high quality, challenging, global education which develops compassion and respect.</p> <p>We provide engaging learning opportunities that includes essential knowledge, concepts, skills and attitudes, enabling students to transfer these to new situations necessary in a rapidly changing world.</p> <p>We are committed to differentiation so that students work at their level and are able to make decisions about their learning in line with the curriculum.</p> <p>We encourage students to take responsibility with their learning so that they can be purposeful and make a difference to themselves and their world.</p>
School values	<p>Seaford North Primary School values the importance of developing socially aware, active, resilient and empathetic community members who respect themselves, others and the world around them. We strive to do this through the development and demonstration of the IB Learner Profile attributes.</p> <p>As IB learners we strive to be:</p> <p>INQUIRERS: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>KNOWLEDGEABLE: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>THINKERS: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p>PRINCIPLED: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>

	<p>OPEN-MINDED: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p>CARING: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p>RISK TAKERS: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p>BALANCED: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.</p> <p>REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
Context challenges	<p>During the last cycle the school dealt with a significant increase in enrolments which resulted in changes to staff and to staff teams. Simultaneously the school was introducing a new pedagogy which was the focus of professional learning and teacher practice (IB PYP) and the school was also undergoing a major building program</p> <p>The School has set key directions for this School Strategic Plan:</p> <ul style="list-style-type: none"> • English and Mathematics, particularly improving outcomes at Year 5 • High Impact Teaching Strategies • Student voice, agency and leadership, particularly agency. • Student health and wellbeing.
Intent, rationale and focus	<p>Intent</p> <p>Over the course of this School Strategic Plan, Seaford North Primary School aims to promote a clear vision, expectations and consistency across the school. Student and teacher voice and agency will be enhanced and utilised in order to achieve academic, social and emotional success for all.</p> <p>Professional, knowledgeable, self-motivated, data literate teachers who value their learning and that of their students, will effectively collaborate to develop students' skills and capabilities across all curriculum areas and strive to improve student outcomes in English</p>

and Mathematics.

Through a balanced approach to teaching and learning, informed by an embedded instructional model and best practice teaching strategies, we aim to provide a place where students feel safe and motivated, becoming empathetic, globally-minded, life-long learners.

Rationale

Students of today are faced with a constantly changing world. To effectively function as active citizens, we need to support our students to become curious, well-rounded, literate and numerate people who possess transferable skills to creatively find and solve problems.

Engaging our learners with school-wide, best practice teaching, setting high expectations and building resilience, encourages our students to embrace life-long learning, supports them to reach their potential and prepares them for what the world may bring.

Focus

Over the next 4 years, we will be focusing on:

Improving student outcomes in English, particularly in the areas of reading and writing.

Improving student outcomes in Mathematics, particularly the proportion of Year 5 students in the top two bands of NAPLAN in Numeracy.

Improving student social and emotional wellbeing and agency in learning.

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Goal 1	To improve student learning outcomes in English
Target 1.1	To improve the proportion of Year 5 students in the top two bands of NAPLAN in Reading from 28% in 2019 to 40%
Target 1.2	To improve the proportion of Year 5 students in the top two bands of NAPLAN Writing from 10% in 2019 to 20%
Target 1.3	To improve the proportion of students across the school at 'above expected' level in Reading, according to Victorian Curriculum Teacher Judgement from 36% in 2019 to 40%
Target 1.4	To improve the proportion of students across the school at 'above expected' level in Writing, according to Victorian Curriculum Teacher Judgement from 20% in 2019 to 30%
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Refine and embed an agreed instructional model across the school to increase practice excellence
Key Improvement Strategy 1.b Instructional and shared leadership	Develop and embed a Professional Learning Community (PLC) culture across the school
Key Improvement Strategy 1.c Evaluating impact on learning	Embed high level data literacy among staff to ensure accuracy, consistency and reliability of teacher judgement

Key Improvement Strategy 1.d Evidence-based high-impact teaching strategies	Build teacher capabilities in the use of the High Impact Learning Strategies (HITS) to challenge and extend the most able students
Goal 2	To improve student learning outcomes in Mathematics
Target 2.1	To improve the proportion of students across the school at 'above expected' level in Number and Algebra, according to Victorian Curriculum Teacher Judgement from 30% in 2019 to 35%
Target 2.2	To improve the proportion of Year 5 students in the top two bands of NAPLAN in Numeracy from 27% in 2019 to 35%
Key Improvement Strategy 2.a Evaluating impact on learning	Embed high level data literacy to ensure accuracy, consistency and reliability of teacher judgement
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Build teacher capabilities in the use of the High Impact Learning Strategies (HITS) to challenge and extend the most able students
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Refine and embed an agreed instructional model across the school to increase practice excellence
Key Improvement Strategy 2.d Instructional and shared leadership	Develop and embed a Professional Learning Community (PLC) culture across the school
Goal 3	Improve student social and emotional wellbeing and agency in learning.

Target 3.1	<p>Using the student Attitudes to School survey (ATSS) there will be not less than 95 per cent positive endorsement in the areas of –</p> <ul style="list-style-type: none"> • Student voice and agency (aggregated 2017-19) - 91 per cent • Differentiated learning challenge (aggregated 2017-19) - 88 per cent • Self-regulation and goal setting (aggregated 2017-19) - 96 per cent.
Target 3.2	<p>Using the Attitudes to School survey (AToSS) data - there will be not less than 95 per cent positive endorsement in the areas of –</p> <ul style="list-style-type: none"> • Resilience (aggregated 2017-19) - 91 per cent • Teacher concern (aggregated 2017-19) - 86 per cent
Target 3.3	<p>Using the AToSS data - there will be not less than 75 per cent positive endorsement of the item –</p> <ul style="list-style-type: none"> • Not experiencing bullying
Target 3.4	<p>Using Parent Opinion survey data there will be not less than 75 per cent positive endorsement of the item</p> <ul style="list-style-type: none"> • Not experiencing bullying
Key Improvement Strategy 3.a Empowering students and building school pride	Develop and implement a whole-school approach to student voice, agency and participation.

Key Improvement Strategy 3.b Building practice excellence	Build staff capacity to empower students in managing and monitoring their own learning
Key Improvement Strategy 3.c Health and wellbeing	Develop a whole school approach to health and wellbeing which engages with all school and community stakeholders
Key Improvement Strategy 3.d Building practice excellence	Increase the capacity of staff to build positive relations with students to reinforce each student's self-worth and abilities
Key Improvement Strategy 3.e Curriculum planning and assessment	Embed a resilience building program across the school F-6.