School Strategic Plan for
Seabrook Primary School
Western Metropolitan Region
2011- 2013
## Purpose

Seabrook Primary School is an internationally minded community that provides a supportive, nurturing and challenging environment that encourages high expectations for success. Our aim is to develop inquiring, knowledgeable and caring young people who are lifelong learners by providing for individual differences and learning styles. We are committed to providing a safe, secure and harmonious school, where each student’s self-esteem is fostered by positive relationships with students, staff and the wider community. We share our cultural diversity to nurture growth, responsibility, and productivity within a positive school-wide atmosphere. We promote sportsmanship, school spirit, and pride in ourselves through our academic, physical, social and emotional accomplishments.

We adopt a “forward thinking” approach to curriculum development and delivery so that our students will be engaged in a curriculum that prepares them for their future. We emphasise personalised learning and goal setting.

We offer a comprehensive curriculum which includes the areas of English, Maths, Science, humanities, Health, Physical Education, Visual Arts, Dance and Drama, Italian and Technology Studies. Specialist teachers provide programs in the areas of Visual Arts, Library, Physical Education, Music and Italian.

Students also have access to a networked computer system and a wide range of ICT tools. Staff prepares individual Student Improvement Plans for students who need extra support, building strong links between home and school. Parent professional development is offered regularly in the areas of Technology, English, Maths and Parenting.

To enhance students’ learning to their full potential we plan to further develop the following programs -
- literacy and numeracy throughout the school using a staff coaching system
- inquiry learning incorporating creative thinking, philosophy, De Bono’s Thinking Hats, Mind Mapping, A Peer support program
- A differentiated curriculum through personalised learning and goal setting
- Art gallery in the administration block
- Out of hours sports clinics
- Camping and swimming programs

On-going professional Development is a central focus for all staff.

Seabrook Primary School is a candidate school in the Primary School Programme in the International Baccalaureate Organisation and is working towards becoming an authorised PYP school in 2011.

As we are associated with the International Baccalaureate (IB) staff at Seabrook Primary School has developed a Mission Statement that has been guided by the Mission statement of the IB.
Seabrook Primary School aims to deliver best learning and teaching practice, which supports and develops learners who are knowledgeable and seek to display an international perspective. Teachers, students and the wider community assist in the development of life-long learners who contribute responsibly to the global community. Our teaching and learning mission is to provide challenging, rigorous and significant programs incorporating an international perspective. Our community nurtures the individual talents of children so that they become critical and compassionate thinkers and life-long learners; individuals who are open to the differences that exist in our global community.

**IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IB works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

<table>
<thead>
<tr>
<th>Values</th>
<th>At Seabrook Primary School high expectations are met, valuing intrinsic rewards through actions focused upon the IB Primary Years Program attitudes and learner profile. These dispositions we foster in all our students and encourage in our wider community.</th>
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</thead>
</table>
| IB attitudes | **Appreciation** - Appreciating the wonder and beauty of the world and its people  
**Commitment** - Being committed to their learning, persevering and showing self – discipline and responsibility  
**Confidence** - Cooperating, collaborating and leading or following as the situation demand  
**Creativity** - Being creative and imaginative in their thinking and in their approach to problems and dilemmas  
**Curiosity** - Being curious about the nature of learning and of the world, its people and cultures  
**Empathy** - Imaginatively projecting themselves into another’s situation, in order to understand his or her thoughts, reasoning and emotions  
**Enthusiasm** - Enjoying learning  
**Independence** - Thinking and acting independently, making judgements based on reasoned principles and being able to defend your judgements  
**Integrity** - Having integrity and a firm sense of fairness and honesty  
**Respect** - Respecting themselves, others and the world around them  
**Tolerance** - Feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others. |
IB learner profile

- **Inquirers**: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

- **Knowledgeable**: They explore concepts, ideas and issues that have local and global significance. In so doing they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

- **Thinkers**: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.

- **Communicators**: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

- **Principled**: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their actions and the consequences that accompany them.

- **Open – Minded**: They understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

- **Caring**: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and the environment.

- **Risk – takers**: They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

- **Balanced**: They understand the importance of intellectual, physical and emotional balance to achieve personal well being for themselves and others.

- **Reflective**: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
Environmental Context

Seabrook Primary School opened in 1997 with 12 staff, located on Point Cook Road, Seabrook in the City of Hobson’s Bay. The school is situated on the edge of a rapidly growing corridor of Point Cook, Wyndham. The 1997 opening enrolment of 242 students has steadily increased to 750 students in the year 2010 and has an expected enrolment of 840 in 2011. The school has over 60 staff (teaching and non teaching) and caters to students from over 32 different nationalities. The school has a SFO density at 0.44.

Our school features a courtyard design of 14 permanent classrooms, a growing cluster of portable classrooms, an administration wing, art and library wing, gymnasium centre and music centre. Our school facilities include a music room with stage into the gymnasium, 2 automated libraries, classroom access to laptops and desktops computers and fully equipped canteen area. The school is housed on one site with a new wing of 6 learning spaces.

A great emphasis is placed on creating a caring environment for students, staff and parents by –

- encouraging open communication.
- building links between home and school.
- developing a school culture that promotes equity for all members.
- fostering mutual respect.
- promoting self-esteem.
- seeking community opinion.
- promoting personal qualities of honesty, thoughtfulness, politeness and consideration for others.
## Key Improvement Strategies (KIS across the three student outcomes areas)

<table>
<thead>
<tr>
<th>Student Learning</th>
<th>Actions</th>
<th>Achievement Milestones (Changes in practice and behaviours)</th>
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<tbody>
<tr>
<td><strong>Goal:</strong> To improve learning in literacy, numeracy and in inquiry across the school</td>
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<tr>
<td>Collection, management and assessment of data across the school</td>
<td><strong>Year 1</strong></td>
<td>All staff following the school’s assessment procedure</td>
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<td>Build the capabilities of every teacher and staff member</td>
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<td>All staff accessing individual and group data from SPA</td>
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<td>Build the leadership capacity across the school</td>
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<td>Reflections in staff Performance Plans to clearly demonstrate individual’s ‘next level of work’</td>
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<td>Further improve learning across the school</td>
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<td>New and beginning teachers are confident with planning and implementation of units of inquiry</td>
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<td>All children continuously set learning goals based on evidence</td>
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<td></td>
<td>Audit of successful practices to track learning</td>
<td>Teachers and students will use Ultranet and a variety of web 2.0 tools and technology to support learning</td>
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<td>Develop a whole school assessment schedule</td>
<td>Teachers will have role clarity as evidenced in opinion survey</td>
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<td></td>
<td>Manage Student Performance Analyser (SPA) data base</td>
<td>Evidence in teacher’s planning and professional reviews and general satisfaction in their roles</td>
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<td>Develop a coaching and mentoring program</td>
<td>Evidence in curriculum planning of use of e5 model</td>
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<td></td>
<td>Build the rigour and quality of the induction program with emphasis on inquiry model</td>
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<td>Differentiation through personalised learning</td>
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<td></td>
<td>Encourage E-learning across the curriculum through Ultranet and 1:1 laptop program (4-6)</td>
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<td>Create teams with defined roles and responsibilities</td>
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<td></td>
<td>Adopt principals of e5 in planning, teaching and evaluation of learning and programs</td>
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<td></td>
<td><strong>Year 2</strong></td>
<td>In planning, greater variety of formative and summative assessments will be used</td>
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<td></td>
<td>Professional learning for teachers in assessment and techniques</td>
<td>Teachers use Marzano’s effective instructional practices</td>
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<td>Understand effective instructional practices</td>
<td>Confidence in teachers as leaders</td>
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<td>Maintain school based leadership development program for staff</td>
<td>Evidence of deep curriculum and an increased confidence in teaching literacy and numeracy</td>
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<td>Professional learning programs offered - Inquiry, literacy and numeracy</td>
<td>Improved practices of monitoring and assessment procedures</td>
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<td></td>
<td>Review assessment schedule to include a range of tools to be used as regular practice</td>
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<td></td>
<td>Monitor data base, accuracy and use</td>
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<td></td>
<td>Review e5 practices</td>
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<td></td>
<td>Continue coaching and mentoring programs</td>
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</table>
| Year 3 | - Re introduce Seabrook Future Leaders Program  
- Build with other schools in regional programs  
- Regular attendance by Seabrook leaders at professional sessions around leadership  
- Staff involved in regional initiatives and share practices with other schools |
| Year 4 | - Encourage attendance at Bastow leadership courses and PYP regional and network workshops  
- Attendance by staff at Bastow PYP courses and workshops |

**Student engagement and wellbeing**

**Goal:** Further enhance the positive relationships in Seabrook’s learning community
- Review current student engagement and wellbeing policy
- Ensure the consistency of understanding the approach
- Introduction of restorative practices
- Enhance student leadership
- Audit student absence data and introduce appropriate action

| Year 1 | - Professional learning for teachers in restorative practices  
- Distribute Seabrook P.S Student Engagement and Well-Being Policy  
- Familiarisation of the content of SEP for staff  
- Audit student absence and address issues  
- Staff implement restorative practices in accordance with the School Student Wellbeing and Engagement policy  
- Community awareness of policy and practices  
- Greater understanding of policy by staff  
- Decrease in student absence P-6 |

| Year 2 | - Survey parents and students about the effectiveness of Seabrook grade 6 leadership program  
- Review the Student Engagement and Wellbeing Policy  
- Continue to identify children with chronic absences using E-cases data  
- Determine reasons for absence  
- Teachers to address reasons  
- Survey students and hold forums to gather opinions  
- Satisfaction and improvement in leadership program for students  
- Decrease in chronic absences  
- Parents educated about need for regular attendance at school  
- A greater participation by parents and students in school operations |

| Year 3 | - Build community involvement through community events  
- Extend leadership opportunities for year 6 students  
- Create other opportunities for students to have input into learning and school activities  
- Higher participation of community members in events  
- Participation in school operations by students |

| Year 4 | - Expand opportunities for senior students to contribute to their community  
- Greater satisfaction by year 6 students and increased connectedness to school and community |

**Student pathways and transitions**

**Goal:**

| Year 1 | - Audit current practices relating to transition K-7  
- Survey parents and students to determine the effectiveness of current transition  
- Satisfaction by parents, teachers and students with internal transition process based on feedback |
<table>
<thead>
<tr>
<th>Year</th>
<th>Practices</th>
<th>All teachers following agreed procedure for student information hand over</th>
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<tbody>
<tr>
<td>Prep-</td>
<td>- Build on existing family, pre-school, parents, school community</td>
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<td>- Year to year- Internal tours, data, communication teacher/teacher and 6-7 program</td>
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<tr>
<td>Year 2</td>
<td>- Review suites of data</td>
<td>All teachers preparing suites of data as per amended check lists</td>
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<td>- Develop parent programs to encourage stronger relationships with the school</td>
<td>Greater involvement from parents in range of school based activities</td>
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<td>- Continue strong links with pre-school centres</td>
<td>At least one meeting with pre-school centre staff prior to building grade lists</td>
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<td>- Develop relationships with some main feeder secondary settings</td>
<td>Induction and school visits by Year 6 staff and students prior to school selection</td>
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<tr>
<td>Year 3</td>
<td>- Continue to provide students with a comprehensive program of transition in preparation for next level of learning</td>
<td>Families and students follow and understand transition process from year 6 to 7</td>
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<td></td>
<td>- Develop closer relationships to feeder secondary settings</td>
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<tr>
<td>Year 4</td>
<td>- Re-evaluate processes for internal and external transition (K-7)</td>
<td>Satisfaction by parents, teachers and students with internal transition process based on feedback</td>
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</table>