



SEACLIFF PRIMARY SCHOOL

3 YEAR STRATEGIC PLAN

2017-2019

Updated May 2017

To be Approved by Governing Council

<p align="center">STATE STRATEGIC DIRECTIONS</p> <p>(What are the broad areas of curriculum or student learning improvement in which the site wishes to focus energy and resources in the next three years? There should only be a few.)</p>	<p align="center">SCHOOL OBJECTIVES</p> <p>(Take each of the strategic directions in turn. What does the site want to achieve with respect to each of the strategic directions identified over the three years?)</p>	<p align="center">STRATEGIES</p> <p>(Take each of the objectives and consider the major strategies which will be used to achieve them.)</p>	<p align="center">SUCCESS MEASURES</p> <p>(Where relevant, what levels of achievement will we aim for each of the objectives.)</p>	<p align="center">EVIDENCE OF SUCCESS (SELF-ASSESSMENT)</p> <p>(What are the indicators of success, expressed as an index, rate or ratio where appropriate.)</p>
<p>1. Connecting With Communities -working together to meet individual care and education needs</p> <p>2. Aiming for a better Future: Improvement in Student Achievement (particularly Literacy, Numeracy & Science)</p>	<p>a) Maintain school's positive ethos through managing enrolments</p> <p>b) Strengthen Marion Coast Partnership</p> <p>a) Support student Literacy skills development</p>	<p>1. Reinforce positive links with Seacliff Kindergarten- ongoing</p> <p>2. Continue to monitor enrolment trends - ongoing</p> <p>3. Maintain high quality relationships throughout the school community</p> <p>1. Support Partnership training initiatives 2016/17</p> <p>2. Participate in Student Rounds Partnership project</p> <p>3. Participate in Numeracy Project</p> <p>4. Participate in PLC</p> <p>5. Participate in Learning Design, Assessment and Moderation project</p> <p>a)</p> <p>1. Continue with Literacy intervention R-3 to reduce the number of at risk students in Year 3. At risk student defined as 12 months or more behind in standardised tests.- ongoing</p> <p>2. Further develop teaching and learning strategies to improve growth mindset and stretch in intellectual development- ongoing</p> <p>3. Continue Quicksmart Literacy intervention program for Yr 4-7- ongoing</p>	<p>Enrolment target between 420-430 students for 2018</p> <p>Opinion surveys</p> <p>OSHC enrolments continue to increase. Kindy students continue to access the service and use the Walking School Bus</p> <p>Students report increased confidence and growth mindsets towards numeracy learning</p> <p>Improvement in % of students correctly answering NAPLAN questions requiring strategic competencies</p> <p>a)</p> <p>1. At risk students demonstrate measureable improvement.</p> <p>2. Each cohort achieves a growth from yr3-yr5 above the national NaPLaN average growth</p> <p>3. Each cohort achieves at or above the NaPLaN National Average.</p> <p>4. School curriculum is aligned with AC. Ongoing to 2018</p> <p>5. All aboriginal students are achieving age appropriate levels in literacy</p>	

		<p>b) Support student Numeracy skills development</p> <p>c) Develop school ICT opportunities</p> <p>d) Implement Australian Curriculum</p>	<p>b) 1. Participate in Marion Coast Partnership AC numeracy Training with Deb Lasscock</p> <p>2. Continue TOOSmart! Early intervention program. Conduct conferences. Set up wider TOOSmart! research project – ongoing. Create a web presence</p> <p>3. Continue a consistent approach to teaching number, place value and multiplicative thinking R-7 consistent with AC- ongoing</p> <p>4. Develop proficiencies in numeracy problem solving and reasoning-ongoing</p> <p>5. Use the PATmaths diagnostic test Yr3-7 to support growth goals for students</p> <p>6. Continue Quicksmart numeracy program Year 4-7 at risk students.- ongoing</p> <p>c)</p> <p>1. Continue to train teachers in use of devices –ongoing</p> <p>2. Purchase devices for all teaching staff</p> <p>3. Implement ICT T&D for staff 2016/17</p> <p>4. Maintain school website- ongoing</p> <p>5. Conduct PD in the use of Promethean Boards</p> <p>6. Continue to develop the efficient use of Sentral</p> <p>7. Purchase devices suitable for all classes (ACE scheme)</p> <p>8. Connections are made to other STEM areas</p> <p>d) 1. Implement AC Civics and Citizenship</p> <p>2. Continue to update school summative report format in line with new Australian Curriculum releases</p>	<p>b). 1. Each cohort achieves a growth from yr3-yr5 above the national average growth</p> <p>2. Each cohort achieves at or above the National Average.</p> <p>3. Improved achievement in NAPLAN in Numeracy higher Bands Yr 3-7</p> <p>4. All aboriginal students are achieving age appropriate levels in literacy</p> <p>5. Quicksmart students show improvement of 18 months or more as measured by appropriate standardised test used in Quicksmart research project.</p> <p>6. TOOSmart! students achieve age appropriate growth</p> <p>1. School website is maintained every term</p> <p>2. Students show improved confidence in digital learning skills ie more creative, innovative and enterprising</p> <p>3.Student are provided with opportunities for “Coding”</p> <p>4.Students create Oliphant Science entries with an ICT perspective</p> <p>d)</p> <p>1. School T2& T4 reports are consistent with AC guidelines 2017</p>	
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3.	Developing young people: Address bullying, improve student well-being	<p>e) Support students working scientifically skills</p> <p>f) Support students working in Expressive Arts skills</p> <p>3a) Improve student well being</p> <p>b) Implement Child Protection curriculum</p> <p>c) Improve student understanding of physical activity and healthy lifestyle</p>	<p>1. Student participation in the Oliphant Science Competition</p> <p>2. Continue to develop biodiversity trail with more plantings</p> <p>3. Recycling program for plastic, paper and food scraps implemented</p> <p>4. All students participate in high quality Science programs based on the Australian Curriculum</p> <p>f)</p> <p>1. Continue to develop Performing Arts with a focus on Drama</p> <p>2. Connections are made between the Performing Arts and Circus programs to develop high quality performances</p> <p>3 a) 1. Bullying policy monitored</p> <p>b) 1. All classes continue lessons in 2017</p> <p>c) 1. Continue developing Circus skills continuum -ongoing</p> <p>2. Continue specialist PE and health NIT program - ongoing</p> <p>3. Canteen to maintain Healthy Eating policy as per State Guidelines- ongoing</p> <p>4. Maintain focus volleyball program- ongoing</p> <p>5. Support and encourage SAPSASA participation -ongoing</p>	<p>1. Successful participation in Oliphant Science competition</p> <p>2. Teachers are able to access high quality Science professional development</p> <p>3 Students are able to conduct scientific investigations and co-designed inquiries</p> <p>4. Science kits and resources are regularly borrowed and used by teachers</p> <p>5. Biodiversity trail plantings are completed</p> <p>f)</p> <p>1. Students show improved confidence in drama skills</p> <p>2. The Circus Troupe members demonstrate improved performance skills</p> <p>3 a) Student opinion survey shows low levels of bullying incidents.</p> <p>b) All students participate in the Child Protection Curriculum.</p> <p>c) Students are able to identify their improvement in understanding a healthy lifestyle</p> <p>d) Canteen menu is consistent with Healthy Eating guidelines</p>	
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4.	Aiming for a better future: Effective Use of Resources	4 a) Build storage for school Activity Hall b) Grounds Development	4 a) 1. Engage architect to design and gain approvals for shed- 2. Obtain quotes for shed 3. Build shed when finances are available 1. Continue oval upgrade 2. Continue to develop recycling station and outdoor recycle classroom 3. Bike and scooter storage to be upgraded 4. Seating around the basketball court to be upgraded 5. Resurfacing of the basketball courts	Completion of shed 1.Prioritisation of upgrades 2.Completion of upgrades based on priority order.	
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SEACLIFF SCHOOL VISION AND VALUES

School Motto: ‘Aim High’: Reach for the Stars!

School Vision

Our vision is for our children to become students who are:

Global Citizens

who

know how to combine enjoyment of life with the obligations of citizenship.
have learned the balance between self-confidence and social responsibility.
are aware of ways to improve the social capital of the community.

Effective Communicators

who

have acquired successful communication skills.
are proficient in curriculum areas and have developed aptitudes in creative and leisure activities.

Enthusiastic Learners

who

have an enthusiasm for learning and have learned how to learn.
are able to think logically, find and analyse information, reason and understand relationships.
are aware that learning is a lifetime journey.

Contextual Influences

Demographics	Educational
Local area is regenerating with new families	close links with Holdfast Bay Council and Environmental Officer
Many overseas families moving into Seacliff	close proximity to beach
Families attending from wide area surrounding school	close proximity to tennis, hockey, surf lifesaving and sailing clubs
Community is highly supportive of school	close proximity to Tjilbruke Springs
Close proximity to transport particularly train and bus	close proximity to Gilbertson Gully Reserve
Seacliff Kindergarten is very close	close links with Marion Coast Partnership schools
Close to feeder High Schools	

Core Business / Mission

Seacliff School is committed to high quality learning in a supportive, caring environment. This emphasises the promotion of values and attitudes which culminate in positive relationships and a collaborative culture.

Our core business is supported by:

Values and Principles

Values in Action

Seacliff School values learning, community and care for the environment.

Because we value learning we:

- Actively participate
- Critically reflect
- Think independently
- Work collaboratively
- Strive for our personal best
- Value mistakes as opportunities to learn
- Incorporate explicit teaching, problem solving and thinking across the curriculum

Because we value community we:

- seek and value the experiences and opinions of all
- respect the dignity and the rights of others
- accept responsibility for ourselves and our community
- participate in the management and development of our community
- include all members of our community

Because we care for the environment we:

- respect the natural and constructed environment
- develop understanding of natural systems
- develop and implement sustainable ways of using resources
- incorporate environmental studies across the curriculum
- respect the balance of nature's biodiversity

Codes of Practice

SCHOOL COUNCIL CODE OF PRACTICE

A GOVERNING COUNCILLOR	DUTIES TO THE SCHOOL	DUTIES TO THE STUDENT	DUTIES TO THE COUNCIL
<ul style="list-style-type: none"> • must act honestly, in good faith and in the best interests of the School as a whole • Councillors who do not follow codes of practice will be cautioned and may be asked to resign. 	<ul style="list-style-type: none"> • endeavour to ensure that functions of the Governing Council are specified clearly, are properly understood, and competently discharged • understand and operate in accordance with the constitution 	<ul style="list-style-type: none"> • to protect and enhance the interests of all students 	<ul style="list-style-type: none"> • attend all meetings • provide an apology where attendance is not possible • be punctual • participate in discussions • focus on relevant issues • refrain from procrastinating / dealing with trivia • share workloads
<ul style="list-style-type: none"> • has a duty to use due care and diligence in fulfilling the functions of office and exercising the powers attached to that office 	<ul style="list-style-type: none"> • ensure school operations are managed competently 	<ul style="list-style-type: none"> • ensure the school is financially viable, properly managed and constantly improved 	<ul style="list-style-type: none"> • ensure effective communication systems eg, newsletter, parent leaflets are established in the school to support access to all relevant information, in sufficient time to make a reasoned judgement • promote and publicise the operations of council
<ul style="list-style-type: none"> • use the powers of office for proper purpose, in the best interests of the school as a whole 	<ul style="list-style-type: none"> • evaluate the interests of the school as required by the law, and gauge the local interest 	<ul style="list-style-type: none"> • endeavour to ensure that all students and parents are treated fairly according to their rights 	<ul style="list-style-type: none"> • recognise the need to act with sensitivity for the benefit of all • support and implement effectively the decisions of the governing council • speak with the one voice of council •
<ul style="list-style-type: none"> • must not take improper advantage of the position of governing councillor 	<ul style="list-style-type: none"> • take into account the best interests of the school as a whole 	<ul style="list-style-type: none"> • take into account the interests of the students as a whole 	<ul style="list-style-type: none"> • declare conflict of interest to governing council

<ul style="list-style-type: none"> • recognise that the primary responsibility is to the school's stakeholders 	<ul style="list-style-type: none"> • consider the needs of all the school's stakeholders • pay attention to: <ul style="list-style-type: none"> • school environment • Occupational, Health, Safety, & Welfare • Industrial Relations • Equal Opportunity • recognise the impact of competition and consumer protection rules and other legislative initiatives 	<ul style="list-style-type: none"> • primary duty is to the students and parents 	<ul style="list-style-type: none"> • comply with the legal frameworks governing operations • evaluate actions in the broader governing operations
<ul style="list-style-type: none"> • must not make improper use of information acquired as Governing Councillor 	<ul style="list-style-type: none"> • should not engage in activity that will discredit the school eg. gossiping / breaking confidentiality 	<ul style="list-style-type: none"> • keep confidential all student information 	<ul style="list-style-type: none"> • recognise that confidential information remains the property of the person or group, unless permission has been given by the person or group to share that information

PRINCIPAL CODE OF PRACTICE

The Principal is responsible for the leadership, management and development of the school and its programs. The Principal operates within the relevant Act, regulations, departmental policies and the roles and responsibilities statement for Principals.

In providing effective leadership, the Principal will:

- Lead and manage the implementation of the Partnership Plan.
- Provide leadership and accurate advice to the governing council and ensure that the policies and programs developed in partnership with the community are implemented.
- Assist all staff to adhere consistently to departmental and school policies.
- Support the development and maintenance of a purposeful learning environment that recognises and rewards student achievement
- Facilitate the use of quality learning and teaching strategies to maximise children's learning outcomes.
- Ensure a safe, effective and harassment free environment for children and staff.
- Ensure principles of equity and merit are applied.

- Manage the development and operation of the site's financial and administrative systems
- Promote the centre and further enhance links with all sectors of the educational community.
- Initiate evaluation forums

STAFF CODE OF PRACTICE

In addition to specific role and responsibility statements, staff will abide by a code of practice, which ensures that:

- All members of the school's community are treated with respect.
- The learning needs of students are paramount.
- All members of staff contribute to the implementation of the site's Partnerships Plan.
- Teaching programs are consistent with the South Australian Curriculum Standards and Accountability (SACSA) framework.
- A positive contribution is made to whole school's activities.
- Conduct and attire reflect appropriate professional standards.
- All school and departmental policies are enacted.
- Skills and knowledge are continually expanded through self reflection, seeking constructive feedback and participating in professional development
- A positive contribution is made to developing and sustaining a productive teaching and learning environment.
- Participate in evaluation forums.