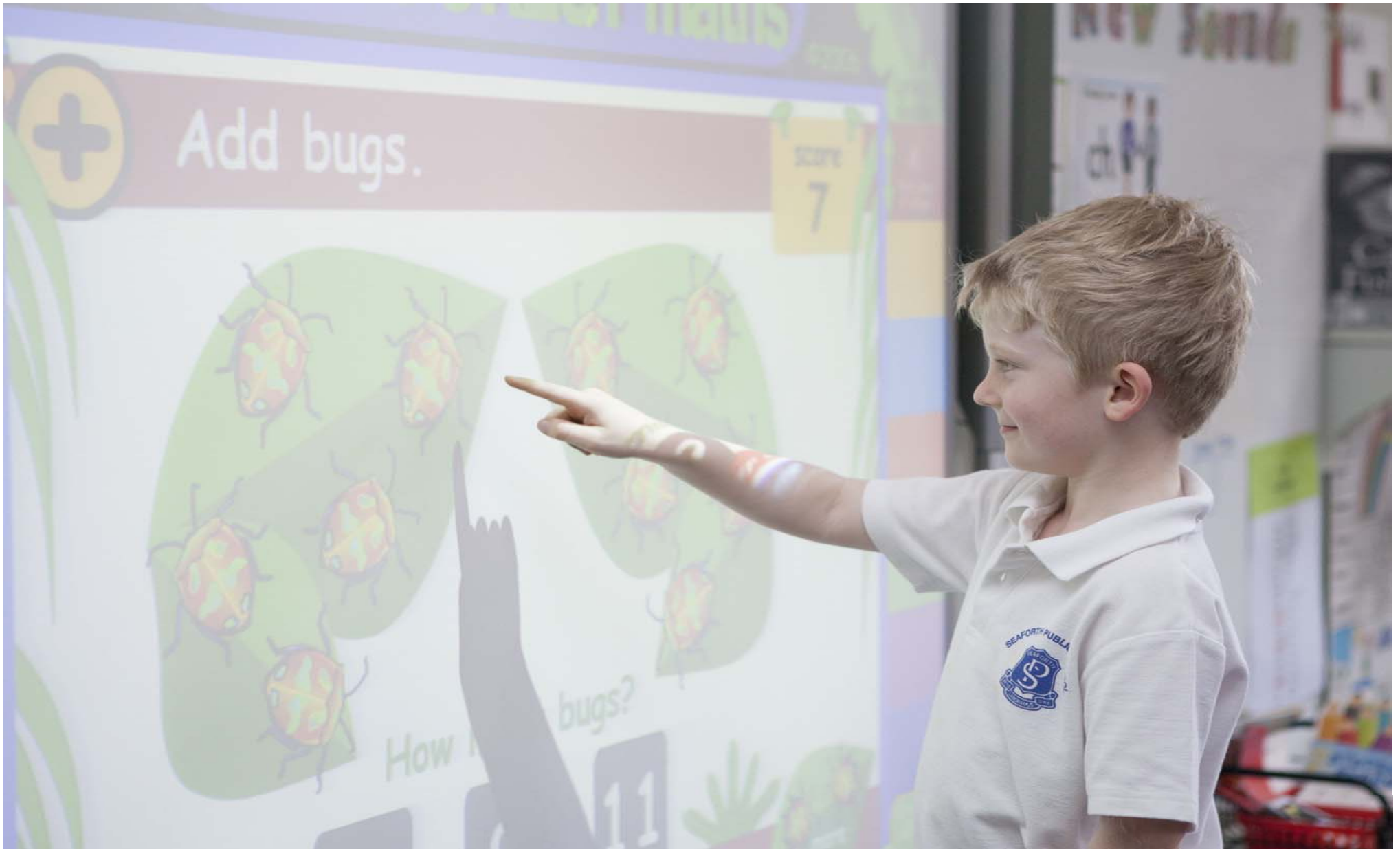


# Seaforth Public School plan 2015 – 2017







# Bene Laboramus Una

We work together as one



**Seaforth**  
Public School

*Bene Laboramus Una .... We work as one in providing the best start for your child*



Our school priorities combine to form our vision



# Engagement and Innovation

We are a community of educators and families



**Seaforth**  
Public School

*Bene Laboramus Una .... We work as one in providing the best start for your child*

# Quality Teaching for success

... Committed to achieving success and developing  
a strength of character for every child



**Seaforth**  
Public School

*Bene Laboramus Una .... We work as one in providing the best start for your child*



# Curriculum and Learning

... That will allow for the accomplishment of their potential throughout and beyond the Seaforth years.





# The vision assembled

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We are a community of educators and families, committed to achieving success and developing a strength of character for every child that will allow for the accomplishment of their potential throughout and beyond the Seaforth years.





## School vision statement

We are a community of educators and families, committed to achieving success and developing a strength of character for every child that will allow for the accomplishment of their individual potential throughout and beyond the Seaforth years.

**This will be achieved through three school priorities:**

### Engagement and Innovation

- Working together as an inclusive, creative and innovative community

### Quality teaching for success

- Providing all staff with the knowledge skills and understandings to be highly effective teachers.

### Curriculum and Student learning

- Developing the intellectual quality of all students through the delivery of a significant and engaging curriculum.

## School context

Seaforth Public School is a comprehensive NSW Department of Education and Communities Primary School situated on a split campus in Seaforth.

The school is a growing Northern Beaches school that provides comprehensive and specialist educational programs to a population of 563 students.

Seaforth is committed to celebrating the uniqueness of the individual through the provision of a differentiated curriculum program that provides opportunities for all students to achieve to their potential.

To this end, Seaforth Public School is focussed on developing a safe and nurturing environment that supports the development of the whole child underpinning the provision of a strong foundation for learning throughout the Primary Years and beyond.

## School planning process

### Consultation

The consultation process that the school engaged in to develop this plan came from holding discussions with the school parent representative body (P&C), other involved community stakeholder groups and school staff.

Consultation extended to developing an understanding of parent and staff views on the schools strengths, areas for development, future local school planning priorities as well as system wide school improvement goals.

This provided a shared understanding and common language to collaboratively develop the schools vision, core belief statements and statements of intent that underpin the achievement of our identified school priorities.

### Planning

The school utilised the excellent schools framework, internal review and survey data as the basis for consulting with staff and the broader community to develop key areas for achievement as well as identifying people, drivers and evidence of success.

Planning extended to evaluating where the school profiled on the quality matrix within the framework and identifying staff and community strengths which when aligned with State and National priorities informed the schools core priorities to be achieved over the next three years.

## Engagement and innovation

Working together as an inclusive, creative and innovative community

*We innovate and continually respond to the changing needs of our students and the community*

We will support teachers and the extended school community to engage in effective and supportive learning partnerships .

Through this we will be future focussed in the promotion of a learning community that values collaboration, learning innovation, and student engagement .

In the achievement of this we will pursue innovative learning technologies that will allow the exploration of new opportunities and modes of learning that are aligned with the vision, values and planning priorities of our school

### Documents underpinning our strategic directions

- Australian Professional Standards for teachers
- Public Schools NSW Strategic directions 2015-2017

## Quality teaching for success

Providing all staff with the knowledge skills and understandings to be highly effective teachers.

*We know our students as quality teaching and high expectations are essential to success*

We will enhance our capacity to deliver on student learning priorities through continually developing our teacher's pedagogy and practice.

This will be evidenced through a strong foundation in educational research, a commitment to student wellbeing and the promotion of optimal conditions for learning.

This will be underpinned by a school wide collective responsibility for student success with high levels of community engagement.

### Documents underpinning our strategic directions

- Early Years Learning Framework
- School Excellence framework
- Great teaching, Inspired learning

## Curriculum and student learning

Developing the intellectual quality of all students through the delivery of a significant and engaging curriculum.

*We ensure all teachers are supported in developing a deep understanding of the significance and intellectual quality of the K-6 curriculum.*

We will support teachers to provide broad and engaging learning opportunities across all disciplines.

Through this we will develop students knowledge, skills and understandings of the Australian Curriculum.

In achieving this we will use evidence based teaching practices to deliver a differentiated curriculum that exceeds community expectations and national achievement standards.

### Documents underpinning our strategic directions

- Quality Teaching Framework
- Australian curriculum documents

# SD.1 Strategic Direction 1: Engagement and innovation



Purpose
<p><i>We innovate and continually respond to the changing needs of our students and the community</i></p> <p>We will support teachers and the extended school community to engage in effective and supportive learning partnerships .</p> <p>Through this we will be future focussed in the promotion of a learning community that values collaboration, learning innovation, and student engagement .</p> <p>In the achievement of this we will pursue innovative learning technologies that will allow the exploration of new opportunities and modes of learning that are aligned with the vision, values and planning priorities of our school</p>
Improvement Measures
<ul style="list-style-type: none"> <li>❖ Parent participation at a planning and social level increases from 3% and 25% to 6% (2%pa) and 40% (5% pa) over 3 years.</li> <li>❖ Increase the percentage of staff from 20% to 41% (7% pa) that are establishing new programs and initiatives as measured through PDF commitments by teachers.</li> <li>❖ Partner relationships are established with success evaluated through measuring student attainment taken from base line data and annual review data.</li> <li>❖ Learning spaces and amenities are upgraded in line with the development of a master plan for the schools two sites looking forward 6 years.</li> <li>❖ Increase boys engagement by 3%pa closing the current 9% deferential on TTFM Measures.</li> </ul>

People
<p><b>Students:</b></p> <p>Students are engaged as partners in negotiating the way teaching and learning is delivered to them. This partnership will be responsive and dynamic to reflect changing school and system priorities and trends within the broader educational community.</p> <p><b>Staff:</b></p> <p>All teachers are committed to the schools priorities and are supported to be active and engaged partners in initiating new programs and learning innovations that enhance outcomes for students</p> <p><b>Parents/Carers:</b></p> <p>Parents are engaged through identifying community expertise and links made on how best to draw on these to establish a professional community working together to achieve the schools priorities.</p> <p><b>Community Partners:</b></p> <p>Productive partnerships and relationships with external partners, agencies and business are established with clear links to school improvement opportunities that value add student experiences and outcomes.</p> <p><b>Leaders:</b></p> <p>The school leadership make deliberate and strategic use of its partnerships and relationships to access resources and expertise for the purpose of enriching the educational outcomes for students as well as enhancing the school's reputation in the community as the preeminent provider of primary education on the Northern Beaches.</p>

Processes
<p><b>A positive and creative school</b></p> <p>Promote parent participation in school programs, P&amp;C meetings and activities so that the school community moves forward with common goals.</p> <p><b>Parent and Teacher learning exchange</b></p> <p>Leverage our parent skill base to build strong professional relationships enhancing community involvement with a view to facilitating whole school ownership and shared responsibility for the curriculum and achievement targets.</p> <p><b>Community partnership in learning</b></p> <p>Look to develop business and community partnerships to provide new opportunities for our students and enhanced tools for learning for teachers.</p> <p><b>Future technologies, leveraged learning</b></p> <p>Engage with emerging technologies as opportunities to facilitate new ways of learning that enhance opportunity for students and that promote new practices for teachers.</p> <p><b>Negotiated learning design</b></p> <p>Implement concept based programming and develop staff understanding of instructional design where teaching and learning is a negotiated partnership between teacher and student.</p> <p><b>Learning spaces for the future</b></p> <p>Establish partnerships with leading architectural practices to re-image educational spaces that will accommodate changes in teaching, learning and community participation.</p> <p><b>Evaluation Plan</b></p> <p>Evaluation of the plan will come from an analysis of the improvement measures.</p>

Products and Practices
<p><b>Achievement Priorities</b></p> <ul style="list-style-type: none"> <li>❖ Increased community participation</li> <li>❖ Staff establish new relationships and program initiatives between training partners, and the DEC</li> <li>❖ Implementation of concept based programming.</li> <li>❖ Parent and Teacher exchange is established with new collaborations and initiatives as a key measures for success</li> <li>❖ Learning spaces and amenities are upgraded reflecting the changing needs of the school.</li> </ul> <p><b>Products &amp; Practices</b></p> <ul style="list-style-type: none"> <li>❖ Increased parent participation at P&amp;C meetings and attendance at school social functions.</li> <li>❖ P&amp;C have school support in re-organising meetings into two parts, a) executive meeting dealing with P&amp;C business b) ideas and learning exchange between teachers &amp; parents.</li> <li>❖ Establishment of a class parent initiative where each class has a parent contact that feeds into the enhancement of the school suite of communications strategies that include traditional print, messaging and social media platforms.</li> <li>❖ Teachers create new learning opportunities across stages of learning and curriculum areas as an outcome of new community partnerships that link with the school's curriculum goals (SD.3) and teachers' professional goals with their PDF (SD.2)</li> <li>❖ Concept planning is established with instructional design as a delivery overlay. Evidence of which will be through concept mapping documents developed and new ways of learning evident (innovation)</li> <li>❖ Facilities upgraded, design of which is dictated by changing teaching and learning in partnership with innovative architects.</li> </ul>

## SD. 2 Strategic Direction 2: Quality teaching for success



### Purpose

*We know our students as quality teaching and high expectations are essential to success*

We will enhance our capacity to deliver on student learning priorities through continually developing our teacher's pedagogy and practice.

This will be evidenced through a strong foundation in educational research, a commitment to student wellbeing and the promotion of optimal conditions for learning.

This will be underpinned by a school wide collective responsibility for student success with high levels of community engagement.

### Improvement Measures

- ❖ Teacher accreditation rises from 30% to 100% by 2018
- ❖ 18% of teachers are accredited at higher levels by 2018
- ❖ Participation in the quality teaching rounds increases from 25% to 100% (25%pa increase) in 2017
- ❖ An increase of 3% per annum over three years of students in years 3 & 5 attaining "at proficiency" within NMS measures with writing, spelling and numeracy as key areas showing improvement.
- ❖ A decrease of 1.5% per annum over three years of students in years 3 & 5 attaining "at or below proficiency" within NMS measures with numeracy and grammar as key areas showing improvement.
- ❖ Increase in students attaining expected growth within NMS measures of 8% pa to 88.4% as well as attaining an average school growth score of 79% in 2017

### People

#### Students:

Students will have opportunities to conference with their teachers their progress and be provided with a clear understanding of how to improve or extend their learning.

#### Staff:

Teachers collaborate within and across stages to ensure consistency of curriculum delivery, differentiation and teacher judgment.

Teachers will draw on and implement evidence-based research to improve their performance and development. Through this teachers recognise that they are being provided with expert support throughout their career stages.

#### Parents/Carers:

Parents are provided with opportunities to provide constructive feedback and engage in teacher led discussions around effective teaching practices and initiatives where there is a clear focus on working together to improve teaching and learning.

#### Community Partners:

Curriculum provision is enhanced through establishing alliances with external learning partners to develop programs that are focused and deliver intended outcomes that value add to school provision.

#### Leaders:

The school executive will evaluate learning activities to identify and systematically promote the most effective teaching strategies to staff and provide professional learning to promote teaching excellence.

### Processes

#### Teacher Accreditation and Mentorship

Utilising the Teacher Mentor program as well as establishing a parallel program, for "old scheme teachers" support teachers seeking accreditation, maintenance of accreditation and accreditation at higher levels.

#### Negotiated courses with Institute of Teachers recognition

Develop relationships with professional learning providers to cooperatively develop courses that meet the needs of teachers and that provide recognised institute hours.

#### Performance Development Framework

Implement the Performance Development Framework through fostering a culture of continual improvement as well as providing enhanced support for teachers wishing to further their professional qualifications.

#### Quality Teaching Rounds

Continue our involvement with the University of Newcastle's Quality Teaching Rounds research study providing opportunities for teachers to enter into discourse and observation around best classroom practice.

#### Reflection on research and practice

Continue to provide professional readings to staff for presentation and discussion at weekly staff meetings developing a culture of continuous learning where research and reflection guides practice.

#### Executive Development Program

Develop talented teacher's capacities for leadership through identifying opportunities for executive shadowing, mentorship and leadership.

#### Evaluation Plan

Evaluation of the plan will come from an analysis of the improvement measures.

### Products and Practices

#### Achievement Priorities

- ❖ Teacher mentorship for teachers at all career stages developed and forms the core of supporting the Performance development framework.
- ❖ Performance development framework (PDF) is implemented and provides clear links to SD.1 and SD.3 with teacher negotiated goals as well as linking to Professional Leadership *People* and *Process* goals.
- ❖ Adoption of the Instructional Practices Inventory program
- ❖ Quality Teaching Rounds expanded to staff not currently involved with the University of Newcastle Study with the focus linking to Student *People* goals.
- ❖ Staff professional reading program, implemented to support concept based programming, instructional design and education in the early years.

#### Product & Practices

- ❖ All teachers accredited by 2018 with 18% of teachers undertaking accreditation at higher levels.
- ❖ Early years framework underpins the schools philosophy in supporting student success where it is explicit in Early Stage 1 and Stage 1, with clear links made to behavioural and welfare strategies for Stage 2 & 3 such as Positive Behaviour and Learning, Bounce Back and circle time.
- ❖ An additional 8 teachers participate in the quality teaching rounds per year until 2017
- ❖ The PDF clearly links to achieving school and personal priorities within SD.1 & SD.3 as well as being a driver underpinning teacher accreditation.
- ❖ Stage programming has a strong alignment to research informing practice. Teachers discuss how research links and informs their practice.



## SD.3 Strategic Direction 3: Curriculum and student learning



### Purpose

*We ensure all teachers are supported in developing a deep understanding of the significance and intellectual quality of the K-6 curriculum.*

We will support teachers to provide broad and engaging learning opportunities across all disciplines.

Through this we will develop students' knowledge, skills and understandings of the Australian Curriculum.

In achieving this we will use evidence based teaching practices to deliver a differentiated curriculum that exceeds community expectations and national achievement standards.

### Improvement Measures

- ❖ All Australian Curriculum documents are implemented with clear links to existing BOSTES documents where appropriate evident through the development of a concept continuum map.
- ❖ Student growth measures are established throughout the stages of learning with clear evidence and data aligning curriculum delivery to student achievement.
- ❖ Implementation of PLAN across the stages to track student development building on Best Start.
- ❖ Increase in students who report a high degree of educational challenge with high perceptions of confidence in their skills by 3%pa from a baseline of 44% to 53% over three years as reported on TTFM Measures

### People

#### Students:

Students will be provided with differentiated and interest based learning environments that support student's to think deeply and critically, make relevant connections between learning disciplines and demonstrate mastery of subject.

#### Staff:

Teachers engage in continual learning that seek to develop their knowledge, understanding and skills to deliver engaging and innovative teaching and learning experiences that are differentiated, reflective, data rich and evidence based.

#### Parents/Carers:

Parents are actively involved in learning partnerships with teachers in the delivery of teaching and learning programs that focus on continuity of learning and success as measured through identified performance expectations for every student.

#### Community Partners:

As a school demonstrate a commitment to explore community and external expertise to refine our practice and enhance student outcomes.

#### Leaders:

The executive leadership team ensure that all staff share expertise and demonstrate high level understandings of contemporary content knowledge where data and evidence play key roles in teaching practices across the school.

### Processes

#### Australian Curriculum

Implementation of NSW BOSTES syllabus documents that implement the Australian Curriculum ensuring that content delivery, assessment and reporting are compliant with DEC and BOSTES guidelines.

#### Change to pedagogies and practices

Implementation of the TENS, and TOWN programs supported by Focus on Reading, Quality Teaching Rounds and the Early Years Framework to refine teaching practice enhancing student learning.

#### Differentiated Learning

Enhance teacher understandings of their students and how they learn so that all children access the curriculum and are supported to achieve and/or exceed their expected growth measures and report high degrees of confidence and challenge in their learning.

#### Concept based programming

Reframe our curriculum scope of learning through implementing a conceptual framework approach to deliver the Australian Curriculum in an interconnected and differentiated way.

#### Creative Arts and Languages

Broaden the depth and scope of our curriculum to expand the creative arts and introduce languages in the curriculum.

#### Data informed assessment and effective use of external measures

Use of external and internal assessment data and the Tell Them From Me Survey to inform consistent judgements on student learning informing continual refinements to school planning and curriculum delivery.

#### Evaluation Plan

Evaluation of the plan will come from an analysis of the improvement measures

### Products and Practices

#### Achievement Priorities

- ❖ NSW BOSTES syllabus documents that implement the Australian curriculum are implemented in accordance with set timelines
- ❖ Programs developed for boys that focus on enhancing engagement and confidence.
- ❖ Assessment and reporting is re-aligned with new syllabus expectations
- ❖ Staff implement a suite of measures to affect changes in practice that promote creativity and differentiation
- ❖ Concept based programming forms an overlay to interconnect the syllabus documents forming a concept continuum that backwards maps syllabus concepts, learning intentions and frames assessment.

#### Product & Practices

- ❖ Australian Curriculum implemented with programs such as Focus on Reading, TENS and TOWN and a focus on boys engagement (SD.1) provides foundations for effective delivery to students.
- ❖ Establish music as a specialist subject as an addition to the maintenance of Science.
- ❖ Initiate a feasibility study for the potential establishment of a languages program
- ❖ Development of a concept continuum that maps out syllabus interconnectivity and informs stage and class programing
- ❖ Establish closer ties for the Kitchen and Garden program within the concept continuum being established.
- ❖ Establish Sports-Pro Sport professional development program in addition to developing further partnership programs across other KLA's building teacher capacities whilst providing institute hours.
- ❖ Refine assessment processes and program review mechanisms to track student success and program effectiveness.
- ❖ Tell them from me Survey delivered annually as a evaluative measure of school success





