

School Strategic Plan 2019-2023

Seymour College (8884)



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Submitted for review by Gail Hardman (School Principal) on 05 March, 2020 at 04:46 PM

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School vision	<p>Seymour College's vision centres on the provision of a safe and supportive environment where young lives will be transformed through a love of learning. This vision extends to the College being an educational centre which offers students skills and opportunities to ensure they achieve their best and be successful throughout their lives.</p> <p>The Seymour community had a preference for an inclusive education model which supported the educational opportunities and experiences for all students. As a result, the Special Developmental School is embedded within all learning communities throughout the College and students access mainstream curriculum as well as having home bases for literacy and numeracy learning. This vision extends to a 'one school' model in which the College was to be organised into three learning communities, which is now enacted with Foundation-6, Years 7-9 and Years 10-12 communities.</p> <p>The vision for the College is also characterised and underpinned by unity of purpose and a culture of collegiality and collaboration, with the students' needs always at the centre and driving the teaching and learning cycle of continuous improvement.</p> <p>The College's mission is to educate and provide opportunities for all students to achieve their full potential. To achieve this, the College has set its goals for this Strategic Plan 2020-2023 around improving student learning growth in literacy and numeracy, increasing student engagement in learning and improving student wellbeing and connectedness.</p>
School values	<p>Seymour College is committed to providing a safe, supported and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between the school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. Seymour College acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.</p> <p>Our Statement of Values and School Philosophy ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.</p> <p>The programs and teaching at Seymour College support and promote the principles and practice of Australian democracy, including a commitment to:</p> <ul style="list-style-type: none">• elected government• the rule of law• equal rights for all before the law• freedom of religion

	<ul style="list-style-type: none"> • freedom of speech and association • the values of openness and tolerance. <p>To celebrate and embed our values and philosophy in our school community, we</p> <ul style="list-style-type: none"> • display posters and banners that promote values in our school • celebrate our values in our school newsletter • provide awards and recognition for students who actively demonstrate the values • discuss our values with students in the classroom, meetings and assemblies. <p>The College values were collaboratively developed and centred on respect, inspire and excel. These values are known by all stakeholders and guide our principles for achievement, behaviour, wellbeing and engagement.</p> <p>Seymour College's values are:</p> <p>Respect – I treat others the way I wish to be treated Inspire – People see the good things I do – and are motivated by them Excel – My personal best – everywhere and every time.</p> <p>The Seymour College community:</p> <ul style="list-style-type: none"> • Celebrates and respects diversity • Fosters personal growth and responsibility in an environment where every individual matters and can excel • Inspires high standards for learning, teaching and inquiry • Provides an education which develops successful, responsible and connected citizens for our local and global communities * Expects everyone in the school community will be treated with fairness and respect * Strives to create a school that is inclusive and safe, where everyone is empowered to participate and learn
<p>Context challenges</p>	<p>The College has structures in place to support the staff to impact on student learning outcomes. These include; instructional leaders, professional learning communities, guaranteed and viable curriculum developed by the staff, professional learning around data literacy, teaching of reading, a explicit instructional model, School Wide Positive Behaviour and a Wellbeing team focused on promoting a safe and orderly learning environment. The College's next challenge is to ensure that leaders are guiding staff to develop a consistent implementation of these strategies across the College so that staff develop knowledge, understanding and a sense of self-efficacy in being able to utilise these in their practice.</p>

	<p>Professional learning, monitoring and mentoring support will focus on staff being able to differentiate and teach to the point of need of all students.</p> <p>Further professional learning about the PLC Inquiry Model will allow for more rigor and documentation of inquiry cycles to support student outcomes. Professional learning for all staff on data literacy, linking data analysis with teaching strategies, as well increasing in-depth curriculum knowledge will link with the High Impact Teaching Strategies and the College's explicit instructional model teaching and learning practices.</p> <p>Data discussions and analysis will also support the agreed protocols and identification of which data is worthwhile and which is to be triangulated.</p> <p>Leaders will use the current structures to further embed and support teachers with new learnings as well as monitor and evaluate the impact on student learning outcomes. Leaders will continue to develop tools which support the School Improvement Team and provide evidence of the links from professional learning to teaching and most importantly, student learning growth.</p>
<p>Intent, rationale and focus</p>	<p>What is your school trying to achieve?:</p> <ul style="list-style-type: none"> * Develop a streamlined SIT focus to improve cohesion, rigour, expectations and leadership to support the implementation of the AIP strategies * Strengthen monitoring and accountability by systematically tracking quantitative data and qualitative evidence * Refine and further develop the PLC understanding and operation * Use data effectively, triangulate data and link data sets together to enable identification of point of need for the individual student and hence to plan for targeted instruction * Monitor data and track students on an individual or cohort level to facilitate the establishment of data walls * Strengthen the consistency of moderation * Development of teachers capability to utilise the HITS in their teaching practice * Development of oral language skills and pre literacy skills * Improve implementation of elements of the instructional model, in particular explicit teaching and reflection * More precision in lesson planning to identify student levels, teaching strategies and learning tasks for differentiated instruction * More routine and rigour and accountability in regards to peer observation and modelling practices to build consistent practice * Develop a shared culture of high expectations * Create an over arching wellbeing framework across the school * Maintain a calm and orderly classroom environment based on the SWPBS expected behaviour model * Building of Family and Community Partnerships * Further development of Student Voice and Agency within the curriculum <p>Why is this important?:</p>

	<p>To ensure:</p> <ul style="list-style-type: none">* Improved student outcomes in literacy and numeracy* Improved oral language skills* Improved student aspirations* Improved student wellbeing and engagement <p>What is the priority over the four years of the Strategic Plan?:</p> <ul style="list-style-type: none">* Develop a strategic, proactive four year wellbeing and engagement plan with a focus on attendance* Develop a four year action plan for SWPBS* Develop a strategic four year plan for literacy* Develop a strategic four year plan for numeracy
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Goal 1	To improve student learning growth in literacy and numeracy
Target 1.1	<p>Students achieve at or above NAPLAN Benchmark Growth:</p> <p>Reading</p> <ul style="list-style-type: none">• between Years 3 and 5 from 73% in 2019 to be at or above 80% in 2023• between Years 5 and 7 from 59% in 2019 to be at or above 75% in 2023• between Years 7 and 9 from 66% in 2019 to be at or above 80% in 2023. <p>Writing</p> <ul style="list-style-type: none">• between Years 3 and 5 from 75% in 2019 to be at or above 85% in 2023• between Years 5 and 7 from 60% in 2019 to be at or above 70% in 2023• between Years 7 and 9 from 81% in 2019 to be at or above 91% in 2023. <p>Numeracy</p> <ul style="list-style-type: none">• between Years 3 and 5 from 60% in 2019 to be at or above 70% in 2023• between Years 5 and 7 from 63% in 2019 to be at or above 73% in 2023• between Years 7 and 9 from 76% in 2019 to be at or above 86% in 2023.
Target 1.2	Improve percentage of students moving one Victorian Curriculum level in:

	<p>(2020 data to be used as the benchmark)</p> <ul style="list-style-type: none"> • reading and viewing from 50% in 2019 to be at or above 60% in 2023 • number and algebra from 50% in 2019 to be at or above 60% in 2023
Target 1.3	<p>SSS. Increase positive percentage endorsement in:</p> <ul style="list-style-type: none"> • collective focus on student learning from 75% in 2019 to be at or above 90% in 2023 • guaranteed and viable curriculum from 60% in 2019 to be at or above 75% in 2023 • collective efficacy from 37% in 2019 to be at or above 52% in 2023 • practice improvement from 80% in 2019 to be at or above 90% in 2023
Key Improvement Strategy 1.a Curriculum planning and assessment	Embed leadership structures, processes and practices that effectively drive the delivery of curriculum and pedagogy
Key Improvement Strategy 1.b Building practice excellence	Establish consistency across the school in instructional practice
Key Improvement Strategy 1.c Evaluating impact on learning	Build staff capability to use data and a range of assessment strategies to differentiate the curriculum
Goal 2	To increase student engagement in learning
Target 2.1	<p>POS. Increase positive percentage responses in:</p> <ul style="list-style-type: none"> • effective teaching from 60% in 2019 to be at or above 70% in 2023 • student agency and voice from 61% in 2019 to be at or above 71% in 2023

	<ul style="list-style-type: none"> stimulating learning environment from 64% in 2019 to be at or above 74% 2023.
Target 2.2	<p>AToSS. Increase positive percentage endorsement in:</p> <ul style="list-style-type: none"> student voice and agency from 45% in 2019 to be at or above 60% in 2023 stimulating learning from 56% in 2019 to be at or above 71% in 2023 sense of confidence from 61% in 2019 to be at or above 76% in 2023 self-regulation and goal setting from 62% in 2019 to be at or above 77% in 2023. <p>All of the above targets in this survey will have no more than 20 per cent difference in the outcomes between boys and girls.</p>
Target 2.3	<p>SSS. Increase positive percentage endorsement in:</p> <ul style="list-style-type: none"> promote student ownership of learning goals from 72% in 2019 to be at or above 87% in 2023 support learning and growth of whole student from 72% in 2019 to be at or above 87% in 2023 use high impact teaching strategies from 79% in 2019 to be at or above 94% in 2023 regularly discuss problems of practice from 70% in 2019 to be at or above 80% in 2023.
Key Improvement Strategy 2.a Empowering students and building school pride	Increase opportunities for student voice and agency across the school
Key Improvement Strategy 2.b Empowering students and building school pride	Provide curriculum opportunities that support flexible, relevant and authentic learning experiences for all students

Goal 3	To improve student wellbeing and connectedness
Target 3.1	<p>AToSS. Increase positive percentage endorsement in:</p> <ul style="list-style-type: none"> ● sense of connectedness from 52% in 2019 to be at or above 67% in 2023 ● managing bullying from 49% in 2019 to be at or above 64% in 2023 ● effective classroom behaviour from 54% in 2019 to be at or above 69% in 2023 ● advocate at school from 66% in 2019 to be at or above 81% in 2023. <p>All of the above targets in this survey will have no more than 20 per cent difference in the outcomes between boys and girls.</p>
Target 3.2	<p>SSS. Increase positive percentage endorsement in:</p> <ul style="list-style-type: none"> ● trust in students and parents from 36% in 2019 to be at or above 51% in 2023 ● parent and the wider community are involved in school activities and programs from 56% in 2019 to be at or above 71% in 2023.
Target 3.3	<p>POS. Increase positive percentage responses in:</p> <ul style="list-style-type: none"> ● promoting positive behaviour from 71% in 2019 to be at or above 86% in 2023 ● managing bullying from 59% in 2019 to be at or above 70% in 2023 ● school connectedness from 80% in 2019 to be at or above 90% in 2023 ● parent participation and involvement from 64% in 2019 to be at or above 79% in 2023.

Target 3.4	<p>Reduce student absence of 20 days or more:</p> <ul style="list-style-type: none"> • Ungraded (medical conditions) from 47% in 2019 to 42% in 2023 • F-6 from 43% in 2019 to 30% in 2023 • 7-12 from 40% in 2019 to 35% in 2023
Key Improvement Strategy 3.a Health and wellbeing	Develop a cohesive whole school wellbeing framework that focuses on proactive and preventative strategies to support learning
Key Improvement Strategy 3.b Parents and carers as partners	Build family and community partnerships to enhance student learning
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Build high expectations for regular attendance