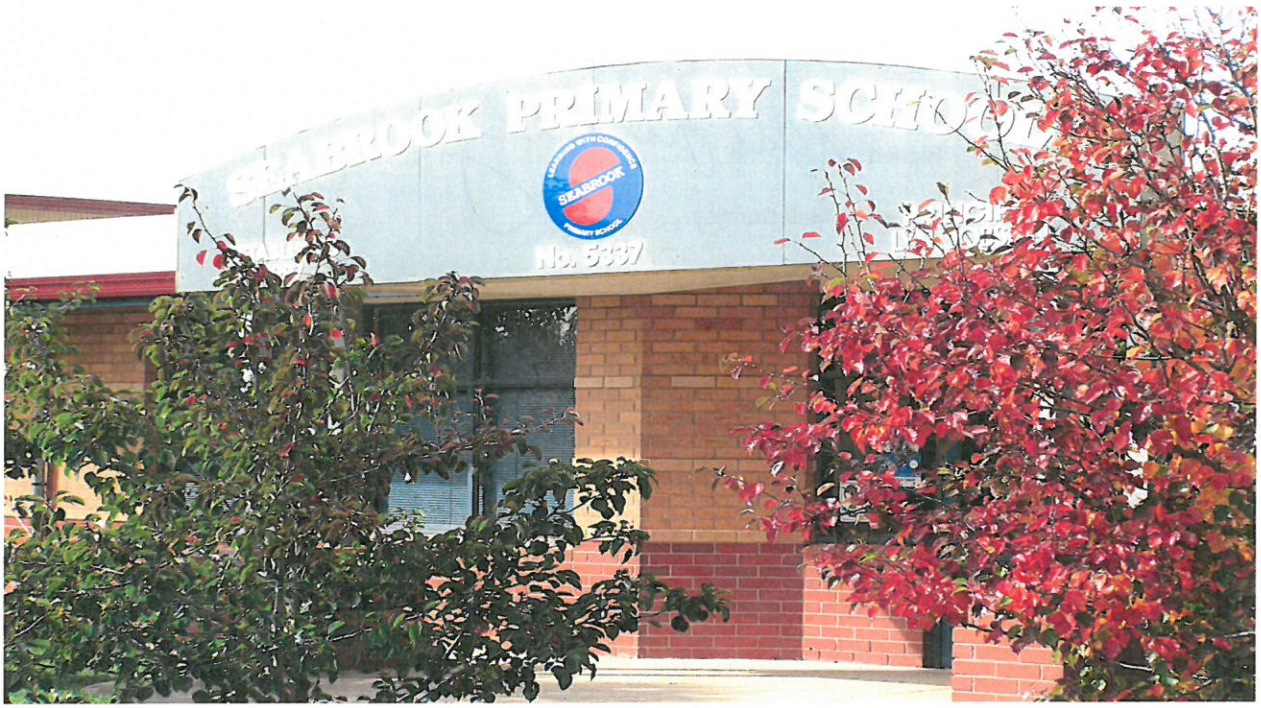
State Government Victoria

Department of Education and Early Childhood Development

School Strategic Plan for Seabrook PS 5337 2015-2018



Endorsements

Endorsement by School Principal	Signed..... Name .....Susan Lee..... Date.....27/2/2015.....
Endorsement by School Council	Signed..... Name .....Anne Marie Lloyd..... Date.....27/2/2015..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name.....Matt Dunkley..... Date.....30 March 2015.....

School Profile

Purpose	The school's mission to *develop learners, who are knowledgeable and seek to display an international perspective and contribute responsibly to the global community,* clearly drives the work of the school. The teaching and learning mission to *nurture 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 the global community*, is clearly underpinned by the International Baccalaureate (IB) World Primary Years Program (PYP) which is embedded at the school. The school provides a caring and vibrant learning environment for students from diverse cultural backgrounds. Seabrook is an authorised International Baccalaureate school implementing the Primary Years Program. Our aim is to deliver the best learning and teaching practice, which supports and develops learners who are knowledgeable and display international mindedness. We nurture individuals so they become critical and compassionate thinkers and lifelong learners. We offer an inquiry based curriculum that is engaging and relevant. Seabrook aims to adopt a 'forward thinking' approach to curriculum development and delivery so that students will be engaged in inquiry based learning that is challenging, significant and relevant curriculum. We are a high achieving school. We emphasise personalised learning and goal setting. Seabrook aims to empower students to become life long learners, to be responsible towards themselves and their learning.
Values	We strive for all students, staff and community members to develop and demonstrate the attributes of the IB Learner Profile. These are: balanced, caring, communicator, inquirer, knowledgeable, open-minded, principled, risk taker, reflective and thinker. Inclusive in this is the development of the IB PYP Attitudes of: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance. We explore conceptually based central ideas linked to the transdisciplinary themes and supported by the development of knowledge, skills, attitudes and action.
Environmental Context	Seabrook PS is a large primary school located in Altona Meadows (Hobson's Bay) which is situated in the Western suburbs of Melbourne, and in one of the fastest developing growth corridors in Australia. The school caters for students from foundation (prep) to year 6. The school grew rapidly from an enrolment of 736 students in 2010 to 843 in 2011 with an influx of prep children from across the rapidly growing Point Cook area. The enrolment growth since 2011 has been steady with 934 students in 2014. Newly built schools in Point Cook have eased some of the enrolment demand. However, Seabrook remains a popular choice for parents due to its reputation in the community. Currently, there are 39 classrooms across the school. There are 53 teaching staff and 13 education support staff and 4 principal class members. The overall socio-economic profile of the school is high and the proportion of students with English as a second language is also high. The Student Family Occupation (SFO) indicator of the school is 0.35 in 2014 and this has dropped from 0.40 in 2012, which means that the school population has become slightly more advantaged over the

	review period. Relative to the state the school is advantaged and the expected performance of the school is therefore higher than, and in the top 25%, of the state. The school facilities are attractive, expansive and well maintained. The school is organized into junior, middle and senior areas and provides a mini-school environment in a large school. There is a separate recess and lunch timetable for the junior school and this has been very successful in providing a safe and orderly learning and playing environment. The learning areas are well resourced and there are networked computers and ICT and multi-media in all areas.
Service Standards	We believe in an inquiry based approach to learning which is authentic and meaningful in which we emphasise the active construction of meaning. We are committed to a structured, purposeful inquiry that engages students in learning. Students investigate significant issues by formulating questions, designing inquiries, assessing resources and experiences, researching, experimenting, observing and analysing. Students actively construct meaning by building connections between prior knowledge and new information and experiences. Students are actively involved in their learning. A successful inquiry may lead to responsible action. We are committed to a collaborative planning process. Teachers develop strong teams to plan and implement learning. Teachers have sound knowledge of child development and learning, are aware of the cultural and social contexts of their students' lives and work to develop strong links between home and school. Children bring in artefacts to support each inquiry which helps ascertain prior knowledge and develop strong links between home and school. The classrooms are dynamic learning environments where students work in a variety of groups in response to their needs. Our curriculum is based on the Primary Years Program incorporating AusVELS, Thinking skills, Mind mapping, Early Years strategies, the Gradual release model, Di Snowball literacy strategies, Fountas and Pinnell assessments and checklists, Ymer maths planners and visible thinking strategies. Professional Learning communities have been developed in which staff work collaboratively to achieve better results for all students. Teams set smart goals and are committed to a rigorous process in ensuring all students are learning and achieving goals set. Teaching strategies are developed and implemented. Learning is assessed during reflection. Persistence and varied approaches are implemented to ensure the goal is achieved then new goals are set. Assessment is ongoing, striving for continuous improvement. As well we have begun to implement the work of Marzano with an emphasis on calm and ordered classrooms, goal setting and tracking student progress, accessing prior knowledge and developing new knowledge. We will continue to develop this work and link it to the work of Dr Jane Pollock in using the GANAG model to effectively implement high yield strategies.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	To achieve more than one year's learning growth for each student (as deemed capable) annually in reading, writing and number Prep – 2 as evidenced in teacher judgements at end of year report 80% of children (as deemed capable) from year 2-6 will shown an effect size of 0.4 or more as evident in the PAT testing (reading and maths) throughout each year of schooling All classes in year 2-6 will show an overall effect size of 0.4 or more in reading and maths as evident in the PAT testing throughout the year each year of schooling	Targets should reflect student learning growth in literacy and numeracy against current achievement and should be challenging. These could include: • For more than 35% of students to achieve high growth on NAPLAN relative growth reports. • In reading for Y.3 and Y.5 for more than 55% of students to be in two top NAPLAN bands. • In writing Y.3 for more than 60% of children to be in the two top NAPLAN bands. In writing Y.5 for more than 30% of children to be in the top two bands. • In maths Y.3 for more than 45% of children to be in the top two bands. In Y5 for more than 50% of children to be in the top two bands. • For less than 15% of children to demonstrate low growth on NAPLAN. • Growth measures by AusVELS and school based assessment • For selected assessments that demonstrate growth – i.e. pre and post-testing; measuring effect size, that more than 80%	1. <u>Build teacher practice so that there is consistency of high quality practice in every classroom.</u> • Explore and implement an agreed and research-based instructional classroom delivery model and include the high yield instructional practices across the school. Align with the PYP practice and pedagogy. Include all specialists. • Provide whole school professional learning and opportunities for staff understanding of curriculum (including the PYP), instruction and assessment. Include differentiation and the sharing of effective practices. • Continue coaching Staff as a key strategy. • Ensure a whole school on-going induction model for new and returning teachers and staff.

		of students to show more than twelve months growth. • By 2018, teacher assessment against AusVELS will indicate 80% of students achieving at or better than the expected standards.	2. <u>Build the professional learning teams.</u> • Continue to build a culture of collegiality, professionalism and coaching so that PLT's continue to be focussed to collaborate and plan for high quality instruction and student learning (at the centre). • Include challenging goals and effective feedback for every teacher and student. • Track learning of every student, using data and evidence, so that teaching and learning is differentiated. • Ensure intervention for all students at the point of need. • Build team and whole school moderation processes and agreements and include specialists. 3. <u>Build a whole school approach to the regular tracking and monitoring of learning and growth for every student.</u> • Track the learning of every student to inform the next level of learning by using data and evidence to inform action. • Build the data literacy and moderation skills of every teacher to gain greater alignment.

			• Use the whole school data system – Accelerus- to track student learning. • Review the current whole school assessment schedule and monitor the implementation. • Use teacher teams to take collective responsibility for assessment and planning.
			4. <u>Build the guaranteed and viable curriculum.</u> • Review the literacy and numeracy continua. Streamline/align with inquiry curriculum and pedagogy and ensure ICT is embedded. • Ensure essential learnings are identified in all areas. Link with power standards. • Include academic vocabulary. • Include assessment. • Review the school intervention processes and programs.
Engagement	To further empower students to take purposeful action in the community as evident in school /classroom displays, newsletter items etc respecting the IB's philosophy that purposeful action is student initiated	Student engagement outcomes may be demonstrated by the Student Attitudes to School survey: Student Safety- At or better than 4.5 on 5 point scale Peer connectedness- At or better than 4.5 on 5 point scale Classroom Behaviour- At or better than 4.5 on 5 point scale School Connectedness- At or better than 4.7 on 5 point scale Teacher Effectiveness- At or better	1. <u>Build the home / school parent partnership.</u> • Partner with parents on student learning, engagement and wellbeing. Build consistency of practice across the school (i.e. whole school expectations of teachers in communicating with parents). Parent coffee morning, Skoolbag App, Electronic communications between school and home.

		than 4.7 on 5 point scale Stimulating Learning At or better than 4.5 on 5 point scale Student Morale- At or better than 6 on 7 point scale School based surveys showing purposeful action Parent opinion survey showing Stimulating learning – At or better than 6 on 7 point scale School improvement – At or better than 6 on a 7 point scale Absence Rates To improve attendance rates to 12 or less days a year In the staff opinion survey to have an improved level (above 70%) of trust in colleagues, shielding and buffering, active participation in professional learning and more effective feedback	• Explore the assets in the community and broader partnerships. Build a database of parents who will come in as guest speaker. • Use school council to support increasing parent communication and input. School council sub committee putting article in the newsletter • Reference *the Commonwealth Family–School Partnerships Framework: A Guide for Schools and Families.* 2. <u>Build teacher and student leadership across the school.</u> • Distributed leadership, mentor and support new leaders, introductory program for new leaders and new staff • Professional learning ongoing work by Marzano, offering leadership courses, professional readings • Team leadership, weekly meetings with professional support, mentoring • Induction and mentoring. Specific courses at the beginning of the year and ongoing support • Build student voice and student leadership across the school. Leadership program, community nights, expos exhibition, SRC

Wellbeing	Each year to further build a cohesive and enhanced framework to support individual student needs which will be evident through improved scores in the student, parent and staff opinion surveys.	In the staff opinion survey to have an improved level (above 70%) of trust in colleagues, shielding and buffering, active participation in professional learning and more effective feedback. By 2018, student opinion surveys will show Student Safety- At or better than 4.5 on 5 point scale Peer connectedness- At or better than 4.5 on 5 point scale Classroom Behaviour- At or better than 4.5 on 5 point scale School Connectedness- At or better than 4.7 on 5 point scale Teacher Effectiveness- At or better than 4.7 on 5 point scale Stimulating Learning At or better than 4.7 on 5 point scale Student Morale- At or better than 6 on 7 point scale Parent Opinion Survey School connectedness – At or better than 6.4 on 7 point scale Student Safety – At or better than 6 on 7 point scale Connectedness to Peers – At or better than 6 on 7 point scale Classroom Behaviour – At or better than 4.5 on 7 point scale	1. <u>Build a student and staff wellbeing structure.</u> • Review and revise the wellbeing structure in the school to reflect a large and growing school and staff population. • Build a student wellbeing structure in addition to the current leadership structure of the school. • Target student wellbeing and support and staff support. • Parent opinion surveys. • School developed audits and feedback from students and parents. • Attitudes to School survey • School Council surveys. • Student feedback
Productivity	Each year to ensure the effective and strategic use of resources that supports the growth, development and success of Seabrook Primary School as a PLC and as an effective PYP school. Our school budget will reflect the allocation of funding to these two initiatives	During our PYP evaluation self study for 80% of staff to rank our implementation of the PYP standards & practices using the 4.0 scale rating. On the staff opinion survey to have	1. <u>Build Seabrook PS as a professional learning community (PLC).</u> • Implement PLCs per term. • Ensure professional learning – in the PLC framework and practices.

		an improved level of satisfaction above 75% in professional learning Parent Opinion Survey Learning focus. At or better than 5.91 on a 7 point scale Attitudes to School Survey Teacher Effectiveness- At or better than 4.7 on 5 point scale Stimulating Learning At or better than 4.5 on 5 point scale	• Ensure monitoring of the implementation by team leaders and the leadership admin team – include the regular collection of artifacts that demonstrate the PLC work. • Ensure connection with network of schools • Resourcing new classrooms • Resourcing classrooms with ICT equipment 2. <u>PYP</u> • Use the criteria of accreditation to audit practice in PYP. • Continuous PYP training • Fees to be a PYP school • Fees to be part of the network • Training, workshops, induction program • Building of resources 3. <u>General School</u> • Supplying support teachers • Materials to support programs e.g. Cars & Stars, Cams & Stams, Scholarship materials • Resources to support children with needs • Additional education support staff • Split timetable

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement To achieve more than one year's learning growth for each student (as deemed capable) annually in reading, writing and number Prep – 11 as evidenced in teacher judgement at end of year report 80% of children (as deemed capable) from year 2-6 will shown an effect size of 0.4 or more as evident in the PAT testing throughout each year of schooling All classes in year 2-6 will show an effect size of 0.4 or more in reading and maths as evident in the PAT testing throughout the year each year of schooling (Build teacher practice so that there is consistency of high quality practice in every classroom. 1. Build the professional learning teams. 2. Build a whole school approach to the regular tracking and monitoring of learning and growth for every student. 3. Build the guaranteed and viable curriculum.)	Year 1	1. Build teacher practice so that there is consistency of high quality practice in every classroom. PD on Marzano's high yield strategies- Term 1- Lesson Segments Involving Routine Events Review DQ 1- learning goals, tracking progress, celebrating success Review DQ 6 Classroom rules and procedure Term 2 Lesson Segments Addressing Content Review -DQ 2 interacting with new knowledge DQ3 Practice and deepen new knowledge DQ 4 generate and test hypothesis about new knowledge Term 3 Lesson Segments Enacted on the Spot- working on DQs 5,7, 8,9 Term 4 Domain 2: Planning and Preparing Embed GANAG in the planning and lesson delivery 4-6 Embed use of learning intentions and feedback into P-3 Regular teacher/peer observations/feedback Regular ongoing moderation of student work. Develop protocols for discussion of student work. Ensure feedback is consistent, immediate, effective and concise Providing coaching support for new (and existing) staff 2. Build the professional learning teams.	• For more than 35% of students to achieve high growth on NAPLAN relative growth reports. • In reading for Y.3 and Y.5 for more than 55% of students to be in two top NAPLAN bands. • In writing Y.3 for more than 60% of children to be in the two top NAPLAN bands. In writing Y.5 for more than 30% of children to be in the top two bands. • In maths Y.3 for more than 45%of to be in the top two bands. In Y5 for more than 50% of children to be in the top two bands. • For less than 15% to demonstrate low growth on NAPLAN. • For selected assessments that demonstrate growth – i.e. pre and post-testing, measuring effect size that is more than 40% of students to show more than twelve months growth. • By 2018, teacher assessment against AusVELS will indicate 80% of students achieving at or better than the expected standards.

		Induction for new staff on PLT Support for new team leaders Establishing team norms Review essential learning Setting of smart goals Common pacing Ongoing teaching and assessing, sharing Investigating systematic and effective intervention The four questions will focus our work - What do we want our students to learn? - How will we know they have learned it? - How will we respond when some students don't learn? - How can we extend and enrich the learning for students who have demonstrated proficiency? 3. Build a whole school approach to the regular tracking and monitoring of learning and growth for every student. Review assessment schedule Review ways to reliably administer standardized tests Closely monitor adding data to accelerus data base Generate, discuss and analyze growth for each student Reflect on effective strategies to gain effective growth 4. Build the guaranteed and viable curriculum Ensure all staff members have a copy of the Scope and Sequence for English and Maths, Program of Inquiry	

		Ensure all staff members are able to locate curriculum documents and resources on shared drive Review scope and sequence for English and Maths- audit against Ausvels Review program of inquiry – audit against Ausvels Ensure essential learning are built into scope and sequence documents Set up displays in staffroom of curriculum and resources Ensure each team leader has a range of reference books for team planning Ensure assessments correlate with written curriculum	
	Year 2	1. Build teacher practice so that there is consistency of high quality practice in every classroom. PD on Marzano's high yield strategies- Review high yield strategies Work on Domain 3: Reflecting on Teaching Domain 4: Collegiality and Professionalism 2. Build/Consolidate the professional learning teams. Induction for new staff on PLT Support for new team leaders Establishing team norms Review essential learning Setting of smart goals Common pacing Ongoing teaching and assessing, sharing Investigating systematic and effective intervention Being a professional teacher Sustaining PLCs 3. Build a whole school approach to the regular tracking and monitoring of	Scope sequences are developed identifying essential skills, knowledge and understandings in literacy, numeracy and inquiry. Curriculum documents Literacy and Numeracy Scope and Sequences are used at Professional Learning Team Meetings to ensure Essential Learnings are identified in Numeracy and Literacy. Collaborative teams are clear on the criteria they will use in assessing the quality of student work and can apply the criteria consistently in literacy and numeracy e.g. Fountas and Pinnell, Literacy Continuums. Professional Learning Teams meet regularly with discussion focused on teaching and learning at S.P.S. and student data examined at each team planning. Teachers are gathering evidence through ongoing and formative assessment and use it to: - Identify students at risk who need additional

		learning and growth for every student. Overall student achievement is regularly analysed Student achievement is examined from the perspective of value-added results Results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments) Reports, graphs, and charts are regularly updated to track growth in student achievement School leadership teams regularly analyse school growth data Data briefings are conducted at staff meetings 4. Build the guaranteed and viable curriculum Ensure all staff members have a copy of the Scope and Sequence for English and Maths, Program of Inquiry Ensure all staff members are able to locate curriculum documents and resources on shared drive Review scope and sequence for English and Maths- audit against Ausvels Review program of inquiry – audit against Ausvels Ensure essential learning are built into scope and sequence documents Set up displays in staffroom of curriculum and resources Ensure each team leader has a range of reference books for team planning Ensure assessments correlate with written curriculum Analyze the relationship between the written curriculum, taught curriculum, and	time and support or proficient students who need their learning enriched or extended. - Identify strategies to improve individual teacher practice. - Identify strategies to improve the team.

		assessments Discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g., pacing guides) Essential vocabulary is identified at all levels	
	Year 3	1. Build teacher practice so that there is consistency of high quality practice in every classroom. Work on High Reliability Schools Ensuring a safe and collaborative culture Focus on effective teaching in every classroom 2. Build/Consolidate the professional learning teams. Induction for new staff on PLT Support for new team leaders Establishing team norms Review essential learning Setting of smart goals Common pacing, develop proficiency scales for essential learning Ongoing teaching and assessing, sharing Investigating systematic and effective intervention Being a professional teacher Sustaining PLCs Build a culture of celebration 3. Build a whole school approach to the regular tracking and monitoring of learning and growth for every student. Clear and measureable goals for every child Focus on critical needs Data analysis, interpreted and used regularly 4. Build the guaranteed and viable curriculum Build the effectiveness and efficacy of every teacher by implementing an agreed and	

		research-based curriculum delivery model based on inquiry and instructional practices across the school (Marzano). Curriculum documents are in place that correlate to Ausvels Curriculum documents are in place correlating the written curriculum to the skills important to 21st century learning Information is available correlating what is taught in the classrooms (i.e., the taught curriculum) and the written curriculum Information is available examining the extent to which assessments accurately measure the written and taught curriculums A written list of essential elements is in place A written list of essential vocabulary is in place for all levels (i.e., tiers 1, 2, and 3) A curriculum audit document is in place delineating how much time it would take to adequately address the essential elements	
	Year 4	1. Build teacher practice so that there is consistency of high quality practice in every classroom. Work on High Reliability Schools Ensuring a safe and collaborative culture Focus on effective teaching in every classroom 2. Build/Consolidate the professional learning teams. Continue to refine and embed PLTs Report status and growth of students using the proficiency scales 3. Build a whole school approach to the regular tracking and monitoring of learning and growth for every student.	Develop, document and implement a whole school guaranteed and viable curriculum that includes assessment in literacy, numeracy and inquiry

		Continue to carefully track student progress Clear and measureable goals for every child Focus on critical needs Data analyzed, interpreted and used regularly Embed a whole school approach to assessment and the use of data and evidence, to track the progress of every student and inform point of learning through the triangulation of data in literacy, numeracy and inquiry. Ensure challenging goals and effective feedback for all students and teachers in literacy, numeracy and inquiry. 4. Build the guaranteed and viable curriculum Continue to ensure a guaranteed and viable curriculum is in place Build teacher capacity and understandings in the delivery of the Primary Years Program (PYP) that supports an engaging curriculum.	
Engagement To further empower students to take purposeful action in the community as evident in school /classroom displays, newsletter items etc respecting the IB's philosophy that purposeful action is student initiated (Build the partnership with parents and the community. Build teacher and student leadership across the school through action)	Year 1	**1. Build the partnership with parents and the community.** Build and enhance positive home and school partnerships so all stakeholders have the opportunity to fully participate – newsletter articles, Skoolbag AP, invitations to classroom involvement, excursions, camps, cooking, kitchen garden, part of Time Help with community volunteers to work in schools, Promote positive relationships and a sense of belonging –staff warm and welcoming to parents, strong communication, blogs, notes outside door, Promote and review communication strategies	Student engagement outcomes demonstrated by: • Attitudes to school survey-improve teaching and learning variables from the 2014 data. • School based student surveys, including younger students (PMI's and rubrics). • Parent opinion survey to show increased levels of satisfaction • Absence rates to be less than 15 days a year per year level • School based punctuality data to improve • High levels of teacher engagement as demonstrated in the staff survey modules

		Conduct regular patent information sessions on literacy, numeracy, inquiry, ICT Actively seek bank of guest speakers Encourage children to record and interview people of interest for inquiries Create action board to highlight students demonstrating action, regular newsletter articles, contact local paper with photos and articles, create ACTION section of school web page **2. Build teacher and student leadership across the school** Broaden opportunities for student voice as an active part of the learning process Continue to build Y 6 leadership program Provide opportunities for staff to be team leaders, learning community leaders and acting assistant principal Promote leadership PD Actively involve staff in adding input to professional learning teams	(particularly school climate, teaching and learning and professional development of school staff). • Staff surveys – collective efficacy and collective responsibility. • Analyzes and use data form surveys to design strategies for building a positive community
	Year 2	**1. Build the partnership with parents and the community.** All school teams to continue to develop modes of communication to inform and support productive partnerships between the school and the wider community Build a parent database to involve and include parents in genuine ways **2. Build teacher and student leadership across the school** Continue to promote teacher and student leadership Mentor new leaders Provide pd opportunities for new leaders	Further establish close links with the wider school community Parent data base updated and circulated to support staff to involve and include parents in genuine ways School teams to communicate with the wider school community through various modes

	Year 3	**1. Build the partnership with parents and the community.** Continue to promote and embed partnerships **2. Build teacher and student leadership across the school** Continue to promote teacher and student leadership Mentor new leaders Provide pd opportunities for new leaders	Survey parents on effectiveness of partnerships
	Year 4	**1. Build the partnership with parents and the community.** **2. Build teacher and student leadership across the school** Continue to promote teacher and student leadership Mentor new leaders Provide pd opportunities for new leaders	Review effectiveness of links with the wider school community through school survey
Wellbeing Each year to further build a cohesive and enhanced framework to support individual student needs which will be evident through improved scores in the student, parent and staff opinion surveys.	Year 1	**1. Build a student and staff wellbeing structure.** Appoint a Leading Teacher to coordinate staff and student welfare Review Student Engagement And Wellbeing Policy with staff, continue work on essential agreements, and add parent reflection to this process. Promote online access to wellbeing policy and school handbook for all new parents. Focus on positive classroom behaviour e.g work on Marzano DQ 6, 7 creating calm and ordered classrooms in all rooms. Renew restorative practices- professional development for new staff and refresher for experienced staff. Greater effort in monitoring student absence	Student and staff wellbeing demonstrated by: Student Attitudes to School survey variables –to show improved student morale, school connectedness and the student relationship variables (peer connectedness, classroom behaviour and student safety). Parent opinion surveys to show satisfaction with student and staff wellbeing. School developed audits and feedback from students and parents. School Council surveys to show satisfaction with wellbeing. Student feedback to show increased levels of satisfaction with welfare.

		Regular articles in newsletter each term on importance of attendance Regularly inform parents of the benefits of good attendance Ensure individual tracking of students and follow through for absent student Home visits by APs to discuss chronic absence Average attendance rate for all year levels to be above 95%.	
	Year 2	**1. Build a student and staff wellbeing structure.** Review role of staff and student welfare officer. Ensure all stakeholders are aware of Student Engagement And Wellbeing Policy Continue work on essential agreements, Reinforce on positive classroom behaviour Consolidate restorative practices- Continued focus of student attendance.	Increased scores on: Student attitudes to school survey Parent opinion survey Staff opinion survey
	Year 3	**1. Build a student and staff wellbeing structure.** Review role of staff and student welfare officer Ensure all stakeholders are aware of Student Engagement And Well Policy Continue work on essential agreements, Reinforce on positive classroom behaviour Consolidate restorative practices- Continued focus of student attendance.	Increased scores on: Student attitudes to school survey Parent opinion survey Staff opinion survey
	Year 4	**1. A student and staff wellbeing structure.** Review role of staff and student welfare officer Ensure all stakeholders are aware of Student Engagement And Well Policy	Increased scores on: Student attitudes to school survey Parent opinion survey Staff opinion survey

		Continue work on essential agreements, Reinforce on positive classroom behaviour Consolidate restorative practices- Continued focus of student attendance	
Productivity Each year to ensure the effective and strategic use of resources that supports the growth, development and success of Seabrook Primary School as a PLC and as an effective PYP school. Our school budget will reflect the allocation of funding to these two initiatives	Year 1	1. **Build Seabrook PS as a professional learning community (PLC).** Build Professional Learning Teams (PLT'S) that focus on student learning. The four questions will focus Our work -What do we want our students to learn? -How will we know they have learned it? -How will we respond when some students don't learn? -How can we extend and enrich the learning for students who have demonstrated proficiency?	Staff and parent surveys to show staff satisfaction with professional growth, parent opinion of school improvement. School Council survey to show satisfaction with Seabrook learning Parent feedback to show satisfaction with reporting Student feedback on learning
	Year 2	1. **Build Seabrook PS as a professional learning community (PLC).** Work on high reliability School program PD for leadership team PD for team leaders PD for teachers Work on collaboration within team Focus on learning Demonstration of proficiency Teams building essential curriculum guides Ongoing meaningful assessment that informs teaching Effective intervention programs	PLT to provide professional learning opportunities for all staff Professional Learning Teams meet regularly to achieve team goals based on the AIP Continued effective use of assessment tools and consistent use of data and evidence to inform teaching and learning
	Year 3	3. **Build Seabrook PS as a professional learning community (PLC).** Ensuring team collaboration Shared knowledge and understanding about essential learning Teams to agree on common pacing SMART goals with evidence of learning	Evidence of increased student growth, with more children mastering essential learning and all children showing increased learning growth.

	Year 4	**1. Build Seabrook PS as a professional learning community (PLC).** Language of commitment Specific recognition and a culture of celebration Embedded, ongoing teacher learning Team based action research Learning by doing Assessing impact on the basis of improved student learning Sustained commitment to focussed initiatives	High staff moral with evidence of frequent professional dialogue Regular moderation and data analysis, using triangulation of data Celebration of children increased learning growth