Seaford Secondary College
Site Improvement Plan 2015

VISION

School Vision
Seaford Secondary College fosters:

▸ a culture that supports innovation, creativity and targeted intervention to cater for diverse learning needs and empowers the development and growth mindsets to enable all students to achieve their potential

VALUES

At Seaford Secondary College we value:

▸ Learning
▸ Respect
▸ Responsibility

AIM

At Seaford Secondary College we create a positive learning environment to enable dynamic and targeted education.

At Seaford Secondary College our work is underpinned by the following beliefs:

▸ students need safe and welcoming conditions to learn
▸ intelligence is fluid – with this belief is the understanding that targeted and strategic intervention will result in increased skill level
▸ students will grow in an environment of high expectation
1. Every Child Achieves Their Potential

We will:

- cultivate a high standard of learning and achievement within a context of individual capacity in Literacy and Numeracy
- individualised, customised learner support practices are developed and documented to cater for learning needs in, particular needs of identified groups, including STAR, gifted students and Aboriginal students
- all Care Group teachers lead the development and ongoing review of NEP’s
- QuickSmart Literacy and Numeracy Program is accessed to support Middle School students who need additional literacy and numeracy support
- common approaches across year levels to literacy and numeracy teaching are evident in teaching programs
- all teachers engage in moderation within their learning area and/or through SACE
- focus on attendance across Houses ensures absence and lateness is recorded and followed up
- Student Behaviour Management policies are collaboratively developed documented and consistently enacted across 7 - 12
- anti-bullying and anti-harassment strategies embedded in all aspects for the school e.g. PFP program; SAPOL visits
- improved literacy and numeracy reflected in PAT and QuickSmart
- all students in identified groups have a negotiated and documented ILP/NEP
- percentage of students in the middle and upper growth band for NAPLAN exceeds 75% in numeracy and literacy
- 10% increase in attendance
- 10% decrease in unexplained absences
- 15% decrease in recorded lateness
- school-based data indicates a 15% reduction in reported incidents of bullying and harassment OR response rate to questions in the Student Opinion Survey about feeling safe at school.
2. Excellence in Education and Care

We will:

- improve learning outcomes through quality teaching
- build positive relationships with and between young people
- support young people in their transitions
- support teachers and leaders in the SACE, Australian Curriculum and IBMYP
- transform the learning environment to make best use of emerging technologies

- feedback to students and parents on student learning
- planning by design and a focus on assessment is evident in teaching programs and practice
- all teachers apply restorative practice strategies in their interactions with young people
- all teachers use appropriate differentiation strategies to cater for the learning and behavioural needs of their students
- leaders provide timely, effective feedback to teachers for their Work Unit and Assessment Plans
- all staff engaged in professional learning around pedagogy
- all teachers explicitly teach students skills to develop positive relationships with others
- all students are supported in their transitions from Primary to Middle, Middle to Senior, from Senior to Tertiary and Vocational Education and Training, to family and employment
- all teachers actively engage and model in positive working relationships with students, colleagues, families and agencies
- all staff communicate in a timely manner with families as appropriate
- all teachers explicitly teach technological skills to facilitate the use of technology for effective learning
- ensure that the Child Protection Curriculum is delivered across the School
- all staff are engaged in professional learning in the Child Protection Curriculum
- all students engaged in learning and achieving to their full potential
- student surveys and baseline data will be used to measure engagement
- 100% of staff engage in lesson observation as part of their professional learning
- 10% increase in SACE Completion rate and grade average
3. **Connect with Communities**

Strengthen engagement with families and the wider community through:

- providing services relevant to young people and their futures
- parents/carers as partners in care and education
- working in partnership with our local community to maximise learning
- build a positive school culture

- the intervention strategies with SAPOL to work in partnership with families, students, leaders and teachers to support positive behavior choices for students is documented and refined
- expert advice regarding student needs is provided through a partnership with the regional support services team
- a positive learning partnership exists with Vocational Education Private Providers and TAFE
- build capacity to improve Aboriginal community links with care and schooling through partnership programs, meetings and staff support
- frequency in whole school events e.g. fundraising, sport, music that capture the diversity of our students (cultural, sports, music etc)
- a new school uniform is introduced
- Students are involved in SRC to be representative of their Care Group and student body. They model active citizenship.

- decrease in the number of suspensions compared to 2014 data
- attendance of students identified with a disability increases post referral
- 100% of students in school uniform – we will monitor the numbers referred for being out of uniform to enable term targets to be set
- 90% of students agree/strongly agree with the statement “Students at this school are encouraged to do their best” (Student Opinion Survey)
- 10% increase in participation in zone and regional sport
- 10% increase in active participation in SRC
4. A Successful and Sustainable Organisation

Responsive to the needs of staff and students. We will:

- develop creative and effective leadership and accountability at all levels
- tailor professional learning
- actively promote sustainable business practices to support educational outcomes

- professional performance connections and processes are aligned with the Improvement Plan
- participate and engage in TFEL feedback and NPS
- roles and responsibilities are articulated across school
- staff to identify areas of personal improvement/innovation in their PDP
- professional learning is customized to support staff portfolios and meet the priorities of the Site Improvement Plan
- teaching and support staff form PLC’s in relation to emerging best practice within their roles
- leaders gather critical feedback about themselves and staff
- all staff, including SSO’s, have engaged in structured PD and Performance Feedback
- staff wellbeing monitored regularly
- budgets and financial management are appropriately prioritized according to student learning needs and SIP
- a schedule for reviewing, refining and publishing policies and practices is initiated
- new staff, new roles and TRT’s participate in an organized and documented Induction Process

- 20% increase in the percentage of staff who agree/strongly agree with the statement “Site Performance Management processes are explicit and support my professional development.”

(Staff Psychological Health Survey)