

PART B – 2026 Seaford Secondary College School Learning Plan

Foci for Improving Student Learning

This document is supported by PART A – 2026 SCHOOL LEARNING PLAN

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Focus Area(s) What we want to achieve	Targets	Actions for Improvement How are we going to achieve it?	Success Criteria What will we see students doing?	How we measure it?	Resources
<p>PBL (Implement agreed strategies with feasibility, fidelity & reach)</p> <ul style="list-style-type: none"> Consistent, school wide expectations Explicitly teaching (and re-teaching) of behaviour skills and expectations Consistent, predictable routines Consistent responses to behaviour Acknowledge positive behaviour 	<p>Students will:</p> <ul style="list-style-type: none"> Show increased engagement in learning and a reduction in behaviours that prevent teaching and learning Communicate a clear understanding of expectations and consequences in the classroom and the yard and reduce the amount of undesirable behaviours in all settings Demonstrate consistent routines with clarity and confidence Experience a greater sense of safety, belonging, success and positive relationships with staff and students as a result of improved learning behaviours 	<p>Teachers will:</p> <ul style="list-style-type: none"> Establish and explicitly teach agreed predictable classroom routines and rehearse them regularly (e.g. start and end of lesson routines) Use proactive teaching strategies that reduce the likelihood of behaviours in class Acknowledge positive behaviour frequently, using classroom and school wide acknowledgement system with fidelity. <p>All staff will:</p> <ul style="list-style-type: none"> Consistently communicate agreed school-wide expectations and apply consistent responses and language to behaviour errors within their role Use calm, non-escalatory language when behaviour errors occur, use restorative practices and approach each day as a fresh start for all students Engage in professional learning, reflect on practice, co-develop routines and adjust practice in line with whole-school agreements and feedback. <p>Leaders will:</p> <ul style="list-style-type: none"> Support staff to implement agreed behaviour processes to increase the likelihood of positive behaviour choices. Provide professional learning, resources, tools, time and structures that enable successful implementation of PBL strategies. Maintain a visible presence in classrooms and yard spaces. Communicate consistent expectations to staff, students and parents / carers and apply consistent consequences for students' behaviour choices. 	<ul style="list-style-type: none"> Enter the classroom in a way that supports positive engagement in learning, following agreed start-of-lesson routines Remain actively engaged in learning until the end-of-lesson exit routine is complete. Positively engage in restorative conversations if they receive a time-out (or at other appropriate times). Communicate clear understanding of expectations and consistent behaviour responses Increase the frequency of positive behaviours through clear expectations and a culture of acknowledging positive choices 	<ul style="list-style-type: none"> Behaviour data (decrease in tier 1 behaviours throughout the year) Staff opinion data (feasibility & fidelity of implementation) Student opinion data (evidence that agreed practices are being implemented) Learning Walk observations (to identify staff fidelity and support required) Student achievement data Daymap lesson notes (evidence of start and end of lesson routines when teachers absent) A reduction in regulation space visits by students 	<ul style="list-style-type: none"> PBL SharePoint resources Collaboratively developed PBL documents (Values & Expectations, Classroom Guidelines, Non-negotiables, Proactive Strategies) Consistent classroom visuals Learning Walks and leadership presence to support consistent application Whole staff PD and collaborative planning time Spotlight sessions, sharing of practice & Learning Sprints PBL Implementation team meetings and resources Staff, student and parent voice DfE PBL Pilot Program resources Collective expertise of staff Classroomscreen (start and end of lesson routines)
<p>Literacy</p> <ul style="list-style-type: none"> Tier 1 and 2 teaching strategies Teaching and Learning Cycle 	<p>Students will:</p> <ul style="list-style-type: none"> Continue to improve their reading fluency Continue to improve their reading and comprehension skills and strategies Know how to and engage with unfamiliar texts across all learning areas to build subject specific knowledge Improve the quality of writing in texts contextualised to curriculum areas 	<p>Teachers will:</p> <ul style="list-style-type: none"> Implement Tier 1 and 2 reading comprehension strategies in every class and document these in unit plans through collaboration in LATs. Identify text types explicitly taught at each year level in each LAT Sequence learning using the Teaching and Learning Cycle and explicitly teach reading and writing aligned to text type. <p>Leaders will:</p> <ul style="list-style-type: none"> LAT leaders work with their team to map text types across each year level. Provide PL and support to teaching staff to embed the teaching and learning cycle when planning curriculum and delivering lessons. Ensure the development of a whole school agreement for teaching reading. Monitor impact and provide additional support as required 	<ul style="list-style-type: none"> Interact in learning and respond to feedback to improve their ability to accurately write specific text types Engage in tier 1 and 2 reading strategies to improve reading accuracy and fluency 	<ul style="list-style-type: none"> Units will have resources aligned to them that support explicit teaching of reading and writing aligned to text type Increase in explicit teaching of reading and writing in the classroom observed in learning walks Students will improve writing, include key features of the text type, shown in summative and formative tasks (including booklooks) 	<ul style="list-style-type: none"> Teaching and Learning Cycle Tier 1 and 2 Reading Strategies DIBELS Resources and Guidance

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Focus Area(s) What we want to achieve	Targets	Actions for Improvement How are we going to achieve it?	Success Criteria What will we see students doing?	How we measure it?	Resources
Numeracy <ul style="list-style-type: none"> • Big Ideas In Number (BIIN) • Numeracy opportunities in non-Maths LAT's 	Students will build their understanding of the BIIN (Big Ideas In Number) to: <ul style="list-style-type: none"> • Building continuously mathematical concepts and relationships • Noticing similarities and differences, mathematical features / structures and strategies • Describe their thinking mathematically in written form SSE (Say it, Show it, Explain it) • Interpret mathematical information and problem-solving strategies 	Teachers will: <ul style="list-style-type: none"> • Identify, document and implement numeracy learning opportunities outlined through the Scope and Sequence and in unit plans and engage in discussion in PDP and LAT meetings • Use the technical language of mathematics rather than everyday terms when teaching numeracy concepts to support students see the connection between the two. • Middle School Maths teachers will embed BIIN learning into lessons/unit and measure student progress throughout the year with data analysis. Leaders will: <ul style="list-style-type: none"> • Ensure the specific knowledge and skills identified are explicitly documented in both unit plans and SSC-LAT 2025 Scope and Sequence • Use collaborative classroom observation and feedback in other learning areas to see explicit teaching of numeracy in these learning areas. Share teaching, assessment and unit plans that show where teachers have effectively addressed the numeracy demands of their learning area. 	<ul style="list-style-type: none"> • Engage in active learning through hands on activities to learn number concepts, including handwritten book work and dialogic classroom strategies and activities. • Will demonstrate understanding in Mathematics having greater capacity to use reasoning and problem solving in number and algebra and apply them in learning areas including using measurement skills and analysing data. 	<ul style="list-style-type: none"> • Learning and Assessment Framework for Multiplicative Thinking (LAF) • Learning walks measuring Numeracy moments or opportunities • Scope and Sequence with Numeracy skills across all LAT's • New SA Curriculum Mathematics – Dispositions and Capabilities, possible learning sprints or Action Research in Maths LAT • Numeracy tasks or activities are evident on SharePoint in non-Maths LAT's. 	<ul style="list-style-type: none"> • Learning and assessment framework for multiplicative thinking • 2025 Maths Scope and Sequence (SA curriculum)Final.docx • Scaffolding Numeracy in the Middle Years: Assessment Materials • Understanding the Big ideas in number
Formative Assessment & Feedback <ul style="list-style-type: none"> • Formative assessment and checking for understanding • Effective actionable feedback 	Students will: <ul style="list-style-type: none"> • Positively and effectively engage in dialogic teaching strategies that 'check for understanding' and allow students to develop deeper learning • Understand their learning intentions and next steps in their learning to achieve the success criteria • respond to actionable feedback and improve their learning aligned to assessment criteria. 	Teachers will: <ul style="list-style-type: none"> • Use formative assessment to 'check for understanding' at least 2 times per lesson, using dialogic teaching strategies where appropriate • Give feedback that is actionable, aligned to assessment criteria and moves learning forward • Design tasks that have checkpoints and multiple feedback opportunities • Use formative assessment strategies that minimise AI-generated responses in order to elicit authentic evidence of students' learning and thinking. Leaders will: <ul style="list-style-type: none"> • Provide professional learning on high-impact formative assessment strategies, what actionable feedback looks like, and how to actively engage students in the feedback process. • Reinforce consistent expectations for student engagement in learning, meeting deadlines and responding to teacher feedback to ensure feedback is meaningful and acted upon. • Provide ongoing opportunities for collaboration and sharing quality practice within and across LATs, including dedicated meeting time to plan and implement effective formative assessment and feedback. • Develop strategies to increase parent and caregiver engagement with Daymap to support understanding of assessment feedback 	<ul style="list-style-type: none"> • Meeting key checkpoints and due dates to maximise opportunities for timely and meaningful feedback. • Engage regularly with teacher feedback (Daymap and verbal) and act on this feedback to improve the quality of their work. • Actively participate in formative assessment strategies to deepen learning (including self, peer and /or dialogic strategies. • Understand and articulate learning intentions, success criteria and next steps to progress their learning. 	<ul style="list-style-type: none"> • Learning walk observations of increased dialogic formative assessment strategies • Staff Opinion data indicates an increase of students engaging with teacher feedback to improve learning outcomes • Student opinion survey data indicates teachers are using checking for understanding strategies at least twice per lesson • Daymap shows staff are giving action feedback to students at least once per term • WEC data improvement for 'academic self-concept' and 'cognitive engagement' in 2027 • Formative assessment strategies evident on Daymap and within LAT curriculum documentation • Increased percentage of parents accessing the Daymap Parent Portal 	<ul style="list-style-type: none"> • SSC Effective Lesson Model • Dylan Williams formative assessment strategies (checking for understanding) • Learn & Thrive Teachers Companion (pg. 194-218) • SSC Literacy formative assessment techniques (linked to reading & writing) • Assessment and Reporting Policy • SSC Pedagogical Framework • Wednesday PD • & spotlight session (formative assessment & feedback, literacy) • Learning Sprints, collaboration & collective teacher expertise