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|  | **Buxton Public School plan** 2015 – 2017 | | | |
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| **STRATEGIC DIRECTION 2**  Student Engagement and Wellbeing    **STRATEGIC DIRECTION 3**  **School Community partnerships in Learning and Achieving**  Leadership  **STRATEGIC DIRECTION 1**  Quality Teaching,  Learning and  Leadership  **IRECTION 1**  Quality teaching,  Learning and  Leadership | | | | |
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| School background 2015 – 2017 | | | | | | | | | | | | | | | | | | |
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| **SCHOOL VISION STATEMENT** | | | |  | **SCHOOL CONTEXT** | | | | | | |  | **SCHOOL PLANNING PROCESS** | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | |  |  | We are a vibrant and innovative learning community that is committed to delivering excellence within a rich learning environment. This enables our students to learn, discover and critically analyse their knowledge, to equip them to become informed citizens of the future. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school |  | | | | | | | | | | | | | | | | | | | |
| .   |  |  |  |  | | --- | --- | --- | --- | |  |  | We are a vibrant and innovative learning community that is committed to delivering excellence within a rich learning environment. This enables our students to learn, discover and critically analyse their knowledge, to equip them to become informed citizens of the future. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school. |  | | | | |  | Our school provides for children’s educational needs in a happy, stimulating and caring environment. We have a strong focus on student wellbeing, consistent with our school motto: ‘We Care’. The school’s curriculum provides many forums for children to be involved in singing, sport, dance, art, debating and public speaking. A large variety of leadership opportunities are available and all staff work closely with students to fully develop their potential. The aim of Buxton Public School is to provide our students with quality teaching and learning for the 21st Century. | | | | | | |  | Consulting, collecting and collating information as follows:  **School Community**  (*Research*) School Map Surveys: School Culture and Learning NAPLAN results (*Clarifying*) Surveys from Numeracy and Literacy nights Parent Teacher interviews *(Improvement Planning)* Two information and consultation planning sessions for strategic directions  **Students *(****Research)*  School Map Surveys School Culture and Learning Social Skills Surveys  **Student performance in;**  BURT reading 1-6 South Australian Spelling Test Benchmarking 1-6 SENA 1 & 2 NAPLAN (Improvement Planning) Class Meetings SRC Meetings  **Teachers** (*Research*) School Map Surveys: School Culture and Learning NAPLAN results (*Clarifying*) Parent Teacher interviews Smart data *(Improvement Planning)* Examination of previous school plan 6 planning sessions planning to discuss school needs and formulate strategic directions  (*Research*) School map surveys School Culture and Learning NAPLAN results (*Clarifying*) (*Research*) School map surveys School Culture and Learning NAPLAN results (*Clarifying*) (*Research*) School map surveys School Culture and Learning NAPLAN results (*Clarifying*) (Research) School Map Surveys School Culture and Learning NAPLAN Smart Data Testing in Literacy and Numeracy Terms 1 & 3Reflection room Data PLAN data Best start data Reading Recovery Data (Clarifying) Surveys from Numeracy and Literacy nights Parent Teacher interviews (Improvement Planning) | | | | | |
| School strategic directions 2015 - 2017 | | | | | | | | | | | | | | | | | | |
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| All teachers will be committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence based teaching strategies.  Consistent, school wide practices for assessment and reporting will be used to monitor, plan and report on student learning and achievement across the key learning areas.  Resources will be strategically used to achieve and improve student outcomes.  Professional learning will be aligned with the school plan, and its impact on the quality of teaching and student learning outcomes will be evaluated. | | | |  | A strategic direction to develop, implement and support the cognitive, emotional, social, physical and spiritual wellbeing of all students. | | | | | | |  | **Our school culture will demonstrate the building of educational aspirations and the ongoing performance improvement across its community.**  **We will lead and support a culture of high expectations, engagement and partnerships resulting in sustained and measurable school improvement.**  **.**  **.** | | | | | |
| Strategic direction 1 : Quality teaching, Learning and leadership | | | | | | | | | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCTS AND PRACTICES** |
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| To ensure learning for all students in our school is continuous for students K-6 and is based on quality educational delivery, leadership and consistent high learning standards and professional practices.  . |  | **Students: Engage students in the development of leadership capabilities which integrate skills and learning experiences of intellectual quality.**  **Staff: Design for the development of leadership capabilities for all staff through professional learning support and taking a leadership role as a member of the professional learning team and/or a curriculum area.**  **Staff: Develop capabilities for teaching staff across the school in the area of intellectual quality. This includes planning for skill development for staff to design, implement and assess quality teaching and learning programs.**  **Staff: Provide a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, self-evaluation, reflection and sharing of professional practice.**  **[**  **Parents: Design multi- faceted communication strategies to build awareness and understanding amongst the parents and carers of Buxton students of our focus on high expectations and intellectual quality. This will include tips for parents on how to support their children’s learning in relation to this focus** | | | | |  | | * **Intellectual quality to be targeted for professional learning activities focussing on improved teaching practice applied to deep knowledge and understanding, problematic knowledge, higher-order thinking, meta-language and communication** * **Developing a deeper, shared understanding of quality teaching, including a framework for: teacher self-evaluations, lesson observation, feedback and the Teacher Personal Development Plan process**   **Evaluation Plan:**   * **Internal- Regular reporting against milestones by Professional Learning Teams** * **Internal- Tracking of student progress using the Literacy & Numeracy continuums** * **Internal - PLAN data** * **External- NAPLAN results** | | | | | | |  | | * **Product: to increase the number of children achieving regional and state targets in Literacy and Numeracy.** * **Product: K-6 scope and sequences, common assessments task for data analysis and future planning with regards to quality teaching pedagogy and programming in literacy and numeracy.** * **Practices: Quality teaching and learning practices demonstrated and supported across K-6 through teaching and learning programs, assessment, Teacher Performance and Development and improved learning outcomes.** * **Practices: Professional learning teams established in assessment, reporting and data, curriculum, Learning Support are leading improved embedded practice in relation to curriculum continuity and quality teaching** * **Practices: Staff and students reflecting and reporting on the achievement of their own learning and leadership goals** * **Practices: All teaching staff to have a Personal Development Plan.** |
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| **IMPROVEMENT MEASURE/S** |
| **To increase the number of students achieving at or above minimum standards in Literacy and Numeracy.**  **Scope and sequences developed across all KLAs and 100% of staff implementing them**. |
| Strategic direction 2: Student Engagement and Wellbeing | | | | | | | | | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCTS AND PRACTICES** |
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| **To establish Positive Behaviour for Learning Success with the whole school community.** |  | * **Students: Engage students in the development, implementation and evaluation of Positive Behaviour for Learning Success, ensuring all students are safe, responsible, resilient, learners.** * **Staff: Develop capabilities for teaching staff across the school in the area of student engagement and student wellbeing. This includes planning for skill development for staff to design, implement and assess quality teaching and learning programs in this area.** * **Staff: Provide a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, self-evaluation, reflection and sharing of professional practice.** * **Parents: Design multi- faceted communication strategies to build awareness and understanding amongst the parents of Buxton of our focus on student engagement and wellbeing. This will include tips for parents on how to support their children’s learning in relation to this focus** | | | | |  | | * **Developing a deeper, shared understanding of what it means to be a safe, responsible, resilient learner at Buxton Public School** * **Resilience to be the theme of professional learning activities, with a focus on evidence based teaching and learning strategies for connecting students to school, engagement through learning the skills of resilience and their ability to bounce back from adversity.** * **Developing, broadening, increasing and refining the skill set of teachers enabling them to confidently and effectively engage students in 21st Learning.** * **Developing a proactive approach to establishing the behavioural supports and social culture needed for all students to achieve social, emotional and academic success.** * **Evaluation plan:**   **Internal- Regular reporting against milestones by Professional Learning Teams**  **Internal- Tracking of student progress through SYNERGY student wellbeing and EBS4 Attendance and Suspension data** | | | | | | |  | | * Product: To increase the number of students consistently demonstrating safe, responsible, resilient, learning in the classroom and playground to 95% * Product: Positive behaviour database to be developed for future planning with regards to 21st learning teaching strategies in programming for Personal Development Heath and Physical Education Curriculum. * **Product: Whole school student management plan to be developed to ensure behavioural supports and social culture are embedded for students to achieve social, emotional and academic success.** * **Practices: Staff and students reflecting and reporting on their learning achievement and leadership in engagement, PBL and wellbeing.**   ] |
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| **IMPROVEMENT MEASURE/S** |
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| Increase in the number of students demonstrating safe, responsible, resilient, learning in the classroom and playground to 95% as evidenced by PBL database  **Implementation of PBL through lessons K – 6 in safety, responsibility, learning and resilience. Monitoring of student achievement of PBL rewards. All members of school community engage with and participate in PBL**  **Whole school student management plan to be developed to ensure behavioural supports and social culture are embedded for students to achieve social, emotional and academic success.** |
| Strategic direction 3:School Community partnership in Learning and Achieving | | | | | | | | | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCTS AND PRACTICES** |
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| **This direction is about authentically engaging with our whole school community to maximise student learning outcomes.**  **Parents/caregivers and the broader community play a vital role in supporting successful learning outcomes for our children.** |  | **: Engage student leaders in the development of leadership capabilities, which integrate skills and learning experiences in safe, responsible, resilient, learning.: Engage student leaders in the development of leadership capabilities, which integrate skills and learning experiences in safe, responsible, resilient, learning.: Engage student leaders in the development of leadership capabilities, which integrate skills and learning experiences in safe, responsible, resilient, learning.**  **Students: Engage students in the development of a local careers directory, with parental support that integrates the need for skills and learning experiences in Literacy & Numeracy.**  **Staff: Staff: Develop capabilities for all staff across the school in communicating and engaging with our parent/carer community. This includes planning for skill development for staff to design, implement and assess effective engagement strategies.**  **Parents: Design a multifaceted communication strategy Design an integrated, multi-dimensional approach to strengthening engagement with parents and school community.**  **Parents: Multi- faceted communication strategies to promote awareness and understanding amongst the parents, caregivers to promote and embed a positive culture of learning and achieving.**  ] | | | | |  | | * **Developing a deeper shared understanding with our school community of our commitment to quality educational delivery, leadership and consistent high learning standards and professional practices** * **To establish a family-school reference group (including students, staff and parents) to develop key educational priorities in literacy and numeracy** * **21st century learning to be the theme for parent and caregiver information sessions focusing on how their children apply intellectual quality to their learning**      * **Developing, broadening, increasing and refining the skill set of Teachers enabling them to confidently and effectively engage and communicate with parents/caregivers about their child’s learning achievements**   **Evaluation plan:**  **Internal- Regular reporting against milestones by Communicating with your school project team**  **Internal- Tracking of parent attendance at learning events**  **External – Tracking of community hits on the school website that focus on learning and achieving** | | | | | | |  | | * **Product: To increase learning partnerships between parents, carers and school community to at least 30% to promote student learning and high expectation for student success. [** * **Practices: Development of a family school partnership team to increase and strengthen engagement with families and the community to improve student-learning outcomes.** * **Practices: Develop quality local transition programs in early childhood with local day care providers, pre-schools, Picton High school, University of Wollongong and local businesses.** * **Practices: To form a partnership with Wollondilly SEEDS sustainable community network to build school and local community knowledge to increase our capacity to improve sustainability operations in energy use, water, consumables, recycling etc.** |
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| **IMPROVEMENT MEASURE/S** |
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| **To increase learning partnerships between parents, carers and school community to at least 30% to promote student learning and high expectation for student success** |