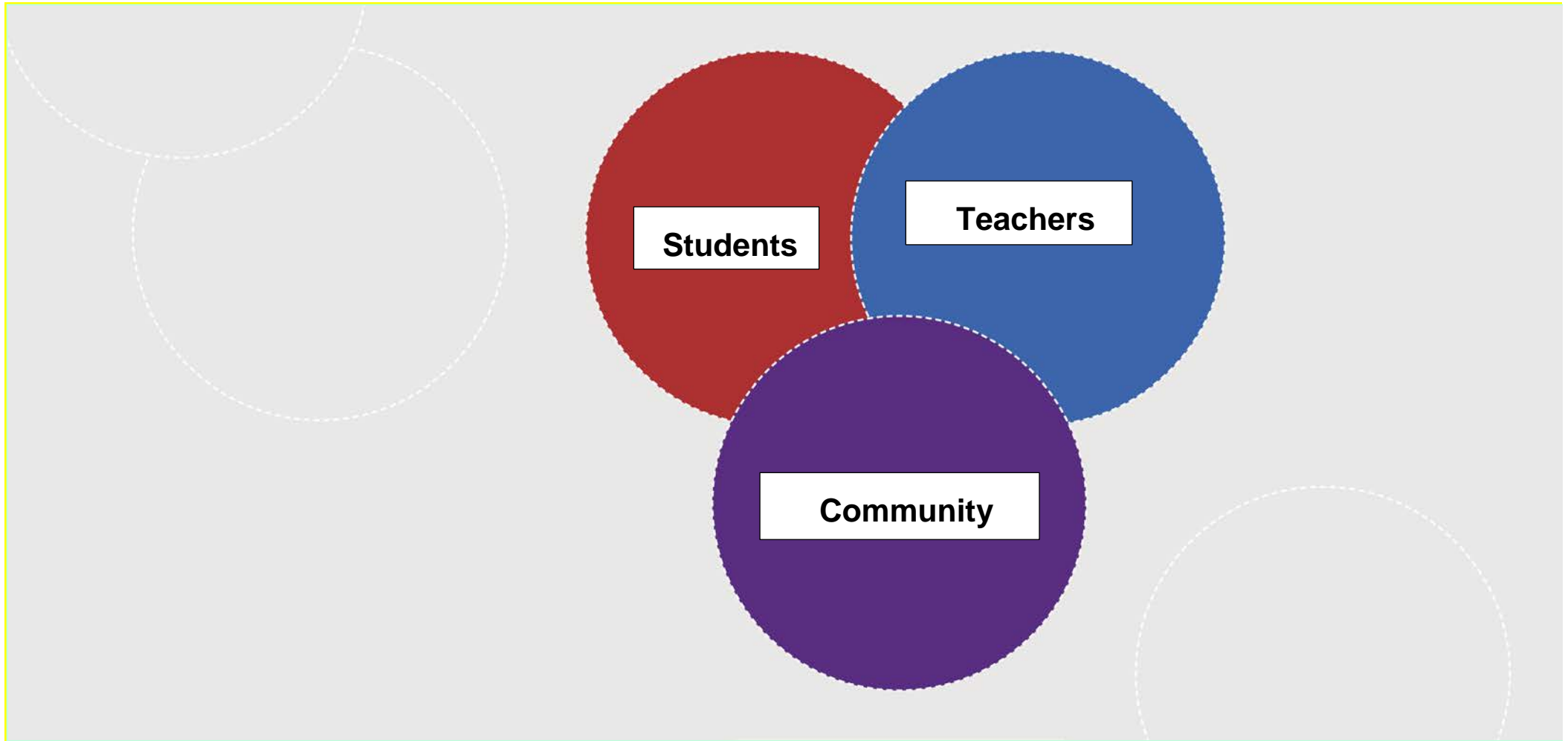


# Buxton Public School plan 2015 – 2017



# School background 2015 – 2017

## SCHOOL VISION STATEMENT

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

## SCHOOL CONTEXT

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 and 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 21<sup>st</sup> Century.

## SCHOOL PLANNING PROCESS

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)*

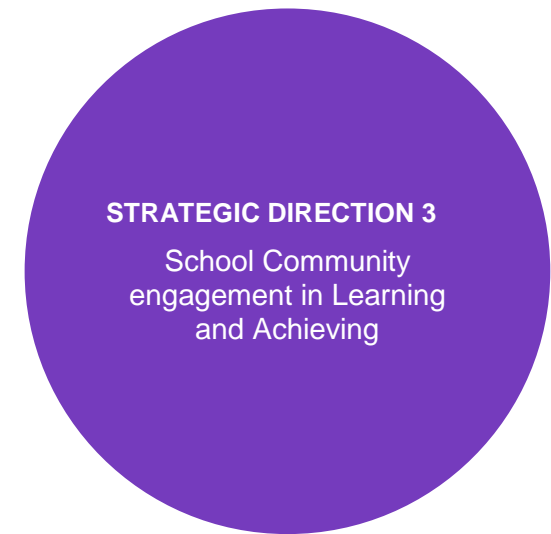
Examination of previous school plan  
6 planning sessions planning to discuss school needs  
and formulate strategic directions



To ensure learning for all students in our school is continuous K-6 and is based on quality educational delivery and sound pedagogical practices. Educators and leaders must be equipped with the necessary skills to empower and inspire all students to reach their full potential.



To develop, implement and support the cognitive, emotional, social, physical and spiritual wellbeing of all students through the introduction of Positive Behaviour for Learning practices.



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 and Learning

## PURPOSE

To ensure learning for all students in our school is continuous K-6 and is based on quality educational delivery and sound pedagogical practices. Educators and leaders must be equipped with the necessary skills to empower and inspire all students to reach their full potential.

## IMPROVEMENT MEASURE/S

- Increase the number of students achieving greater than or equal to expected growth in NAPLAN to 60% in Reading and Numeracy Yr 3-5.
- PLAN data K-2 shows an increased percentage of students achieving expected cluster benchmarks.

	K	1	2
Reading	90	90	90
Comprehension	90	90	90
Writing	80	70	65
EAS	90	90	85

## PEOPLE

**Students:** Engage students as they work towards and achieve personalised learning goals through differentiated programs.

**Staff:** Through school based TPL staff develop greater capacity to

- Identify evidence from data
- Develop programs that are responsive to and target individual needs
- Implement new curriculum and programs based on sound research pedagogies
- Understand the impact of formative assessment practices on children's growth.

**Staff:** Provide a program of personalised professional development for all teaching staff through QT rounds that focus on feedback, self-evaluation, reflection and sharing of professional practice. Provide opportunities for networking both locally and in the wider community.

**Parents:** Design multi-faceted communication strategies to build awareness and understanding amongst the parents of Buxton PS of our focus on quality teaching practices.

## PROCESSES

- Focused and innovative Professional Learning led through evidence based pedagogies that focus on individualised learning and quality teaching practices. All professional learning is aligned to the Performance Development Framework.
- Collaborative networking within educational settings and across the wider community, using a variety of modes to share and improve practice. Celebrate success.
- Developing a deeper, shared understanding of quality teaching through QT rounds; including a framework for teacher self-evaluations, lesson observation and feedback.

### Evaluation Plan:

- Internal- Tracking of student progress using the Literacy & Numeracy continuums.
- Internal - PLAN data
- External- NAPLAN results

## PRODUCTS AND PRACTICES

- **Product:** To increase the number of students achieving greater than or equal to expected growth in NAPLAN to 60% in Reading and Numeracy Yr 3-5.
- **Product:** PLAN data K-2 shows an increased percentage of students achieving expected cluster benchmarks. 90% of Years 3-6 at counting on and back or facile and working in Place value beyond tens and ones.

	K	1	2
Reading	90	90	90
Comprehension	90	90	90
Writing	80	70	65
EAS	90	90	85

- **Practices:** Pedagogy of teaching and learning will be focused on engagement through quality teaching and visible learning practices. Enhance professional learning networks locally and across the wider community.
- **Practices:** Staff and students reflecting and reporting on the achievement of their own learning and leadership goals through bump it up walls and PDP's.
- **Practices:** QT rounds embedded K-6 to evaluate teaching practice against the QT framework.

## Strategic direction 2: Student Engagement and Wellbeing

PURPOSE	PEOPLE	PROCESSES	PRODUCTS AND PRACTICES
<p>To develop, implement and support the cognitive, emotional, social, physical and spiritual wellbeing of all students through the introduction of Positive Behaviour for Learning practices.</p>	<p>Students: Participation in PBL lessons that focus on areas of need identified from data collection. Ensuring all students are safe, responsible, resilient, learners.</p> <p>Staff: Professional Learning for staff in PBL. Team to attend training in 2016.</p> <p>Staff: Create a matrix of behaviours for all areas of the school. Revise and establish lessons based on data collection and areas of need.</p> <p>Students: Celebration of success on a termly basis to reward students who have maintained their behaviour within the universals of PBL.</p> <p>Students: Improved attendance as a result of engagement at school and a focus on creating positive relationships with peers.</p>	<ul style="list-style-type: none"><li>• Build successful and sustainable practices of PBL with a focus on staff training, systematic and responsive student learning and parent information.</li><li>• Develop a school matrix of expected behaviours as a process of PBL.</li><li>• Develop an attendance policy that supports the improvement in attendance and celebrate class success on a monthly basis in the school newsletter.</li><li>• Devise lessons around the data obtained for TTFM survey that support the development of positive behaviour and positive relationships.</li></ul> <p>Evaluation plan:</p> <ul style="list-style-type: none"><li>• Internal- Tracking of student behaviour through student management.</li><li>• Internal- Attendance data indicative of levels of engagement.</li><li>• External- Tell Them from Me survey.</li><li>• External- PBL Set data.</li></ul>	<ul style="list-style-type: none"><li>• Product: To increase the number of students consistently demonstrating safe, responsible, resilient, learning in the classroom and playground to 95% of students as evidenced by data from student management.</li><li>• Product: PBL strategies and processes embedded and evident across whole school. Data from TTFM survey indicates an improvement in positive behaviour at school from 81% to 85% and students with positive relationships from 78% to 85%.</li><li>• Product: A whole school matrix of behaviour expectations.</li><li>• Product: Improvement in attendance to 95% over 3 years.</li><li>• Practices: Celebration of achievements per term to reward positive behaviour of students.</li><li>• Practices: Lessons implemented to support the implementation of PBL practices.</li></ul>
<b>IMPROVEMENT MEASURE/S</b>			
<ul style="list-style-type: none"><li>• Increase in the number of students demonstrating safe, responsible, resilient, learning in the classroom and playground to 95% of students as evidenced by PBL data from student management.</li><li>• Improvement in attendance to 95% over 3 years.</li><li>• Data from TTFM survey indicates an improvement in positive behaviour at school from 81% to 85% and students with positive relationships from 78% to 85%.</li></ul>			

# Strategic direction 3: School Community engagement

## PURPOSE

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.

## IMPROVEMENT MEASURE/S

- 100% of school events communicated via a variety of forums including social media and an increase in parental participation in all aspects of school life
- An increased number of parents attending opportunities that allow them to develop a deep understanding of their child's education from 4% to 10% over 2 years.

## PEOPLE

**Staff:** Professional learning to confidently engage parents in the school to attend professional learning that is innovative and meeting needs.

**Staff:** Engage in the 'Little Library' program and make links to outside agencies in the wider community.

**Parents:** Regular opportunities created for communication with parents both on a student learning level and a whole school decision making level.

**Parents:** Provide access to a variety of communication modes to support communication and involvement with the school.

## PROCESSES

- Community members are provided with opportunities to be part of school decision making forums to collaborate with the school in making key educational priorities in literacy and numeracy.
- Implement a 'Little Library' program to enhance and strengthen preschool connections and links to local services to support transition to school practices.
- Students are provided with classroom-based opportunities to work shoulder to shoulder with their parents.
- All staff work in collaboration with parents to provide regular opportunities that promote discussion and feedback.

### Evaluation plan:

Internal- Tracking of parent attendance at learning events through exit slips and numbers in attendance. Surveys and parent interviews.

External – Tracking of community hits on the school website that focus on learning and achieving. Provide parents with a facebook page and twitter feed to follow.

## PRODUCTS AND PRACTICES

- Practices: Development of a family school partnership team (Focus group) to give parents a genuine voice in the decision making of the school, liaise with, receive feedback from and increase and strengthen engagement with families and the community.
- Practices: Develop quality local transition programs in early childhood with local day care providers and pre-schools as well as parents and children from local area.
- Practices: Staff to provide highly engaging parental professional development opportunities that community members are inspired to attend.
- Practice: All school events communicated via a number of forums and an increase in parental participation in all aspects of school life.
- Product: An increased number of parents attending opportunities that allow them to develop a deep understanding of their child's education from 4% to 10% over 2 years.

