

School Strategic Plan for Buxton Primary School 1669 2015 – 2018



Endorsements

<p>Endorsement by School Principal</p>	<p>Name Lynden Fielding Date 22/06/15</p>
<p>Endorsement by School Council</p>	<p>Name Katie Gelbert Date 22/06/15 School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Name Tony Gooden Date 22/06/15</p>

School Profile

<p>Purpose</p>	<p>At Buxton Primary School we believe in developing the whole child and supporting them as they continue their educational journey. We encourage our students to achieve their best and support them with programs that develop them as individuals academically, socially and creatively. We value individuality and understand that each child has their own learning needs, their own aspirations and learning journey.</p> <p>Our students are always at the centre of our thinking when we implement school policies and practices and when creating teaching and learning programs. As a school community we work together to provide the opportunities and programs that will support their development as contributing members of our community.</p> <p>Our mission statement and agreed school values support our students to develop a sense of self-worth, mutual respect for their peers, their teachers and their family, responsibility for their own actions and learning and perseverance when facing challenges.</p> <p>We value our community and encourage parents, friends and community members to take an active role in our school. We develop relationships with other schools, child care facilities and local businesses to foster an understanding in our students about the importance of community and citizenship.</p> <p>We actively promote student leadership and encourage our students to lead school events and identify charitable causes that we can support. We encourage our students to have opinions and to share these with the school as a whole.</p> <p>We meet regularly as a whole school to reinforce our school values and celebrate our students' achievements. We believe that each individual student can achieve great progress and we encourage our students to try their best in all they do.</p>
<p>Values</p>	<p>The Buxton Primary School values are respect, responsibility, honesty, fun and perseverance. Our values are embedded into the school through our curriculum and interactions between stakeholders. We promote our values in the wider community and involve all our stakeholders in the development of our educational philosophy.</p> <p>Buxton Primary School believes strongly in upholding the core Principles of Learning and Teaching (Department of Education and Training). Students learn best when:</p> <ul style="list-style-type: none"> • The learning environment is supportive and productive • The learning environment promotes independence, interdependence and self-motivation • Students' needs, backgrounds, perspectives and interests are reflected in the learning program • Students are challenged and supported to develop deep levels of thinking and application • Assessment practices are an integral part of teaching and learning • Learning connects strongly with communities and practice beyond the classroom. <p>Our mission is to provide a positive learning environment that places a high value on lifelong learning, through believing in and supporting students to achieve their full potential in all areas of the curriculum.</p>
<p>Service Standards</p>	<p>Buxton Primary School seeks to provide high quality education with professionalism and pride. We support our community and students in all aspects of learning and develop relationships within the local community that promote our agreed values and school philosophy.</p> <ul style="list-style-type: none"> • Our vision and goals are actively shared to ensure school community engagement in the school's Strategic Plan. • Close links with parents and the broader school community are fostered through a commitment to open and regular communication. • A safe and stimulating learning environment is provided to ensure all students can achieve their full potential. • Students are guaranteed access to a broad, balanced and flexible curriculum, including skills for learning and life. • Students receive instruction that is adapted to their individual needs. • Students are provided with timely and targeted feedback on their work by teachers. • Parents are informed about their child's learning goals. • Parents receive a report on their child's progress at least twice a year. • Visitors to the school are greeted with courtesy and professionalism.

Environmental Context

Buxton Primary School was established in 1875 and continues to be an integral and important part of the Buxton community. It is situated at the foot of the Cathedral Range in the Acheron Valley within the Shire of Murrindindi. The school is located east of the Maroondah Highway on two hectares having Land for Wildlife status. The grounds are spacious with a well-equipped playground and large sandpit, asphalt games court, oval and long jump pit, established garden beds, shrubs and trees, natural bush area and vegetable patch, orchard and chicken coop. The existing school building was upgraded in 2011. The administration and staff amenities were refurbished. A new standalone building was completed in 2012, providing twenty-first century learning spaces for all students. Early in 2015, an old school building was renovated and transformed into an environmental science facility.

In 2015, there are thirty-one student enrolments (fifteen girls and sixteen boys). There are fourteen Foundation to Year 2 students (eight girls and six boys) in the Junior learning group and seventeen Year 3 to Year 6 students (seven girls and ten boys) in the Senior learning group. The Student Family Occupation Index is 0.5000, just under the State-wide median of 0.5135. There are 2.3 teachers (one full and three part-time), including Indonesian and specialist Numeracy. There are 0.8 Education Support staff (two part-time), providing business management and learning support, including for Literacy and Music. A new substantive Principal has been appointed.

The 2009 Bushfires continue to have a profound effect on the school community and local area. Students at the school were faced with uncertain living conditions, worries over family finances and a fear that it could happen again throughout the previous strategic planning period.

Buxton Primary School implements the AusVELS curriculum from the Foundation Year to Year 6, including Indonesian Language. Specialist programs are provided by the Mobile Area Resource Centre for Library and the Mobile Art Craft Centre. Learning and teaching is supported by digital technologies, including interactive whiteboards and 1-to-1 mobile devices (one per student) and a personal computer pod. Parent and community volunteers assist with the reading program and provide specialist music teaching for Year 2 – 6 students who learn to play steelbands. There is a rich and diverse excursion, excursion and co-curricular program, including cross country skiing. A community volunteer facilitates the popular Science Club. Students also enjoy the Sporting Schools program with Australian Sport Commission funding for sports coaching during and after school.

Buxton Primary School is a ResourceSmart School. We believe that the environment is integral to the quality of our students' lives. We are committed to enhancing and supporting biodiversity through a range of programs that strengthen links within the school community and wider community. The school garden projects and landscape restoration have increased over recent years. Students are engaged in projects that are genuinely student owned, ecologically and financially sustainable, and nurture the school community. They actively participate in Zoos Victoria and Greening Australia programs that raise awareness and educate the community about environmental issues and promote sustainable practices. The school habitat gardens have been developed, including the planting of many trees with Landcare during the past six years. The natural bush area is being developed by students, staff and community members to include a dry creek bed and pathways that will allow students, staff and the public access to the natural bush landscape, which is being revegetated after the 2009 bushfire with indigenous plants to promote habitat for wildlife. An integrated curriculum has been developed, promoting meaningful learning experiences around the school food gardens. Students have hands on lessons in vegetable, herb and bush tucker gardens.

Student leadership is promoted with students educating and empowering people in the school and local communities through Kids Teaching Kids projects and Love Your Locals campaigns, raising awareness and actively engaging in activities to fight the extinction of emblematic fauna. At Buxton Primary School, students are excellent role models. They participate and run events and share their stories at forums outside the school community, educating other students, teachers and community members. Student leadership teams actively engage in programs with chickens, compost and the worm farm. There is a Junior School Council and diverse student leadership roles. Students are active in raising money for charitable causes.

In 2014, the school community redeveloped the mission statement for the future and the values that underpin the relationships between the various stakeholders. The values of Respect, Perseverance, Responsibility, Honesty and Fun were decided upon through a community forum, based on work completed by the students.

The staff and parents have moulded a unique school that places an emphasis on community and puts the students at the very heart of every decision. The distinctive culture of the school, its relationship with the local community, its strengths in protecting and supporting student wellbeing and its award winning environmental science and music programs ensure that Buxton Primary School has a unique place within the local community. Buxton Primary School has developed into a school that has a strong community feel and places a high value on the relationships between all of its stakeholders, whose common purpose is to make a positive impact on the lives of its students.

Strategic Direction

Achievement		Key improvement strategies
Goal	To improve student learning outcomes in all areas of the curriculum particularly focussing on achievement in Literacy and Numeracy.	<ul style="list-style-type: none"> • Develop, document and implement a whole school approach to teaching and learning. • Develop the school’s capacity for strong and distributed leadership. • Build teacher capability through collaborative teamwork, shared professional learning, peer observations and collective accountability. • Develop the breadth of curriculum offered at the school to ensure students have the opportunity to demonstrate achievement in all aspects of the curriculum. • Embed a consistent whole school approach to assessment and tracking student progress that informs planning for each student’s learning growth. • Review and modify reporting arrangements to ensure parents can access up to date information about their child’s learning progress.
Targets	<ul style="list-style-type: none"> • Reduce the proportion of students performing below NAPLAN (National Assessment Program Literacy and Numeracy) National Minimum Standards. • Increase the percentage of students with High Learning Gain in NAPLAN Writing to 25% (the Mean). • Decrease the percentage of students with Low Learning Gain in NAPLAN Grammar and Punctuation, Reading, Spelling and Writing to 25% (the Mean). • Increase the number of students performing at or above the NAPLAN National Average. • Increase the percentage of students with a Relative Gain during the school year of 0.5 for On Demand English and Mathematics Adaptive Tests. • Increase the number of students completing the Number Fluency Assessments. • Increase the percentage of students achieving a proficiency of 80% or more for the South Australian Spelling Test. • Improve the Years 5 – 6 Mean Scores each year to reach the 50th or higher percentile by 2017 for the following Student Attitude to School Survey Factors (2014 Benchmarks): <ul style="list-style-type: none"> ○ Learning Confidence from 3.79 to 4.10. ○ Stimulating Learning from 3.43 to 4.20. ○ Teacher Effectiveness from 3.80 to 4.40. 	
Theory of Action	If teachers consistently employ techniques that focus on positive relationships, protocols for teaching, knowledge of content, how students learn, explicit teaching, high expectations, and feedback and reflection, then students will have an enhanced capacity to learn. Student learning outcomes will change from good to great.	
	Actions	
Year 1	<p>Leadership capacity</p> <ul style="list-style-type: none"> • Revise and clarify role descriptions for leadership positions. • Build the capacity of leaders through targeted professional learning. <p>Pedagogy - how we teach</p> <ul style="list-style-type: none"> • Conduct a collaborative exploration and discussion with the school community to confirm the elements for a Buxton Primary School instructional model. Document the whole school approach to teaching and learning. • Produce a Best Practice at Buxton Primary School: Literacy and Numeracy Teaching and Learning handbook. • Embed Number Fluency Tasks and Number Fluency Assessments in the Mathematics program. • Embed learning intentions strategy school-wide. • Teachers use their knowledge around data to teach purposefully and individualise learning. <p>Curriculum</p> <ul style="list-style-type: none"> • Make the curriculum guaranteed and viable by being explicit, recorded and accessible. Document units of work electronically and upload them centrally to share with colleagues. <p>Assessment</p> <ul style="list-style-type: none"> • Audit the assessment schedule to see if it is providing data of the required quality and implement a revised assessment schedule. • Keep assessment records accurate and up to date and stored centrally and 	<p>Leadership capacity</p> <ul style="list-style-type: none"> • Staff and Professional Learning Teams are mobilising school improvement strategies and actively support collective efficacy and distributed leadership in described roles.* • Leaders participated in targeted professional learning.* <p>Pedagogy - how we teach</p> <ul style="list-style-type: none"> • Teaching and Learning document completed for the school. • Best Practice at Buxton Primary School: Literacy and Numeracy Teaching and Learning handbook produced and introduced to staff. • Teachers take responsibility for the use of Number Fluency Tasks and Assessments to track student Numeracy progress.* • Learning intention strategy embedded.* • Differentiated teaching and learning evident.* <p>Curriculum</p> <ul style="list-style-type: none"> • Teachers are teaching the AusVELS F – 6 and full electronic documentation and central storage is being developed.* <p>Assessment</p> <ul style="list-style-type: none"> • Assessment schedule audited and the revised assessment schedule implemented. All teachers adhere to the schedule.* • All teachers used assessment data during curriculum planning.* • All teachers meet regularly and moderate English and Mathematics work samples.*

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	<p>electronically on the Staff Public Drive / Sentral.</p> <ul style="list-style-type: none"> • All teachers regularly moderate English and Mathematics assessment tasks. • Revise the format of Individual Learning Plans for use across the school. • Complete Individual Learning Plans for all students (individual/small groups) with extra intervention given to those students making less or more than the expected level of growth. • Sentral professional learning on areas for development to ensure staff use this learning management system effectively. • Implement individual tracking of students using Sentral. • Introduce access to Sentral for parents for reporting on student progress. • Provide students with explicit advice about actions to improve their performance. <p>Teacher capacity</p> <ul style="list-style-type: none"> • Undertake professional learning in areas of need, including developing Numeracy Fluency Tasks, making judgements in Speaking and Listening and teaching Writing and Spelling. • All teachers observe and are observed by another member of staff and give and receive feedback on identified focus areas for four cycles and complete observation records. Teachers use feedback to modify their teaching practice. <p>Research, evidence, data analysis</p> <ul style="list-style-type: none"> • Put in place clear and rigorous procedures for the recording, collation and systematic analysis of data by all teachers during regularly scheduled Professional Learning Team meetings. • All teachers undertake professional learning to develop data understanding. • Monitor student achievement data. Identify areas of concern and put interventions in place. Celebrate areas of success. <p>Collect data relating to the effectiveness of the actions recorded in the Strategic Plan and the Annual Implementation Plan. Identify where improvement based on the targets set out in the Strategic Plan is still required and celebrate areas of achievement.</p>	<ul style="list-style-type: none"> • Student assessment shows moderation influences.* • Assessment data stored centrally and electronically for all staff to access. Students tracked individually using Sentral.* • Revised Individual Learning Plan format implemented across the school. Individual Learning Plans developed and monitored.* • Sentral regularly being used by staff and introduced to the school community, focusing on its capacity to share individual learning plans and student progress with parents.* • Teachers provide students with explicit advice about actions to improve their performance.* <p>Teacher capacity</p> <ul style="list-style-type: none"> • Teacher capacity in peer observation, evaluation and feedback increased.* • Peer collaboration recorded in performance development plans and teacher capacity improved through sharing staff strengths.* • Collegial feedback used to modify teaching practice is evident.* • Teachers participated in targeted professional learning.* <p>Research, evidence, data analysis</p> <ul style="list-style-type: none"> • Teachers understand data and regularly analyse it.* • Clear protocols established for collating data sets and understanding of where stored and when to be used.* • Teachers have worked with colleagues to use data from internal and external student assessment for evaluating learning and teaching, identifying interventions and modifying teacher practice.* • Student achievement data monitored. Areas of concern identified and interventions put in place. Areas of success celebrated.* <p>Data collected relating to the effectiveness of Strategic Plan and the Annual Implementation Plan actions.*</p>
<p>Year 2</p>	<p>As for Year 1 – continuation and embedment. Focus on peer collaboration.</p> <p>Pedagogy - how we teach</p> <ul style="list-style-type: none"> • Deliver and monitor the Buxton Primary School teaching and learning model. • Utilise the Best Practice at Buxton Primary School: Literacy and Numeracy Teaching and Learning handbook. • Share best practice with other schools in the Cathedral Cluster and collaborate to compare teacher judgements. • Embed personal goals strategy school-wide. <p>Curriculum</p> <ul style="list-style-type: none"> • Deliver and monitor curriculum continua based on the AusVELS F – 6. <p>Research, evidence, data analysis</p> <ul style="list-style-type: none"> • Individual tracking of students using Sentral reflected upon. Further areas for development identified are acted upon. 	<p>Year 1 Success criteria marked with asterisk * continue.</p> <p>Pedagogy - how we teach</p> <ul style="list-style-type: none"> • Whole-school approach to teaching and learning implemented. • Best practice teaching implemented. • Personal goal strategy embedded. • Professional Learning Teams with others schools created and best practice shared. Moderation sessions completed and the findings acted upon. <p>Curriculum</p> <ul style="list-style-type: none"> • Curriculum made guaranteed by being explicit, recorded and accessible to the school community. <p>Assessment</p> <ul style="list-style-type: none"> • Sentral use fully embedded into the school.
<p>Year 3</p>	<p>As for Year 2 – continuation and embedment. Focus on classroom techniques.</p> <ul style="list-style-type: none"> • Review whole school curriculum documentation and modify as necessary. • Audit the use of the use of classroom techniques and act on deficit areas. • Audit how the best practice documentation is being used. Refine if needed. 	<p>As for Years 1 and 2.</p> <ul style="list-style-type: none"> • Classroom techniques audited and deficit areas acted upon. • Number Fluency Tasks and Assessments reviewed and recommendations for improvement developed and acted upon. • Review of Literacy and Numeracy documents conducted.
<p>Year 4</p>	<p>Focus work on the outcome areas of the Strategic Plan that have not received enough time, planning or resources during Year 1 – 3 and where data analysis indicates that improvement based on the targets is still required.</p> <ul style="list-style-type: none"> • Monitor data relating to this area and identify areas of concern and celebrate areas of achievement. 	<ul style="list-style-type: none"> • Improvement based on the targets is achieved in outcome areas where there was still target deficit after Year 1 – 3 actions. <p>Data collected relating to the effectiveness of Strategic Plan and the Annual Implementation Plan actions.</p>

Engagement		Key improvement strategies
Goal	To deepen student engagement in their learning.	<ul style="list-style-type: none"> Plan and deliver curriculum to stimulate interest and curiosity and to connect learning to the real world. Further implement student peer collaboration and cooperative group work to facilitate intellectual discovery, acquire basic knowledge and work with others to do a task and achieve shared goals. Develop the breadth of the learning opportunities offered at the school to match the needs and aspirations of the students and the community. Share a clear and consistent curriculum plan with parents and the community. Increase student voice through building student leadership capability and creating opportunities for students to practice and enhance their leadership skills. Develop the use of parent help within the school through an organised program of support. Develop further links with the community and arrange for student led community based action initiatives.
Targets	<ul style="list-style-type: none"> Decrease Student Absences from 14.42 days to 11.00 days over the life of the Strategic Plan. Improve the Years 5 – 6 Mean Scores each year to reach the 50th or higher percentile by 2018 for the following Student Attitude to School Survey Factors (2014 Benchmarks): <ul style="list-style-type: none"> Student Motivation from 3.82 to 4.60. Teacher Empathy from 3.96 to 4.50. School Connectedness from 3.80 to 4.40. Stimulating Learning from 3.43 to 4.20. Improve the Years 5 – 6 Mean Scores each year to reach the 75th or higher percentile by 2018 for the following Student Attitude to School Survey Factors (2014 Benchmarks): <ul style="list-style-type: none"> Connectedness to Peers from 4.25 to 4.50. Classroom Behaviour from 3.57 to 3.90. Improve the Parent Opinion Survey Mean Scores each year for the variables as follows (2014 Benchmarks): <ul style="list-style-type: none"> Reporting from 5.90 to 6.25. Learning Focus from 6.05 to 6.25. Homework from 5.42 to 5.75. School Connectedness from 6.10 to 6.30. General Satisfaction from 6.30 to 6.50. Increase the School Climate Overall Mean Score to at least equal the All Primary Schools Mean result for the School Staff Survey. 	
Theory of Action	If we provide opportunities for individual and collective student voice, then the students' ability to actively contribute to their own learning is enhanced. If students are active participants in their education then student motivation and learning outcomes are improved.	
	Actions	Success criteria
Year 1	<p>School Mission and Values</p> <ul style="list-style-type: none"> Make the approach to teaching values more integrated throughout the year. Embed the school values into the fabric of the school. <p>Personalised Learning</p> <ul style="list-style-type: none"> Make links between learning tasks and their real world application clear. Investigate an Inquiry model whole school approach. Improve access to student devices and use of existing / new digital technologies. Conduct and evaluate a trial of students developing e-portfolios, reflecting on their learning goals and making informed choices. <p>Academic Emphasis</p> <ul style="list-style-type: none"> Review the school's Homework Policy to be consistent with the Department's new evidence-based 2015 Homework Guidelines. Develop a consistent approach to assigning homework and providing practice that is appropriate to the learning needs of all students e.g. embedment of new knowledge. Review the curriculum timetable and structure of the day, including the bussing arrangements to Marysville to ensure participation of all students in two hours of literacy and one hour of mathematics on average and the full school day. <p>Transition and Global Connections</p> <ul style="list-style-type: none"> Students lead learning activities for local kindergarten students as a component of the Kinder to Foundation transition program. Share the school's expectations of newly enrolled Foundation students. Students have an opportunity to mix with students from other local schools in order to 	<p>School Mission and Values</p> <ul style="list-style-type: none"> Teaching of values explicit in F – 6 curriculum plans and resources sourced and documented.* School values and mission statement evidenced in all school documentation and the values displayed around the school.* <p>Personalised Learning</p> <ul style="list-style-type: none"> Curriculum planning demonstrates relationship to real life.* Individualised curriculum options investigated, including the use of Inquiry learning, and decisions made to inform 2016 curriculum planning. 1-to-1 student access to mobile devices achieved. New uses of digital technologies evidenced and evaluated.* <p>Academic Emphasis</p> <ul style="list-style-type: none"> Revised Homework Policy implemented. The school's expectations communicated to students and families.* Curriculum timetable reviewed and communicated to parents. Marysville bussing arrangements and school day start and end times allow the participation of all students in the full school day. <p>Transition and Global Connections</p> <ul style="list-style-type: none"> Relationships with local kindergartens strengthened.* Foundation parents have improved knowledge of expectations.* Seniors students built inter-school student relationships.*

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	<p>build inter-student relationships in preparation for secondary school.</p> <ul style="list-style-type: none"> Students use digital technologies to make connections and participate in learning with students locally and globally. <p>Positive Relationships</p> <ul style="list-style-type: none"> Implement a school-wide positive behaviour focus and explicitly use positive behaviour language. Students take up authentic leadership opportunities across the school. <p>Attendance</p> <ul style="list-style-type: none"> Explicitly promote the direct link between student attendance, wellbeing and learning achievement. <p>School and Community Connections</p> <ul style="list-style-type: none"> Buxton Compass and Discovery Awards program introduced, focusing on hobbies/skills, physical recreation, volunteering and exploration. Encourage student participation in school and local community, and beyond, activities and events, including ResourceSmart and sustainability actions. Encourage community volunteers and develop a support program e.g. reading. <p>Collect data relating to the effectiveness of the actions recorded in the Strategic Plan and the Annual Implementation Plan. Identify where improvement based on the targets set out in the Strategic Plan is still required and celebrate achievement areas.</p>	<ul style="list-style-type: none"> Local and global student connections made using digital technologies.* Students had greater access and collaboration with students from other local and international schools.* <p>Positive Relationships</p> <ul style="list-style-type: none"> Improved pro-social behaviour, safe environment and learning progress.* Positive behaviours, actions and attitudes recognised.* Students enacted defined leadership roles across the school.* <p>Attendance</p> <ul style="list-style-type: none"> Student attendance, wellbeing and learning achievement explicitly referenced on the school website, newsletters and other forms of communication with parents.* <p>School and Community Connections</p> <ul style="list-style-type: none"> More student volunteering acts in the local community.* Students presented to the public in school and local community, and beyond, activities and events.* ResourceSmart modules actioned towards five-star status.* Training held for increased number of community volunteers.* <p>Data collected relating to the effectiveness of the Strategic Plan and the Annual Implementation Plan actions.*</p>
<p>Year 2</p>	<p>As for Year 1 – continuation and embedment. Focus on digital technologies for learning and making local and global connections to other students.</p> <p>Personalised Learning</p> <ul style="list-style-type: none"> Implement learning that aims to improve the level of student engagement across the AusVELS curriculum and in the co-curriculum e.g. whole-school inquiry approach, negotiated curriculum, real-life authentic scenarios, including in English and Mathematics. Further develop and implement the Information and Communication Technologies (ICT) Digital Technologies Strategic Plan, supported by staff professional learning. Students develop e-portfolios, reflect on their learning goals and make informed choices. <p>Transition</p> <ul style="list-style-type: none"> Transition program evaluated and developed with the Kindergarten. Review the Transition program to the Secondary College and the program for transitions within the school e.g. Juniors to Seniors. 	<p>Year 1 Success criteria marked with asterisk * continue.</p> <ul style="list-style-type: none"> Target of student connectedness above threshold levels in the Government School Performance Report. <p>Personalised Learning</p> <ul style="list-style-type: none"> Increased personalised learning evidenced. ICT Digital Technologies Strategic Plan developed and implemented. Professional Learning for ICT Digital Technologies Strategic Plan participated in. <p>Transition</p> <ul style="list-style-type: none"> Students shared e-portfolios with their peers, staff and parents. Evaluation of Transition programs completed and findings inform the revised 2017 programs.
<p>Year 3</p>	<p>As for Year 1 and 2 – continuation and embedment. Focus on real life learning.</p> <p>Communication</p> <ul style="list-style-type: none"> Review the communication strategies at the school to ensure parents are aware of the learning programs at the school. <p>Personalised Learning</p> <ul style="list-style-type: none"> Real life learning focus for Professional Learning Teams. Review the common planning format. Professional Learning Team focus on student engagement and how this can be improved through planning, targeted assessment and communication of purpose to students and parents e.g. English, Mathematics, Inquiry. <p>Academic Emphasis</p> <ul style="list-style-type: none"> Review the Homework Policy. <p>Attendance</p> <ul style="list-style-type: none"> Produce a document on the direct link between student attendance, wellbeing and learning achievement and continue its explicit promotion. <p>Transition</p> <ul style="list-style-type: none"> Implement the revised program for transition into, through and out of the school. 	<p>As for Years 1 and 2.</p> <p>Communication</p> <ul style="list-style-type: none"> Communication strategies at the school strengthened. <p>Personalised Learning</p> <ul style="list-style-type: none"> Real life learning a focus of Professional Learning Team work. Common planning format reviewed and findings adopted. Internal school survey to gauge the impact of the Professional Learning Team focus on student engagement. <p>Academic Emphasis</p> <ul style="list-style-type: none"> Homework Policy reviewed and implemented. <p>Attendance</p> <ul style="list-style-type: none"> Attendance document produced and shared with community. <p>Transition</p> <ul style="list-style-type: none"> Parents/students surveyed to assist evaluation of changes made to the program for transitions into, through and out of the school. <p>School and Community Connections</p> <ul style="list-style-type: none"> ResourceSmart five-star status achieved.
<p>Year 4</p>	<p>Focus work on the outcome areas of the Strategic Plan that have not received enough time, planning or resources during Year 1 – 3 and where data analysis indicates that improvement based on the targets is still required.</p> <ul style="list-style-type: none"> Monitor data relating to this area and identify areas of concern and celebrate areas of achievement. 	<ul style="list-style-type: none"> Improvement based on the targets is achieved in outcome areas where there was still target deficit after Year 1 – 3 actions. <p>Data collected relating to the effectiveness of Strategic Plan and the Annual Implementation Plan actions.</p>

Wellbeing		Key improvement strategies
Goal	To continue to build student resilience, responsibility and respect.	<ul style="list-style-type: none"> Implement the KidsMatter whole-school approach to mental health promotion, prevention and early intervention, including the components of: <ul style="list-style-type: none"> positive school community social and emotional learning working with parents and carers helping children with mental health difficulties Consistently implement the Student Engagement Policy whole school approach to behaviour management.
Targets	<ul style="list-style-type: none"> Increase the School Climate: Parent and Community Involvement Overall Mean score to at least equal the All Primary Schools result over the life of the Strategic Plan for the School Staff Survey with a 100% endorsement by staff. An improved trend in the Years 5 – 6 Mean Scores to reach the 50th or higher percentile by 2018 for the following Student Attitude to School Survey Factors (2014 Benchmarks): <ul style="list-style-type: none"> Student Distress (the extent to which students feel negative at school) from 5.67 to 5.98 (<i>an increase is a positive improvement result</i>). Student Morale (the extent to which students feel positive at school) from 5.00 to 5.76. Improve the Parent Opinion Survey Mean Score each year for the Factor as follows (2014 Benchmark): <ul style="list-style-type: none"> Student Safety 5.34 to 6.00. 	
Theory of Action	If we boost social and emotional wellbeing then student performance and academic progress in literacy and numeracy will be enhanced, as well as the risk of mental health issues being reduced. Happy students are better learners.	
	Actions	Success criteria
Year 1	<p>Framework</p> <ul style="list-style-type: none"> Use the KidsMatter step-by-step process. Introduce KidsMatter to the school community and set-up two-way communication with the school community, seeking parent commitment and participation in its implementation. KidsMatter Action Team members participate in professional learning for Getting Started and Component 1: A positive school community and Component 2: Social and emotional learning for students. Gather evidence-based data. Social and emotional learning skills are actively taught and integrated into the day-to-day curriculum of the school. <p>Specific Programs</p> <ul style="list-style-type: none"> Develop <i>Healthy Together Achievement Program</i> Step 2: Part 2 – Map the data within the school and community by examining the 2014 benchmark audit data (collected in Part 1 – Reviewing current health and wellbeing practice 2014) and other health and wellbeing data currently collected, and exploring local information to determine the health priority issues for the Buxton area. Continue the <i>Better Buddies</i> program. Commence the <i>eSmart</i> journey through staff participating in training and accessing the eSmart resources, collection of data and promotion to the school community. <p>Safe and Orderly Environment</p> <ul style="list-style-type: none"> Review the Student Engagement Policy focusing on consequences and sanctions to be taken when these are not met; include support measures and disciplinary measures. <p>Impact of the 2009 Bushfires</p> <ul style="list-style-type: none"> Further investigate and quantify the effect that the 2009 Bushfires are having on the emotional and social wellbeing of students and the Buxton parent community. This 	<p>Framework</p> <ul style="list-style-type: none"> KidsMatter Action Team members informed and trained, roles established and external supporters identified. Use of KidsMatter survey tools and Mental Health Map evidenced.* Whole school social and emotional learning skills program implemented, documented and communicated to parents.* <p>Specific Programs</p> <ul style="list-style-type: none"> <i>Healthy Together Achievement Program</i> Step 2 completed and profiling of the school’s health and wellbeing needs commenced; school level data and community based information and data accessed to guide the work. The <i>Better Buddies</i> program is documented and implemented. <i>eSmart</i> data reviewed, gaps in current practice identified and activities planned to meet requirements in each eSmart domain of activity, including Cybersafety. <p>Safe and Orderly Environment</p> <ul style="list-style-type: none"> Revised Student Engagement Policy approved by School Council. <p>Impact of the 2009 Bushfires</p> <ul style="list-style-type: none"> Support sought from Government agencies to identify the continuing effects on the school community of the 2009 Bushfires. Data collected relating to the effectiveness of the actions recorded in the Strategic Plan and the Annual Implementation Plan.*

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	<p>study is to inform future school action in regard to student wellbeing e.g. Resilient Youth Australia Survey, State of Murrindindi's Children Report – Berry Street. Collect data relating to the effectiveness of the actions recorded in the Strategic Plan and the Annual Implementation Plan. Identify where improvement based on the targets set out in the Strategic Plan is still required and celebrate achievement areas.</p>	
<p>Year 2</p>	<p>As for Year 1 – continuation and embedment. Focus on social and emotional learning skills.</p> <p>Framework</p> <ul style="list-style-type: none"> • <i>KidsMatter</i> Action Team members participate in professional learning for Component 3: Working with parents and carers and Component 4: Helping children with mental health difficulties. • Consolidate the whole school social and emotional learning skills approach. <p>Specific Programs</p> <ul style="list-style-type: none"> • Develop <i>Healthy Together Achievement Program</i> Step 3 – Engage the whole setting by implementing strategies to engage staff, students, families and external groups in developing a Health Promotion Charter. • Promote the <i>Healthy Together Achievement Program</i> and healthy living through the newsletter and other parent communication. • Develop a Health Eating and Oral Health policy. Promote healthy food choices with students. Continue brain food in the morning to maintain concentration and focus. • Implement activities across the six <i>eSmart</i> domains, including Cybersafety. • Develop curriculum plans for drug and sex education with a clear scope and sequence for each area. <p>Safe and Orderly Environment</p> <ul style="list-style-type: none"> • Monitor consistent implementation of behaviour management across the school. 	<p>Year 1 Success criteria marked with asterisk * continue.</p> <p>Framework</p> <ul style="list-style-type: none"> • <i>KidsMatter</i> step-by-step approach continued. • Social and emotional learning skills curriculum fully documented. <p>Specific Programs</p> <ul style="list-style-type: none"> • Whole school engagement evidenced and a Health Promotion Charter developed and committed to as the completion of <i>Healthy Together Achievement Program</i> Step 3. • Healthy Eating and Oral Health policy approved and presented to the school community by School Council. • Activities implemented across the six <i>eSmart</i> domains, including Cybersafety, and the online tool updated.* • Drug and sex education curriculum plans developed. <p>Safe and Orderly Environment</p> <ul style="list-style-type: none"> • Evidence-based behaviour management records maintained.
<p>Year 3</p>	<p>As for Year 1 and 2 – continuation and embedment. Focus on healthy living.</p> <p>Framework</p> <ul style="list-style-type: none"> • Plan for continuous improvement and sustainability in the whole-school approach to mental health promotion, prevention and early intervention. <p>Specific Programs</p> <ul style="list-style-type: none"> • Assess the <i>Healthy Together Achievement Program</i> to see if it has changed the attitudes and life choices of the community. New plan to be formulated to tackle any discrepancies. <p>Safe and Orderly Environment</p> <ul style="list-style-type: none"> • Review the Student Engagement Policy. <p>After Hours and Extracurricular Activities</p> <ul style="list-style-type: none"> • Review after hours and extracurricular activities and make change to ensure they are meeting the needs of students and the community. 	<p>As for Years 1 and 2.</p> <p>Framework</p> <ul style="list-style-type: none"> • Recognition for full implementation of <i>KidsMatter Primary</i>. • Social and emotional learning (SEL) curriculum fully developed, documented and implemented. <p>Specific Programs</p> <ul style="list-style-type: none"> • <i>Healthy Together Achievement Program</i> new plan formulated. • Formally acknowledgement as an <i>eSmart</i> school achieved. • Drug and sex education plans implemented. <p>Safe and Orderly Environment</p> <ul style="list-style-type: none"> • Student Engagement Policy reviewed and presented to the community through the School Council. <p>After Hours and Extracurricular Activities</p> <ul style="list-style-type: none"> • After hours and extracurricular activities reviewed and the findings acted on.
<p>Year 4</p>	<p>Focus work on the outcome areas of the Strategic Plan that have not received enough time, planning or resources during Year 1 – 3 and where data analysis indicates that improvement based on the targets is still required.</p> <ul style="list-style-type: none"> • Discuss the values and mission statement at a staff, student and parent forum. • Monitor data relating to this area and identify areas of concern and celebrate areas of achievement. 	<ul style="list-style-type: none"> • Improvement based on the targets is achieved in outcome areas where there was still target deficit after Year 1 – 3 actions. • Values and mission statement student, staff and parent forum conducted. <p>Data collected relating to the effectiveness of the actions recorded in the Strategic Plan and the Annual Implementation Plan.</p>

Productivity		Key improvement strategies
Goal	To optimise the allocation of resources to improve learning outcomes for students.	<ul style="list-style-type: none"> • Annually review the allocation of resources (human, financial, time, space and materials) and their impact on student learning outcomes. • Target the allocation of resources to areas of need in all areas of the curriculum. • Refine, align and implement agreed recommendations from community expectations.
Targets	<ul style="list-style-type: none"> • Increase the Staff Opinion Survey School Climate: Teacher Collaboration Mean Score to 400 from 218 over the life of the plan. • Increase the Staff Opinion Survey School Climate: Guaranteed and Viable Curriculum result to at least equal the All Primary Schools result over the life of the plan with a 100% endorsement by staff. 	
Theory of Action	If the allocation of resources is targeted to areas of need that are identified through data analysis and monitoring, then student learning outcomes will improve.	
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Review school-based documents relating to management procedures and curriculum programs and upgrade them as necessary with a view to providing continuity and consistency for current and new staff and community members. • Keep a central digital filing system for these and associated documents. • Curriculum leaders identify spending priorities using data and allocate resources according to student need. • Design allocation of resources (human, financial, time, space and materials) to have a positive impact on student learning outcomes. • Align confirmed budgets to the Achievement, Wellbeing and Engagement improvement strategies and 2015 actions. • Allocate human resources to support and extend student learning across Years Foundation – 6 by optimizing the 2015 workforce plan and cash budget. • Include an audit of how they have allocated their resources and the effect on student attainment in the Performance Development Plans of staff who have responsibility for curriculum and program areas. • Principal to make regular reports to the School Council Finance Sub-committee on the allocation of budgets for curriculum areas. • Once a year the Finance Sub-committee to evaluate the effectiveness of resource allocations through analysis of student attainment results. <p>Collect data relating to the effectiveness of the actions recorded in the Strategic Plan and the Annual Implementation Plan. Identify where improvement based on the targets set out in the Strategic Plan is still required and celebrate achievement areas.</p>	<ul style="list-style-type: none"> • School based documents reviewed in order of priority. Priority to be identified at the beginning of the year by Principal and staff. • Filing system created and understood by staff. • Spending monitored by Principal to audit spending based on priorities set out in the Strategic plan and Annual Implementation Plan.* • Clear budget priorities determined and produced in annual budget.* • Student support and extension programs introduced at the school, including Tournament of Minds competition.* • Improved accountability of staff with leadership responsibility.* <p>Data collected relating to the effectiveness of the actions recorded in the Strategic Plan and the Annual Implementation Plan.*</p>
Year 2	<p>As for Year 1 – continuation and embedment. Focus on building relationships with other schools.</p> <ul style="list-style-type: none"> • Maintain and develop programs and activities, which build community participation. • Build a closer working relationship with neighbouring schools. • Initiate shared professional development, shared management processes and procedures and shared student days. • Develop a school wide professional development plan in consultation with staff. This is to assist the delivery of the focus on teaching and learning pedagogy, and student health and wellbeing, including social and emotional learning. • Curriculum leaders identify spending priorities using data and allocate resources according to student need. • Design the allocation of resources (human, financial, time, space and materials) to have a positive impact on student learning outcomes. • Align confirmed budgets to the Achievement, Wellbeing and Engagement 	<p>Year 1 Success criteria marked with asterisk * continue.</p> <ul style="list-style-type: none"> • Neighbouring schools are partners in Professional Learning Team formation, moderation and cluster wide activities. • Professional Development shared within the cluster • Spending monitored by Principal to audit spending based on priorities set out in the Strategic Plan and Annual Implementation Plan. • Clear budget priorities determined and produced in annual budget. • Student support and extension programs introduced at the school.

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	<p>improvement strategies and 2016 actions.</p> <ul style="list-style-type: none"> Allocate human resources to support and extend student learning across Years Foundation – 6 by optimizing the 2016 workforce plan and cash budget. 	
Year 3	<p>As for Year 1 and 2 – continuation and embedment. Focus on central filing.</p> <ul style="list-style-type: none"> Reevaluate school-based documents relating to management procedures and curriculum programs to identify if they are having the desired effect. Review and update the central digital filing system. Align confirmed budgets to the Achievement, Wellbeing and Engagement improvement strategies and 2017 actions. Allocate human resources to support and extend student learning across Years Foundation – 6 by optimizing the 2017 workforce plan and cash budget. 	<p>As for Years 1 and 2.</p> <ul style="list-style-type: none"> School curriculum documents re-evaluated Central digital and hard copy filing system updated Spending monitored by Principal to audit spending based on priorities set out in the Strategic Plan and Annual Implementation Plan. Clear budget priorities determined and produced in annual budget. Student support and extension programs re-evaluated.
Year 4	<p>Focus work on the outcome areas of the Strategic Plan that have not received enough time, planning or resources during Year 1 – 3 and where data analysis indicates that improvement based on the targets is still required.</p> <ul style="list-style-type: none"> Monitor data relating to this area and identify areas of concern and celebrate areas of achievement. 	<ul style="list-style-type: none"> Improvement based on the targets is achieved in outcome areas where there was still target deficit after Year 1 – 3 actions. <p>Data collected relating to the effectiveness of Strategic Plan and the Annual Implementation Plan actions.</p>