

Vision:
Empowering all to reach
their full potential

ROXBY DOWNS AREA SCHOOL

Wellbeing Strategic Plan 2015 - 2018

VALUES:
Respect
Responsibility
Persistence

*School
logo*

Priority Outcomes	STRATEGIC ACTIONS	SMART A TARGETS
1 Learn	<ul style="list-style-type: none"> Develop and implement a whole school approach to well-being (Lead) Implement site agreements in relation to the collection and use of 'wellbeing/bullying' data. Develop teacher networks within and beyond the partnership, building capacity and expertise. (Connect) Child Protection Curriculum (CPC) training for whole school staff Development of effective Pastoral Care Programs in 7-12 & Whats the Buzz? in R-6 Online Mandatory Notification Training update (most due again 2015) 	<ul style="list-style-type: none"> Wellbeing is a school priority as is seen an important part of teaching & learning at RDAS Reduce the % of bullying related incidents across R-12. Staff receive training /knowledge in compulsory wellbeing areas CPC, mandatory notification so knowledge is current so action can be taken where /when needed.
2 Lead	<ul style="list-style-type: none"> Base performance development on the Professional Standards for Teachers, using the TfEL Framework and performance data to enhance teaching and learning. Strengthen the 'coaching' model to develop lead teachers in Pastoral care & what's the Buzz? Training and development focus on modelling and coach staff through the importance of relationship building with class, having critical conversations, families and the wider community to improve communication between home/school which will in turn build relationships and wellbeing for all (Covered below in connect- focus....) 	<ul style="list-style-type: none"> All teaching staff, through self-review, observation and feedback, have moved along the AITSL Professional Teacher Standards. Teachers are given the opportunity to observe other teachers for ways they can improve their relationship building and practices in the area of wellbeing.
3 Connect	<ul style="list-style-type: none"> Develop respectful relationships between the school, families and the community, building pride and a strong connection between the school and the community. Reach out within the Partnership to help build capacity within the whole region. Develop opportunities for the local educational sites in our immediate area to network, as part of a whole community approach. Focus on regular and timely feedback to parents on learner improvement, fully utilising the capacity of Day map, with a specific focus around the role of the care group teacher. 	<ul style="list-style-type: none"> Community perception data indicates continued growth in the connection with the school.
4 Improve	<ul style="list-style-type: none"> Share student wellbeing/bullying data twice a year to identify achievement and areas for growth. Development of a whole school agreement around social education, the pastoral care role of the teacher, mentoring, student accountability. Focus on student well-being through targeting attendance and engagement. Improve the attendance of our STAR 	<ul style="list-style-type: none"> All students 3-12 have a personal profile that allows them to focus on self-improvement and set improvement goals. Whole school agreements on quality lesson planning and programming. All parents attend or are followed in relation to Parent /Teacher /Student interviews. Regular attendance of all students, with a site attendance rate of 91%.

