## ROXBURY DOWNS AREA SCHOOL

*Wellbeing Strategic Plan 2015 - 2018*

### VALUES:
- Respect
- Responsibility
- Persistence

### Vision:
Empowering all to reach their full potential

### STRATEGIC ACTIONS

<table>
<thead>
<tr>
<th>Priority Outcomes</th>
<th>SMART A TARGETS</th>
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<tbody>
<tr>
<td><strong>1 Learn</strong></td>
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- 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 & What’s the Buzz? in R-6 
- Online Mandatory Notification Training update (most due again 2015)  
- 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** |  
- 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…).  
- 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** |  
- 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.  
- Community perception data indicates continued growth in the connection with the school. |
| **4 Improve** |  
- 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  
- 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%. |