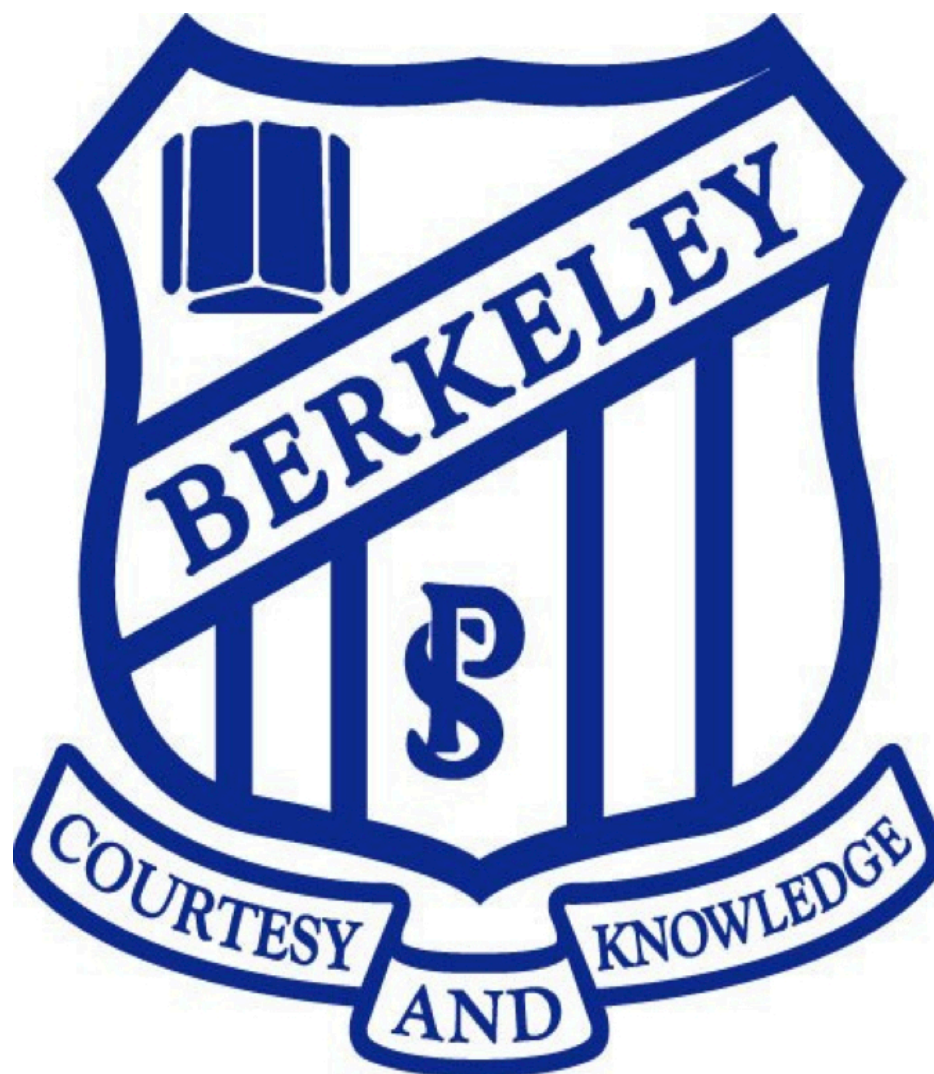


School plan 2018-2020

Berkeley Public School 1202



School background 2018–2020

School vision statement

Our vision is to provide a safe, supportive environment where students develop self-confidence, resilience, high expectations and a love for learning.

We will foster an inclusive culture of tolerance and respect, enabling students to become positive and valued members of society.

School context

Berkeley Public School, established in 1858, is on the shores of Lake Illawarra and has a proud history of providing quality education. The school motto 'Courtesy and Knowledge' underpins all that happens within the school. Teaching and Learning programs promote the pursuit of excellence and provide students with the skills to be ongoing learners and make valuable contributions to society.

Enrolment in 2018 is 338. The school has 14 classes and draws from both public and private housing. Our student population represents a high multicultural background. 24% of our students come from an English as a Second Language background with students drawing from a variety of different nationalities. Our student enrolment also represents a significant Aboriginal heritage with 15% of the students identifying as Aboriginal or Torres Strait Islander.

Practices to ensure high levels of student wellbeing are of the highest priority and encompass all areas of student development. Positive Behaviour for Learning promotes the values of Respect, Responsibility, Safety and Cooperation.

The attractive and well cared for grounds and the pride with which the students wear their uniform make a positive first impression to all visitors. This is enhanced by the dedication of the school staff and the large range of opportunities afforded the students in all key learning areas. Community involvement is valued and encouraged, and our active P&C has been invaluable.

School planning process

In 2017 during second semester, a comprehensive process was undertaken across the school to collect evidence of our learning programs. A consultant was employed to interview students including an Aboriginal focus group, teachers, parents/carers and community. Findings were fed back to each of the groups via meetings. This evidence was used at staff meetings and parent meetings to assess and review the school's strengths, opportunities and areas for development.

As a result, three key strategic directions were identified as a basis for a shared commitment to future development.

These are:

- Quality Learning
- Building Capacity and Leadership
- Community Partnerships and Student Wellbeing

Each of these strategic directions provides details of the purpose (why), people and processes (how) and products and practices (what) are to be realised through the implementation of the plan.

The plan's absolute imperative is improved student learning outcomes and an environment where students are challenged on a daily basis to go beyond what they thought they were capable of achieving.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Quality Learning

Purpose:

To provide high quality learning experiences through evidence-based teaching practices and a differentiated curriculum to target instruction and personalise learning.

To ensure a continued focus on monitoring student progress and the promotion of assessment for learning strategies. This will deliver a learning culture which enables students to be self-directed learners.

STRATEGIC DIRECTION 2 Building Capacity & Leadership

Purpose:

Our school is committed to the development of leadership skills in staff and students. Our leadership strategy promotes succession planning, distributed leadership and organisational best practice to build the capacity of staff and students.

A culture of performance and development will contribute to staff and students taking responsibility for their growth and performance across all Key Learning Areas.

STRATEGIC DIRECTION 3 Community Partnership/Student Wellbeing

Purpose:

To build on the whole school wellbeing processes that value and support the wellbeing of all students, so they can connect, succeed, and thrive.

To effectively utilise strong community partnerships and ensure that a responsive whole school approach to ongoing improvement is a priority.

Strategic Direction 1: Quality Learning

Purpose

To provide high quality learning experiences through evidence-based teaching practices and a differentiated curriculum to target instruction and personalise learning.

To ensure a continued focus on monitoring student progress and the promotion of assessment for learning strategies. This will deliver a learning culture which enables students to be self-directed learners.

Improvement Measures

Increase the percentage of K–3 students, including Aboriginal and Torres Strait Islander students, to achieve their year appropriate expected growth in Literacy and Numeracy.

Increase the percentage of Years 4–6 students, including Aboriginal and Torres Strait Islander students, to achieve their year appropriate expected growth in Literacy and Numeracy.

All staff will effectively embed learning goals, success criteria, formative assessment and teacher to student feedback into their classroom setting. This will be reflected in students having a greater understanding of themselves as self-directed learners.

People

Students

Build skills to articulate learning goals, success criteria and the purpose of learning for each lesson with high expectations of themselves.

Staff

Differentiate high quality classroom learning opportunities to engage and support all learners to exceed curriculum requirements in the areas of literacy and numeracy.

Staff

Enable students to achieve learning goals based on assessment results. Visible learning language will be used in classrooms.

Parents/Carers

Develop an understanding of how children learn and develop skills in supporting student learning.

Parents/Carers

Engage the school community to reflect on student progress and achievement data as a measure of student growth.

Community Partners

Work collaboratively with school staff to support student achievement in learning.

Leaders

Establish a culture of effective, evidence-based teaching with a clear focus on student progress and achievement so that

Processes

Literacy and Numeracy K–2

Deliver effective research informed pedagogy with ongoing teacher professional learning in a collaborative, student centred culture. Ensure learning is data driven which informs learning progressions, targeted interventions and feedback to students.

Literacy & Numeracy 3–6

Deliver effective research informed pedagogy with ongoing teacher professional learning in a collaborative, student centred culture. Ensure learning is data driven which informs learning progressions, targeted interventions and feedback to students.

Visible Learning

Ongoing professional development on making learning visible to students. Staff will use formative and summative practices to determine class and individual student needs, especially in writing.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- Data rounds at five weekly intervals
- Targeted interventions implemented through a tiered approach
- Ongoing review of PLAN2 and NAPLAN data

Practices and Products

Practices

Students and staff continuously use assessment data to monitor achievements and gaps in student learning. This informs planning for quality learning experiences through a tiered, targeted approach.

Continuous collaboration in an explicit teaching approach to literacy and numeracy which is research informed.

Pre-assessment data will be used to identify learning areas of need. Learning goals and success criteria will be established based on these results and embedded into teaching programs.

Products

All teaching and learning programs are data based and differentiated for personalised learning reflective of syllabus content. They describe expected student progression and the assessments that measure them.

Positive and respectful relationships across the school community underpin a productive and aspirational learning environment focused on improving student learning.

Students can articulate their learning and understand what they need to learn as an active student.

Strategic Direction 1: Quality Learning

People

every student makes measurable expected learning progress and gaps in student achievement decrease.

Processes

- Internal surveys/TTFM surveys
- Observational rounds/peer observations/coaching
- Teaching and learning program supervision (Co-planning, co-teaching, co-reflecting)
- Evaluation of classroom environments (evidence of Visible Learning strategies)
- Teacher to student feedback/teacher to teacher feedback/student to teacher feedback
- Teachers using WALT, WILF, TIB and WAGOLLS in all lessons

(WALT – We are learning to, WILF – What I'm looking for, TIB – This is because, WAGOLL – What a good one looks like)

Strategic Direction 2: Building Capacity & Leadership

Purpose

Our school is committed to the development of leadership skills in staff and students. Our leadership strategy promotes succession planning, distributed leadership and organisational best practice to build the capacity of staff and students.

A culture of performance and development will contribute to staff and students taking responsibility for their growth and performance across all Key Learning Areas.

Improvement Measures

- Staff evaluate practice in line with the Australian Professional Standards for Teaching, at appropriate level of accreditation.
- Evaluation of student and parent surveys indicate positive experiences and increased engagement in all school activities.
- Broader range of staff demonstrate skills and capabilities to develop the capacity of others.

People

Students

Year 6 and SRC student leaders have a visible and prominent role within the school. Students across K–6 view the leadership team as role models and reflect this in their own behaviours and attitudes.

Staff

Engage in structured opportunities for professional and leadership growth, including reflection on practice, peer observations, attendance at professional learning sessions and the sharing of professional practice.

Leaders

Through managing performance, effective research based professional learning and feedback, school leaders support all staff to achieve high standards and develop their leadership capacity.

Parents/Carers

Families assist in extra-curricular activities such as sport activities, creative arts events and excursions.

Clear guidelines for student leadership are provided in a timely manner to parents in order to discuss expectations and support their child.

Processes

Leadership

Provide opportunities for staff to have purposeful leadership roles based on professional expertise and individual capacity building.

Provide opportunities for all students to demonstrate leadership capabilities K–6 at a classroom and whole school level.

Teacher Professional Learning

Collaboration between the leadership team and teachers to ensure progress in professional learning is addressing the needs of every student.

Key Learning Areas

Ensure extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

Evaluation Plan

Five weekly analysis of milestones by staff against the strategic direction and adjustment to initiatives and resources will be made on the pathway to validate the progress towards the achievement of the improvement measures, products and practices. This process will be presented to stakeholders for input and comment.

Practices and Products

Practices

Individual Performance and Development Plans have been collaboratively developed and at the end of the year highlight growth in leadership capabilities.

Students and parents Years 1– 6 are provided with clear expectations of leadership roles and how students achieve these positions.

Implement extra-curricular activities across all KLA's for whole class and targeted students. (eg Public Speaking, Choir, Representative Sport etc)

Products

Staff and students are actively engaged in and committed to the professional improvement of self, team and school.

Ensure staff are supported in leadership roles through mentoring and coaching support.

Students reflect and report on the achievement of their leadership roles and of participation in extra-curricular activities.

Strategic Direction 3: Community Partnership/Student Wellbeing

Purpose	People	Processes	Practices and Products
<p>To build on the whole school wellbeing processes that value and support the wellbeing of all students, so they can connect, succeed, and thrive.</p> <p>To effectively utilise strong community partnerships and ensure that a responsive whole school approach to ongoing improvement is a priority.</p>	<p>Students</p> <p>Engage in rich, quality learning experiences that develop their social, emotional and wellbeing.</p>	<p>Wellbeing</p> <p>Build on a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.</p>	<p>Practices</p> <p>There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all student so they can connect, succeed, thrive and learn.</p>
<p>Improvement Measures</p> <p>Student, community and staff feedback indicates positive relationships that optimise learning.</p> <p>Data indicates positive growth of all student wellbeing outcomes and effectiveness of programs delivered, including PBL and KoP.</p>	<p>Students</p> <p>Take responsibility for their behaviours and celebrate their successes with parents/carers and staff.</p>	<p>Engaging with our school community</p> <p>Engage parents and community members in a range of school related activities which build the school as a cohesive educational unit.</p>	<p>Students, staff and parents/carers collaborate to enhance student learning and wellbeing.</p>
	<p>Staff</p> <p>Implement, monitor and evaluate whole school practices that promote responsibility, respect, cooperation and safety in students.</p>	<p>Positive relationships outside the school</p> <p>Continue to develop relationships between students and staff from other schools to promote student learning and wellbeing ensuring optimum conditions for learning.</p>	<p>Staff develop positive relationships with all students and staff members within and outside the school to ensure students have opportunities for rich, varied and challenging learning experiences.</p>
	<p>Staff</p> <p>Prioritise the development of positive, meaningful relationships with all students and staff members within and outside the school.</p>	<p>Evaluation Plan</p>	<p>Products</p>
	<p>Parents/Carers</p> <p>Actively participate in whole school activities and wellbeing practices, sharing the responsibility for student learning and student wellbeing.</p>	<p>Collaborative analysis of:</p> <ul style="list-style-type: none"> • Tell Them From Me surveys • Student attendance data • Student positive and negative incidents recorded on Sentral • Parent/carer attendance to whole school events • Website and Skoolbag user numbers • Utilisation of communication channels by our community 	<p>Increase in student attendance rates and positive rewards and a decrease in negative recorded incidents from baseline 2017 data.</p> <p>Increase in parent/carer attendance at whole school events and an increase in the number of parents/carers utilising communication channels.</p> <p>Analysis of student and staff feedback indicates relationships within and outside the school are positive, authentic and optimise learning.</p>
	<p>Community Partners</p> <p>Strengthen professional relationships with all staff members across our community and beyond, through open communication channels, regular forums and meetings.</p>		
	<p>Leaders</p> <p>Monitor and evaluate all whole school</p>		

Strategic Direction 3: Community Partnership/Student Wellbeing

People

wellbeing processes and make adjustments when necessary.

Processes

- School surveys