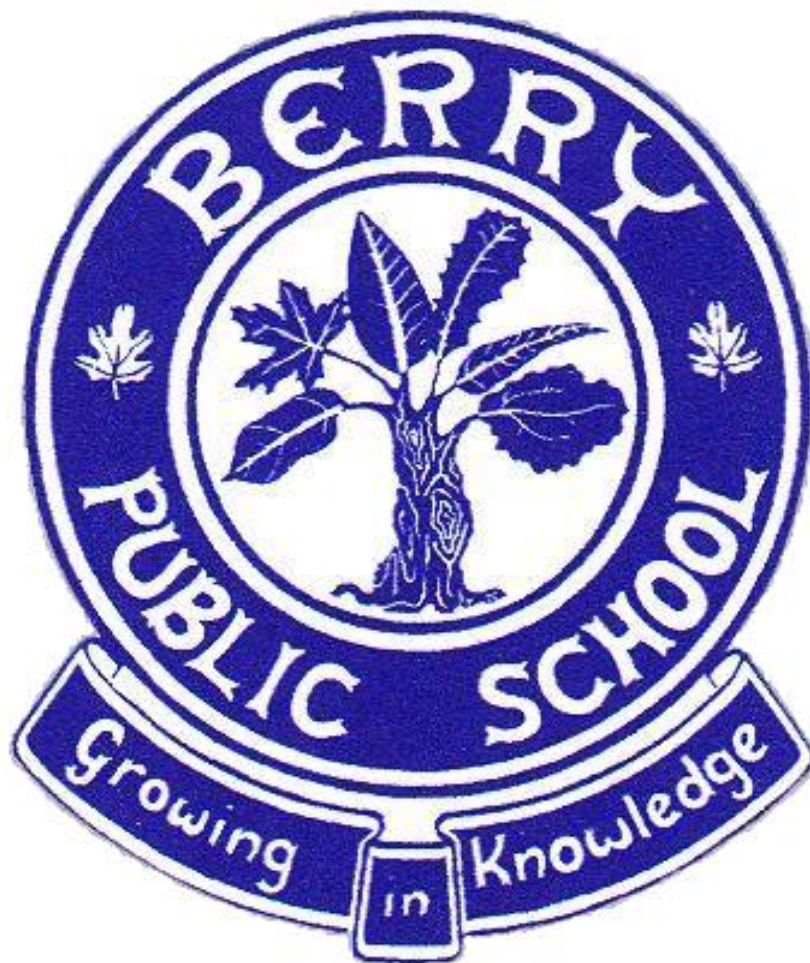


# School plan 2018-2020

## Berry Public School 1211



# School background 2018–2020

## School vision statement

We aim to enhance our culture of care, respect and enrichment. We promote excellence and equity by ensuring all students become confident, creative, successful learners and healthy, resilient, respectful, active and informed global citizens.

## School context

Berry Public School has an enrolment of approximately 350 students and is located approximately 2 hours south of Sydney in the rural and picturesque township of Berry. Our school is the hub of a caring and supportive community with a highly involved and proactive Parents and Citizens' Association. We are committed to maintaining our culture of care, respect and enrichment by providing a safe and secure environment through the promotion of personal growth and developing confidence, resilience, self-esteem, school pride, self-responsibility and positive relationships. The concept of "The Berry Way" has been developed in consultation with our community to describe the core values that drive our positive school culture: We are a team, We are safe, We are caring, We are learning, We are respectful. Daily interactions and explicit teaching of behaviours that underpin "The Berry Way" are a feature of our curriculum.

Our students demonstrate outstanding social, emotional and health outcomes as evidenced across a range of performance measures that were externally validated in 2018. High expectations of personal effort and continuous improvement are an expectation of every student and staff member of our organisation. Our school has strong academic performance and consistently outperforms the state average and statistically similar schools in all areas of external assessments of Literacy and Numeracy. A rich and diverse curriculum is enhanced by a broad range of high quality extension and support programs that provide opportunities for our students.

## School planning process

The Berry Public School Strategic Plan is the result of extensive evaluation processes which included:

- Detailed analysis of internal and external student performance data;
- Detailed analysis of student wellbeing data;
- Self Assessment and External Validation using the School Excellence Framework;
- Consultation with our school students, parents, teachers and community which included; The Partners In Learning Parent Survey, the Focus On Learning Teacher Survey, the Tell Them From Me Student Survey, The KidsMatter Surveys, and a range of targeted focus groups,
- Analysis of International and National research including CESE What Works Best – Evidence Based Practices to Help Improve NSW Student Performance.

A school self evaluation team, comprising of staff members from each stage and executive staff annually complete a detailed analysis of school data to establish baseline data which has informed the strategic priority areas evident in this plan.

Our plan is underpinned by the goals of the Melbourne Declaration (December 2008) and research into evidenced based practices to improve student performance. The plan links directly to the School Excellence Framework, the Public Schools NSW Strategic Directions 2018–2020 and the NSW Literacy and Numeracy Strategy.

NOTE: Literacy and Numeracy are ongoing priorities that are embedded throughout all curriculum areas. This plan defines the current priorities and specific focus areas for strategic development and school-wide improvement in student outcomes. It DOES NOT attempt to articulate all of the teamwork, collaboration, learning activities, initiatives and action research projects in operation at Berry Public School.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Capacity

### **Purpose:**

To enhance our collective capacity to improve student social, emotional, wellbeing and learning outcomes through the ongoing advancement of teaching and leadership capacity.



## STRATEGIC DIRECTION 2 Curriculum

### **Purpose:**

To deliver a challenging, inspiring and inclusive curriculum, and extra curricular opportunities, which ensures all students become successful, confident, creative learners and active informed global citizens.



## STRATEGIC DIRECTION 3 Culture

### **Purpose:**

To provide a comprehensive and inclusive wellbeing framework and advance parent and community partnerships to further strengthen our school culture "The Berry Way"

# Strategic Direction 1: Capacity

## Purpose

To enhance our collective capacity to improve student social, emotional, wellbeing and learning outcomes through the ongoing advancement of teaching and leadership capacity.

## Improvement Measures

All teachers annually demonstrate evidenced professional growth referenced against the AITSL standards.

Improve performance in the Focus On Learning Survey against key drivers of student learning.

Improve staff performance and wellbeing measures on the Deakin University study of the Flourish Project.

## People

### Staff

Teachers will:

Increase their capacity to utilise the AITSL standards as the basis for performance and development plans that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Develop their capability to utilise a broad range of teaching, learning and assessment strategies, including technology, to personalise learning and maximise student engagement and outcomes.

Take personal responsibility for implementing strategies to enhance their performance and wellbeing.

### Leaders

Leaders will:

Provide personalised and differentiated support to staff through coaching, observation and explicit feedback.

## Processes

1) Performance and development:

Processes to enhance leadership and teaching capacity linked to the Australian Teaching and Leadership Standards.

- Professional learning plans linked to the AITSL standards

- Coaching Around the AITSL Standards

- Observation and Feedback

2) Professional learning throughout the school plan processes that is systematic, personalised, relevant, future focused and evidence based.

3) The Flourish Project to help staff flourish professionally, physically and mentally

## Evaluation Plan

- The Flourish Project: Deakin University external research

- Teaching and Leadership capabilities mapped against the AITSL Standards.

- Focus On Learning Survey

- KidsMatter Survey

- Interviews with individual teachers.

## Practices and Products

### Practices

Teachers use embedded and explicit systems that are underpinned by the AITSL standards as the basis for performance and development plans that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Pedagogies that provide clear learning intentions, enhance differentiation, personalised learning, and maximise student engagement and learning outcomes.

Staff plan and implement strategies to control their environment by managing interruptions, task focus, and personal recovery strategies.

### Products

A strong, visible culture in the school that promotes and supports the attainment of higher level accreditation, with an increasing proportion of teachers at preliminary stages of the higher level accreditation process.

All staff are engaged in school-wide professional learning programs and targeted professional learning.

Staff professional learning plans are aligned to the AITSL standards, the school plan, and include specific strategies to enhance wellbeing based on the Flourish Project.

# Strategic Direction 2: Curriculum

## Purpose

To deliver a challenging, inspiring and inclusive curriculum, and extra curricular opportunities, which ensures all students become successful, confident, creative learners and active informed global citizens.

## Improvement Measures

Increase proportion of students' reporting having the required skills and challenges on the Tell Them From Me survey.

Improve performance in the Technology Domain of the Focus On Learning survey.

Improve performance in the School Supports Learning domain of the Partners in Learning Survey for parents.

Maintain performance in external assessments that are above statistically similar school groups.

## People

### Staff

Staff will:

Engage in stage-based planning to collaboratively develop curriculum, units of work, resources and assessment tasks.

Develop capacity to differentiate the curriculum to provide a challenging, inspiring and inclusive environment using a range of strategies including integrating technologies into the curriculum.

### Students

Students Will:

Enhance their capacity to set and self-monitor challenging learning goals and have greater agency over their learning.

### Parents/Carers

Parents/Carers will:

Engage with communication and forums to raise awareness of curriculum content, skills and school programs to enhance their capacity to support student learning at home.

## Processes

1) Curriculum Teams ensure all NSW Education Standards Authority syllabuses for all key learning areas are implemented in accordance with NESA requirements.

2) Literacy and Numeracy Strategies.: including annual reviews of existing Literacy and Numeracy Programs, and the implementation of the ACARA Literacy and Numeracy Learning Progressions.

3) General Capabilities Project : Developing the knowledge, skills, attitudes and behaviours identified by the Berry community to assist students to live and work successfully in the 21st century. Strategies include the 4C's Project (Communication, Collaboration, Creativity and Critical Thinking), The SAMR Technology Project – Substitution, Augmentation, Modification and Redefinition of learning.

## Evaluation Plan

- Internal assessment data (including Learning Progressions)
- External Data: NAPLAN
- Tell Them From Me student survey
- Focus On Learning Teacher Survey
- Partners In Learning Parent Survey
- KidsMatter Surveys
- Observation of teaching practices and documentation.
- Student, Parent and Teacher interviews and focus groups

## Practices and Products

### Practices

Teachers are engaged in curriculum planning teams and stage-team programming to collaboratively develop curriculum, units of work, resources and assessment tasks.

The Literacy and Numeracy progressions are being utilised to:

- locate the literacy and numeracy development of students and identify the literacy and numeracy development that should follow,
- facilitate a shared professional understanding of literacy and numeracy development.

Technology that supports learning and the provision of a challenging and inspiring learning environment is expertly integrated into lessons by teachers.

### Products

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement in key learning areas including general capabilities.

Technology that supports learning is readily available throughout the school as required by students and teachers.

Programming, explicit teaching, assessment and reporting of general capabilities are in place.

# Strategic Direction 3: Culture

## Purpose

To provide a comprehensive and inclusive wellbeing framework and advance parent and community partnerships to further strengthen our school culture "The Berry Way"

## Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school in the Tell Them From Me and KidsMatter surveys.

Increased proportion of staff reporting that they provide information to families about our school's approach to social and emotional learning.

Improved parent knowledge and understanding of school policies and procedures relating to student learning and wellbeing.

Improved parent satisfaction with school policies and procedures relating to communication.

## People

### Staff

Staff will:

Engage in professional learning to increase knowledge, understanding and practices in providing a consistent, strategic and systematic approach to classroom management and student wellbeing that is informed by research.

Implement the Kidsmatter framework and associated programs in their classrooms.

Model behaviours that contribute to their own wellbeing and the wellbeing of others to enhance "The Berry Way".

Actively contribute to communication and engagement strategies that promote the school and public education.

### Parents/Carers

Parents will:

Engage with school communication and engagement strategies to increase knowledge, understanding and capacity to reinforce positive student behaviours that enhance wellbeing, resilience, and learning.

### Students

Student Will:

Develop knowledge, skills capacity to apply behaviours that promote and enhance wellbeing, resilience, and learning.

## Processes

1) Kidsmatter Project: A strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

2) Communications and Engagement Project

Review and implement communications and engagement strategies to enhance the relationship between the school and parents/carers.

3) ParentsMatter Project: A collaborative project between the School and Berry P&C The projects aims to enhance parent understanding of what children are learning and how we, as parents and carers can support our children's wellbeing at home.

## Evaluation Plan

Internal and external student learning and wellbeing data including:

- Tell Them From Me student survey
- Focus On Learning Teacher Survey
- Partners In Learning Parent Survey
- KidsMatter Surveys
- Teaching and Learning Programs
- Student, Parent and Teacher interviews and focus groups

## Practices and Products

### Practices

Teaching Programs are informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Teachers, parents and students demonstrate behaviours to enhance the positive school culture as articulated by "The Berry Way". (We are a team, We are Safe, We are Caring, We are Learning, We are respectful.)

### Products

A comprehensive student wellbeing framework which supports individual and collective emotional, social and physical wellbeing.

A co-created communication and engagement strategy that meets the needs of our school community and facilitates the achievement of our school vision.

Enhanced parent information sessions and detailed advice and support for parents readily available.