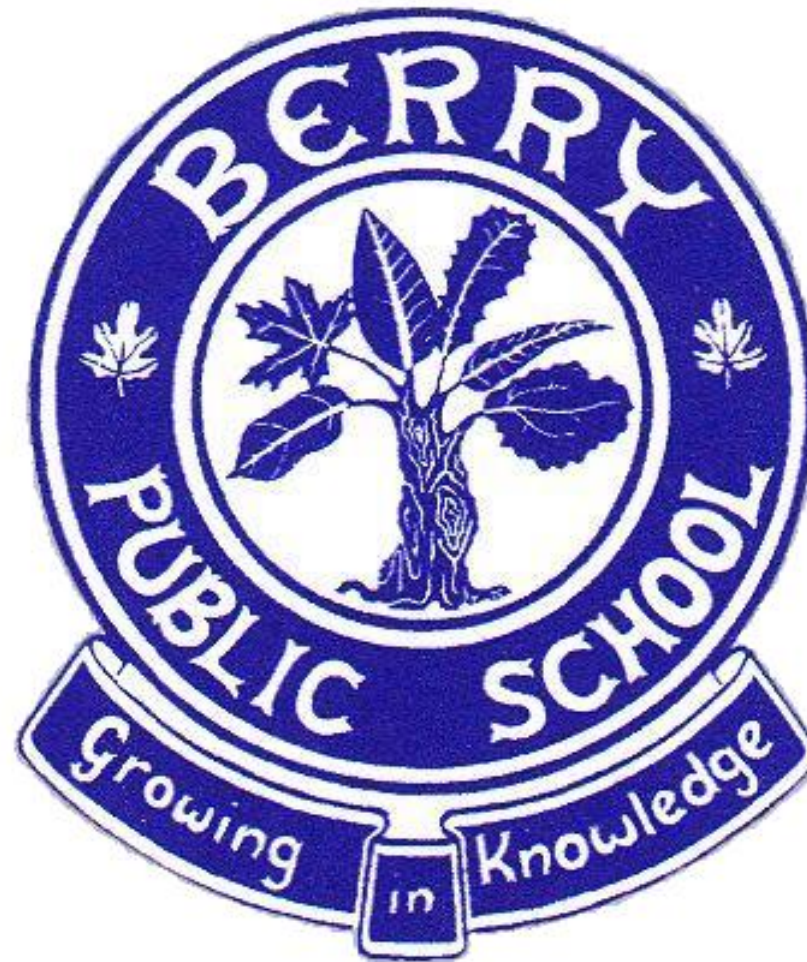


# Strategic Improvement Plan 2021-2024

## Berry Public School 1211



# School vision and context

## School vision statement

### Our vision

To retain and enhance excellence in student learning, wellbeing and social/emotional outcomes through a shared commitment to our values and behaviours known as The Berry Way:

- We are learning
- We are safe
- We are respectful
- We are caring
- We are a team

## School context

Berry Public School has an enrolment of approximately 320 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 supportive and proactive Parents and Citizens' Association.

Our community of schools effectively collaborates to enhance teaching, learning and leadership in all schools. There is strong focus on sharing resources, expertise and practices including authentic partnerships with the NLAECG to bring to life the Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030.

The school undertook a comprehensive situational analysis involving a plethora of internal and external data across all domains of the School Excellence Framework to inform the development of our strategic plan.

As a result of the situational analysis the school has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

### Academic Performance : Growth and Attainment

The situational analysis showed that our school consistently outperforms the state average and statistically similar schools in a range of external assessments of Literacy and Numeracy, including NAPLAN and the department Check-In Assessments. The school shows specific strengths in the percentage of students in the top two bands and the average performance in both Literacy and Numeracy.

A data driven culture underpins our continuous improvement that results in outstanding academic, social, emotional and health outcomes as evidenced across a range of performance measures . The suite of Tell The From Me surveys showed that high expectations of personal effort and continuous improvement exist for every student and staff member of our organisation.

The school Learning Support Team ensures all students are known, valued and cared for by coordinating learning support programs, individual learning programs and wellbeing programs. The team also facilitates access to counselling services and allied health professionals.

High performing and gifted students are provided with a wealth of opportunities and are case managed by classroom teachers in consultation with parents. The school identified the need to review and improve our processes in line with the new Department Gifted and High Potential Students Policy.

The school curriculum is guided by the NESA syllabus requirements for all key learning areas. The review of the NSW Curriculum creates an extraordinary opportunity to revise the

# School vision and context

## School vision statement

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## School context

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school curriculum as part of a systematic, statewide process.

A rich and diverse curriculum is enhanced by a myriad of high quality extension and support programs as well as bespoke initiatives that provide opportunities for our students.

There is a strong creative arts focus through the school Paint Pot visual arts program. Our partnership with the Wollongong Conservatorium of music enhances our Music and Band programs. Creative Arts programs are also bolstered by a wide range of extra-curricular opportunities.

Our Science and Technology curriculum is significantly enhanced by the school Plant Propagation and Environmental Education Centre that is supported by community volunteers.

### School Culture and Wellbeing

Our school has received multiple awards for school and community partnerships.

The direct positive correlation between student wellbeing and performance is a shared belief of our community, informed by research including CESE What Works Best and The Learning Bar. In the previous strategic plan "The Berry Way" was co-designed with our community to describe the core values that drive our positive school culture. Daily interactions and explicit teaching of behaviours that underpin "The Berry Way" are a feature of our curriculum.

Our curriculum includes whole school programs focusing on social emotional learning, resilience and wellbeing. Student resilience and cyber safety issues were identified as focus areas to address in the school plan.

In 2021 we will begin "The Ripple Project" in partnership with The Phillips Foundation and the Young and Resilient Research Centre at Western Sydney University to tailor trusted and evidence-based programs to the school's resilience support needs. This is ground breaking research and Berry is the first school in Australia to lead this program.

### Teaching and Leadership

Research by Michael Fullan identifies key drivers of change include capacity building, learning culture, collaboration and pedagogy (quality teaching practices).

The situational analysis identified that staff turnover due to retirement and promotion requires strategic succession planning to ensure the continuity of service, staff capacity and performance. Ongoing professional learning and enhancements to teaching and leadership capacity are a focus of our school. The School Excellence Framework evidence showed that our school's use of data, effective collaboration and distributed leadership are some of the key drivers that build staff capacity and underpin the outstanding performance of our students. The 2019 and 2020 SEFSaS highlighted the need to focus on initiatives to

# School vision and context

## School vision statement

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## School context

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continue to enhance explicit teaching, effective feedback, consistent classroom management, and collaboration to maintain our high performance culture.

The situational analysis and school plan was informed by the implementation timelines of relevant department policies and strategies including:

- NSW Curriculum Reform
- High Potential and Gifted Students Policy
- High Impact Professional Learning Policy
- Disability Strategy
- Behaviour Strategy
- Wellbeing Framework
- Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030

In the development of our strategic plan a myriad of research was utilised to inform each strategic direction and initiative. Research includes:

- Michael Fullan - System reform drivers
- John Hattie - Visible Learning
- Stephen Dinham -
- Quality Teaching Rounds - The University of Newcastle
- The School Excellence Framework
- CESE Research including: What Works Best, Effective Feedback, Classroom Management, Cognitive Load Theory
- DoE Literacy/Numeracy strategy research and resources
- BeYou (Beyond Blue)
- The Learning Bar - Tell Them From Me
- Pasi Sahlberg - "Growing Up Digital
- The Flourish Movement Report to the NSW Department of Education
- Young and Resilient Research Centre -The University of Western Sydney  
<https://www.westernsydney.edu.au/young-and-resilient>

# Strategic Direction 1: Student growth and attainment

## Purpose

Maximise student growth and attainment in Literacy and Numeracy.

## Improvement measures

### Target year: 2022

#### Top 2 Bands- Reading and Numeracy

Increasing students in the top 2 Bands in Reading from 66.8% to 71.1 % (State average is 42%)

Increasing students in the top 2 Bands in Numeracy from 54% to 58.8% (State average is 34.7%)

### Target year: 2023

#### Students Achieving Expected Growth

Increase percentage of students achieving expected growth in Reading by 2%.

Increase percentage of students achieving expected growth in Numeracy by 3%.

## Initiatives

### The High Potential and Gifted Students Project

The High Potential and Gifted Education (HPGE) project will lead the identification and optimal talent development of high potential and gifted students across all domains of potential within supportive learning environments that develop the whole student.

The project will enhance the opportunities for engagement and challenge for every student across intellectual, creative, social-emotional and physical domains.

This project will leverage the research evidence base and resources of the Department High Potential and Gifted Education Policy.

Key workstreams include :

- A program of universal professional learning for all staff;
- Improved processes for student identification;
- Improved consultation and collaboration with parents and community;
- Expanded curriculum/extra curricular programs;
- Personalised Learning Plans;
- Improved support through the school Learning Support Team
- Enhanced differentiation practices;
- Continued acceleration and advanced learning pathways.

### Literacy And Numeracy Design Project

The Literacy and Numeracy Design Project is a comprehensive review of Literacy and Numeracy programs and practices. It addresses key priority areas identified by school internal and external data, as well as system negotiated targets. The project provides systematic whole school, evidence based professional

## Success criteria for this strategic direction

- Professional learning results in changed practices and positive impact on student learning outcomes.
- Literacy and Numeracy programs and practices reflect research evidence based best practice.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
- Improved use of Literacy/Numeracy data to inform practice and track student progress.
- Teaching and learning programs meet NESA and Department policy requirements.
- Increase in High Potential and Gifted student identification.
- Improved parent awareness and satisfaction with HP&G student programs.
- Increased teacher capacity to meet the needs of all students.
- Transparency of initiatives on school website.
- Growth and attainment targets will be achieved.

## Evaluation plan for this strategic direction

### Question:

To what degree have the actions in each initiative enhanced teaching programs, teaching practices and contributed to maximising student learning outcomes?

### Data:

- Internal and external Literacy/Numeracy data.
- Individual Learning Plans (Aboriginal Students, HP&G students, and Students on Learning Support Team caseload)
- Observation of teaching programs and practices (Quality Teaching Rounds).

# Strategic Direction 1: Student growth and attainment

## Initiatives

learning to improve programs and effective classroom practice. Best practice program design and pedagogy will improve student learning outcomes.

A tiered intervention approach will be used to codesign a bespoke implementation of professional learning.

Key workstreams include:

- A program of universal whole school professional learning in targeted areas identified through analysis of student data;
- Targeted professional learning and shoulder to shoulder support for teachers based on identified needs;
- A review of school programs with regard to research evidenced best practice such as; What Works Best, Effective Reading In The Early Years;
- A review of school assessment practices, in light of new online assessment opportunities, to streamline assessments and improve tracking and monitoring.
- Collaboration with Department Literacy & Numeracy Advisors and consultants, including the Instructional Leader in The Mathematics Growth Team, to develop school programs and practices;
- Consultation with parents and enhanced advice for parents to support learning at home.

## Curriculum Design Project

The Curriculum Design Project addresses the implementation of the NSW Curriculum Reform. The project will ensure all curriculum planning, programming, assessment and reporting processes meet NESA and Department requirements and are fit for purpose for the context of our school.

Key workstreams include:

- A universal program of professional learning for all staff;

## Evaluation plan for this strategic direction

- Professional Development Plans.
- Staff Professional Learning KWLCI records.
- Tell Them From Me Surveys (Students, Parents, Staff)

### Analysis:

How are we doing and how do we know?

The Student Growth and Attainment Team will analyse data sets as they are collected and make recommendations about the implications as part of usual school operations.

### Implications:

- What's working well?
- What's getting in the way?
- What are we going to do next?

## Strategic Direction 1: Student growth and attainment

### Initiatives

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- Revising whole school curriculum in line with new syllabuses;
- Revising teaching and learning programs in line with new Syllabi;
- Revising school assessments in line with new syllabi;
- Revising reports to parents in line with new syllabi.



## Strategic Direction 2: Wellbeing and Resilience

### Purpose

Optimise the health, wellbeing and resilience of students and staff to enhance student learning, and equip students to be active and positive contributors to society.

### Improvement measures

#### Target year: 2022

Attendance: Improve the percentage of students attending School at least 90% of the time from 83.6% to 88.3% (State Average is 58%)

#### Target year: 2024

Increase students with a positive sense of wellbeing in the Tell Them From Me Survey to above 88%.

#### Target year: 2024

Increase performance in the "Parents Are Informed" domain of the Partners in Learning Survey from a baseline of 6.4 to above 7.0.

#### Target year: 2024

Improved outcomes on "The Ripple Project" research grid in the domains of Mental Wellbeing, Physical Health, Family and Friends, School Culture.

### Initiatives

#### The Ripple Project

Ripple is an innovative program that tailors trusted and evidence-based programs to an individual school's resilience support needs.

This project is a partnership between our school, the Phillips Foundation and University of Western Sydney's Young and Resilient Research Centre. Our school was selected due to evidence of our ongoing commitment to student wellbeing and resilience.

As a result of school wide consultations workshops, the research team will identify challenges and codesign solutions with us and a range of best practice providers.

This project reflects the Department's priority of ensuring Every Student is Known Valued and Cared For. It is underpinned by research, department policies and frameworks relating to student wellbeing.

The key components of the project include:

- Living Labs on site evaluations by The University of Western Sydney;
- professional learning for all staff;
- weekly wellbeing boosters and check-in assessments by all students using an App;
- bespoke wellbeing programs codesigned by best practice providers to address school needs;
- programs of support including seminars, webinars and website information for parents.

#### Professional Support and Wellbeing Initiative.

Provide a suite of research evidenced based programs aimed at improving the professional support, health, wellbeing and overall performance of school staff.

This initiative aligns with the department Great Place To

### Success criteria for this strategic direction

- Evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Wellbeing and resilience resources published on school website and social media.
- Positive and respectful relationships across the school and community.
- Improved student attendance and engagement.
- Reduced negative student incidents in SENTRAL data.
- Improved performance in identified key indicators of the Tell Them From Me Surveys and RIPPLE Research (Students, Parents, teachers).

### Evaluation plan for this strategic direction

#### Question:

What has been the impact of the initiatives on student wellbeing, resilience and learning outcomes?

Has the parent information and support about student wellbeing and resilience enhanced their capacity to support students?

What has been the impact of the initiatives on staff wellbeing and performance?

#### Data:

- Attendance Data
- Ripple Research - Western Sydney University
- Students Tell Them From Me Survey
- Parents Partners In Learning Survey
- Teachers Focus On Learning Survey
- The Flourish Movement research on staff wellbeing and performance.



## Strategic Direction 2: Wellbeing and Resilience

### Initiatives

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Work priority.

Key workstreams and programs include:

- The Flourish Movement;
  - Coaching and Mentoring;
  - Mental Health First Aid;
  - Mental Health Movement;
  - The Ripple Project;
  - Covey 7 Habits of Highly Effective People;
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### Evaluation plan for this strategic direction

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- Student incident records on SENTRAL

#### Analysis:

How are we doing and how do we know?

The Wellbeing and Resilience Team will analyse data sets as they are collected and make recommendations about the implications as part of usual school operations.

#### Implications:

- What's working well?
- What's getting in the way?
- What are we going to do next?

## Strategic Direction 3: Teaching and Leadership Capacity

### Purpose

Continuous enhancement of teaching and leadership capacity to enable a professional growth and wellbeing culture to flourish and improve student learning outcomes.

### Improvement measures

#### Target year: 2024

Increase performance in the Leadership Domain of the Teacher Focus on Learning survey from 8.5 to 9.0.

#### Target year: 2024

Increase performance in the Teaching Strategies Domain of the teacher Focus on Learning Survey from 9.3 to 9.5.

#### Target year: 2024

Increase performance in the Data Informs Practice from 9.1 to 9.5.

#### Target year: 2024

Evidence of Excelling in the Learning and Development element of the Quality Teaching Framework.

#### Target year: 2024

Evidence of Excelling in the School Excellence Framework theme of Explicit Teaching.

### Initiatives

#### Quality Teaching Rounds

Quality Teaching Rounds (QTR) is a research evidenced based approach to teacher professional development that involves teachers working in groups of four or more (known as Professional Learning Communities or PLCs) to observe and analyse each other's teaching using the Quality Teaching Model.

Key workstreams include:

- Quality Teaching Leadership Team established;
- Universal professional learning program for all staff on the Quality Teaching Framework;
- Embedded systems of observations of practice.

#### Aspiration and Succession Project

The Aspirations Project is aimed at building instructional leadership capacity to sustain a culture of effective, evidence based teaching. The project will leverage our existing leadership capacity and a range of available personalised learning programs to address the identified school (and system) succession planning issues.

The project will identify and foster both expertise and aspiration within the team, providing targeted professional learning and support to lead innovation and change within the context of this school plan.

The ultimate aim is to ensure a positive impact of professional learning on student progress and achievement.

This initiative will operationalise the NSWDoE High Impact Professional Learning policy.

Key Workstreams:

- Capacity mapping and personalised professional learning planning for all staff evidence in PDPs;

### Success criteria for this strategic direction

- Effective evidence-based teaching methods are optimising learning progress for all students, across the full range of abilities.
- Embedded and explicit systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.
- Teachers collaborate within our school, and across schools, to share and embed good practice.
- Enhanced leadership capacity evidenced through PDP reflections and feedback using the professional standards.

### Evaluation plan for this strategic direction

#### Question:

To what extent has the initiative enhanced

- Teaching and leadership capacity?
- Enabled a professional growth and wellbeing culture to flourish?
- Provided a consistent approach to classroom management and behaviour?
- Improved student learning outcomes?

#### Data:

- NAPLAN Student Growth Data

## Strategic Direction 3: Teaching and Leadership Capacity

### Initiatives

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- Targeted professional learning in leadership and management programs;
- Leadership projects aligned to the implementation of the school plan.

### Classroom Management Strategy

Strengthen the system of support for students and staff to create safe and respectful learning and working environments consistently throughout the school.

The Classroom Management Strategy will utilise research evidence based strategies to enhance classroom management to maximise effective learning time.

This initiative aligns with the Department's Behaviour Strategy and Disability Strategy, and will ensure the school procedures and practices align with the relevant policies.

Key workstreams include:

- Identification of best practice;
- Universal professional learning for all staff;
- Review of school procedures and practices;
- Update information and support for parents on the website.

### Evaluation plan for this strategic direction

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- University of Newcastle Quality Teaching Rounds Research Observation records.
- Professional learning evaluations and impact evidence.
- Professional Development Plans
- Strategic planning meeting minutes on Sentral
- Student behaviour records on Sentral
- Teacher Focus On Learning survey.
- Evidence in the Teaching and Leadership domains of the School Excellence Framework.

### Analysis:

How are we doing and how do we know?

The Teaching and Leadership Team will analyse data sets as they are collected and make recommendations about the implications as part of usual school operations.

### Implications:

- What's working well?
- What's getting in the way?
- What are we going to do next?