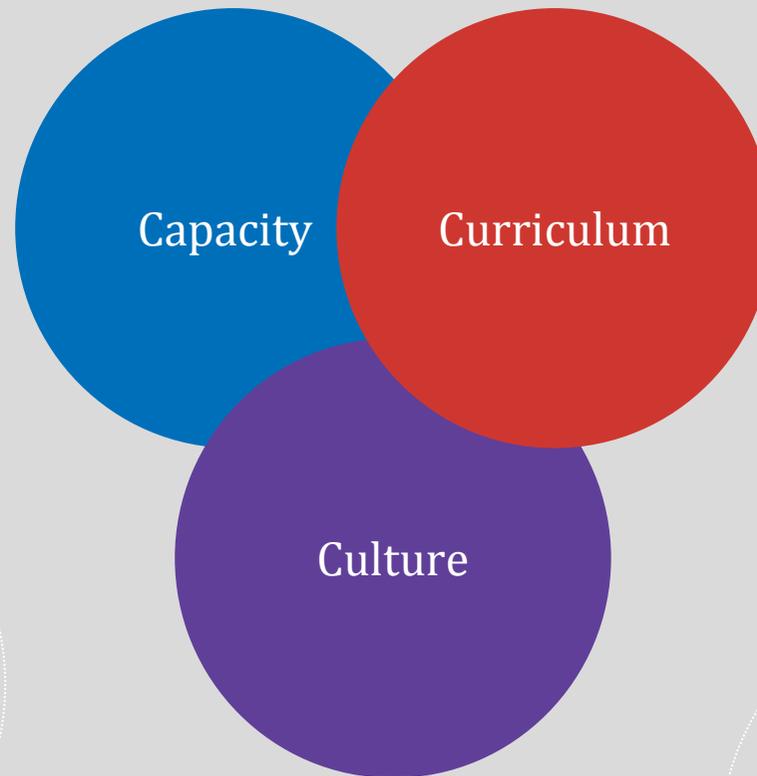


School plan 2015 – 2017

Berry Public School 1211





School vision statement

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

School context

Berry Public School has an enrolment of 319 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 Citizen's 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 and self-esteem, school pride, and self-responsibility.

High expectations and achievements, enhanced by extension and support programs, excellent resources and the latest technologies, allow our students to pursue their individual capacities. There is an emphasis on outstanding academic, sporting, cultural and creative and practical arts programs through a rich and diverse curriculum.

School planning process

The Berry Public School Strategic Plan is the result of extensive consultation with our school community over a 3 year period.

Consultation included: Focus groups, SWOT Analysis, Focus On Learning Teacher Survey, the Tell Them From Me Student Survey and a detailed analysis of internal and external student performance data.

In 2014 a school self-evaluation team, comprising of staff members from each stage and executive staff, completed a detailed analysis of school data to develop 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 and the Public Schools NSW Strategic Directions 2015-2017.

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.



STRATEGIC DIRECTION 1

Capacity:
Excellence in teaching
and leadership
capacity

Purpose:

To enhance our collective ability to improve student engagement and learning outcomes through the ongoing advancement of teaching and leadership capacity.

STRATEGIC DIRECTION 2

Curriculum:
A challenging,
engaging and inclusive
curriculum

Purpose:

To deliver a challenging and inspiring environment which ensures all students become successful, confident, creative learners and active informed global citizens.

STRATEGIC DIRECTION 3

Culture:
Enhancing our culture
of care, respect and
enrichment

Purpose:

To provide a comprehensive and inclusive student wellbeing framework and advance parent and community partnerships to further strengthen our school culture of care, respect and enrichment.

Strategic Direction 1: Capacity: Excellence in teaching and leadership capacity

Purpose

To enhance our collective ability to improve student engagement and learning outcomes through the ongoing advancement of teaching and leadership capacity.

Improvement Measures

- ❖ Increased leadership capacity to enhance teaching and learning demonstrated by increased performance in the leadership domain of the Focus On Learning survey from 6.4 to 7.0.
- ❖ Increase teaching and leadership capacity in the technology domain of the Focus On Learning survey from 6.2 to 7.0.
- ❖ AITSL standards: All staff demonstrate professional growth against one focus area of the AITSL standards.

People

- Staff: Build staff capacity through focused professional learning and development.
- Staff: Increase staff capacity to utilise the AITSL standards as the basis for professional discourse, professional learning and capacity.
- Staff: Increase staff capacity to effectively program, assess and report to parents using BOSTES curriculum to ensure every student is actively engaged in meaningful learning.
- Staff: Engage in professional learning to build staff capability to utilise a broad range of teaching and learning strategies including ICTs to personalise learning and maximise student engagement and outcomes.
- Parents: Increased parent knowledge and understanding of school programs, and improve parent capacity to support student learning at home.

Processes

- Implement BPS staff performance and development processes to enhance leadership and teaching capacity linked to the Australian Teaching and Leadership Standards.
- Collaboration through the SRLC to promote ongoing development of partner schools and the system.
- Provide systematic, personalised professional learning that is relevant, future focused, research based.

Evaluation Plan:

- Analysis of internal and external student learning and engagement data. Including:
 - Curriculum Bench Marking
 - A-E performance data.
 - TTFM survey
 - NAPLAN
- Analysis of teaching and leadership capacity including:
 - Focus On Learning Teacher Surveys.
 - Australian Institute of Teaching and Leadership Standards (Self-Assessment Tool).
 - DEC Performance and Development Framework.

Products and Practices

- Product: Increased leadership capacity to enhance teaching and learning demonstrated by increased performance in the leadership domain of the Focus On Learning survey from 6.4 to 7.0.
- Product: Increase teaching and leadership capacity in the technology domain of the Focus On Learning survey from 6.2 to 7.0.
- Product: All teachers demonstrate professional growth against one focus area of the AITSL standards.
- Product: Improved student learning outcomes as demonstrated by:
 - Increasing the percentage of students achieving expected growth in internal and external assessment processes.
- Practice: Teachers using the AITSL standards as the basis for professional discourse, professional learning and building individual and collective capacity.
- Practice: Pedagogies that enhance personalised learning and maximise student growth.
- Practice: Staff and leaders effectively collaborating to enhance program implementation and student learning outcomes.

Strategic Direction 2: Curriculum: Challenging, engaging and inclusive curriculum

Purpose

To deliver a challenging and inspiring environment which ensures all students become successful, confident, creative learners and active informed global citizens.

Improvement Measures

- ❖ Increase “Challenging Learning Goals” in the teaching strategies domain of the Focus On Learning survey from 7.3 to 8.0
- ❖ Increase students’ sense of both skills and challenge on the TTFM survey from 55% to 65%.
- ❖ Increased percentage of students achieving expected growth in internal and external assessments.

People

Staff: Develop knowledge and understanding to effectively program, assess and report using the new curriculum.

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

Staff: Develop capacity to differentiate the curriculum to provide a challenging and inspiring environment using a range of strategies including integrating ICT into the curriculum.

Students: Demonstrate a deep understanding of the required content and skills of the curriculum.

Students: Enhance student capacity to set, and self-monitor, challenging learning goals and give students greater agency over their learning.

Parents: Increased knowledge of new content, skills and school programs to enhance their capability to support student learning at home.

Processes

- Professional Learning about curriculum, assessment and reporting through staff development days, external and school based TPL and the use of external expertise.

- Collaborative planning amongst stages to develop scope and sequence and programs to deliver required content and skills.

- Enhanced technology for learning platform to integrate ICT into the curriculum.

- Implement student goal setting, self-reflection/self-reporting system.

- Parent information on new content and skills and any other changes as a result of new curriculum regularly communicated to parents including through modification of learning overviews that are sent home.

Evaluation Plan

- Analysis of internal and external student learning and engagement data including:
 - Curriculum Bench Marking
 - Tell Them From Me student survey
 - NAPLAN achievement and growth
 - Focus On Learning Teacher Surveys.
 - Student, Parent and Teacher interviews and focus groups

Products and Practices

- Product: Increase “Challenging Learning Goals” in the teaching strategies domain of the Focus On Learning survey from 7.3 to 8.0
- Product: Increase students’ sense of both skills and challenge on the TTFM survey from 55% to 65%.
- Product: Increased percentage of students achieving expected growth in internal and external assessments.
- Product: Student learning overviews, programs, assessment tasks and reports aligned to meet new curriculum.
- Product: ICT supports teachers to effectively differentiate the curriculum and provide a challenging and inspiring environment for students.
- Practice: Students demonstrating deep knowledge and understanding of the curriculum, setting challenging learning goals and self-reporting.
- Practice: Teachers are effectively using the scope and sequence and suggested resources in the classroom to develop and enhance student knowledge of the content and skills.

Strategic Direction 3: Culture: Enhancing our culture of care, respect and enrichment

Purpose

To provide a comprehensive and inclusive student wellbeing framework and advance parent and community partnerships to further strengthen our school culture of care, respect and enrichment.

Improvement Measures

- ❖ Product: Increase the percentage of students who identify as being free from all forms of bullying in the Tell Them From Me survey by 10%.
- ❖ Enhance the behaviour area of the Culture Domain of the Focus on Learning Survey from 7.7 to 8.0.
- ❖ Internal surveys indicate improved parent satisfaction with school policies and procedures relating to student wellbeing.

People

- Students: Increased knowledge and demonstration of behaviours that contribute to their own wellbeing and the wellbeing of others whilst also contributing to our school culture of care, respect and enrichment.
- Staff: 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 shaped by research.
- Staff: Training in the effective use of a student management system.
- Parents: Provide training and information to increase parents' knowledge, understanding and capacity to reinforce positive student behaviours that enhance wellbeing, resilience, and learning and contribute to our culture of care, respect and enrichment.

Processes

- Review existing school wellbeing systems and implement a comprehensive and inclusive student wellbeing framework.
- Improve communication of strategies relating to school culture, positive behaviour and high expectations (particular focus on school website and social media).
- Implement a student management system to record student wellbeing and academic data.

Evaluation Plan

- Analysis of internal and external student learning and engagement data including:
 - Curriculum Bench Marking
 - Tell Them From Me student survey
 - NAPLAN achievement and growth
 - Focus On Learning Teacher Surveys.
 - Student, Parent and Teacher interviews and focus groups

Products and Practices

- Product: Increase the percentage of students who identify as being free from all forms of bullying in the Tell Them From Me survey by 10%.
- Product: Enhance the behaviour area of the Culture Domain of the Focus on Learning Survey from 7.7 to 8.0.
- Product: Internal surveys indicate improved parent satisfaction with school policies and procedures relating to student wellbeing.
- Product: A student wellbeing framework which supports the individual and collective cognitive, emotional, social and physical wellbeing.
- Practice: All stakeholder behaviours demonstrating alignment with the school values and culture.
- Practice: Consistent practices for classroom management and playground management.
- Practice: Consistent recording of student wellbeing and academic data on an electronic student management system.