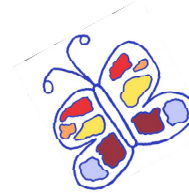


2014 – 2017

School Strategic Plan for

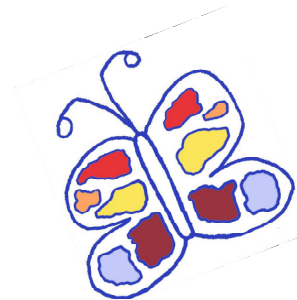
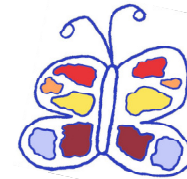
Berwick Fields Primary School



South East Metropolitan Region

Endorsement by School Principal	Signed..... Name: Stephen Wigney
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Date: 15 th November 2013 Endorsement by School Council	Signed..... Name: Abir Yacoub Date: 15 th November 2013
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School Profile

<p>Purpose – including vision statement</p> <p><i>VRQA minimum standard for School Governance – Philosophy</i></p> <p><i>Education Training and Reform Act 2006 - Sch. 2, 16 School's philosophy</i></p>	<p>Our Vision: "Berwick Fields Primary School is striving to build an involved community. One that fosters the achievement of personal best. One that makes a difference to others".</p> <p>Our Mission: To achieve this we aim to engage members in innovative and meaningful learning experiences. Within a welcoming and friendly atmosphere and where care for the environment is demonstrated.</p> <p>After an extended investigation of what Berwick Fields is striving for in our 'learning and teaching' we have developed a Philosophy of Learning statement that will guide our actions throughout this strategic plan. Our Philosophy of Learning statement is;</p> <p style="text-align: center;">Learn for Life Discover your passion Take responsibility Inspire each other to grow Find your place in the world</p>
<p>Values</p>	<p>Berwick Fields' main aim is to foster qualities and skills in students which will enable them to adapt to change and become effective members of the community. Great emphasis is placed on caring for the students, staff and parents by providing an environment that is safe and secure and encourages, recognises and rewards achievement and effort. "Learning Community" principles are an integral part of the educational philosophy of our school and are underpinned by "Excellence in Education" quality management tools and processes. Through this model we aim to enable students to become more responsible for their own learning, behaviour and interaction with each other and the community.</p> <p>Students, staff and parents collaboratively identified the values of respect, co operation, friendliness and enthusiasm as being integral to the fostering of positive and inclusive relationships. Respect has been defined by community members as being 'caring and thoughtful of others and the environment around us'. Co operation is seen as 'working together as a community to achieve a desired outcome, under all circumstances'. Friendliness is to 'look out for each other, learn about each other and make sure everyone is 'ok'. Enthusiasm is to be 'excited and passionate, day to day'.</p>
<p>Environmental Context</p>	<p>Berwick Fields Primary School is situated in the south east growth corridor of Melbourne in the very fast growing municipality of the City of Casey. Berwick Fields is part of the Casey Central Network of schools.</p> <p>The school opened in 2006 with students from prep to year 6 and has grown rapidly each year. In 2014 the school enrolment will be over 1100 students. The task of maintaining the positive and friendly culture established at the school is one of the biggest challenges along with ensuring consistency with our practices across the curriculum and in engagement and wellbeing.</p> <p>Berwick Fields has excellent facilities, including a large number of permanent learning spaces which provide flexibility in terms of teaching/working spaces, re-locatable classrooms, a Stephanie Alexander Kitchen, full size basketball stadium, purpose built theatre seating 220 people and wonderful grounds which include a wetlands area, Stephanie Alexander Garden, designated play spaces and a large shared council oval.</p> <p>In addition to classrooms, there is an Environmental Education Centre, a themed library facility called 'Bamboozled' three dedicated ICT lab spaces, an art room, withdrawal spaces, large corridor/walk through spaces used as 'learning streets' with colourful and interesting furniture, storerooms, sick bay, staff offices, administration and staff facilities. School funds were used to provide a community room, the Butterfly Learning Centre (BLC), which is used for a Before/After School Hours Care program, community activities and a multi-purpose classroom learning space. These projects have been made possible through community support, government funding and the generosity of community members and businesses. The school has been successful in introducing into the school many 'environmental care' initiatives such as water harvesting, a large student driven recycling program, tree planting, solar panels, water and light efficiency devices.</p> <p>The school offers a wide range of stimulating learning experiences including specialists programs in physical education, environmental education, performing arts and visual arts. It is anticipated that a language other than English (LOTE) program will be offered in 2015. A Language Support Program supports students from years Prep - 6 who require intervention. We also have three Maths Mentor Specialists who support staff with their teaching practice. In 2014 English Mentors will be introduced to replicate the Maths Mentor program. All classroom programs are supported by an extensive array of digital literacies hardware and software. When identifying the needs of the school community, the initial planning group established three high priority areas – community building, the environment and developing a performance and development culture. Great emphasis is placed on caring for the students, staff and parents by providing an environment which is safe and secure and encourages, recognises and rewards achievement and effort. <i>You Can Do It</i> (YCDI) program is a vital part of the school in fostering student wellbeing and personal responsibility, along with Bully Busters and the Chaplaincy initiative.</p> <p>In 2014 there will be 44 classes from Prep to grade 6. Our smallest cohort will be our 2014 year six's. This should ensure further growth in 2015 and then a stabilization of numbers. The staffing profile in 2013 includes the Principal, two Assistant Principals, Leading Teachers (3), Expert Teachers (31), Accomplished Teachers (41), and Graduate Teachers (11). There are 14 Education Support Officers who support 19 students funded by the Program for Students with Disabilities equity funding and 4 office staff. Professional Learning Teams (PLT's) include one at each AusVELS level and a specialist PLT. There is also an administration and Leadership PLT. The school has been working on defining the roles of PLT leaders with a focus on them as 'Leaders for Learning'. Our aim is to extend this to our students.</p> <p>The Student Family Occupation (SFO) index sits at 0.4402, with an EMA percentage of 31.6%. There are 70 students from a language other than English (LBOTE) background, and 6 students from a Koori background. Students are usually from the local neighbourhood, and families are strongly supportive of the school.</p>

The school structures its overall operations across the four major learning community teams of Essential Learning, Community Development, Health and Wellbeing and School Improvement, each with its own mission, vision and annual action plan. 'Excellence In Education', a quality assurance management program with a classroom focus, has been used extensively to support teams with their planning. The 'Plan Do Study Act' model, an important process within 'Excellence In Education', has been used extensively to identify opportunities for improvement. The School Council and parent community work actively and parents assist in classroom and support programs, fundraising and the development of the facilities and grounds.

In developing our second strategic plan for Berwick Fields Primary School, we are striving for continuous improvement by enhancing the many excellent opportunities that already exist, continuing to increase the rigour across the school through more consistent implementation of exemplary practices and provide opportunities to build the capacity of our staff to create effective learning and teaching environments.

Strategic Intent			
	Goals	Key Improvement Strategies (Significant Projects)	Targets by 2017
Achievement	<p>Improve the school wide approach to learning and teaching by embedding exemplary teaching practice and build our capacity to take responsibility for individual and cohort growth.</p>	<ul style="list-style-type: none"> • Develop a common understanding and shared commitment around the school's pedagogical approach in line with our Philosophy of Learning. • Ensure consistent approaches to the teaching of exemplary literacy and numeracy practices through formal English and Maths Specialist Mentoring opportunities. • Build staff capacity to use formative and summative data to effectively inform learning and teaching by creating regular professional learning and sharing opportunities. • Empower students to understand and use their own data to set and monitor learning goals. • Work in partnership with families to better understand exemplary teaching practices in order to support students with their development through targeted information sessions. 	<ul style="list-style-type: none"> • Prep – 6 student achievement data demonstrates growth each year in the number of students working at or above the expected level in reading, writing and number. • Prep – 6 student achievement data demonstrates growth each year in the number of students working at or above state mean in reading, writing and number by 2017 • Grade 3 and 5 NAPLAN Reading, Writing and Number indicates cohort bi-annual growth. • The DEECD Year 5/6 Attitudes to School Survey shows improvement in the area of 'learning confidence'. • Berwick Fields Parent Survey feedback demonstrates that families have increased their capacity to support the learning of their child/ren by engaging in activities such as Getting Acquainted Discussions, Student Led Conferences, report strategies and parent forums. • The DEECD Parent Opinion Survey demonstrates an increase in parent satisfaction in the areas of 'Learning Focus'.
Engagement	<p>To provide engaging opportunities that foster personal best for all.</p>	<ul style="list-style-type: none"> • Develop a common understanding and shared commitment to the implementation of the pedagogical elements of our Philosophy of Learning and embedding this expectation in all staff performance plans. • Connect students to our Philosophy of Learning and what that could look like by giving them a voice in their own learning and leadership development through regular student forums. • Collaborate with our school community to develop their understanding of our Philosophy of Learning by providing targeted information sessions. 	<ul style="list-style-type: none"> • Berwick Fields Staff 'School Based' survey demonstrates an annual improvement in satisfaction about the positive influence that performance plans have had in developing a common understanding and commitment to the Philosophy of Learning. • The DEECD Year 5/6 Attitudes to School Survey, in the areas of 'stimulating learning' and 'teaching effectiveness' demonstrates annual improvement. • The DEECD Parent Opinion Survey demonstrates an increase in parent satisfaction in the area of 'Parent Input'

Strategic Intent			
	Goals	Key Improvement Strategies (Significant Projects)	Targets by 2017
Wellbeing	To develop the consistency of wellbeing practices across the school.	<ul style="list-style-type: none"> • Develop a common understanding and shared commitment to the implementation of exemplary wellbeing approaches in line with our Philosophy of Learning that will make the greatest difference to students. • Improve the effectiveness and consistency of the current approaches to behaviour management. • Enable each student to influence their environment in a positive way by using proactive approaches to behaviour management. • Use the DEECD 'New Student Engagement and Inclusion Guidance' to build the capacity of the community to effectively contribute to a positive school environment. 	<ul style="list-style-type: none"> • The Berwick Fields' Discipline Database shows an annual decrease in the number of behavioral incidents occurring in classrooms. • Berwick Fields Staff 'School Based' survey demonstrates an annual improvement in their commitment to the enhanced wellbeing approaches. • The DEECD Year 5/6 Attitudes to School Survey, in the areas of 'classroom behaviour' and 'student safety' demonstrates annual improvement. • The DEECD Parent Opinion Survey, in the areas of 'behaviour management' and 'student safety' demonstrates annual improvement. • Berwick Fields' 'School Based' Parent Opinion Survey demonstrates an annual improvement in families' understanding of how they can contribute to a positive school environment.
Productivity	To understand and use strategies that lead to sustained improvement.	<ul style="list-style-type: none"> • Build the capacity of leaders so they can strategically lead learning effectively and improve learning outcomes. • Enhance accountability practices that result in sustained improvement and foster personal and professional growth. • Build on the current approach to resource management to benefit all members of our learning community. 	<ul style="list-style-type: none"> • Prep – 6 student achievement data demonstrates growth each year in the number of students working at or above the expected level in reading, writing and number. • Prep – 6 student achievement data demonstrates growth each year in the number of students working at or above state mean in reading, writing and number by 2017 • Grade 3 and 5 NAPLAN Reading, Writing and Number indicates cohort bi-annual growth. • The DEECD Staff Opinion Survey, in the area of 'supportive leadership' demonstrates annual improvement. • The DEECD Staff Opinion Survey, in the areas of 'appraisal and 'professional growth' demonstrates annual improvement. • The annual confirmed School Global budget shows that funding priority has been given to the significant projects, as documented in the 2014-2017 School Strategic Plan.

ACHIEVEMENT

Goal: Improve the school wide approach to learning and teaching by embedding exemplary teaching practice and build our capacity to take responsibility for individual and cohort growth.

Key Improvement Strategies <i>(Significant Projects)</i>	First and second year actions <i>(Actions are the specific activities to be undertaken in that year to progress the key improvement strategies)</i>	Achievement Milestones by the end of 2015 <i>(Changes to practice and/or behaviours)</i>
Develop a common understanding and shared commitment around the school's pedagogical approach in line with our Philosophy of Learning.	<ul style="list-style-type: none"> • Develop each teachers' understanding and competency in implementing of Australian Curriculum and its learning continuum. • Focus on differentiation to accommodate for individual student's point of need. • Develop teachers' understanding of effective units of inquiry learning. • Explore how these exemplary learning practices can help us to implement our Philosophy of Learning. 	<ul style="list-style-type: none"> • Individual and team planning documents show evidence of exemplary learning and teaching practices being implemented consistently across the school, with reference to the Australian Curriculum. • Staff are utilizing the framework that has been developed to demonstrate the links between exemplary practices and the Philosophy.
Ensure consistent approaches to the teaching of exemplary literacy and numeracy practices through formal English and Maths Specialist Mentoring opportunities.	<ul style="list-style-type: none"> • Determine the current state of programs and their effectiveness in improving student learning. • Identify best practice programs that will improve student learning. • Develop expectations around the implementation of these best practice programs in order to ensure a consistent approach and common language in the school. • Replicate the exemplary learning and teaching strategies of our Maths Mentor Program to inform the development of a new English Mentor Program 	<ul style="list-style-type: none"> • The consistent implementation of exemplary learning and teaching practices in English and Maths are evident in the 'Teaching and Learning' policy, planning processes, and program documentation. • Whole Staff Survey indicates high satisfaction with the English and Maths Mentor Program in improving their pedagogical practice. • Student Achievement data shows growth in the number of students at or above the expected level.
Build staff capacity to use formative and summative data to effectively inform learning and teaching by creating regular professional learning and sharing opportunities.	<ul style="list-style-type: none"> • Develop staff's capacity to provide effective feedback to enable students to reflect and set meaningful goals ('as' learning) • Enable teachers to use evidence of student learning to make judgments on student achievement against goals and standards ('of learning) • Enable teachers to use the most effective means of assessing and analysing data in order to inform teaching to improve student outcomes ('for' learning) 	<ul style="list-style-type: none"> • Whole school Assessment Policy and program is reviewed and updated, to outline expectations of the use of formative and summative assessment. • An increase in the use of both formative and summative assessment is evident in teacher planning documents to ensure they are using assessment as, of and for learning. • All Student Portfolios reflect evidence of teacher and student feedback and the setting of meaningful goals. • PLT Moderation Meetings include a more regular focus on the triangulation of data to develop consistency and rigor of judgments that influence teaching practice and future planning.
Empower students to understand and use their own data to set and monitor learning goals	<ul style="list-style-type: none"> • Use existing knowledge of staff to describe what student responsibility should look like and the role of student and teacher in this process. • Use learning intentions and success criteria to understand the purpose of their learning and how they can be successful • Enable staff and students to use a variety of tools to provide meaningful feedback about the learning process to themselves and others 	<ul style="list-style-type: none"> • The DEECD Year 5/6 Attitudes to School Survey in the area of 'learning confidence' indicate improvement. • A common understanding of what students taking responsibility for their learning looks like at Berwick Fields has been documented, with students and teachers understanding their role in developing a sense of responsibility. • Evidence of learning intentions and success criteria is apparent in the classroom and planning documentation • The Student Led Conference allows students to articulate in greater depth how they take responsibility for their learning using the Student Portfolio.
Work in partnership with families to better understand exemplary teaching practices in order to support students with their development through targeted information sessions.	<ul style="list-style-type: none"> • Provide opportunities for families to engage in activities that develop their knowledge of exemplary learning and teaching practices 	<ul style="list-style-type: none"> • Feedback from parents indicates that activities, like Student Led Conferences and parent forums, designed to develop their understanding of learning and teaching, have built their capacity to support the learning of their child/ren.

ENGAGEMENT

Goal: To provide engaging opportunities that foster personal best for all.

Key Improvement Strategy <i>(Significant Projects)</i>	First and second year actions <i>(Actions are the specific activities to be undertaken in that year to progress the key improvement strategies)</i>	Achievement Milestones by the end of 2015 <i>(Changes to practice and/or behaviours)</i>
<p>Develop a common understanding and shared commitment to the implementation of the pedagogical elements of our Philosophy of Learning and embedding this expectation in all staff performance plans.</p>	<ul style="list-style-type: none"> • Develop a self-assessment framework that will strengthen staff's capacity to reflect on their practice, identify their professional strengths and opportunities for improvements in relation to the Philosophy and the learning environment. • Within the staff performance planning process, include a goal in relation to the Philosophy of Learning 	<ul style="list-style-type: none"> • Staff are using the evidence collected through the self-assessment framework to reflect on their current practice and develop their understanding of each of the pedagogical element of our Philosophy of Learning. • Evidence collected through the staff performance planning process shows the link between the theoretical elements of our Philosophy of Learning and what is actually happening in the classroom.
<p>Connect students to our Philosophy of Learning and what that could look like by giving them a voice in their own learning and leadership development through regular student forums.</p>	<ul style="list-style-type: none"> • Have a group of student leaders create a self-assessment tool that supports all students to identify and reflect on their strengths and needs as a leader, along with their level of engagement in relation to the elements of the Philosophy of Learning. • Connect their current understanding of themselves, as a learner, to the Philosophy and use these understandings to build upon the ways they can live the various elements. 	<ul style="list-style-type: none"> • Staff and students are using the evidence collected through the self-assessment tool to reflect on how each element of the Philosophy of Learning is improving their learning environment. • The 'Setting Up For Success Program' and student's Portfolio demonstrates strong and ongoing links to the Philosophy of Learning.
<p>Collaborate with our school community to develop their understanding of our Philosophy of Learning by providing targeted information.</p>	<ul style="list-style-type: none"> • Engage our school community with each of the elements of our Philosophy of Learning to help them to understand the positive influence they can have on student engagement. • Develop a school wide process to communicate with families that ensures consistency, clarity and builds their understanding of how they can support their child/ren with their learning. 	<ul style="list-style-type: none"> • Evidence shows that a greater number of families are participating in engagement strategies because they are meeting their needs • Staff are enacting the school wide communication process.

WELLBEING

Goal: To develop the consistency of wellbeing practices across the school.

Key Improvement Strategies <i>(Significant Projects)</i>	First and second year actions <i>Actions are the specific activities to be undertaken in that year to progress the key improvement strategies)</i>	Achievement Milestones by the end of 2015 <i>(Changes to practice and/or behaviours)</i>
<p>Improve the effectiveness and consistency of the current approaches to behavior management</p>	<ul style="list-style-type: none"> ● Use existing evidence to improve our whole school behavior management process that builds upon the strengths of our current approaches and increases consistency of implementation across the school. ● Amend the rethink process to include a follow up with families about their level of satisfaction with the behavior management process. 	<ul style="list-style-type: none"> ● Staff are consistently implementing the School Council endorsed, 'Classroom and Playground Management' policy and processes. ● Feedback from families about the level of satisfaction with the behavior management process has been sought..
<p>Develop a common understanding and shared commitment to the implementation of exemplary, proactive wellbeing approaches that are in line with our Philosophy of Learning that will make the greatest difference to students.</p>	<ul style="list-style-type: none"> ● Investigate alternative exemplary, wellbeing approaches ● Use this research to develop a plan that highlights opportunities for improvement, builds upon the strengths of current approaches and is connected to our Philosophy of Learning. 	<ul style="list-style-type: none"> ● Staff have learnt about alternative wellbeing approaches and are experimenting with them in their classroom to determine which ones they regard as exemplary. ● Enhancements have been made to the wellbeing approaches, in line with our Philosophy of Learning. ● Staff are committed to the consistent implementation of the enhanced wellbeing approaches.
<p>Enable each student to influence their environment in a positive way by using proactive approaches to behaviour management.</p>	<ul style="list-style-type: none"> ● Develop students' capacity to understand and reflect on their own personal and social capabilities. ● Provide opportunities that empower students to positively influence wellbeing programs and practices that operate across the school in line with the Philosophy of Learning. 	<ul style="list-style-type: none"> ● Evidence of students reflecting on their own personal and social capabilities is included in each student's portfolio. ● Students are actively involved in positively influencing their environment.
<p>Use the DEECD 'New Student Engagement and Inclusion Guidance' to build the capacity of the community to effectively contribute to a positive school environment.</p>	<ul style="list-style-type: none"> ● Partner with our school community to effectively communicate and model the wellbeing approaches used to best support our students. 	<ul style="list-style-type: none"> ● Evidence shows that a greater number of families are actively involved in creating a positive school environment

PRODUCTIVITY:

Goal: To understand and use strategies that lead to sustained improvement

Key Improvement Strategies <i>(Significant Projects)</i>	First and second year actions <i>(Actions are the specific activities to be undertaken in that year to progress the key improvement strategies)</i>	Achievement Milestones by the end of 2015 <i>(Changes to practice and/or behaviours)</i>
<p>Build the capacity of leaders so they can strategically lead learning effectively and improve learning outcomes.</p>	<ul style="list-style-type: none"> • Review and enhance staffs understandings of what an effective teacher leader does to help improve student learning. • Provide resources and opportunities for teacher leaders to share their knowledge and skills with others in a variety of forums and to enhance the practice of their team's on a regular basis. • Develop the skills and understanding of our teacher leaders in collecting, analysing and using data to improve learning outcomes across all areas of our learning community. 	<ul style="list-style-type: none"> • A professional learning plan has been developed and enacted for our teacher leaders that supports them to: <ul style="list-style-type: none"> ➢ Understand what an effective teacher leader does ➢ Provide opportunities to share their knowledge and skills ➢ Engages them in conversations around collecting, analyzing and using data • The focus of the Professional Learning Teams is strongly centered around strategies to improve student learning.
<p>Enhance accountability practices that result in sustained improvement and foster personal and professional growth.</p>	<ul style="list-style-type: none"> • Align our current annual review / personal professional development process with the DEECD performance and developed guidelines (i.e. a focus on continuous and sustained improvement supported by evidence). • Develop the capacity of staff to identify goals that they aim to improve in their professional practice, using a variety of evidence to measure their success. • Build the capacity of staff to reflect on their effectiveness in implementing exemplary teaching practices through formative evaluation (Mentoring, Peer Facilitation, peer observations, staff and PLT meetings etc). 	<ul style="list-style-type: none"> • When determining their professional goals staff have a stronger alignment with the DEECD and school priorities. • Staffs' capacity to set SMART goals has been enhanced through professional development • Staff show greater responsibility for the provision of evidence, including the use colleagues to provide feedback when demonstrating their success in achieving their personal / professional goals.
<p>Build on the current approach to resource management to benefit all members of our learning community.</p>	<ul style="list-style-type: none"> • Review the current process for developing the annual school indicative budget to ensure it is effectively supporting student learning as outlined in 2014-2017 School Strategic Plan. • Research innovative opportunities by which additional resources can be sourced to enhance student learning. 	<ul style="list-style-type: none"> • The budget review process is consultative, in terms of providing opportunities for all staff with responsibility to determine the priority for the allocation of funds. • Additional resources have been successfully obtained to enhance student learning.