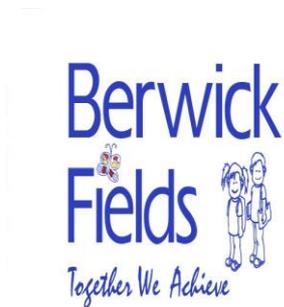# 2014 Annual Report to the School Community

Berwick Fields Primary School

School Number: 5305

Learn for life.

Discover your passion.

Take responsibility.

Inspire each other to grow.

Find your place in the world.

Berwick Fields' Philosophy of Learning

Name of School Principal: **Stephen Wigney**

Name of School Council President: **Abir Yacoub**

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

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. The school opened in 2006 with students from prep to year 6 and has grown rapidly each year. 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.

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 'Starbright Theatre' seating 220 people and wonderful grounds which include a wetlands area, Stephanie Alexander Garden, designated play spaces and a large shared council oval. In addition to classrooms, there is an Environmental Education Centre, a themed library facility called 'Bamboozled' three dedicated ICT lab spaces, an art room and large corridor/walk through spaces used as 'learning streets.' 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. 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.

The school offers a wide range of stimulating learning experiences including specialists programs in physical education, environmental education (including the Stephanie Alexander Kitchen/Garden program), performing arts and visual arts. A Language other than English (LOTE) program in Japanese is being offered in 2015 for Foundation students. A Language Support Program supports students from years Prep - 6 who require intervention. We also have three Maths Mentor Specialists and three English Mentor Specialists who support staff with their teaching practice. All classroom programs are supported by an extensive array of digital literacies hardware and software. 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.' You Can Do It!' (YCDI) program is a vital part of the school in fostering student wellbeing and personal responsibility, along with Bully Busters and the Chaplaincy initiative.

The staffing profile in 2014 included the Principal, two Assistant Principals (1.4), Leading Teachers (3.0), Classroom 2 teachers (34.0) and Classroom 1 teachers (26.4). There were 15.7 Education Support Officers, 6.7 admin support staff (including a designated first aid officer) and 9.0 Integration Teacher Aides supporting students within the Program for Students With A Disability. 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'. Students are usually from the local neighborhood, and families are strongly supportive of the school. In 2014 the Student Family Occupation index number was 0.4219, which was lower than the State Mean. 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.

Here is a snapshot of our progress so far and acknowledgement of the significant effort our school community has made to create the best learning environment possible for all our students:

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.*
At the end of 2013 School Council made a decision to commit considerable spending to extend our successful Maths Specialist Mentor program to include English as well. This meant that, in 2014, we had six highly skilled teachers working side by side with classroom teachers to enhance their capacity to effectively plan and implement their Maths and English programs. While still in its early stages we are very pleased with the way in which our teaching staff have embraced this additional support and can see that it is making a difference to student confidence and our student achievement data. The approach that our Maths and English mentors are taking is based on highly regarded research and professional development. An important part of our learning has been to strategically use data to assist with our planning, especially in trying to increase individual and cohort growth. I would like to thank our mentors, **Rachael Rydqvist, Janelle Kelly, Anita Green, Tania Johnson, Leonie Wigney** and **Alison McIntosh**, for the quality support they have provided all teachers, as well as our Data Leader, **Leanne Power**, for her considerable efforts in providing our Professional Learning Teams with valuable information from which to draw upon for future actions.

Engagement Goal: *To provide engaging opportunities that foster personal best for all.*
A big part of this goal has been to develop a common understanding and shared commitment to the implementation of the curriculum elements of our Philosophy of Learning. This year we devoted two curriculum days, as well as a number of staff meetings, to look at enhancing the way in which we design our learning so that our planning is targeted to creating those 'big ideas', especially around our Philosophy. This enables us to provide learning opportunities that develop the 'whole child' by meeting their academic, social/emotional and physical needs. I would like to thank **Allison Jackson, Dale Mills, Amy Coath and Carolyn Campbell** for the effective way in which they have lead staff, students and parents to have a better

understanding of how our Philosophy connects to 'real life' and the exciting learning environment it has the potential to provide.

Well Being Goal: *To develop the consistency of wellbeing practices across the school.*
From the first day the doors of Berwick Fields were opened, in 2006, we have endeavoured to make sure that the Health and Well Being area has had a strong focus on implementing pro active, preventative policies, processes and programs. To this end we have provided significant resources to meet the social/emotional needs of students and families that enable staff to fully concentrate on their work and, most importantly, the students on their learning. As the school has grown rapidly each year it has been clear that to maintain the orderly, calm and caring feel of the school, and uphold our school values, the notion of 'consistency' in terms of how we implement those policies, processes and programs has become an important priority. So this year our focus has been to develop shared understandings about positive well being practices such as Restorative Practice, Three Step Telling rule (from Bully Busters) and Circle Time. Students, staff and parents have been offered professional learning in these areas and I am thrilled to say that the learning environment at Berwick Fields continues to be 'warm and friendly'. I would like to acknowledge the valuable contribution of **Brooke Livings, Chantelle Pereira, Carol Baillie** and **Kelly Boschert** to meeting the needs of our school community members, in particular our students, considerable given our size. I would also like to commend all our staff on the positive relationships they strive hard to develop each day with each and every student.

Productivity Goal: *To understand and use strategies that lead to sustained improvement.*
The main focus of this year has been to support our teacher leaders with their roles, either across the whole school or within their Professional Learning Teams, by building their leadership capabilities. This has been effectively led by **John Painter** and **Amanda Ellaby**, our Assistant Principals, who have worked with teacher leaders on a regular basis to support them with their leadership development. At the end of 2013 a definition of what we wanted our leaders to 'know, be and do' at Berwick Fields was framed as *"Leaders for Learning at Berwick Fields strive to empower others to build their capacity as innovative, inspirational and effective teachers, while working towards our common goals"*. I have seen strong evidence that teacher leaders are endeavouring to lead their teams in this way and that our Professional Learning Teams have been positively influenced by their leaders. When teams meet each week their focus is well and truly on improving their student's learning as well as their own.

In finishing I would like to thank everyone for their contribution to Berwick Fields this past year, in particular my **staff** and **members of School Council**, led very well by **Abir Yacoub**, our School Council President, and **Sue Willoughby**, our Business Manager. Congratulations to our Year 6 students on graduating to secondary school. May your future be all you wish for and I look forward to hearing about your achievements over the coming years! To all our students well done on how you have gone about taking responsibility for your own learning this year and the way you have demonstrated our school values. *Great work!* The following information gives a more detailed explanation about our progress in implementing our School Strategic Plan.

Stephen Wigney
Principal

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 Project 1.1:

- **Develop a common understanding and shared commitment around the school's pedagogical approach in line with our Philosophy of Learning**.

2014-2015 Achievement Milestones and Measures
 ➢ 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.

Progress on 2014 Actions
Staff have focused their attention in 2014 on understanding the way our Philosophy of Learning connects with the curriculum and planning processes. We have invested time in developing an understanding of the structure of the Australian Curriculum through staff and PLT meetings. Particular focus has been paid to the General Capabilities and the Proficiency Strands in Mathematics, which link greatly with the skills outlined in our Philosophy. Presently 65% of staff are feeling confident/strongly confident in their ability to incorporate these capabilities into their everyday planning and we will continue to focus on how we attend to what our students need to 'know', 'do' and 'be' when designing for learning. Our Curriculum Day in Term Two focused on the concept of 'big ideas' in planning and the way we work towards greater understanding for our students. From these ideas the 'Designing for Learning Blueprint' (framework) was developed highlighting the steps in planning units that consider exemplary learning and teaching practices. Teams began work in understanding how this framework can be enacted through their team term planning, which will then influence classroom weekly planning. At the year's end 48% of staff felt confident using the Blueprint to guide their planning and this is an area of continued focus for 2015.

2015 Actions
- Build teacher understanding of the way the Blueprint framework, incorporating the Philosophy of Learning, is used to plan a considered and viable curriculum.
- Understand the way that the Blueprint framework is used to provide guidance for term, weekly and daily planners.

- Explore the ways the General Capabilities of the Australian Curriculum align with the competencies and values outlined in our pedagogical approach.
- Improve teacher understanding of the way the General Capabilities are developed sequentially over a student's learning journey.

Key Improvement Project 1.2:

- **Ensure consistent approaches to the teaching of exemplary literacy and numeracy practices through formal English and Mathematics Specialist Mentoring opportunities**.

2014-2015 Achievement Milestones and Measures
- ➢ The consistent implementation of exemplary learning and teaching practices in English and Mathematics are evident in the 'Teaching and Learning' policy, planning processes, and program documentation.
- ➢ Whole Staff Survey indicates high satisfaction with the English and Mathematics Mentor Program in improving their pedagogical practice.
- ➢ Student Achievement data shows growth in the number of students at or above the expected level.

Progress on 2014 Actions
In 2014 time was invested by mentors in developing an understanding of their learners and a shared understanding of the best practices that are seen to have the greatest impact on student achievement at Berwick Fields. Using this data, the mentors focused in on building teacher understanding and capacity in line with these practices through targeted staff meetings and their work with individuals. Feedback from teachers about their satisfaction with the mentoring program is high, with 80% of teachers believing that the program has a strong, positive impact on their own practice. The 'Teaching and Learning' policy was reviewed and endorsed by School Council, placing a greater emphasis on the Philosophy of Learning in developing 21st Century learners, and valuing the practices that we believe have the greatest impact on student learning. In 2015 this will flow through to policies in English and Mathematics. Term planning documents were reviewed to introduce consistency across the school and ensure their alignment with the new curriculum, with more than 85% of staff feeling that planning documents link strongly to curriculum outcomes. Teacher judgements indicate we are still working towards growth in the number of students achieving at or above the expected level. In both Writing and Number the percentage of students achieving at or above the expected level decreased between the end of 2013 and 2014. In Writing, we saw a 2% increase in the number of students working at or above the expected level. Our NAPLAN results for 2014 indicate growth across the school, with our achievement continuing to improve compared to the state mean. Considering this data, we will continue to focus on building our capacity to accurately assess student achievement through moderation and understanding of the curriculum.

2015 Actions
- Using information collected in 2014 about teacher needs, understandings and confidence, deliver professional development to build teacher capacity, focused on the domains of Writing and Number
- Focus on the development of term planners that contain links to the Australian Curriculum and the Blueprint framework.
- Develop a shared understanding of 'consistent approaches' at Berwick Fields.
- Support the development and work of Mentors to enable consistent approaches in working with colleagues across the school.
- Share PPDP and mentoring goals amongst staff across the schools to benefit from our shared knowledge and experiences.
- Explore the way the yearly overview has been used to inform team planning throughout 2015 in preparation for 2016.

Key Improvement Project 1.3:

- **Enhance the integrated planning process by developing a stronger connection to the Philosophy of Learning to inspire our students to learn**.

2014-2015 Achievement Milestones and Measures
- ➢ Individual and team planning documents show evidence of exemplary learning and teaching practices being implemented across the school, with reference to the Australian Curriculum, Philosophy of Learning and an inquiry approach.

Progress on 2014 Actions
Developing a better understanding of the sequence of learning in the Sciences and Humanities was a focus for Domain Leaders in 2014. Time was spent unpacking and creating scope and sequence documents that highlight the developmental learning sequence in these areas, so that teachers are able to plan and build on the knowledge of previous years. This will also help to ensure we pay greater attention to the broad breadth of curriculum and what is important to students at Berwick Fields. Links have begun to be made to link the inquiry planning model with our 'Blueprint framework' to guide unit planning, which will help to see the Philosophy of Learning attended to in a more meaningful way. Using these documents, teams gave greater attention to the development of yearly overviews at Term Four planning days, to support curriculum planning in 2015. This has helped to ensure more authentic and meaningful links between English and Mathematics learning and that of the Humanities, Sciences and General Capabilities. Survey data reveals that only 46% of staff feel confident in working with an inquiry approach and we will seek to develop this understanding in 2015.

2015 Actions
- Explore the General Capabilities in the Australian Curriculum and their relationship to the Philosophy of Learning, including the way student understanding is developed across the years.
- Explore the current state of staff knowledge and confidence with regards to inquiry learning approaches.

- Consider the way inquiry learning approaches can be incorporated in to planners to develop and build the capacities we value in the Philosophy of Learning.
- Work to support the use of the Blueprint framework to develop overarching ideas for inquiry units planned by Professional Learning Teams.

Key Improvement Project 1.4:

- **Build staff capacity to use formative and summative data to effectively inform learning and teaching, as well as enabling their students to take responsibility for their learning through the use of feedback to set and monitor goals**.

2014-2015 Achievement Milestones and Measures
- 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.
- Professional Learning Team ' 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.
- 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.

Progress on 2014 Actions
Our work towards building meaningful and authentic student portfolios has taken a great leap forward in 2014. Under the leadership of our Professional Learning Team Lead Learners, teams worked on developing a meaningful portfolio in Semester Two that captured evidence of student learning growth. In building portfolios, teachers focused on providing more authentic feedback to both students and parents about student progress and achievement. The portfolios presented as a part of the reporting process in Semester Two were very positively received by parents, with 80% of the parents responding to our survey at the end of the year believing that the reports provided them with quality information about their child's achievement, and 84% believing it gave a clear insight into strengths and areas for future learning. 82% of teachers also felt that the portfolios provided a more accurate representation of student learning. Integrating the work of the portfolio into everyday classroom practice will be a focus for us in 2015, as 31% of staff had felt the portfolio process to be unmanageable. In focusing on assessment through staff meetings we developed a greater understanding of the importance of formative and summative assessment both of, for and as learning. Our new Assessment Policy, ratified by School Council, reflects this and has been explored through our whole school assessment schedule, which will allow us to track students across the years. 79% of staff at the end of the year were confident that they use a balance of formative and summative assessment in their everyday work. Moderation within, and between teams, was built upon in 2014, with the English Mentors leading Writing moderation based against the Australian Criterion Scale. The Mathematics Mentors also guided our first Mathematics moderation session to help refine teacher judgements.

2015 Actions
- Provide professional learning on understanding the purpose of each item with respect to assessing 'as', 'of' and 'for' learning
- Include learning intentions and success criteria as a means for students to monitor their progress.
- Further develop the use of student portfolios to record and document ongoing student progress by including feedback from teachers, students and parents.
- Develop a shared understanding of what makes good evidence of learning progress.
- Enable staff and students to use a variety of tools to provide meaningful feedback about the learning process to themselves and others.
- Ensure the quality and validity of information being collected and passed on between teachers.
- Make use of data to inform discussions about student learning in meetings and planning across the school.

Key Improvement Project 1.5:

- **Work in partnership with families to better understand exemplary teaching practices in order to support students with their development through targeted information sessions**.

2014-2015 Achievement Milestones and Measures
- 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.

Progress on 2014 Actions
During 2014 the Community Development Leaders worked with the Family Engagement team (a group of interested parents) to begin work on developing a 'Communication Policy' aimed at enhancing the processes used to inform parents about what is happening at Berwick Fields and the

opportunities available to them to better understand how they can support their child/ren with their learning. A Community Blog was set up and a survey undertaken to identify the preferred ways in which parents would like to be communicated to.152 families responded to this and email was by far the most popular. In March the English Mentors planned and implemented a community workshop for all interested community members focussing on reading. This workshop aimed to develop greater understanding of the reading process, share knowledge with families to strengthen the consistency of application between what happens at school and at home, share strategies for supporting students reading development at home and communicate the role of parent helpers. During term 3 the Maths Mentors provided two workshops for parents on: What is my child doing in the classroom? and What can I do at home to help them? Also in term 3 an information session for those parents who had a child participating in our Language Support Program was held. This aimed to help the parent support their child once they came off the program. For all of these workshops the participants indicated that their capacity to support their child/ren with their learning had improved. The introduction of a student portfolio parent information session in the second half of 2014, in conjunction with Student Led Conferences, also was seen by parents as a positive initiative in developing their understanding of the learning process at Berwick Fields. Parents were also surveyed about future topics for workshops in 2015 and the following were seen to be of greatest priority: computers; engaging students in homework; how to support students with learning difficulties; writing; numeracy; strategies to make reading easier; spelling; social skills and grammar.

2015 Actions
- Survey new families to ascertain their educational needs when delivering targeted information sessions to explore alternative opportunities for parents to understand exemplary teaching practices that support their children.
- Continue to provide targeted workshops in accordance with the needs identified above.
- Complete the development of the 'Communication Policy'.

Engagement

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

Key Improvement Project 2.1 and 2.2:
- 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.

2014-2015 Achievement Milestones and Measures
2.1
- Staff are using the evidence collected through the self-assessment tool 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.

2..2
- 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.

Progress on 2014 Actions
Work around the Philosophy of Learning in 2014 centred on developing the framework to support our planning for teaching and learning. We used knowledge gained through the Philosophy's development to support the Curriculum Day in August where staff were introduced to the framework ideas and the importance of planning with end goals in mind. We also tuned back in to the work on the five 'C' competencies and how we will support 21st Century learners. At the end of the year 54% of staff were feeling confident in understanding the implications of the Philosophy on their teaching and learning. Evidence has also been collected from students about the way 'learners learn around here'. In 2015, we will collate this information and develop staff and student self-assessment tools to help identify and target the pedagogical elements of the Philosophy that we need to focus upon into the future. Our work with student portfolios has strengthened the ability to provide evidence of student achievement in line with our Philosophy of Learning.

2015 Actions
- Collate information collected from our students about the way 'learners learn around here' to develop staff and student self assessment tools to identify and target the pedagogical elements of the Philosophy that we need to focus upon into the future.
- Develop staff and student understanding of those self assessment tools through professional development opportunities.
- Build on the potential of our student portfolios to provide evidence of student achievement in line with our Philosophy.
- Collect information from the staff performance and development process to ascertain the extent by which staff are linking our Philosophy of Learning to their classroom program.
- Continue to use the 'Setting Up for Success' program to foster strong links to the Philosophy.
- Encourage student forums such as student leadership development program, Junior School Council and class meetings to have the Philosophy of Learning as a

focus for discussions, where relevant.

Key Improvement Project 2.3:

- **Collaborate with our school community to develop their understanding of our Philosophy of Learning by providing targeted information**.

2014-2015 Achievement Milestones and Measures
- ➢ 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.

Progress on 2014 Actions
In 2014 work with the 'Family Engagement' team was seen as a priority in terms of utilising their knowledge and expertise to identify the most effective way to collaborate with our school community and meet their needs, hence the focus on developing a 'Communications Policy'. Limited time was given to developing the school community's understanding of our 'Philosophy of Learning' although this was addressed in other key improvement projects, particularly in the 'Achievement' area. Our 'Philosophy of Learning' launch saw an excellent attendance of parents at our assembly and involved in the painting of poles around the playground to symbolise the five key elements of our philosophy. This activity was strongly supported by the 'Family Engagement' team.

2015 Actions
- Continue to meet with interested families as part of the Family Engagement Strategy to disseminate information regarding the Philosophy and provide opportunities for them to actively demonstrate each of the philosophy components to support school community learning.
- Provide opportunities for the community to make suggestions as to what they see as our strengths and opportunities for improvement with regards to the Philosophy of Learning.
- Establish practical and engaging ways in which the Philosophy can be displayed around the school to nurture greater understanding.
- Explore opportunities to meet with new families and/or Prep parents regarding the Philosophy and document examples of where they 'see' the Philosophy imbedded in their children's learning.
- Complete the 'Communication Policy' and monitor its implementation by staff.

Wellbeing

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

Key Improvement Project 3.1:

- **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**.

2014-2015 Achievement Milestones and Measures
- ➢ 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.

Progress on 2014 Actions
The Health and Wellbeing Team analysed the 2013 and 2014 Staff Opinion Surveys and this indicated a need to introduce a 'restorative' approach to behaviour management consistently across the school. This has involved the distribution of Restorative Chat cards, optional restorative staff sessions, modelling of the approach by leadership and the conducting of a whole staff Restorative Practices information session by Kristy Elliott in term 4, 2014. Their analysis also highlighted a limited understanding of why we offer what we offer i.e. staff understanding of the difference between the '3 step telling rule' and '4 footstep process'. The Health and Wellbeing team did some research into alternative practices which highlighted that the approaches used at Berwick Fields are still effective. The Health and Wellbeing Team highlighted the areas of our Wellbeing policies that align with our Philosophy of Learning. 'Learn for Life' and 'Take Responsibility' were the two strongest elements. There has been no enhancements made to wellbeing approaches in line with the Philosophy, however there is an increased awareness of the links between the two. Staff survey results indicate work is still needed to develop a commitment by staff to consistently implementing well being approaches. It has also demonstrated the need for increased teacher capacity to strengthen relationships through:
- increased skills and understanding to implementing "You Can Do It!";
- incorporating Circle Time as part of the Restorative Practice approach; and
- a Professional Learning Team focus on the 'Better Buddy' program.

2015 Actions
- Provide staff with a whole day Restorative Practices PD with Kristy Elliott to build on their learning from our staff meeting session in 2014.
- Hold additional PD sessions and Professional Learning Team focus sessions on Restorative Practice.
- Utilise the expertise of our three 'Restorative Practice' Lead Learners to support Professional Learning Teams.

- Review and enhance our current Wellbeing policies in line with each of the elements of our Philosophy of Learning.
- Update information included in our staff manual and on website informing our community of the shared language and wellbeing approaches across the school.

Key Improvement Project 3.2:

- **Improve the effectiveness and consistency of the current approaches to behaviour management**.

2014-2015 Achievement Milestones and Measures
➢ 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 behaviour management process has been sought.

Progress on 2014 Actions
The Health and Wellbeing Leader and Student Support Leader have looked at trends in our Rethink data throughout 2014 with respect to cohorts, behaviours and areas of the school that have higher incidents of inappropriate behaviour. This continues to demonstrate that a positive and safe learning environment exists at Berwick Fields. Staff have been connected with the Classroom and Playground Management Policy throughout the year through the staff information manual and newsletters, yard duty timetable process, reminder emails and student announcements. Through the Restorative Practice process staff have been encouraged to implement a restorative approach to behaviour management more consistently with the use of restorative scripts. The 2014 Parent Opinion survey on 'Behaviour Management' returned a result of 5.52 out of 7 where questions such as "The teachers at my child's school manage student behaviour fairly. The teachers at my child's school manage student behaviour in a consistent way. The teachers at my child's school manage student behaviour sensibly" were asked. They were also surveyed on their opinion about 'Student Safety' with a 5.23 out of 7 satisfaction rating being returned. Questions asked in this section were: "My child has been bullied recently at school Other students are mean to my child. My child has been teased recently at school". We continue to strive to improve our approaches to behaviour management in all aspects.

2015 Actions
- Compare our School Council 'Classroom and Playground Management' policy and processes, with our Restorative Practice learning, and bring into alignment where necessary.
- Analyse the 2014 Staff Surveys to determine the commitment and consistency of staff implementing enhanced wellbeing approaches.
- Look at class code of conducts across our school and identify what links exist to restorative practices.
- Clarify with staff, students and parents the Rethink process I,e philosophy behind Rethinks; steps involved; when consultation with parents takes place; how decisions are made.
- Analyse rethink data after consistent use of restorative practice to ascertain effectiveness and see if there is a decrease in rethinks. Is it affecting student choices? Through student surveys we can measure student's opinions in regard to ownership of behaviours, students having more control over choosing appropriate consequences.

Key Improvement Project 3.3:

- **Enable each student to influence their environment in a positive way by using proactive approaches to behaviour management.**

2014-2015 Achievement Milestones and Measures
➢ 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.

Progress on 2014 Actions
Staff have been encouraged to use proactive approaches in their classroom and out in the playground by modelling 'Four Steps to communication', 'Circle Time' and 'Cool Calm Kids' strategies to their students.
Staff have been encouraged to access the 'Circle Time' resources to build social and emotional capacity in their students through the 'Better Buddy' day and 'Buddy Grade' activities during the year.
Staff have been encouraged to develop in their students an awareness of how they can be a positive influence on their environment, and take personal responsibility, through the use of "Good Learning Behaviours' and the "You Can Do It!' foundations. These aim to develop both academic and social/emotional capabilities and behaviours.
Anecdotal evidence of the content of student portfolio's in 2014 indicated a developing trend in the use of evidence to demonstrate how each student was reflecting on their own personal and social growth.

2015 Actions
- Provide formal professional development to new staff around the current proactive wellbeing approaches in place at Berwick Fields.
- Continue to monitor the effectiveness of current well being approaches, including Restorative Practice', in order to measure their impact on enabling students to positively influence their environment.
- Familiarise staff with the Australian Curriculum in terms of pin pointing its connection with social and emotional literacies and how best to assess and report on student development in those areas.

- Monitor term and weekly planning documents to ensure time is being allocated to the modelling of proactive behaviour management strategies.

Key Improvement Project 3.4:

- **Use the DEECD 'New Student Engagement and Inclusion Guidance' to build the capacity of the community to effectively contribute to a positive school environment.**

2014-2015 Achievement Milestones and Measures
  - ➢ Evidence shows that a greater number of families are actively involved in creating a positive school environment.

Progress on 2014 Actions

In 2014, parents have been offered opportunities to enhance parenting knowledge and skills in the following ways: 'Inside Out' parent education session on 'Bullying'; 'Life Education'; articles in the school newsletter; 2015 Prep Parent Presentation; preparation of a 'Family Engagement Action Plan' containing yearly events that the community can engage in i.e Easter Parade/Raffle, Junior School Council, Harmony Day, Narre Learning Centre, Volunteer Program, working bees etc; learning and teaching workshops mentioned previously. All these are excellent examples of how our community can, and does make, a positive contribution to the school environment.

The school's Chaplaincy program, and our partnership with Christian's Helping In Primary Schools, has continued to have had a beneficial effect on supporting individual student's with their social/emotional development and, as a consequence, in many cases their families.

2015 Actions

- Strategically use the DEECD 'New Student Engagement and Inclusion Guidance' to help create a positive school environment, where relevant.
- Develop the community's understanding of key elements of the 'guidance', and their role in developing a positive school environment, by authentically linking it to the school program.
- Upload the DEECD 'New Student Engagement and Inclusion Guidance' link onto the school's website to provide easy access to the extended information, after the school community has been given contextual information about its purpose.
- Utilise meetings with the Family Engagement Team and Community Development Learning Community to develop their awareness of the of the school's Student Engagement Policy and how it can best be used to contribute to a positive school environment.
- Continue to provide opportunities school wide, in the classroom, garden, kitchen and beyond, for volunteers to engage positively with our school community.
- Continue to provide opportunities that encourage parents to engage with targeted information which fosters positive relationships.

Productivity

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

Key Improvement Project 4.1:

- **Build the capacity of leaders so they can strategically lead learning effectively and improve learning outcomes.**

2014-2015 Achievement Milestones and Measures
  - A professional learning plan has been developed and enacted for our teacher leaders that supports them to:

-Understand what an effective teacher leader does.

-Provide opportunities to share their knowledge and skills.

-Engages them in conversations around collecting, analysing and using data.

  - The focus of the Professional Learning Teams is strongly centred around strategies to improve student learning.

Progress on 2014 Actions

We formalised our 'connected learning community' and appointed leaders in line with our leadership structure which included Learning Community Leaders, Domain Leaders, Mentors and Lead Learners. We recognised the need to meet regularly with the Domain Leaders (weekly) and Lead Learners (fortnightly) to ensure that they understood our school wide strategic plans, had support in enacting their projects and were engaged in improvement strategies offered by senior leaders. Our meetings with the Mentor team were less formalized; nevertheless they were represented given that some members were Domain Leaders. When reflecting on our 'Leaders for Learning' statement, 71% of our Mentors suggested that their main work in 2014 was to build teachers' capacity whilst 75% of our Lead Learners highlighted that their work was working towards our common goals, particularly given the role they played in the introduction of student portfolios as a vehicle for reporting. It was recognised that the role of the Domain Leader was more difficult given that they did not have a defined or accessible group of learners to work with. Their projects were possibly too big given the release time they were offered. 80% of the staff agreed that the focus of this school is more on student learning than administrative processes.

2015 Actions

- Build Lead Learners' capacity so they can enable and support the teachers in their Professional Learning Team to progress their students' learning.
- Build mentors' capacity to support and enable the teachers they work to progress students' English or Mathematics learning in light of our Philosophy of Learning.

Key Improvement Project 4.2:

- **Enhance accountability practices that result in sustained improvement and foster personal and professional growth**.

2014-2015 Achievement Milestones and Measures
- When determining their professional goals staff have a stronger alignment with the DEECD and school priorities.
- Staff's' 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.

Progress on 2014 Actions
The performance and development process at Berwick Fields was brought into alignment with the Department's requirements in the areas of developing *SMART goals* and *making more effective use of evidence to demonstrate progress*. The capacity of staff to identify goals to improve their professional practice is a work in progress. However 81% of staff strongly agreed/agreed that their confidence in setting goals had improved. The use of leaders within the school to ask clarifying questions about the purpose of the goals and what they wanted to see at the end of the process was effective. 71% of staff were happy with the support provided by the leadership team. All staff presented evidence as part of the mid and end cycle review. The evidence provided demonstrated a greater use of colleagues to provide feedback to demonstrate their progress. We need to be mindful of the future impact that this goal may have on the staff, especially mentors and Lead Learners.

2015 Actions
- To gain greater consistency amongst the leadership team in their endeavours to support staff with the setting of SMART goals.
- To build staff's capacity to provide evidence of growth in both their students and themselves.
- To build staff's capacity to annotate the evidence so that they can communicate the learning as a result of their inquiry.

Key Improvement Project 4.3:

- **Build on the current approach to resource management to benefit all members of our learning community**.

2014-2015 Achievement Milestones and Measures
- The budget review process is consultative, in terms of providing opportunities for all staff with budget responsibility to determine the priority for the allocation of funds.
- Additional resources have been successfully obtained to enhance student learning.

Progress on 2014 Actions
The current process was reviewed and identified a need to:
  -include those with a budget responsibility more directly in the process of the allocation of school funds in their program.
  -have budget leaders spend budgets in a timely manner and for the school to provide termly updates to budget leaders.
  -develop the annual budget based on whole school priorities as connected to the Strategic plan and AIP.

A Budget process was developed using the Promapp software, however it was not utilised in 2014.

2015 Actions
- Improve our knowledge and understanding of how to access additional resources e.g. grants, building co operatives, partnerships etc.
- Prepare a proforma whereby budget leaders are required to prioritise their intended budget spending in line with the school's priorities.
- Require Budget leaders to report on their spending to School Council, including justifications for priorities not purchased as per the proforma.
- Determine a timeline for spending, in line with the school's income revenue

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools:
        Result for this school: ● Median of all Victorian government schools: ◆

School Profile

School Enrolments

A total of 1104 students were enrolled at this school in 2014, 530 female and 574 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

| low | low-mid | mid | mid-high | high |

Proportion of students with English as a second language.

| low | low-mid | mid | mid-high | high |

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

1 ——————————————————— 7

School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

0 ——————————————————— 100

State Government Victoria

Department of Education & Training

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:
Result for this school: ● Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Results: English
0 — 100

Results: Mathematics
0 — 100

Similar

Similar

NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

Results: Reading
1 2 3 4 5 6

Results: Reading (4-year average)
1 2 3 4 5 6

Results: Numeracy
1 2 3 4 5 6

Results: Numeracy (4-year average)
1 2 3 4 5 6

Similar

Lower

Similar

Lower

NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

Results: Reading
3 4 5 6 7 8

Results: Reading (4-year average)
3 4 5 6 7 8

Results: Numeracy
3 4 5 6 7 8

Results: Numeracy (4-year average)
3 4 5 6 7 8

Similar

Similar

Similar

Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 18 % 54 % 28 % Low Medium High **Numeracy** 25 % 48 % 27 % Low Medium High **Writing** 31 % 49 % 20 % Low Medium High **Spelling** 23 % 51 % 26 % Low Medium High **Grammar and Punctuation** 20 % 58 % 22 % Low Medium High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Engagement

Student Attendance

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2014 attendance rate by year level:

Student Outcomes

Results: 2014

0 ——————————— 50

Results: 2011 - 2014 (4-year average)

0 ——————————— 50

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	93 %	94 %	94 %	94 %	93 %	94 %

School Comparison

Similar

Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:
Result for this school: ●   Median of all Victorian government schools: ◆

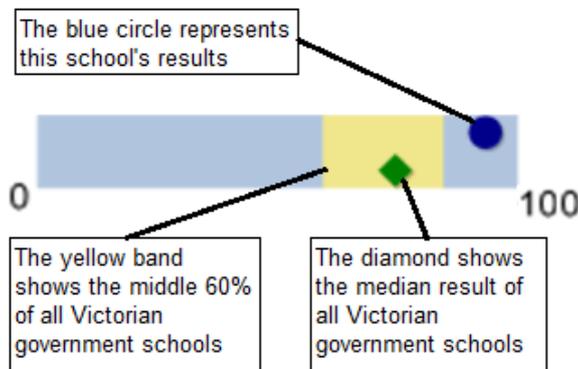| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2014 1 5 Results: 2011 - 2014 (4-year average) 1 5	Similar Similar

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.
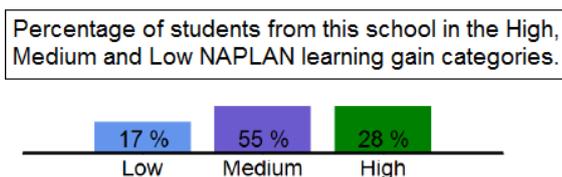
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement
Summary for the year ending 31 December, 2014

Revenue	Actual
Student Resource Package	$6,543,347
Government Provided DE&T Grants	$901,646
Government Grants Commonwealth	$7,335
Revenue Other	$17,095
Locally Raised Funds	$621,908
Total Operating Revenue	**$8,091,332**

Expenditure	
Student Resource Package	$6,589,147
Books & Publications	$20,766
Communication Costs	$14,282
Consumables	$183,672
Miscellaneous Expense	$298,353
Professional Development	$38,115
Property and Equipment Services	$574,893
Salaries & Allowances	$258,931
Trading & Fundraising	$60,990
Utilities	$60,836
Total Operating Expenditure	**$8,099,986**

Net Operating Surplus/-Deficit	**($8,654)**
Asset Acquisitions	**$12,374**

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

Financial Position as at 31 December, 2014

Funds Available	Actual
High Yield Investment Account	$191,398
Official Account	$48,024
Total Funds Available	**$239,423**

Financial Commitments	
Operating Reserve	$230,417
Revenue Receipted in Advance	$9,006
Total Financial Commitments	**$239,423**

Financial performance and position commentary

In 2014 we continued to assist our families to meet their financial commitments for school by utilising our prepayment plans including Bpay, EFTPOS and direct deposit facility. This method assisted our families to budget for Grade 6 camp to Canberra and Grade 5 camp to Cave Hill Creek both of which are held early in Term 1. Our credit account balance at the end of 2014 reflected these early payments. In 2014 we purchased class sets of IPads for the junior grades and sets of Laptops for the senior learning areas. We continue to plan for future projects which include in 2015 increasing our IPad and Laptop' class sets available across the whole school to assist with student learning across the curriculum.
Thank you to the whole school community for giving their time and energy to our students through their tireless support in the classroom and fundraising, this year funds raised this year enabled us to provide air conditioning to our Stephanie Alexander Kitchen and dining room area. We look forward to another year of working with our school community to make Berwick Fields an exciting place to learn.

Sue Willoughby
Business Manager