

School Strategic Plan 2021-2025

Berwick Fields Primary School (5305)



Submitted for review by Amanda Ellaby (School Principal) on 12 November, 2021 at 10:51 AM

Endorsed by Victoria Golding (Senior Education Improvement Leader) on 15 November, 2021 at 05:10 PM

Endorsed by Aasha Savage (School Council President) on 16 November, 2021 at 08:06 AM

School Strategic Plan - 2021-2025

Berwick Fields Primary School (5305)

School vision	Our vision statement defines Berwick Fields Primary School as striving to build an involved community, one that fosters the achievement of personal best and makes a difference to others. To achieve this we aim to engage members in innovative and meaningful learning experience, within a welcoming and friendly atmosphere where care for the environment is demonstrated.
School values	Students, staff and parents collaboratively identified the values of respect, cooperation, 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'. Cooperation 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'.
Context challenges	<p>Findings against the Terms of Reference (ToR) Focus Question, through feedback groups and fieldwork revealed the school's key challenges including:</p> <p>ToR Focus Question 1: To what extent are High Impact Teaching Strategies (HITS) embedded and evidenced in teacher practice across the school? The Panel concluded that the implementation of High Impact Teaching Strategies (HITS) across all classrooms lacked consistency in application and range. It was noted that the implementation of the Gradual Release of Responsibility (GRoR) model was not consistently applied across all classrooms and linkage to the HITS was also varied.</p> <p>ToR Focus Question 2: To what extent has the process for student data collection and analysis contributed to improved student outcomes and differentiation in classroom practice? The Panel found the use of various assessment tools supported teachers to identify students at their level of learning and allowed for grouping of students. The Panel agreed that whilst teachers had a level of understanding around what constituted effective data analysis, attempts at personalizing learning to cater for individual student needs through differentiation and greater levels of challenge were varied in quality and effectiveness.</p> <p>ToR Question 3: To what extent does student voice and agency support student well being and learning? The Panel found that school wide leadership roles were embedded, and work had been undertaken in establishing student voice in decision making. It was noted that student agency was less evident in classrooms, particularly in the areas of resilience, sense of confidence, respect for diversity and effective classroom behaviour.</p>

	<p>Workforce constraints, including a high number of part time staff, has meant that not all staff have attend the professional learning offered through our staff meeting agendas. Whilst we have tried hard to capture minutes, it has made it challenging to cultivate whole school understandings and actions as not everybody has contributed nor been a part of the discussions hosted, impacting our service delivery.</p>
<p>Intent, rationale and focus</p>	<p>Whilst we are very proud of what we achieved in our explicit and focused improvement efforts over the past four years, we now turn to enhancing our professional learning community architecture further so that more high quality practices are embedded, with fidelity and consistency, across our learning community. It is our aim to ensure that all students grow in their learning while developing the capabilities necessary to thrive, contribute and respond positively to the challenges and opportunities of life.</p> <p>In the areas of Achievement and Engagement, over the next four years we aim to:</p> <ul style="list-style-type: none"> *Build capabilities of middle leaders to support high quality instructional practice. *Enhance collaboration in PLCs to plan and design challenging learning opportunities for all students. *Embed the Gradual Release of Responsibility (GRoR) model in all learning designs. *Enhance teacher capacity to effectively implement High Impact Teaching Strategies (HITS) and responsive teaching practices. *Build teacher capabilities to analyse and understand evidence and a range of assessment strategies to differentiate the curriculum. *Embed the use of learning continuums and moderated examples with all students to improve the quality and precision of student self-monitoring and goal setting. <p>In the areas of Wellbeing and Engagement, over the next four years we aim to:</p> <ul style="list-style-type: none"> *Embed a Social and Emotional Learning Plan that teaches behavioural skills, respectful relationships and learning dispositions. *Establish and monitor consistent feedback strategies in classrooms, teacher to student, student to teacher, teacher to teacher. *Build teacher capabilities to embed School Wide Positive Behaviour Support (SWPBS) and implement intervention strategies and processes to support students requiring individual targeted, intensive support. <p>Initially we will revise our leadership structure to ensure that roles and responsibilities are representative of these priorities, enabling everyone to be clear on what we are aiming to achieve. Alignment between the AIP and PDP processes will also be sought. DET resources such as those offered through the FISO 2.0, HITS and the Amplify documents will be used to research the priorities. The Tutor Learning Initiative in 2022 will also help to promote students learning growth and the capacity of teachers to target students learning needs. Horizontal professional learning communities will also be introduced in support of developing some whole school throughlines in Learning and Wellbeing, in addition to our approaches captured in our Whole School Learning Plan. These PLCs will be guided by action plans through a 'sprint cycle' in pursuit of improved practice and learning outcomes for all students, depicted in the priorities areas.</p>

School Strategic Plan - 2021-2025

Berwick Fields Primary School (5305)

Goal 1	To target and accelerate the learning growth of every student in Literacy.
Target 1.1	By 2025 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN reading, from 24 per cent in 2019 to 26 per cent.
Target 1.2	By 2025 decrease the percentage of students in Year 5 making low benchmark learning growth in NAPLAN reading, from 26 per cent in 2019 to 22 per cent.
Target 1.3	By 2025 the percentage of students F-6 making 12 months or greater learning growth in VC levels in each school year, based upon teacher judgements will increase in: <ul style="list-style-type: none"> • reading and viewing from 85 per cent in 2019 to 90 per cent • writing from 80 per cent in 2019 to 90 per cent • speaking and listening from 82 per cent in 2019 to 90 per cent
Key Improvement Strategy 1.a Curriculum planning and assessment	Build teacher capabilities to analyse and understand evidence and a range of assessment strategies to differentiate the curriculum.
Key Improvement Strategy 1.b Building practice excellence	Enhance collaboration in PLCs to plan and design challenging learning opportunities for all students.

Key Improvement Strategy 1.c Curriculum planning and assessment	Embed the use of learning continuums and moderated examples with all students to improve the quality and precision of student self-monitoring and goal setting
Goal 2	To target and accelerate the learning growth of every student in numeracy.
Target 2.1	By 2025 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN numeracy, from 21 per cent in 2019 to 30 per cent.
Target 2.2	By 2025 decrease the percentage of students in Year 5 making low benchmark learning growth in NAPLAN numeracy, from 27 per cent in 2019 to 22 per cent.
Target 2.3	By 2025 the percentage of students F-6 making 12 months or greater learning growth in VC levels in each school year, based upon teacher judgements will increase in: <ul style="list-style-type: none"> • number and algebra from 83 per cent in 2019 to 90 per cent • measurement and geometry from 77 per cent in 2019 to 90 per cent • statistics and probability from 81 per cent in 2019 to 90 per cent
Key Improvement Strategy 2.a Instructional and shared leadership	Build capabilities of middle leaders to support high quality instructional practice
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Embed the Gradual Release of Responsibility (GRoR) model in all learning designs

Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Enhance teacher capacity to effectively implement High Impact Teaching Strategies (HITS) and responsive teaching practices.
Goal 3	To develop resilient students who display growth mindsets, learning dispositions and behaviours and attitudes that reflect school values.
Target 3.1	<p>By 2025 the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures will show:</p> <ul style="list-style-type: none"> • learner characteristics and dispositions domain, resilience factor will increase from 86 per cent in 2019 to 88 per cent • learner characteristics and dispositions domain, sense of confidence factor will increase from 87 per cent in 2019 to 90 per cent. • effective teaching practice domain, effective classroom behaviour factor will increase from 86 per cent in 2019 to 88 per cent • school safety domain, respect for diversity factor will increase from 86 per cent in 2019 to 88 per cent.
Target 3.2	By 2025, the percentage of 20+ days of absence for F-6 students will decrease from 29 per cent in 2019 to at or below 26 per cent.
Target 3.3	By 2025, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the VC Personal and Social Capability expected achievement standards will increase from 81 per cent in 2019 to 84 per cent.

Key Improvement Strategy 3.a Health and wellbeing	Establish and monitor consistent feedback strategies in classrooms, teacher to student, student to teacher, teacher to teacher.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Build teacher capabilities to embed School Wide Positive Behaviour Support (SWPBS) and implement intervention strategies and processes to support students requiring individual targeted, intensive support.
Key Improvement Strategy 3.c Health and wellbeing	Embed a social and emotional learning plan that teaches behavioural skills, respectful relationships and learning dispositions.