

School Strategic Plan for

Berwick Chase Primary School

Southern Region

2013-2016



| | |
|--|--|
| <p>Endorsement by School Principal</p> | <p>Signed..... (Principal's signature)</p> <p>Name: Murray Geddes</p> <p>Date.....</p> |
| <p>Endorsement by School Council</p> | <p>Signed..... (School Council President's signature)</p> <p>Name: Jason Longland</p> <p>Date.....</p> |
| <p>Endorsement by Regional Director or nominee</p> | <p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p> |

School Profile

| | |
|-----------------------|--|
| Purpose | <p>Through working in partnership with parents and the greater community, we aim to prepare our students to become contributing members of an ever changing future workforce. Our objective is to build the skills of our students so they have the maximum number of life pathways to follow.</p> <p>We strive to provide students with the opportunity to not only develop strong Literacy and Numeracy and thinking skills through explicit teaching, but also apply these skills through project based discoveries. The learning environment at Berwick Chase encourages staff to work together to provide the best possible learning opportunities for our students. Children have the opportunity to work with students from within and outside their class group, depending on their need and learning style. Students are motivated and challenged within their own classroom and beyond. This provides the opportunity for all children to develop their skills to their greatest potential.</p> <p>Our philosophy is to provide every child with the opportunities they need to academically, socially and physically reach their full potential. Our aim is to ensure our students are resilient possibility thinkers who can positively contribute to their world.</p> |
| Values | All aspects of Berwick Chase Primary School are guided by the value of respect for self and others. |
| Environmental Context | <p>Berwick Chase Primary School is located South of Berwick in the Chase residential Estate, approximately 20km southeast of Dandenong and 50km southeast of Melbourne CBD. The school is currently in its fourth year of operation and opened in 2009 to service the educational needs of one of the fastest population growth corridors in Australia. The original enrolment was approximately 160 students, and has grown to over 500.</p> <p>The school currently has 529 students: 51.23% male, 48.77% female. As with a majority of new schools, the bulk of our enrolment is in the junior school with 25.9% being Prep, 17.4% Grade 1, and 17.6% Grade 2. (That makes up over 60% of the school is in Prep – Grade2.) Our junior school represents 60% of our school population</p> <p>Since we opened in 2009, a significant proportion of students have enrolled with us for a “fresh start”. For</p> |

whatever the reason, whether it is social, behavioural or academic issues, students begin their time with us on a clear slate. We endeavour to meet their needs by being consistent with our expectations (both behaviourally and academically) and ensure that we are teaching to each individual's point of need.) Since opening in 2009, our student population has continued to grow. At Berwick Chase, we are accepting of all students wishing to enrol, regardless of any social, behavioural or academic concerns they may bring with them. Our staff work had to ensure that every child has the opportunity to reach their full potential.

The school community represents diverse cultural and economic backgrounds and has an SFO of 0.3381. Currently 122 of our students come from a Language Background Other than English (LBOTE). Of these, 63 (are) do not speak English at home (ESL). Our student population is made up of various nationalities including; Australian, (English) British, Chinese, Indian, Afghan, Mauritian, South African, Philippine, Sri Lankan, Egyptian, New Zealand, Zimbabwean, Canadian, American, Botswanan, Pakistani and Malaysian.

The constant feedback received from the hundreds of visitors that have toured school is that there is sense of positive energy throughout, and the welcoming nature of both staff and students is something to be proud of. This has developed into a positive school culture where providing students with the best opportunity to achieve is the key. At Berwick Chase, we host many tours for schools both nationally and internationally. Some of the feedback we have received has been related to the positive energy people feel as they wander through the school, as well as the welcoming nature of both staff and students. We pride ourselves on the fact that we work hard to maintain this energy, and are mindful that this is of particular importance as we move from being a smaller school to a much larger one.

At the beginning of the 2009 school year we had a staff of 15. This included teachers (principal class, home group and specialists) and ES. By the end of that year, staffing had increased to 22. In 2012, our staff has grown to 52; 2 principal class, 8 expert teachers, 15 accomplished teachers, 7 graduates, and 20 ES. As can be seen, our staffing has grown quite rapidly in a relatively short timeframe. During this growth spurt, we have been able to maintain our focus on all staff having a positive and equal impact on students and their families. Regardless of the roles of staff members within the school, students see them as being there to help them achieve their best. As a result, our staff has been able to offer a wide range of programs for students, that in another setting, they may not have had access to.

As the school has grown, so has the need for additional assistance for students. We currently receive PSDMS funding for 13.4 students who have a range of disabilities; Autism Spectrum Disorder, Intellectual Disability, Severe Behaviour Disorder, and Vision Impairment. Over half of our PSD students are funded at Level 3, with the others at Level 2. Even though not all students who require additional assistance receive PSDMS funding, we endeavour to ensure that they are also supported through the extensive use of ES staff.

(That is why we are willing to spend a significant amount of money more than what we receive in funding). As a result we allocate a significant amount of our financial resources to this area, exceeding the amount we receive in funding.

Our Educational Support Staff (ES) provide invaluable assistance in learning areas. We have 20 ES staff members who are employed in a range of time fractions, and take on a variety of roles. This equates to an EFT of 13.01. 15 of our 20 ES staff member's work directly with students in learning areas. The other 5 staff members hold administrative or maintenance roles. Regardless of their role, all staff is involved with students directly or indirectly and has a teaching load of some form.

Parental and community input into the school continues to grow, with over 100 volunteers working with the school every year. The roles they take on within the school range from assisting with classroom programs, attending excursions, partaking in committees such as fundraising and offering their expertise during Elective programs. These volunteers participate in an annual training course that up skills them to ensure that all students are receiving the best possible assistance and the positive messages they are receiving are consistent throughout the school. Because of our strong community involvement, students are able to see that the boundaries of education are endless and we are all able to learn together and from each other in various forms.

Strategic Intent

| | Goals | Targets | Key Improvement Strategies |
|----------------------------------|---|--|---|
| Student Learning | To improve and maximise student performance, in all areas of the curriculum, with a particular focus on Literacy, Numeracy and Personal Learning. | <p><u>NAPLAN targets</u> For both Reading and Number:-</p> <ul style="list-style-type: none"> No students below band 3 at Year 3 and below band 5 at Year 5. At year 3 and 5, at least 45% of students in top 2 bands. <p><u>Teacher assessments</u> VELS teacher judgements from Prep to Year 6</p> <p>Increase the proportion of students assessed at Band B and above to 25% for Reading and Writing and 20% for all other areas.</p> | <p>Develop strong distributed leadership, to build and sustain professional learning teams.</p> <p>Engage students in high quality learning activities, by continuing to build teacher capacity.</p> <p>(Also refer to Student Engagement and Wellbeing section)</p> |
| Student Engagement and Wellbeing | <p>To improve student engagement in and ownership of learning.</p> <p>To strengthen student wellbeing, across the school community.</p> <p>To improve student attendance</p> <p>To improve staff attendance</p> | <p>Using the Attitudes to School Survey</p> <p>For all scores in the <i>Teaching and Learning</i> and <i>Student Relationships</i> Indexes to be at 4.6 or above by the end of the strategic plan.</p> | <p>Engage students in high quality learning activities, by continuing to build teacher capacity.</p> |
| Student Pathways and Transitions | To build student learning skills and confidence, to maximise successful transition through the school and beyond. | <p>Using the Parent Opinion Survey</p> <p>For all scores in the <i>School Climate</i> Index to be at 6.0 or above by the end of the strategic plan.</p> | <p>Equip students to be independent, resilient and responsible learners for life.</p> |

School Strategic Planner 2013- 2016: Indicative Planner

| Key Improvement Strategies (KIS across the three student outcomes areas) | | Actions | Achievement Milestones (Changes in practice and behaviours) |
|---|--------|---|---|
| <p>Develop strong distributed leadership, to build and sustain professional learning teams.</p> <p>Engage students in high quality learning activities, by continuing to build teacher capacity.</p> <p>(Also refer to Student Engagement and Wellbeing section)</p> | Year 1 | <ul style="list-style-type: none"> ▪ Develop a school leadership plan that clearly sets out what needs to happen and who does what to drive school improvement. ▪ Implement planned weekly professional learning team meetings with a focus on teaching and learning issues ▪ Develop a school theory of instruction ▪ Develop a school vision for teaching and learning ▪ Develop school wide uniform methods of collecting and collating empirical, anecdotal and digital data ▪ Continue to develop whole school understanding of how teachers will operate effectively in flexible learning spaces. ▪ Consolidate documented explicit teaching practice in Literacy and numeracy ▪ Develop documented practices to support students with an EAL need. | <ul style="list-style-type: none"> ▪ By the end of Term 2, all teachers of EAL students are using the EAL Companion to assess student progress ▪ Each team planning session has a documented link to improving student learning ▪ Planning documentation is consistent across the school ▪ Evidence of professional learning/reading is evident in the learning areas. ▪ All staff contribute to a shared school vision ▪ All staff promote the whole school vision and values within the school and broader communities. ▪ Clear demonstration of shared common practice across the school. |
| | Year 2 | <ul style="list-style-type: none"> ▪ Develop a strategic school wide plan to develop leadership | <ul style="list-style-type: none"> ▪ Staff PD plans demonstrate links with school strategic plan |

| | | | |
|--|--------|--|---|
| | | <p>capacity</p> <ul style="list-style-type: none"> ▪ Assign clearly stated and published leadership roles for Curriculum, Literacy and Numeracy. ▪ Build on peer coaching to strengthen professional conversations and provide feedback to support staff to teach effectively ▪ Continue to develop whole school understanding of how teachers will operate effectively in flexible learning spaces. ▪ Continue to refine documented explicit teaching practice for literacy and numeracy ▪ Continue to develop and refine documented practices to support students with an ESL need. | <ul style="list-style-type: none"> ▪ By the end of term 4, all staff have had discussions related to their PD plan, including feedback sources they used to inform their practice ▪ Whole school understanding of staff roles and responsibilities ▪ Demonstrated increased effective use of the teaching and learning spaces ▪ Greater engagement and achievement levels of EAL students |
| | Year 3 | <ul style="list-style-type: none"> ▪ Continue to develop leadership capacity of staff ▪ Maintain peer coaching to strengthen professional conversations ▪ Continue to upskill staff on how to operate most effectively in flexible learning spaces ▪ Ensure explicit teaching of literacy and numeracy is clearly documented ▪ Maintain protocols that ensure EAL students receive the support they require | <ul style="list-style-type: none"> ▪ Staff demonstrating Content of peer coaching discussions in their teaching practice ▪ Increased professional discussion ▪ Clearly demonstrated improvement in clarity and uniformity of Literacy and Numeracy planning documents |

| | | | |
|---|--------|---|--|
| | Year 4 | <ul style="list-style-type: none"> ▪ Review school wide plan to develop leadership capacity of staff ▪ Maintain professional development for staff in the area of flexible learning spaces ▪ Review and improve peer coaching protocols across the school ▪ Audit and improve documentation in regard to the explicit teaching of literacy and numeracy ▪ Audit and improve protocols for catering for EAL students | <ul style="list-style-type: none"> ▪ School wide planning documentation evaluated ▪ Reflective and empirical review of all student learning initiatives |
| <ul style="list-style-type: none"> • Engage students in high quality learning activities, by continuing to build teacher capacity. | Year 1 | <ul style="list-style-type: none"> ▪ Provide high quality, student-centred, interest-based learning with extensive use of ICT and high order thinking skills ▪ Extend student led learning activities, including assessment 'for' and 'of' learning ▪ Maintain a range of learning activities which provide for active and real-life learning, catering for boy and girls ▪ Increase teacher and student knowledge of the Personal Learning Domain ▪ Ensure that students engage in meaningful goal setting in literacy and numeracy ▪ Further improve teacher skills in student conferencing ▪ Implement whole school student led interviews ▪ Build decision making processes to strengthen student voice in learning | <ul style="list-style-type: none"> ▪ All staff attend profession development with Jeni Wilson related to inquiry, and use the acquired knowledge to improve pedagogy ▪ Staff plan to meet the needs and interests of students ▪ Some staff to trial student led interviews at mid-year report time ▪ Whole school trial 'Learning time' unit for the first half of Term 1 ▪ By the beginning of Term 4, staff use 'circle time' on a daily basis ▪ Improved student attendance data ▪ All staff are using student performance data to inform their teaching by the end of Term 2 ▪ Increased profile of the teaching of social skills ▪ Greater demonstrated knowledge and emphasis on Personal Learning |

| | | | |
|--|--------|--|--|
| | | <ul style="list-style-type: none"> ▪ Review whole school moderation practices, to include student peer assessment and reflections ▪ Achieve e-Smart status ▪ Implement 'Learning time' at the start of the year, to build positive relationships across the school ▪ Review school social skills program ▪ Conduct circle time on a regular basis; with a focus on successful learning | |
| | Year 2 | <ul style="list-style-type: none"> ▪ Continue to provide high quality, student-centred, interest-based learning with extensive use of ICT and high order thinking skills ▪ Continue to extend student led learning activities, including assessment 'for' and 'of' learning ▪ Ensure that a range of learning activities which provide for active and real-life learning, catering for boy and girls is maintained. ▪ Continue to develop teacher and student knowledge of the Personal Learning Domain ▪ Establish protocols to ensure that students engage in meaningful goal setting in literacy and numeracy ▪ Continue to increase teacher skills in student conferencing ▪ Continue trial of student led interviews ▪ Develop student voice in decision making processes in regard to their learning | <ul style="list-style-type: none"> ▪ All staff trial student led interviews by mid year reports ▪ Whole school inquiry approach used ▪ Value added data indicates each student has progressed at least 12 months within 12 months of schooling ▪ By the end of Term 2, all staff regularly use moderation practices to ensure consistency of assessment ▪ Attention to the personal learning domain evident in all learning areas ▪ Student voice more evident across the school ▪ Greater awareness of students' individual development and place on continuum. ▪ Increased discriminative student use of ICT |

| | | | |
|--|--------|---|--|
| | | <ul style="list-style-type: none"> ▪ Develop protocols to improve whole school moderation practices, to include student peer assessment and reflections ▪ Implement procedures to ensure the schools e-Smart status is upheld ▪ Review and improve 'Learning time' at the start of the year, to build positive relationships across the school ▪ Continue to review and modify school social skills program ▪ Provide regular professional develop to staff to ensure that Conduct circle time remains purposeful and occurs on a regular basis; with a focus on successful learning | |
| | Year 3 | <ul style="list-style-type: none"> ▪ Ensure high standards are met in regard to student-centred, interest-based learning with extensive use of ICT and high order thinking skills ▪ Maintain student led learning, including assessment 'for' and 'of' learning ▪ Maintain authentic learning experiences for all students ▪ Build upon teacher and student knowledge of Personal Learning Domain ▪ Ensure students set meaningful learning goals ▪ Maintain student conferencing ▪ Maintain student lead interviews ▪ Ensure students continue to be | <ul style="list-style-type: none"> ▪ Teachers are differentiating the curriculum in their planning to cater for and engage all students ▪ Increased student voice and engagement |

| | | | |
|--|--------|---|--|
| | | <p>involved in decision making processes related to their learning</p> <ul style="list-style-type: none"> ▪ Include peer assessment and personal reflections into moderation practices ▪ Maintain e-Smart status ▪ Further develop 'Learning Time' at the beginning of the year ▪ Maintain whole school social skills program ▪ Continue 'circle time' professional development to staff | |
| | Year 4 | <ul style="list-style-type: none"> ▪ Review the effective use of ICT and high order thinking skills through inquiry process, authentic and student-centred learning experiences ▪ Evaluate the impact of "circle time" across the school ▪ Evaluate the effectiveness of student led interviews and their involvement in the decision making process ▪ Evaluate and improve the 'Learning Time' program across the school | <ul style="list-style-type: none"> ▪ Improvement in "connectedness to school" data from student opinion survey ▪ Greater awareness of where we are situated with regard to Student Wellbeing and Personal Learning |
| <ul style="list-style-type: none"> • Equip students to be independent, resilient and responsible learners for life. | Year 1 | <ul style="list-style-type: none"> ▪ Extend documented range of pathways into and through the school for year Prep, current and new students ▪ Develop an induction program for new students, other than Prep ▪ Expand central on line data base to track student progress ▪ Continue to implement the 'its not ok | <ul style="list-style-type: none"> ▪ Staff communicate with parents when students have been absent without explanation for more than 1 day ▪ Staff call each parent of their grade to share positive occurrences at school at least once a term (minimum of 3 families per week) |

| | | | |
|--|--------|--|---|
| | | <p>to be away' program, to reduce absences</p> <ul style="list-style-type: none"> ▪ Communicate with parents about what and how their children are learning ▪ Build positive partnerships and home school links through student learning projects ▪ Use parent voice and experience to enhance the transition process ▪ Develop pathways relationships with Kambrya College, Berwick TAFE and Monash university, Berwick | <ul style="list-style-type: none"> ▪ Improvement in the relevant elements of the Parent, Student and Staff surveys ▪ Increase in the number and quality of the shared/collaborative projects with other schools and organisations |
| | Year 2 | <ul style="list-style-type: none"> ▪ Continue to extend documented range of pathways into and through the school for year Prep, current and new students ▪ Ensure the induction program for new students, other than Prep is developed ▪ Continue to expand central on line data base to track student progress ▪ Ensure the 'its not ok to be away' program is established, to reduce student absences ▪ Continue to communicate with parents about what and how their children are learning, through child centred activities ▪ Continue to build positive partnerships and home school links through student learning projects ▪ Continue to use parent voice and experience to enhance the transition process | <ul style="list-style-type: none"> ▪ Establish teacher network between local schools and agencies (including kinder, primary, secondary, TAFE and university), to share information ▪ Improvement in the relevant elements of the Parent, Student and Staff surveys ▪ Increase in the number and quality of the shared/collaborative projects with other schools and organisations |

| | | | |
|--|--------|--|--|
| | | <ul style="list-style-type: none"> Continue to strengthen pathways with Kambrya College, Berwick TAFE and Monash university, Berwick | |
| | Year 3 | <ul style="list-style-type: none"> Maintain pathways and induction program through whole school for all students Maintain student progress 'tracking' system across the school Continue to highlight 'its not Ok to be away' Ensure communication with parents highlights how their child is learning through child centred activities Maintain the use of parent feedback to enhance the transition process Maintain links with Kambrya College, Berwick TAFE and Monash University | <ul style="list-style-type: none"> Greater parent participation in transition programs Improvement in the Communication and connectedness elements of the opinion surveys |
| | Year 4 | <ul style="list-style-type: none"> Evaluate induction program and pathways P-6 for all students. Include parent and community feedback Review and modify the student progress 'tracking' system across the school Maintain focus on student/staff attendance Review and improve home school partnerships Increase links with Kambrya College, Berwick TAFE and Monash University | <ul style="list-style-type: none"> Transition processes for entry of students at times other than prep put into action Pathway programs evaluated Increased student attendance data Decrease in staff absences Improved parent opinion data |