

School Strategic Plan 2022-2026

Berwick Lodge Primary School (5213)



Submitted for review by Henryk Grosse (School Principal) on 06 December, 2022 at 01:17 PM

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Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

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School vision	<p>Berwick Lodge Primary School promotes a high standard of teaching and student wellbeing programs which foster a spirit of inquiry and a love of learning. Our school's vision is to prepare our students so that they thrive within a global community in the challenging, complex 21st century world.</p> <p>Our dynamic and professional learning environment is underpinned by a sense of energy and purpose, with highly engaged students and a motivated and caring staff. We aspire to the provision of a positive and supportive environment which high expectations and personalised care for all students and staff.</p> <p>We value the extension of all children's social, emotional and intellectual growth, supporting the learning of our gifted and talented students as well as those that need additional help, with a range of special programs and expert teacher support.</p> <p>Our curriculum has a strong emphasis on literacy and numeracy with structures and practices that promote successful individualised learning outcomes for students. Our aim is to extend knowledge, promote agency, challenge thinking, provide choice and opportunity and ignite passions.</p>
School values	<p>We value:</p> <ul style="list-style-type: none">- The pursuit of excellence- Respect for others and the environment- Excellence and the celebration of success and achievement- The development of self-confidence, positive productive relationship skills and persistence- Leadership opportunities for students- Friendships and partnerships – on a local and international level
Context challenges	<p>Goal 1: An analysis of the school's NAPLAN Writing data at Years 3 and 5 showed the percentage of students top two bands were below Similar schools, and at Year 5 there had been a downward trend. Above Benchmark Growth: Year 3 to 5 was lower than Similar schools and had declined. Teacher Judgements were conservative, lower than NAPLAN results in both Reading and Writing. Literacy was therefore identified as an area requiring focus for the next SSP.</p>

	<p>KIS 1.a Develop and implement common pedagogical practices</p> <p>KIS 1.b Further development of teacher collaboration to embed the differentiated approach to improving teaching practice and student learning through the team evidence-based inquiry approach.</p> <p>KIS 1.c Strengthen teacher capacity to analyse and use data to inform differentiated learning</p> <p>Challenge: *Professional Development provided in a timely and effective manner relevant to our staff's needs in alignment with our Strategic Plan.</p> <p>Goal 2: An analysis of the school's NAPLAN Numeracy data showed the percentage of students in the top two bands in Years 3 and 5 was similar to Similar schools, and that there were significant numbers of students placed on the upper Middle Band. The school wanted to challenge and extend its students. Numeracy was therefore identified as an area requiring focus for the next SSP.</p> <p>KIS 2.a Implement the consistent use of high impact teaching strategies</p> <p>KIS 2.b Develop the capacity of teachers to activate student agency in learning</p> <p>Challenge: *To articulate a consistent vision of student agency and consistency in the use of HITS, ensuring that they are embedded across our whole school teaching and learning practice.</p> <p>Goal 3: There was a disconnect between the percentages of positive responses to the ATOS and the school's observations. The school reported that, since the return of students to school following the end of remote learning, students' socialisation skills had declined, and many students struggled with resolving interpersonal issues. Students often turned to teachers to intervene. Parent feedback indicated that further work in building students' resilience would be of value. Resilience was therefore identified as an area requiring focus for the next SSP.</p> <p>KIS 3.a Embed a consistent approach to student goal setting that empowers high expectations, high aspirations and student agency</p> <p>Challenge: *Continue to maintain a very high level of positive student attitudes and behaviours. *Continue to strengthen our Respectful Relationships program across our whole school community.</p> <p>KIS 3.b Build a consistent approach to enhance student connectedness and resilience in partnership with parents/carers, student and staff</p> <p>Challenge:</p>
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	<p>*Continue to maintain a very high level of positive student attitudes and behaviours.</p> <p>*Continue to strengthen our Respectful Relationships program across our whole school community.</p>
Intent, rationale and focus	<p>1.1. Each deemed capable student* to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English language modes (teacher judgment).</p> <p>*SMART goals will apply for children with agreed special circumstances.</p> <p>Rationale:</p> <p>At Berwick Lodge Primary School our focus is Learning for Life, with the aim of all children reaching their maximum potential. Berwick Lodge PS is aiming to improve the learning growth all students are able to achieve, while with a particular emphasis on Literacy and Numeracy achievements, maintaining the existing emphasis on the learning growth of the whole child. Berwick Lodge PS will focus on using its resources and the Learning Communities to further enhance the existing high level of consistency of teacher practice with support of a strong leadership team focused on student outcomes. The leadership team will continue to drive the expectancy of all staff using relevant and carried data sets to plan, teach and assess students across all year levels.</p> <p>2.1 To continue to develop engaged critical thinking learners who demonstrate the Berwick Lodge active learner dispositions.</p> <p>Rationale:</p> <p>All students will take agency for their learning in preparation for active and productive participation in the 21st century.</p> <p>3.1 To continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect community values embraced by Berwick Lodge.</p> <p>Rationale:</p> <p>All students will be productive, responsible and contributing members of the community.</p> <p>The priority focus area of our Strategic Plan (2022-2026) is Student Agency.</p>

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Goal 1	To improve student Literacy outcomes
Target 1.1	By 2026, increase the percentage of students in the top two bands in NAPLAN Reading in: <ul style="list-style-type: none">• Year 3 from 64% (2021) to 72%• Year 5 from 43% (2021) to 51%
Target 1.2	By 2026, increase the percentage of students in the top two bands in NAPLAN Writing in: <ul style="list-style-type: none">• Year 3 from 53% (2021) to 63%• Year 5 from 14% (2021) to 33%
Target 1.3	By 2026, increase the percentage of students Meeting Benchmark and Above Benchmark Growth in Reading: Years 3 to 5 from 85% (2021) to 90%
Target 1.4	By 2026, increase the percentage of students Meeting Benchmark and Above Benchmark Growth in NAPLAN Writing: Years 3 to 5 from 76% (2021) to 86%

Target 1.5	By 2026, increase the percentage of positive responses to the SSS factor Collective efficacy from 85% (2021) to 90%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement common pedagogical practices
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capacity to analyse and use data to inform differentiated learning
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build a culture of staff collaboration and inquiry
Goal 2	To enhance student Numeracy outcomes
Target 2.1	By 2026, increase the percentage of students in the top two bands in NAPLAN Numeracy from 34% (2021) to 42%

Target 2.2	By 2026, increase the percentage of students Meeting Benchmark and Above Benchmark Growth in Numeracy: Years 3 to 5 from 84% (2021) to 90%
Target 2.3	By 2026, increase the percentage of positive responses to the SSS factor Academic Emphasis from 82% (2021) to 90%
Target 2.4	By 2026, increase the percentage of positive responses to the AToSS factor Self-regulation and goal setting (AToSS) from 93% (2021) to 96%
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement the consistent use of high impact teaching strategies
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop the capacity of teachers to activate student agency in learning
Goal 3	To strengthen the resilience of students
Target 3.1	By 2026, the percentage parents satisfied with the school overall will increase from 86% (2021) to 94%

Target 3.2	By 2026, the percentage of positive responses to the ATOS factor Not experiencing bullying will increase from 89% (2021) to 95%
Target 3.3	By 2026, the percentage of positive responses to the ATOS factor Emotional awareness and regulation will increase from 85% (2021) to 90%
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a consistent approach to student goal setting that empowers high expectations, high aspirations and student agency
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build a consistent approach to enhance student connectedness and resilience in partnership with parents/carers, student and staff