

Berry Street School

Four Year Strategic Plan

2022-2025

Berry Street School Vision – Our vision is to create and sustain a safe and inclusive learning community where our students have access to a high-quality education so they can thrive, achieve and belong.

Our Context – Berry Street School invites students to enrol who may not have had the opportunity to achieve academically, engage in their learning or have their wellbeing supported. They often have histories of exclusion and may have experienced trauma and other adverse events.

Our Organisational Vision - Together we will courageously change lives and reimagine service system.

Our Organisational Values - Courage, Accountability, Respect, Working Together, Integrity

The Berry Street School Strategic Plan has been developed in alignment with the Berry Street Victoria Strategic Plan and approved by the Berry Street Board.

Four Year Goals	Priorities	Four Year Key Improvement Strategies:	Four Year Targets for achieving goals
Goal 1 The Berry Street School will grow students' capacity to improve their academic achievement	Use data to design strategies to support and increase student achievement	<ul style="list-style-type: none"> Utilise data to inform teaching, planning and communication with students, families, carers and other stakeholders Research and trial assessment tools to inform teaching and learning including use of the subsequent data Implement and review a platform, such as a dashboard, to visualise, track and centralise student learning and engagement data 	<ul style="list-style-type: none"> Each student's data is used daily to inform interventions and teaching plans Every student will experience growth, visually demonstrated through their data Systems are embedded across the school to support data conversations and storytelling
	Build and sustain teacher capacity and capability for high-quality teaching and learning	<ul style="list-style-type: none"> Implement an instructional coaching model for teachers (one-to-one coaching to model and observe classroom practice and support reflection and professional conversations) All teaching staff undertake annual performance plans Develop Professional Learning Communities (PLC) on specific topics (e.g. numeracy, literacy) Implement professional development opportunities on High Impact Teaching Strategies (HITS) Specialist staff undertake training in literacy and numeracy intervention programs 	<ul style="list-style-type: none"> Growth in numbers of teachers trained in Numeracy and Literacy intervention programs Teachers have an annual performance plan to support continuous development and growth
	Ensure teaching staff are equipped and supported through the Berry Street Education Model (BSEM) strategies to create and sustain a high-quality and trauma-informed teaching and learning environment	<ul style="list-style-type: none"> Whole school professional learning opportunities are offered on the implementation of BSEM Ensure emerging issues or suggestions for adaptation or change of the BSEM model or its implementation is worked on collaboratively with the BSEM team BSEM Consultations are offered to each campus 	<ul style="list-style-type: none"> BSEM Audit tool indicates breadth and depth of BSEM strategies in use at each campus and the growth/needs of campuses and the school as a whole
	Provide and implement a curriculum that maximises student achievement in a changing world	<ul style="list-style-type: none"> Continue to provide opportunities for students to participate in standardised assessments if they choose (e.g. National Assessment Program – Literacy and Numeracy) Each campus offers a variety of specialist subjects aligned with the Victorian Curriculum to meet the needs and interests of the students Develop the wellbeing curriculum to explicitly teach students mindset skills to support resilience and stamina for learning Grow the work ready capacity in students and create opportunities for the community to support students to develop work related skills including ensuring each campus have staff trained in career guidance Prepare and implement new Victorian Certificate of Education (VCE) senior certificate changes Inclusion of future ready digital skills focussing on productivity tools, information analysis and coding skills to assist students being job ready 	<ul style="list-style-type: none"> Increase student completion rate of outcomes in senior certificate Teach digital skills across curriculum Ensure students have access to staff trained in career guidance Students are provided with opportunities to participate in work experience, structured workplace learning, industry visits, and school-based apprenticeships and traineeships

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	Equitable access to digital learning for our students to prepare them with work ready skills.	<ul style="list-style-type: none"> Ensure up-to-date student devices for improved student experience and accessibility to current digital learning tools Design learning experiences which align with the digital technologies curriculum Utilise technology as a lesson delivery mechanism for students Staff are trained and up-to-date with the necessary digital curriculum and digital learning delivery tools 	<ul style="list-style-type: none"> Students have up-to-date and functional digital devices and access to appropriate shared networks in classroom Students have access to digital devices at home or in other settings as needed
Goal 2 The Berry Street School will grow students' capacity to engage and be positive members of their community	Foster an inclusive school environment at each campus that values and promotes diversity, inclusivity and cultural safety.	<ul style="list-style-type: none"> Key Improvement Plans will be developed and implemented as outlined in the Narragunnawali (School) Reconciliation Action Plan Key Improvement Plans will be developed and implemented as outlined through Rainbow Tick accreditation The Berry Street School participates in and contributes to the Berry Street Disability Action Plan 	<ul style="list-style-type: none"> The Narragunnawali plans will be implemented in relation to their targets with regular reviews occurring The Rainbow Tick plans will be implemented in relation to their targets with regular reviews occurring The Berry Street Disability Action Plan is implemented within the school and informed by the school's experience
	Increase student, family and carer involvement to support students' learning and engagement.	<ul style="list-style-type: none"> Increase engagement of families and carers in different aspects of the school community through Student Support Groups (SSGs), and other face-to-face and digital forums and processes Develop and implement strategies that strengthen student self-efficacy and voice in designing their own individual education plan and education pathway Embed strategies to ensure there is a clear student voice that is contributing to each campus 	<ul style="list-style-type: none"> Increase in percentage of students participating in their own SSG meetings. Increase in percentage of parents/carers participating in SSGs Increase in percentage of students' participation in developing their individual education plans Results of annual surveys from students, families and carers
Goal 3 The Berry Street School will grow students' capacity to be socially and emotionally confident and independent	Increase wellbeing literacy with BSEM underpinning the personal and social capability curriculum	<ul style="list-style-type: none"> Develop a whole school wellbeing curriculum inclusive of BSEM, the Victorian Curriculum and other emerging wellbeing programs 	Consistent Wellbeing Literacy and Respectful Relationships curriculum is in place and reviewed annually
	Increase access to mental health supports for students' wellbeing	<ul style="list-style-type: none"> Work in partnership with Take Two across all campuses to support students, staff and families to improve learning and wellbeing Provide trauma informed psychological assessments to support students social emotional learning and personal development Have a formal process of accessing mental health consultancies and related services at each campus 	<ul style="list-style-type: none"> Students and families are supported and linked to local agencies to access support. Staff develop capacity to support students informed by assessments and Take Two advice. Staff have increased confidence in preventing and responding to mental health concerns of students
Goal 4 The Berry Street School will grow in capacity and capability to offer more students access to high-quality education	The Berry Street School complies with the VRQA Standards, Guidelines and other requirements for School Registration.	<ul style="list-style-type: none"> Appoint an independent consultant to undertake a review of the School's compliance and identify any gaps that need to be addressed 	<ul style="list-style-type: none"> Address gaps that are identified by the review Provide the Berry Street School Committee with regular updates on the progress of the review and the work to address identified gaps
	Develop and implement a School Growth Strategy that increases the capacity and capability of the school to provide increased access for more students	<ul style="list-style-type: none"> The School Growth Strategy has been developed and implemented in accordance with the Berry Street School vision and related education and design standards 	<ul style="list-style-type: none"> The Berry Street School has a plan in place to expand its capacity to 500 students across four or more campuses Capital investment projects are well underway

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	Grow positive profile and strengthen connections of the school both state-wide and in local communities	<ul style="list-style-type: none"> Continue to develop and implement a strategy to promote the school for current and future students, staff and potential and current funders. This Strategy will include how to utilise the School’s role as a lighthouse for BSEM 	<ul style="list-style-type: none"> Ongoing upkeep of website to reflect innovations and growth of school Each campus is implementing a local community engagement plan; Berry Street School works with Berry Street strategic engagement team to grow school profile in local community (e.g., local TV, radio, newspaper) Successful transition programs are in place to support students transition to the Berry Street School Connections built with local feeder schools, other local schools and ‘like schools’
	The physical environment of each campus is equipped with trauma-informed resources and spaces that allow students to thrive, achieve and belong	<ul style="list-style-type: none"> Improved or new buildings and interior and exterior design will be informed by the school Master Plan and Manifesto Identify and access essential resources as required to support academic achievement for students 	<ul style="list-style-type: none"> Ensure campuses (current or any new campuses) are optimally resourced to provide high quality outcomes for students