

VISION & VALUES

Vision - 2024

Values - 2025

Develop and embed V & Vs into whole school structures and processes
Branding and promotion

A cohesive school community that is **BRAVE, EXCEPTIONAL, RESILIENT, RESPECTFUL** and **INSPIRATIONAL**.

Berri Primary School
Learn, Believe, Achieve

WELLBEING

Further develop TRP
STAFF Wellbeing framework
Professional Learning - Culture & TRP
Student Voice (Friday Freebie & Sam)
Whole school celebrations
SWL and SWSO
Extra-curricular opportunities
Wellbeing committee
Regular surveys & checkins

LITERACY

Maintain use of Playbook & Statements of Practice
Early career & new teacher support
Fluency Reads
DfE R-2 Scope and Sequence
DfE LGU Coach
Australian Curriculum

WE ARE BERRI

PEDAGOGY

EDi - Explicit Direct Instruction (High Impact Teaching Strategies)

Early career teacher support - mentoring and PL

Individual teacher goals for EDi
Peer and leader observations

NUMERACY

Maintain use of Playbook & Statements of practice
Early career & new teacher support
Daily Reviews or chats
OCHRE / DfE unit resources
Peer and leadership observations and walkthroughs

INTERVENTION

Student Review Team led by DP Teacher & SSO meetings & doc
Intervention framework
Data collection and storage
Team Around the Child
AIT
Trained SSO2 staff
IESP processes
One plans & Positive partnership plans

BEHAVIOUR SUPPORT

Whole school process document
Resources
- A & B poster, matrix, flowchart
PD - DfE Regulation Team and Behaviour coach
Coordinator - data tracking to inform-practice
Team Around the Child
Recognition - Celebration 3 weekly

Improvement is about getting better at what we do. Getting better is about learning and growing our professional understandings and practices. The impact of our learning is revealed in what happens between educators and learners in our preschools and schools, and how well our practices help us achieve our purpose.



Government of South Australia
Department for Education



DfE Purpose

To nurture, develop and empower all children and young people with the knowledge, skills and capabilities they need to become fulfilled individuals, active, compassionate citizens and lifelong learners.

Berri PS Purpose

We exist to empower students to become confident, innovative, resilient, respectful, and inspirational people who positively impact their communities and the world. By nurturing these qualities, we prepare them for a future filled with possibilities.

Getting better at what we do. **Going backwards, in order to go forwards.**

We are a mostly new staff who are in a wonderful position to review and refresh what we do.

1 Where are we? February 2025

This journey began in late 2024 when staff, students, parents & carers, ex-scholars and the Berri community provided input into the development of a new school vision and potential values that would bring this new vision to life.

A cohesive school community that is **Brave, Exceptional,**
Resilient, Respectful and Inspirational.

We finalised our Values early Term One, 2025.

Kindness Persistence and Teamwork

Kindness will support: brave, inspirational and respectful students

Persistence will support: brave, exceptional, resilient and inspirational students

Teamwork will support: a cohesive community and respectful students

Informing data

1a

2024 WEC data - Wellbeing Literacy 25% green,
led us to implement TRP (The Resilience Project)

School belonging 52% green, 48% orange or red

Perseverance 47% green, 53% orange or red



1b - AEDC

***2024 Reception AEDC data indicated a significant decrease for children 'on track' and an increase for students considered 'vulnerable.'**
In 2021 71% of children were considered on track across all 5 domains. In 2024, this result was 31%.

See domain information below:

Domain	On track % (2021 – 2024)	Vulnerable % (2021 – 2024)
Physical health & wellbeing	80 - 55	8 - 31
Social competence	71 - 58	5 - 24
Emotional maturity	77 - 55	5 - 17
Language & cognitive ability	88 - 55	5 - 34
Communication skills & general knowledge	88 - 65	2 - 20

1c - Resilient Youth Survey (undertaken as part of The Resilience Project – Years 3 – 6)

Strong results in connectedness to school, as well as for friendships, family and teachers who care.

Males' mental wellbeing was well below Australian norms, females below.

Females well below norms for adaptive thinking and above for school engagement.

2

2024 feedback from parents, business community, staff and students indicated a strong view for our role as a school to build and strengthen resilience, persistence, kindness and collaboration for our children.

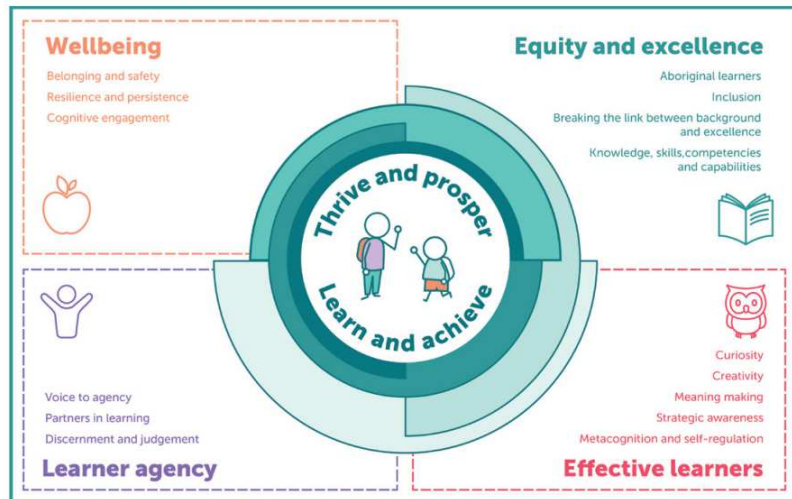
3

*Nine new teachers in 2025 – following new leader in 2024, it was vital we could articulate our 'business as usual' with clarity.

2024 LOTUS developed with input from teachers – We are Berri

2 Where do we want to get to? Our goal

Strengthened resilience, school belonging and engagement amongst students through the development and implementation of whole school vision and values.



Strategy activation – Area of Impact – WELLBEING

Our learners feel safe, included and valued.

They have access to support, experiences, teaching and resources to build their resilience and social and emotional skills to positively and confidently engage in learning.

Belonging and safety

Learners feel they belong, are culturally safe and free to experiment, to raise questions and learn without feeling threatened.

Resilience and persistence

Learners have the capacity to cope with day-to-day challenges and persevere when faced with new or complex learning situations.

Cognitive engagement

Learners have the mental capability to engage actively in learning and feel stretched and challenged.

3 How might we get there?

Staff Professional Work

- Teachers – where to now? Ideas/dreams
- VALUES – baseline data (1 What do we already do, 2 Values spider target, 3 Ideas and opportunities)
- Values Culture Matrix

Using Lippett model, in staff professional work sessions, document the following:

- Break down goals for learning teams.
- Compose goals, skills, incentives/Benefits/Impact, resources, Action plan? (including success criteria for staff and students, measures, targets and timelines)
- Refine BPS Compelling Vision

PLT SLP goals

Junior Primary Team

Our Teachers and Students will learn the school values of kindness, teamwork and persistence as well as The Resilience Project gratitude, empathy and mindfulness and be able to share examples of these.

Middle Primary Team

Students will be exposed to behaviour expectations through tailored behaviour lessons to support them in being persistent learners.

Upper Primary Team

Build persistence through independently applying strategies when I don't know what to do.

Specialist Team

By the end of the year learners will be able to demonstrate the ability to cope with day-to-day challenges using strategies such as self-reflection, self-regulations and the values of kindness, teamwork and persistence.

3&4 Give it a go and What did we learn?

Using a cycle of inquiry throughout Terms Two and Three, staff will:

Complete PLT Goals and action plans

Stand ups – 3 key questions: 1 What progress have we made? 2 What challenges are we facing? 3 What concrete actions should we take next?

Retrospectives – Orientation, Capture, Review, Lessons and Refine

Look at the data – What do we notice?

Prepare sharing of plan and where to in Term 3

Each PLT share their work (15 mins each group)

Discussion – What did we learn?

5 What will we embed? What will we stop?

Term 3 and 4, 2025