

School plan 2018-2020

Millfield Public School 2555



School background 2018–2020

School vision statement

To inspire the happy thinkers of tomorrow, today and every day.

School context

Millfield Public School is a school situated in a picturesque rural setting 12 kilometres south west of Cessnock. The school delivers quality academic, social and extra-curricular programs that develop our students to reach their full potential and is proud to have successfully maintained this commitment to our community over our rich and increasing 150 year history.

The school currently consists of three multi aged classes, with school enrolments following an increasing trend moving from 55 to 72 students over the last 5 years. In 2018, student numbers reached a cohort size of 72 students, with boys making up 51% and girls 49% of the student population with 15% of students identifying as Aboriginal.

The school's focus is on quality literacy and numeracy programs which are constructed on the basis of providing differentiation and research driven teaching pedagogy. This has seen the inclusion of targeted programs such as L3, TEN and Project Based Learning. Staff and students at Millfield Public School strive to model our school's Positive Behaviour for Learning (PBL) expectations of respect, responsibility and safety on a daily basis.

The school understands the importance of the home school partnership in positively progressing student learning outcomes. Our P&C community are very supportive of the work we do as a school and are proactive in assisting where able. The Parents and Citizens' Association organise social events and opportunities for raising funds to support our students including operating our school canteen. Communication between the school and community centres around fortnightly newsletters, fortnightly assemblies, school notes, short messages as well as embracing more progressive technological mediums and a well maintained social media presence. Staff make themselves available to meet informally with parents on a daily basis where personal relationships are further developed, as well as schedule formal meetings regularly throughout the year.

Wholistic assessment measures such as the National

School planning process

Millfield Public School has involved all stakeholders as part of the consultation process with staff, students and parents input leading to the development of this plan. This process has included extensive collation of current school achievement data from internal assessments as well as trends in data from previous NAPLAN results. Students, staff and the parent community were able to contribute towards our shared vision of schooling at Millfield PS, as well as evaluate current and past programs, systems and achievements. This was achieved through:

- Parent Consultation– Engagement measures included phone surveys, online surveys and school gate questionnaires. Consultation centered around getting information around perceived school strengths, weaknesses, communication and drivers for our school vision. The P&C were also consulted throughout the process in both formal meetings and extra ordinary parent focus group meetings.
- Staff Consultation– Staff were engaged through a series of workshop style sessions where we analysed data, performed rigorous self–assessment using the School Excellence Framework, collated patterns and developed suggested future goals and directions. Staff were heavily involved in evaluating the consultation data and additionally contributed their own input within online surveys and questionnaires.
- AECG Consultation – Our local AECG was engaged through various representatives exploring our draft plans and making suggestions for inclusion. Our school based AET was also involved in the consultation process, offering up ideas and providing support for future directions.
- Student Consultation– By using both established statewide mechanisms such as Tell Them From Me Survey and more localised surveys students from all age groups were able to contribute data to the process of consultation. The School Representative Council and Leadership Group were involved in creating, implementing and compiling the localised surveys.

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Assessment Program – Literacy and Numeracy (NAPLAN) data has shown steady improvement in our school 5 year averages. The school has consistently shown outstanding results in both Literacy and Numeracy within Year 3 assessments since the commencement of the L3 initiative. A future focus as detailed in this plan is building on from these results into our higher years.

The school is a member of the Cessnock Community of Great Public Schools and works collaboratively with neighbouring public schools to provide positive outcomes for all students across the community.

School planning process

These ideas, evaluations and information when matched with data trends has led to the priorities and processes outlined for implementation in this plan.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Learning

Purpose:

Learning is the ongoing process driven pursuit that will enable the opportunities of tomorrow. Everyone is a learner and needs to continue to both challenge themselves and succeed on a daily basis. To inspire the thinkers of tomorrow we must collectively journey together; students, parents and teachers along their own learning paths that develop a deep understanding of processes and skills as well as content and knowledge.



**STRATEGIC
DIRECTION 2**
Wellbeing

Purpose:

In creating happy thinkers of tomorrow we acknowledge that the future is unknown, we believe the foundation to adapt to the opportunities it presents will be in an understanding of self and require a strong foundation of wellbeing. Without learners developing the groundwork within these areas today, no effective risk taking growth can take place.

Strategic Direction 1: Learning

Purpose

Learning is the ongoing process driven pursuit that will enable the opportunities of tomorrow. Everyone is a learner and needs to continue to both challenge themselves and succeed on a daily basis. To inspire the thinkers of tomorrow we must collectively journey together; students, parents and teachers along their own learning paths that develop a deep understanding of processes and skills as well as content and knowledge.

Improvement Measures

Progressively increase the percentage of students achieving expected growth in Literacy and Numeracy results within NAPLAN.

Teacher supervision ensures that 100% of staff collaboratively analyse system and school based data to plan and implement targeted programs for Literacy and Numeracy.

Parent involvement in student learning goal processes indicate an increasing number of actively engaged community members.

Progressively increase the percentage of students achieving results in the top two NAPLAN bands in line with the premiers priorities.

People

Students

Will become active participants within their own learning journey taking increasing responsibility over their own learning goals, engage available supports that progress their achievements and become experts on themselves as learners.

Staff

Will present and engage in opportunities that develop deep understanding of knowledge and skills as determined by current syllabus and curriculum documents.

Staff

Will ensure appropriate data and assessment practices are used to monitor students and their own learning progression and target teaching, intervention and resources accordingly.

Parents/Carers

Work collaboratively with the school to develop and support their child to take educational risks and celebrate their success with a growth mindset approach.

Community Partners

Engage in planned opportunities to enrich school programs and learning outcomes by working with the school in a collaborative partnership model.

Leaders

Will lead and monitor the implementation of school practices that promote the desired

Processes

Evidence based best practice will inform implemented initiatives and be drawn upon for high quality student learning programs and professional learning opportunities.

Develop and implement collaborative practices that maximise efficiencies and encourage mentoring and support systems for all learners.

Enrich existing evaluative practice frameworks ensuring collated data is used for informing teaching and learning programs, intervention supports and future school directions.

Evaluation Plan

SMART Data Analysis

PLAN2 Data

SCOUT Data

TTFM Surveys

PLP Process

PDP Process

TPL Review

Programming Supervision

Practices and Products

Practices

Learning is driven from a systematic review of data to allow for a flexible approach to learning directions and targeted teaching practice.

A growth mindset approach is taken towards all learning pursuits. Learners are provided with the tools, resources and opportunities to be successful within their learning journey.

Teachers, leaders and parents recognise their responsibility to model themselves as a learner along their own journey.

All stakeholders interact with others to the betterment of teaching programs, pedagogy and outcomes.

Products

Leadership practices ensure systems are in place so all learners are able to independently articulate clear and transparent learning goals.

Program supervision ensure evidence of differentiation and localised Aboriginal cultural perspectives are present and intervention supports are used flexibly within teaching and learning programs, ensuring more than deficit support is present but also enrichment and extension.

All stakeholders articulate that there is a school wide collective responsibility for student learning success and engagement as observed within survey data.

Supervision ensures there is evidence of explicit teaching correlating to identified needs and is responsive to a culture of

Strategic Direction 1: Learning

People

culture and programs indicative of maximising learning outcomes for all stakeholders.

Practices and Products

data analysis.

Supervision ensures our teaching cohort maintains and grows cultural competence in facilitating the engagement of rich localised professional learning opportunities.

Strategic Direction 2: Wellbeing

Purpose

In creating happy thinkers of tomorrow we acknowledge that the future is unknown, we believe the foundation to adapt to the opportunities it presents will be in an understanding of self and require a strong foundation of wellbeing. Without learners developing the groundwork within these areas today, no effective risk taking growth can take place.

Improvement Measures

Equal or better the state averages across social, institutional and intellectual student engagement as measured by the bi-annual TTFM survey.

Equal or better the state averages in social-emotional student skills challenge metric. Students will be supported to take educational risks that balance their levels of feelings of confidence and ability challenge.

Staff are supported to develop their foundation of needs and report increasing levels of self-actualisation. as measured by localised survey metrics.

Community report having a comfortable and engaged presence in both our school context and in their role within the learning process.

People

Students

Engage in a range of opportunities and initiatives that will build on their sense of self and equip them with strategies and the common vocabulary to cope with adversity and build resilience.

Staff

Engage in professional learning opportunities targeting development of an understanding of wellbeing and their personal sense of self.

Leaders

Lead wellbeing programs throughout the school and act as facilitators within the school community.

Parents/Carers

Collaboratively support their child within their learning journey and pursuit of wellbeing.

Community Partners

Provide knowledge and expertise as drawn upon by the school during outreach and professional learning events.

Processes

Rigorous wellbeing program that focuses on catering for physiological, safety, belonging, esteem needs with the goal of achieving self-actualisation for all learners.

Authentic and regular monitoring of wellbeing. Tiered intervention and support mechanisms for students, staff and community as needed.

Targeted professional and community learning focused on developing deep understanding of deficiency, secondary and higher level needs.

Evaluation Plan

Student, staff and community surveys

TTFM

Morning Circle Data Captures

Analysis of incident motivation data

PBL data

Practices and Products

Practices

Every student is supported in their learning and confidently takes academic risks by understanding themselves as a learner and as a person.

Staff realise their full potential as educators by actively engaging with the learning opportunities offered and pursuing challenges that help them going on a personal level.

Community members are actively engaged with student learning in a meaningful and consistent way.

Products

All students are engaged in innovative proactive wellbeing programs that are rooted in data reflection protocols and input from a robust student, staff and community voice programs.

The school has a comprehensive and inclusive framework that supports the whole learner which measurably improves the individual and collective wellbeing.

Positive, engaged and two way relationships across the school community underpin the productive learning programs and outcomes.