

Strategic Improvement Plan 2021-2024

Millfield Public School 2555



School vision and context

School vision statement

Millfield Public School's vision is to inspire the happy and resilient 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 four multi aged classes, with school enrolments following an increasing trend moving from 55 to 93 students over the last 5 years. In 2021, student numbers reached a cohort size of 93 students, with boys making up 52% and girls 48% of the student population with 10% 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.

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 scheduling formal meetings regularly throughout the year.

Holistic assessment measures such as the National Assessment Program - Literacy and Numeracy (NAPLAN) data has shown steady improvement in our school 5 year averages. The school has consistently shown encouraging results in both Literacy and Numeracy within Year 3 and Year 5 assessments since the commencement of various school based and state based targeted initiatives.

A recently completed situational analysis and round of community consultation has demonstrated a need to focus on opportunities presented from summative and formative data collection, with more defined whole school expectations within this space evidently required. We have furthermore identified a need to embed school-wide practices that focus on differentiated learning. A strong emphasis will also be placed on exemplary attendance practices and school-wide wellbeing initiatives.

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.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will develop and sustain whole school procedures for collecting data to understand the learning needs of individual students and inform differentiated teaching for all students. These strategies and interventions will be underpinned by evidence informed practice.

Improvement measures

Target year: 2022

A minimum of 40.8% of Year 3 and 5 students achieving results within the top two bands in reading within NAPLAN (upper bound system-negotiated target).

Target year: 2022

A minimum of 20.5% of Year 3 and 5 students achieving results within the top two bands in numeracy within NAPLAN (upper bound system-negotiated target).

Target year: 2023

Value Add measure moves from Delivering for K-3, 3-5 and 5-7 to Sustaining and Growing.

Initiatives

Data Skills and Use

- Build teacher capabilities to ensure existing data collections systems are understood and utilised to track student progress across Literacy and Numeracy domains.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
- Use executive teaching positions (Instructional Leader) to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Differentiated Learning

- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Provide explicit and data driven intervention models to support existing classroom practice in differentiation and teaching.

Success criteria for this strategic direction

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.

Assessment data and goal setting is collected in a systematic basis and used responsibly as an integrated part of classroom instruction.

All learners are aware of where they sit within their learning journey and have the tools and opportunities provided to them to progress this in a timely way.

Intervention programs have been identified based on data. Students receive instruction in flexible spaces, time frames and cohorts.

Evaluation plan for this strategic direction

Have we provided the optimal environment for our staff, our students and our community to achieve the best academic outcomes possible?

The school will use the following data sources to regularly analyse the effectiveness of this initiative in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN
- PLAN2
- Classroom Observations
- Teaching Program Analysis
- DIBELS
- Learning Sprints Data
- CTJ - Student work samples
- Check-in assessments
- SEF SaS

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Wellbeing and Engagement

Purpose

We believe the foundation to adapt to the learning opportunities presented at school is an understanding of self and a strong foundation of wellbeing. Without learners developing the groundwork within these areas and an environment that promotes empathy, trust and care no effective risk-taking growth will transpire.

Improvement measures

Target year: 2022

Increase the percentage of students attending >90% of the time to be at or above the system negotiated target of 83.3% (lower bound target).

Target year: 2023

Increase TTFM Wellbeing Aggregate Data (advocacy at school, sense of belonging and expectations of success) to >90%.

Target year: 2022

Establish an increasing trend of positive incidents within internal school tracking system year on year.

Target year: 2022

Establish a decreasing trend of negative incidents within internal school tracking system year on year.

Initiatives

A planned approach to wellbeing

- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated programs and plans.
- Differentiated targeted professional learning is provided for staff around wellbeing and teacher, student and community voice is encouraged.
- Implementation of high quality researched based programs and initiatives to address identified needs in the wellbeing space.

Caring for students

- Improving our existing systemic approach to attendance monitoring and communication with families, students and teachers.
- Differentiated and targeted support for wellbeing and engagement interventions for identified students.
- Explicit programming and teaching of wellbeing strategies and resilience building opportunities

Engagement

- Ensure quality teaching differentiated practice is evident across all Key Learning Areas. All students feel appropriately challenged and experience success everyday.
- Increase community engagement by spotlighting pathways for school involvement.
- Use of rich tasks and project based learning models that encourage real world applications of skills taught within the classroom.

Success criteria for this strategic direction

The school has embedded evidence-based systems that foster positive wellbeing and measurable improvements to engagement to support learning.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.

Teachers model themselves as learners and offer inspirational learning opportunities for all students. Students are engaged in real world learning opportunities resulting in high levels of engagement and participation from all students.

Effective partnerships in learning with parents, students and teachers mean students are motivated to deliver their best and continually improve.

Evaluation plan for this strategic direction

To what extent have we create the optimal foundations for learning to happen at school? Have we provided the systems and structures that promote wellbeing and engagement? Do our students feel supported at all stages throughout their learning journey?

The school will use the following data sources to regularly analyse the effectiveness of this strategic direction:

- TTFM Survey Data
- Sentral data incident reports
- Suspension data reports
- Professional Development Plans
- Individualised Learning Plans
- Learning Support Team data
- Community Consultation Surveys
- Empathy Interviews

In regards to analysing these data sets we will:

Strategic Direction 2: Wellbeing and Engagement

Evaluation plan for this strategic direction

- Regularly review these data sources to identify trends and monitor our progress.
- Undertake structured professional discussions around the School Excellence Framework elements and themes related to wellbeing and engagement.
- Triangulate data sources including both quantitative and qualitative, internal and external data to authenticate conclusions.

An understanding of the deeper themes within this data will guide future school planning to provide ongoing improvement to maximise wellbeing and engagement outcomes.