

Strategic Improvement Plan 2022-2026

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 southwest 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, 150-year history.

The school currently comprises four multi-aged classes, and over the past five years, the student enrolments have shown a consistent upward trend, rising from 55 to 96 students. In 2022, the student population reached a cohort size of 93 students, which has since increased to 96 as of the beginning of 2023. Among the student body, boys account for 56% while girls represent 44%, 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 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 the community is facilitated through various channels, including fortnightly newsletters, regular assemblies, school notes, concise messages, as well as the adoption of progressive technological mediums. Additionally, the school maintains a robust social media presence, ensuring effective and up-to-date communication with stakeholders. Staff members actively make themselves available on a daily basis to engage in informal meetings with parents, fostering the development of personal relationships. In addition, regular formal meetings are scheduled throughout the year to provide structured opportunities for interaction and communication between staff and parents.

Holistic assessment measures, such as the National Assessment Program - Literacy and Numeracy (NAPLAN) and Check-in Assessment data, has shown steady improvement in our school's five-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. Furthermore, we have recognised the importance of integrating school-wide practices that prioritise 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

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Initiatives

Data Skills and Use

- Use APC&I to build teacher capabilities to ensure existing data-collection systems are understood and utilised to track student progress across Literacy and Numeracy domains, and differentiate instruction accordingly.
- 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.
- Expertly utilise student assessment data to reflect on teaching effectiveness and provide individualised, explicit differentiation and intervention.
- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.

Curriculum Delivery

- Implement English and Mathematics syllabus documents across K-6.
- Implement syllabus documents across other curriculum areas, consistent with schedule of release.
- Professional learning for beginning teachers, aspiring leaders and school leaders to ensure effective and sustained curriculum reform.

Success criteria for this strategic direction

Data Skills and Use: *Sustaining and Growing, working towards Excelling*

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 are systematically collected and responsibly used 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.

Curriculum Delivery: *Sustaining and Growing, working towards Excelling*

Aligning with the new Curriculum Reform, the school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools and organisations, where useful and practicable. This will be supported by professional learning opportunities, mentoring and instructional leadership by the executive and through department networks.

Evaluation plan for this strategic direction

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

Data: 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

Evaluation plan for this strategic direction

future directions:

- External Assessment: Check-in assessments and NAPLAN
- Internal Assessment: PLAN2, stage assessments, WARP assessment - Standardised Fluency Assessment (MultiLit), Decodable Reader Running records, CTJ - Student work samples
- Classroom Observations
- Surveys
- Teaching Program Analysis
- Mentoring / Data Talks
- Student PLPs and IEPs
- SEF SaS

Analysis: *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.
- Reviewing data sources on a term-by-term basis, including quantitative and qualitative data from internal and external sources, facilitating the triangulation of information to validate and support conclusions.

Implications: 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

Attendance (>90%)

Achieve by year: 2023

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).

Wellbeing

Achieve by year: 2023

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

Achieve by year: 2024

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

Achieve by year: 2024

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

Initiatives

A planned approach to wellbeing

Evidence clearly states that higher levels of wellbeing are linked to higher academic achievement, school completion and better overall mental health.

- 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 and 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.
- Improving our existing systemic approach to attendance monitoring and communication with families, students and teachers.
- Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

Engagement

We are committed to improving the educational outcomes of every student so that they excel and achieve. We commit to upskilling staff to increase their knowledge and understanding of best teaching and differentiated practices.

- Ensure quality teaching and differentiated practice is evident across all Key Learning Areas. All students feel appropriately challenged and experience success everyday.

For our school to develop authentic community partnerships, there is a need for closer contact and engagement with our school community. To gain

Success criteria for this strategic direction

Wellbeing: *Sustaining and Growing, working towards Excelling*

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 fulfil their potential.

The school is dedicated to fostering and enhancing high expectations for positive behaviours. Through the collaborative efforts of staff, students, and the community, the aim is to cultivate and reinforce respectful relationships, thereby creating an optimal environment for student learning throughout the entire school.

Engagement and Attendance: *Sustaining and Growing, working towards Excelling*

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

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

Effective monitoring with a proactive approach to maintain a high status of attendance for all students.

Evaluation plan for this strategic direction

Questions:

To what extent have we created the optimal foundations for learning to happen at school?

Have we provided the systems and structures that

Strategic Direction 2: Wellbeing and Engagement

Initiatives

from higher levels of communication, there needs to be a developing environment, where trust and respect is paramount.

- Increase community engagement by spotlighting pathways for school involvement.
- Enhance engagement for the Aboriginal community with cultural competency across the school.
- Use of rich tasks and project-based learning models that encourage real-world applications of skills taught within the classroom.

We acknowledge the importance of attendance to improving student outcomes. Every day counts as regular attendance helps students to:

- Develop a sense of belonging.
 - Monitor attendance daily. Regular contact with families and HSLO.
 - Daily whole-school tracking, monitoring and analysing of attendance to improve attendance rates.
 - Developing effective communications that highlight the significance of regular attendance, inform the school community about the support available, and provide updates on current attendance rates.
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Evaluation plan for this strategic direction

promote wellbeing and engagement so that all stakeholders feel supported and have a sense of belonging?

Data: 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
- Attendance data
- Professional Development Plans
- Individualised Learning Plans
- Learning Support Team data
- Wellbeing data
- Community consultation surveys
- Empathy interviews

Analysis: In regards to analysing these data sets we will:

- 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.
- To authenticate conclusions, we will triangulate data from various sources, encompassing both quantitative and qualitative data as well as internal and external data sources.

Implications: Understanding the deeper themes of this data will guide future school planning, enabling continuous improvements aimed at maximising wellbeing and fostering positive engagement outcomes.