

Our School Vision

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Our School Context

Millner Primary School is a highly-multicultural urban primary school of approximately 190 students from preschool to Year 6, characterised by a diverse population. We have a high Aboriginal and Torres Strait Islander cohort (approximately 40%) coming from the local area, two town communities and some students from remote communities. We have a growing and significant population (approximately 70%) of students who speak English as a Second Language or Dialect with new arrivals from South Asia as well as less recent arrivals from the rest of Asia, with the most significant proportion coming from the Philippines. There are approximately 40 different language / dialect backgrounds in our student population. The school has a strong history of working closely with the broader school community, including partner organisations. We place a high value on diversity – viewing the multicultural make-up of our student cohort as a significant strength as well as believing in the importance of a broad educational experience for students at our school. We believe that working with families optimises student opportunities. The school recognises the importance of student wellbeing and supports initiatives and programs which enhance this focus. Millner School has a long-term goal of growing enrolments and continues to implement specific programs and frameworks – including Visible Learning, KidsMatter and NZ Maths – that that are grounded in educational research and reflect our school needs and aspirations.

Our Stakeholders and Partners

Our key stakeholders are students, parents, and the community.

We partner with Save The Children, The Smith Family, Corrugated Iron Youth Arts, AFL NT and National Australia Bank.

Our School Values

- Invest
- Create
- Unity
- Courage

Our Priorities for 2016

- The Family Centre
- Integration of Technology
- High-Profile PE Program
- Visible Learning
- Growing Enrolments and Attendance

ENDORSED/NOT ENDORSED

SCHOOL COUNCIL CHAIR

.....
[insert name]

/ /2016

APPROVED/NOT APPROVED

REGIONAL DIRECTOR

.....
[insert name]

/ /2016

Achieving Our Priorities

Goals (Delete goals that are not applicable)	Priority Deliverables (From the School's Strategic Improvement Plan)	Actions (How we will achieve deliverables)	Performance Measures (From the School's Strategic Improvement Plan)	Timeline (When we will complete actions)
1. A great start for children	<p>The Family Centre will be a hub for families and community programs.</p> <p><i>- By the end of 2016... we will see increased community involvement, participation and ownership of the Family Centre.</i></p>	<p>Employment of a full-time coordinator: Key role – build relationships with parents/carers with the aim of developing parental engagement and 'ownership' of the Family Centre</p> <p>Coordinator to be involved in enrolments of new families</p> <p>Enrolment packs to include Family Centre information and form (canvassing availability, preferred method of contact, interests/skills, what they would like from the Family Centre...)</p> <p>Develop Family room as an information centre</p> <p>Audit of Parent contact by all staff for a 4 week period (facilitated by FC coordinator)</p> <p>Identify best practices for giving parents a voice in the school</p> <ul style="list-style-type: none"> - Informal and formal surveying of parents - Visit other schools/centres (Gray PS, Karama TaTa Centre, Palmerston Family Centre...) <p>Establish a team of volunteers to assist in the school by way of in-class support, arrange for training or volunteers</p> <p>Work with partnership organisations to explore joint initiatives</p> <p>Working with KidsMatter Action Team to facilitate events promoting family connections – For example:</p> <ul style="list-style-type: none"> - Assemblies followed by coffee morning 	<p>Level of staffing allocated by Millner PS</p> <p>Participation logs / records – monitoring number and range of users.</p> <p>Records of information sessions provided by the FC – monitoring types and range of content provided to families.</p> <p>Number and range of stakeholders involved in the FC.</p>	<p>Beginning 2016</p> <p>Ongoing</p> <p>By the beginning of Term 1</p> <p>Ongoing</p> <p>Term 1</p> <p>Term 1 and 2</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

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		<ul style="list-style-type: none"> - Picnic lunches once term - Meet and Greet at beginning of year - Film night? - Concert - Harmony Day <p>Facilitate/source activities according to parent interest and work with parents/community members so that they become community-owned and self-sustaining – For Example</p> <ul style="list-style-type: none"> - Playgroup - Child Development checks through visiting child health nurse - Craft, technology, mending, exercise/yoga, stress management, gardening, English or other languages, parent network 		
2. Every student a successful learner	<p>Improved integration of technology to enable students to be successful learners.</p> <p><i>- By the end of 2016... each teacher will integrate technology into at least one Learning Area and produce at least one multimodal assessment task per semester.</i></p>	<p><u>Professional Learning:</u></p> <p>Plan and schedule Professional Learning focusing upon integration of technology into various Learning Areas.</p> <p>Plan and schedule Professional Learning focusing upon design of multimodal assessment tasks.</p> <p>Advertise and promote Digital Technologies-related Professional Learning opportunities.</p> <p><u>Teacher Actions:</u></p> <p>Plan and schedule opportunities for staff to share how they are integrating technology in T&L.</p> <p>Teachers each identify one Digital Technologies-related professional goal – perhaps incorporate into P&D process.</p>	<p>Number and range of devices being used.</p> <p>Teacher self-reflections</p> <p>Leadership Team observations</p> <p>Walkthroughs</p> <p>Teacher clarity of understanding re management system</p> <p>Identification of 'expert' teacher leaders re technology integration – has it happened and do staff know who they are?</p>	<p>Prior to beginning of each term.</p> <p>Prior to beginning of each term.</p> <p>Ongoing – as opportunities arise</p> <p>Prior to beginning of each term</p> <p>End of term 1</p>

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		<p>Non-Contact Time / Specialist teachers to incorporate technology into their respective programs.</p> <p>Products of Learning:</p> <p>'Tech Ninjas' – students identified; opportunities to meet / practise planned and scheduled; process for teachers / fellow students to access their support clearly communicated.</p> <p>Use Student-Led Conferences to allow for students to share Digital Technologies-related learning with parents.</p> <p>Whole-school project / competition / celebration that showcases use of technology.</p> <p>Resourcing:</p> <p>Employ a Tech support / Digital Technologies Coach one day per week [non-teacher] – priorities to include: in-class coaching, planning with teams of teachers, supporting / advising with teacher queries.</p> <p>Acquire volunteer tech support one day per week [consider funding this if feasible].</p> <p>Purchase software licenses for IXL and Lexia.</p> <p>Purchase 8 new iPad minis to allow for a class set of 20 in the 5/6 area.</p>		<p>Ongoing</p> <p>Week 5, term 1.</p> <p>Term 3</p> <p>Term 4</p> <p>Beginning of year</p> <p>Beginning of year</p> <p>Week 5, term 1</p> <p>Week 3, term 1</p>
	<p>Develop a high-profile PE program with international engagement.</p> <p><i>- By the end of 2016... we will have quality Health and PE programs that involve local community, local sporting networks and</i></p>	<p>Identify a co-ordinator / leader of this Improvement Priority.</p> <p>Dedicate time [minimum 1 hour per week] to the identified person's role for leading, driving, co-ordinating, etc work to do with the school's PE program.</p> <p>Allocate sufficient financial resources in budget to allow for quality participation in interschool sport and PE events, media communication strategies, etc.</p>	<p>Level of involvement of community sporting organisations – number, range, frequency, etc.</p> <p>Number of students participating in extension pathways due to talent with sport.</p>	<p>Beginning of year</p> <p>Beginning of year</p> <p>Beginning of year</p>

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	<i>specialised clinics.</i>	<p>Develop a plan / schedule that details the various elements of the school's PE program, including:</p> <ul style="list-style-type: none"> - whole school events - Interschool Sport participation - events / activities to promote health and physical activities [e.g. excursions and visits from experts / external bodies] - specialised clinics <p>Implement strategies for communicating proactively about PE-related happenings and events, including:</p> <ul style="list-style-type: none"> - assemblies [celebrating PE achievements, sharing re PE events and happenings] - regular newsletter articles / reports / photos - promotion via community media [NT News, local noticeboards, community newsletters, etc] - use of front sign for regular PE-related updates - use of website and Facebook site once these are up and going 	<p>Level of consistency in HPE programming.</p> <p>Number of school-community sporting events, as well as participation levels.</p> <p>Equipment / resource audits.</p> <p>Identification of 'expert' teacher leaders re PE – has it happened and do staff know who they are?</p>	<p>Week 5, term 1</p> <p>Ongoing</p>
3. Quality leaders, quality educators, quality learning	<p>Effective implementation of Visible Learning.</p> <p><i>- By the end of 2016... we will have developed a common meta-language for students, teachers and families to use when referring to learning goals, learning strategies and when using feedback.</i></p>	<p>Use the identified dispositions of 'successful learners' across the school, to teach students how to think and act in order to be a 'good' learner.</p> <ul style="list-style-type: none"> - Discuss these dispositions in staff meetings, etc, to develop consistent understanding amongst staff. - Provide clarity for teachers about how the identified learning dispositions should be used. - Update Merit Awards to align with the 'successful learner' dispositions. 	<p>Capability assessments – external and internal</p>	<p>Ongoing, commencing beginning of year</p> <p>Ongoing</p> <p>Week 1, term 1</p> <p>Beginning of year</p>

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		<p>Develop ways of representing goals and progress [focus on English and Maths], for teachers to use with students and parents.</p> <p>Use Student Led Conferences in T1 & T3 as a vehicle for students to practice speaking about their goals and learning strategies, as well as to communicate with parents about these foci.</p> <p>Proactively communicate with the broader school community about the meta-language that we are using with students, e.g. via newsletter, class letters, assemblies, open class events, website, Facebook...</p> <p>Provide mentoring / coaching re Visible Learning for any new teacher/s.</p>		<p>Week 5, term 1</p> <p>Term 1 & term 3</p> <p>Ongoing</p> <p>Ongoing</p>
4. Coherent and capable organisation				
5. Productive partnerships	<p>Grow Enrolments and Attendance.</p> <p><i>- By the end of 2016... we will have improved unexplained absences ['X' code] by 5% and implemented a suite of strategies designed to positively influence the parent and community perception of our school.</i></p>	<p>Staff member with a role focus on Enrolment and Attendance initiatives [Theresa].</p> <p><u>Enrolments:</u></p> <p>Create and maintain and welcoming, inclusive, positive school environment.</p> <p>- Strategically station staff members at parent traffic 'choke points', to improve number and quality of interactions between parents and staff, e.g.:</p> <ul style="list-style-type: none"> - 7:50-8:30, Office Area = Two staff present; - 8:00-8:10, Transition c/room = one staff member present and available for chatting with parents - 2:30-2:50, Transition c/room = one staff member present and available for chatting with parents 	<p>Attendance data</p> <p>Enrolment data</p> <p>Effective Enrolment data</p> <p>Staff clarity of understanding re whole-school attendance strategy.</p> <p>Proportion of classes that have an attendance strategy in place.</p> <p>Number and range of strategies used for promotion in the broader</p>	<p>Beginning of year</p> <p>Ongoing</p> <p>Daily, from beginning of year</p>

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		<p>- 2:30-2:50, bus duty = two staff on duty</p> <ul style="list-style-type: none"> - Find and play music that represents that different cultures within our school; - Display the national flags of each nationality we have represented at our school [involve students in making these]; - Staff photos and roles displayed in office area [informing parents / visitors about 'who's who'...] - School-Community Events, one per term. - Actively promote the multicultural nature of the school as a unique strength. - Beautify and improve the comfort levels of the Transition entrance area. <p>Commence using the fledgling Facebook site as a means of communicating with families and the community about our school.</p> <p>Update and maintain currency of the school website.</p> <p>Advertise via TV / Radio / Newspapers / community newsletters / etc.</p> <p>Develop a personalised learning / broad Gifted and Talented program [<i>'Millner on the Move'</i> project]</p> <p><u>Attendance:</u></p> <ul style="list-style-type: none"> Daily phone calls to follow-up on absent students [including preschoolers]. Traffic light notices [e.g.] – sent home end of each term. <p>Celebrate / recognise improved attendance – end of each term.</p> <p>Preschool to promote good school attendance via their noticeboard,</p>	<p>community.</p> <p>Community surveys – measure local perception and extent of knowledge about our school.</p> <p>Consistency of understanding amongst staff about the school identify.</p>	<p>Beginning of year</p> <p>Week 5, term 1</p> <p>Week 5, term 1</p> <p>Each term</p> <p>Ongoing</p> <p>End of term 1</p> <p>Beginning of year</p> <p>End of term 1</p> <p>Ongoing / as required</p> <p>Begin planning in term 2, aiming to launch in term 3.</p> <p>Daily</p> <p>Week 10, each term</p> <p>Week 10, each term</p>

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		newsletters, F2F communications, etc – developing good habits. Noticeboard in / around office area to celebrate / promote attendance [e.g. graphs, fun competitions, etc]		Ongoing From week 5, term 1

Measuring Our Performance

Goals (Delete goals that are not applicable)	Performance Measures (From the School's Strategic Improvement Plan. Refer to Performance Indicators)	Baseline 2015	This Year's Target 2016	3 Year Target 2018
<p>1. A great start for children</p> <p><i>The Family Centre will be a hub for families and community programs.</i></p>	Level of staffing allocated by Millner PS	MPS staff the FC [0.5 CT]	1.0 x A02 in 2016	Self-sustaining – driven by parents and families without the reliance on MPS staff for day-to-day operation.
	Records of information sessions provided by the FC – monitoring types and range of content provided to families.	Content of information sessions driven by school	FC co-ordinator liaises with families to inform content of FC activities.	Content of information sessions driven by parents / families and school.
	Records of information sessions provided by the FC – monitoring types and range of content provided to families. Number and range of stakeholders involved in the FC.	One Playgroup session per week.	Two Playgroup sessions per week. Ways of involving other community service providers are investigated.	Operates as a community information centre / hub.
	Participation logs / records – monitoring number and range of users.	Not used regularly by parents and families	Family room is made available for use beyond the Playgroup sessions.	Used regularly by parents/families (e.g. after assemblies)
2. Every student a successful learner	Number and range of devices being used.	Some teachers, using some technology, some	All teachers using technology is	Diverse technologies

Goals (Delete goals that are not applicable)	Performance Measures (From the School's Strategic Improvement Plan. Refer to Performance Indicators)	Baseline 2015	This Year's Target 2016	3 Year Target 2018
<p><i>Improved integration of technology to enable students to be successful learners.</i></p>		of the time.	some part of their programs.	being used.
	<p>Teacher self-reflections Leadership Team observations Walkthroughs</p>		Teachers integrate technology into at least one LA.	Integration of technology across all learning areas.
	<p>Teacher self-reflections Leadership Team observations Walkthroughs</p>	Not strong PL focus.	Professional Learning is provided for teachers focusing upon integration of technology.	Technology being used to enhance teaching and learning.
	<p>Teacher clarity of understanding re management system</p>	No clear system for managing various devices.	A system for the management of the iPads is developed and reviewed.	Clear and effective system for maintenance of various devices.
	<p>Identification of 'expert' teacher leaders re technology integration – has it happened and do staff know who they are?</p>	No identified leaders to drive PL and improvement.	A staff member/s are identified as leaders / experts.	Identified experts within school to lead technology integration.
<p>2. Every student a successful learner <i>Develop a high-profile PE program with international engagement.</i></p>	<p>Level of involvement of community sporting organisations – number, range, frequency, etc.</p>	<p>BluEarth program Regular and diverse range of clinics happening</p>	Links with community sporting organisations are developing.	Links with community sporting organisations are established.
	<p>Number of students participating in extension pathways due to talent with sport.</p>		Strong participation in School Sport.	Pathways established for talented students

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			<p>SSNT Development days are communicated about thoroughly.</p> <p>Options for linking with existing pathways are explored.</p>	
	Level of consistency in HPE programming.	<p>PE happening across school, but largely games-focused and informal.</p> <p>Not consistently programmed for effectively.</p>	Teachers are programming for Health and PE.	Clear PE program across the school
	Number of school-community sporting events, as well as participation levels.	<p>Swimming program.</p> <p>Annual Sports Day</p> <p>Fun Run</p>	Increase involvement of families and broader community in existing school sporting events.	Termly school community sporting events
	Equipment / resource audits.		<p>Equipment and resources have been catalogued.</p> <p>New equipment has been purchased in a</p>	Extensive and well organized PE equipment and resources

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	Identification of 'expert' teacher leaders re PE – has it happened and do staff know who they are?		targeted fashion. A HPE expert is clearly identifiable and accessible to teachers. Time is allocated to allow the identified leader / expert to support teachers and drive HPE initiatives.	Identified experts within school
3. Quality leaders, quality educators, quality learning Effective implementation of Visible Learning.	Capability assessment – external Capability assessment – internal: -Classroom interviews of students	The Visible Learner: - Most of our students are able to talk about what they are learning. - Most of our students are not able to talk about the meta-language of learning (goals, learning strategies, understanding of feedback, etc).	- Our teachers are able to talk about the meta-language of learning (goals, learning strategies, understanding of feedback, etc) in a consistent manner.	The Visible Learner: - Most of our students <i>are</i> able to talk about the meta-language of learning (goals, learning strategies, understanding of feedback, etc).
	Capability assessment – external Capability assessment – internal: -NAPLAN Effect Size data [once 2016 results received]	Know thy Impact: - We do not have a clear plan about the way we are using various assessments across	- A plan about the way we are using various assessments across the school	Know thy Impact: - A clear plan is in place that describes the way we are using various

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	-Assessment Audit [p. 46, EIA workbook]	the school.	is developed, with a view to seeking feedback and reviewing in order to improve and refine for future use.	assessments across the school.
	Capability assessment – external Capability assessment – internal: -Teacher interviews of each other	Effective Feedback: - Processes for staff to get feedback about their performance have begun, but are not established. - Processes for incorporating student voice into school decision-making and staff meetings have begun, but are not established. - Processes for walkthroughs and observations have begun, but are not established. - Performance and Development / Appraisal processes have begun, but are not established.	- Processes for staff to get feedback about their performance <i>continue on from 2015, with a view to embedding and establishing.</i> - Processes for incorporating student voice into school decision-making and staff meetings <i>continue on from 2015, with a view to embedding and establishing.</i> - Processes for walkthroughs and observations <i>continue on from 2015, with a view to embedding and establishing.</i> - Performance and Development / Appraisal	Effective Feedback: - Processes for staff to get feedback about their performance are established and continuing to develop. - Processes for incorporating student voice into school decision-making and staff meetings are established and continuing to develop. - Processes for walkthroughs and observations are established and continuing to develop. - Performance and Development / Appraisal processes are established and continuing to develop.

Goals (Delete goals that are not applicable)	Performance Measures (From the School's Strategic Improvement Plan. Refer to Performance Indicators)	Baseline 2015	This Year's Target 2016	3 Year Target 2018
	<p>Capability assessment – external Capability assessment – internal: -Classroom Walkthroughs</p>	<p>Inspired and Passionate Teachers: - Teachers are beginning to use Learning Intentions and Success Criteria across the school. - Students are actively engaged in their learning the majority of the time. - There is a relatively high level of trust amongst the staff within the school.</p>	<p><i>processes continue on from 2015, with a view to embedding and establishing.</i></p> <p>- Teachers are <i>continuing to develop their use of Learning Intentions and Success Criteria across the school.</i> - Students are <i>actively engaged in their learning the majority of the time.</i> [maintain] - There is a <i>relatively high level of trust amongst the staff within the school.</i> [maintain]</p>	<p>Inspired and Passionate Teachers: - Teachers and students are using Learning Intentions and Success Criteria across the school.</p>
4. Coherent and capable organization				
5. Productive partnerships	Enrolment data	Enrolments steadily declining	Average enrolment > 183	Increasing enrolments each

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Grow Enrolments and Attendance.	Effective Enrolment data	between end of 2013 [230] and early 2015 [174]. Average enrolment 2015 = 183		year
	Staff clarity of understanding re whole-school attendance strategy.	Small range of attendance initiatives in place [e.g. daily phone calls re absent students].	Embed a small number of attendance initiatives so that they are happening consistently and are known about.	Clear and well-communicated attendance strategy at the whole-school level.
	Proportion of classes that have an attendance strategy in place.	Some teachers employing attendance initiatives – ad-hoc.	At least one class has developed a class attendance strategy.	Clear and well-communicated attendance strategy for each class.
	Number and range of strategies used for promotion in the broader community.		Participation in at least one community event. Strategies employed directly focusing upon promoting the school.	High visibility and promotion of the school in the community.
	Community surveys – measure local perception and extent of knowledge about our		School leadership team	Clearly defined and

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	school. Consistency of understanding amongst staff about the school identify.		can articulate [with consistency] why Millner is a 'good school' and the points of difference we offer.	communicated school identity – we can [and do] communicate about why we are a good school and what points of difference we offer.