

Our School Vision

[Insert]

Our School Context

Millner Primary School is highly-multicultural urban primary school of approximately 190 students from preschool to Year 6 characterised by high Indigenous and EAL/D cohorts.

The school has a strong history of working closely with the broader school community, including partner organisations. The school also has a strong history of valuing and resourcing Wellbeing initiatives.

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.

The school has a long-term goal of growing enrolments and implements some specific programs and frameworks, including Visible Learning, KidsMatter and NZ Maths.

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.

ENDORSED/NOT ENDORSED

SCHOOL COUNCIL CHAIR

.....
[insert name]

/ /2015

APPROVED/NOT APPROVED

REGIONAL DIRECTOR

.....
[insert name]

/ /2015

Our School Values

- Invest
- Create
- Unity
- Courage

Our Priorities for the Next Three Years

- [insert]

Setting Our Direction for the Next Three Years

Goals (Delete goals that are not applicable)	Deliverables (What we will do?)	Performance Measures (How we will monitor progress? Refer to Performance Indicators)	Baseline 2015	3 Year Target 2018
1. A great start for children	<p>The Family Centre will be a hub for families and community programs.</p>	<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>MPS staff the FC</p> <p>Beginning to be used by other agencies</p> <p>Content of information sessions driven by school</p> <p>Not used regularly by parents and families</p> <p>One Playgroup session per week.</p> <p>Not used by students and teachers.</p>	<p>Self-sustaining – driven by parents and families without the reliance on MPS staff for day-to-day operation.</p> <p>Content of information sessions driven by parents / families and school.</p> <p>Operates as a community information centre / hub.</p> <p>Used regularly by parents/families (e.g. after assemblies)</p>
	<p>Strengthen the relationship between the preschool and the main school to improve consistency and transition pathways.</p>		<p>Various activities to connect preschool with main school</p> <p>Orientation activities happening late in year</p> <p>Poor retention rate</p>	<p>Regular, programmed activities between Preschool and Primary classes</p> <p>Increased retention of preschoolers into Transition</p>

2. Every student a successful learner	Improved integration of technology to enable students to be successful learners.	Number and range of devices being used. Teacher self-reflections Leadership Team observations Walkthroughs Teacher clarity of understanding re management system Identification of 'expert' teacher leaders re technology integration – has it happened and do staff know who they are?	Some teachers, using some technology, some of the time. No clear system for managing various devices. No identified leaders to drive PL and improvement. Not strong PL focus.	Diverse technologies being used. Integration of technology across all learning areas. Technology being used to enhance teaching and learning. Clear and effective system for maintenance of various devices. Identified experts within school to lead technology integration.
	Develop a high-profile Arts program.		Art mostly happening via NCT teacher Community-based projects Links with Partners Circus / dance activities Signing choir [beginning] NTMS Instrumental music program Participation in The BEAT Visiting performers and projects.	Regular performances and showcasing of student art in the community. Designated team or people to lead The Arts across the school. Pathways established for talented students.
	Develop a high-profile PE program with international engagement.	Level of involvement of community sporting organisations – number, range, frequency, etc.	PE happening across school, but largely games-focused and informal. Not consistently programmed for	Establish links with community sporting organisations Pathways established for talented students

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		<p>Number of students participating in extension pathways due to talent with sport.</p> <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>effectively.</p> <p>BluEarth program</p> <p>Regular and diverse range of clinics happening</p> <p>Swimming program.</p> <p>Annual Sports Day</p> <p>Fun Run</p>	<p>Clear PE program across the school</p> <p>Termly school community sporting events</p> <p>Extensive and well organized PE equipment and resources</p> <p>Identified experts within school</p>
	<p>Be recognised as a functioning KidsMatter school.</p>		<p>Finished first three Professional Learning Components.</p> <p>Dedicated Social-Emotional Learning program taught across the school.</p> <p>Family Centre</p> <p>Strong Wellbeing focus across the school [including a Wellbeing Team]</p> <p>Wellbeing Officer on-site [0.5]</p> <p>Links with other professionals [therapists, counsellors, Student Services, etc]</p> <p>School commitment to creating and maintaining a welcoming and inclusive environment.</p>	<p>Revisited each of the Professional Learning components</p> <p>Regular surveying of parents, student and staff</p> <p>High visibility of KidsMatter principles / concepts [eg displays, assemblies, newsletters, etc]</p> <p>Parent and student involvement in leading KidsMatter across the school</p> <p>A dedicated Social-Emotional Learning program that is integral to all class programs [not only taught by NCT teachers]</p>

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	Grow a well-developed focus on 21st Century Asia.		<p>Indonesian lessons via Darwin Languages Centre</p> <p>Relatively high [and growing] proportion of Asian students</p> <p>Singapore trips [not 2015]</p> <p>Circus Kathmandu</p> <p>Celebrating and sharing of diversity</p> <p>Teaching about Asia happens incidentally, not deliberately.</p>	<p>Re-establishing sister school relationship with East Timorese school</p> <p>Team established to drive Asian education is inclusive of staff and parents from our Asian community.</p>
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3. Quality leaders, quality educators, quality learning	<p>Effective implementation of Visible Learning.</p>	<p>Capability assessments – external and internal</p>	<p>The Visible Learner:</p> <ul style="list-style-type: none"> - 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). <p>Know thy Impact:</p> <ul style="list-style-type: none"> - We do not have a clear plan about the way we are using various assessments across the school. <p>Effective Feedback:</p> <ul style="list-style-type: none"> - 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. <p>Inspired and Passionate Teachers:</p> <ul style="list-style-type: none"> - 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>The Visible Learner:</p> <ul style="list-style-type: none"> - Most of our students <i>are</i> able to talk about the meta-language of learning (goals, learning strategies, understanding of feedback, etc). <p>Know thy Impact:</p> <ul style="list-style-type: none"> - a clear plan is in place that describes the way we are using various assessments across the school. <p>Effective Feedback:</p> <ul style="list-style-type: none"> - 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. <p>Inspired and Passionate Teachers:</p> <ul style="list-style-type: none"> - Teachers and students are using Learning Intentions and Success Criteria across the school.
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	Build and broaden leadership capacity across the school staff.		<p>Senior staff Leadership Team Guiding Coalition for Visible Learning Opportunities for individual teachers to develop leadership capacity in areas of expertise/interest Professional Learning Teams with designated facilitators Performance and Development processes enables Principal to facilitate development of leadership capacity / pathways Opportunities for building on strengths within teams (e.g. teaching (and mentoring in) subject areas rather than approach of being teacher for one class) Not many leadership roles beyond LLT [eg Impact Coach]</p>	<p>Teacher and non-teacher participation in LLT Range of leadership roles / responsibilities available Effective Performance and Development processes that allow for developing leadership skills Clearly identify and build upon the strengths and passions of all staff members</p>
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4. Coherent and capable organisation				
5. Productive partnerships	Grow Enrolments and Attendance.	<p>Attendance data Enrolment data 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 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>Enrolments steadily declining between end of 2013 [230] and early 2015 [174].</p> <p>Average enrolment 2015 = 183</p> <p>Average attendance Yr 2-6 = high 80s [%]</p> <p>Average attendance Pre, T, Year 1: Low 80s%</p> <p>Small range of attendance initiatives in place [eg daily phone calls re absent students].</p> <p>Some teachers employing attendance initiatives – ad-hoc.</p>	<p>Increasing enrolments each year</p> <p>Clear and well-communicated attendance strategy at the whole-school level.</p> <p>Clear and well-communicated attendance strategy for each class.</p> <p>High visibility and promotion of the school in the community.</p> <p>Clearly defined and communicated school identity – we can [and do] communicate about why we are a good school and what points of difference we offer.</p>
	Participate in and contribute to a network of primary schools around Nightcliff Middle School.		<p>Principal meets regularly with other principals in the 'Hub'.</p> <p>Not much tangible action arising from the Hub.</p> <p>Not much interaction between students and staff from the various</p>	<p>Opportunities for various staff members to meet and work with colleagues in the other Hub schools</p> <p>The Hub implements actions to improve areas of collective need</p> <p>Regular opportunity for</p>

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			Hub schools.	students and staff to interact and work with peers in other schools within the Hub.
	Continue to strengthen and grow the 'Millner Primary School Partnership'.		<p>Student attendance ≈ 85%</p> <p>Work of The Partnership doesn't 'filter down' particularly well to teachers and students in classrooms.</p> <p>Year Six – Middle School transition program largely co-ordinated and planned by NMS.</p>	<p>90% student attendance</p> <p>Support teachers to provide effective learning environments through expertise, the creation of opportunities and celebration</p> <p>Support teachers, students and families through a scheduled Transitions Program that has students enrolled, engaged and learning as they move in and out of Primary School.</p> <p>Establish and maintain a high level of partnership satisfaction among the partners.</p>