

# Millner Primary School



## School Priority

*Either: select one priority from the current priorities in the Education NT Strategy; or develop one priority based on what your data is telling you; or continue with your 2020 ASIPS*

Engage: Increase the number of students attending more than 80% (applies to preschool, Transition - Year 12)

## Focus for Improvement in 2021

*This section outlines the information that informed the improvement priorities and strategies of the school for 2020 and provides a rationale for change.*

Our 2021 Improvement Foci is driven by two elements – 2020 work that was delayed due to COVID-19, as well as our recent [August, 2020] School Review.

Our 2020 ASIP had as an Improvement Priority, the wellbeing-focused signature strategy *Readiness to Learn*. Whilst we were able to progress some of the smaller actions that we'd planned in this area – such as developing a Staff Wellbeing Policy, commencing some special needs intervention programs and developing staff capacity with using digital technology – the most significant action was commencing training in the Berry Street Education Model. Unfortunately, COVID-related travel restrictions in place for most of the year ultimately prevented the Berry Street trainers from travelling up to the NT from Victoria. With restrictions currently eased, dates have been booked to commence this training from early 2021. Pleasingly, the Berry Street Education Model connects well to one of our recent School Review recommendations – '**An evidence based model to meet the wellbeing and socio emotional needs of students**'.

Our School Review directly impacted the selection of our second Improvement Priority, the '**strategic alignment of professional learning**'. Staff felt strongly about the timing and relevance of this recommendation. This will be an opportunity to strengthen the consistency of existing professional learning processes, as well as to drive the understanding of our whole school approaches and improvement priorities. This recommendation links best to the signature strategy, *Annual Professional Learning and Growth Plan*.

Our third Improvement Priority is **Attendance**, in acknowledgement of the current system focus on this area and our own ongoing challenges with student attendance.

### Signature Strategy and Actions

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the Signature Strategy.

<p><b>1. Signature Strategy</b></p>	<p><b>An evidence-based model to meet the wellbeing and socio emotional needs of students [School Review recommendation]</b></p> <p>Signature Strategy = A1 - Readiness to learn</p>
<p><b>Goals</b> What are the changes you expect to observe in practice and student outcomes if the strategy has been successfully implemented?</p>	<p>Maximum of three goals</p> <ul style="list-style-type: none"> <li>• More effective intervention programs / strategies for students with behavioural, social-emotional, or other Wellbeing-related needs.             <ul style="list-style-type: none"> <li>○ Staff will... know which students in their respective class have additional needs and know what is being implemented to support these students.</li> <li>○ Students [With Additional Needs] will... consistently access targeted intervention programs.</li> </ul> </li>   <li>• Improved consistency of language and practice of staff in the teaching and managing of behaviour and wellbeing.             <ul style="list-style-type: none"> <li>○ Staff will... understand and use planned school processes re student behaviour and wellbeing.</li> <li>○ Staff will... respond to student behaviour with more consistency.</li> <li>○ Staff will... use more consistent language and strategies re student behaviour and wellbeing.</li> <li>○ Students will... feel more positive about how behaviour is managed and feel safer at school. [measure via School Survey]</li> </ul> </li>   <li>• Improved student engagement with school.             <ul style="list-style-type: none"> <li>○ Staff will... feel more positive about student behaviour. [measure via School Survey]</li> <li>○ Students will... enjoy and feel happier at school. [measure via School Survey]</li> <li>○ Students will... be involved in fewer behaviour incidents. [GradeXpert]</li> </ul> </li> </ul>

Actions	When	Strategies	Who	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Resources
Outline what the school will do to implement the Signature Strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.			Outline the resources (facilities, FTE and budget) that will be allocated to the action.
Pursue the implementation of the Berry Street Model, in partnership with the Nightcliff Education Network. ~Joint PL / meetings with other NEN schools. ~Tap into other Darwin schools [Sanderson Hub] further along with Berry Street implementation. ~Identify key staff to help lead and drive implementation.	Commencing Term One - pupil-free day. Follow up pupil-free day slated for Term Three.	Focussed professional learning at staff meetings  Targeted professional growth plans  Choose an item.  Choose an item.	External partner  Choose an item.  Choose an item.	Collaborative project in partnership with other Nightcliff Education Network [NEN] schools - Moil PS, Jinglii PS, Nightcliff PS, Nightcliff MS.	Sheree Arratta Gill Webb Warwick Peter-Budge	\$\$ for PL costs Time - eg pupil-free days.
Continue development of targeted, structured intervention program/s to support students with behavioural, socio-emotional, or other wellbeing-related needs. ~ Classroom support staff have a timetabled one hour per day to work on	From Term One	Mentoring & coaching  Choose an item.  Choose an item.  Choose an item.	Internal - DoE, school based  Choose an item.  Choose an item.  Choose an item.		Gill Webb Fay Dawson Warwick Peter-Budge	\$\$ for support staff wages - aiming for one hour per day for each classroom support staff member.

Actions	When	Strategies	Who	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Resources
<p>Outline what the school will do to implement the Signature Strategy.</p>	<p>Outline the start and end date for implementing the action.</p>	<p>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</p>	<p>Where will the expertise be found? Refer to the Guide for explanatory notes.</p>			<p>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</p>
<p>targeted programs for SWAN in their respective classrooms [priority = NCCD substantial &amp; extensive, but other students could be included if relevant and manageable].                      ~ When this hour occurs in the day can be negotiated [w/ Warwick / Karen] if it suits the classroom teacher better to have it happen at another time.                      ~ Gill to check in with support staff once per week to model strategies, problem solve, clarify queries, etc.</p>		<p>Choose an item.</p>	<p>Choose an item.</p>			

**Other Strategy, Focus Area and Actions** (where applicable)

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the strategy.

<p><b>2. Other Strategy/Focus Area</b></p>	<p><b>Strategic alignment of professional learning. [School Review recommendation]</b></p> <p>Signature Strategy = E6 – Annual professional learning and growth plan</p>
<p><b>Goals</b>  <i>What are the changes you expect to observe in practice and student outcomes if the strategy has been successfully implemented?</i></p>	<p>Maximum of three goals</p> <ul style="list-style-type: none"> <li>• Develop a whole-school professional learning plan, which details the various professional learning strategies utilised by the school and how they look in practice.             <ul style="list-style-type: none"> <li>○ Staff will... understand how the various PL strategies employed by the school 'look' and work.</li> <li>○ Students will... have their voice / perspective represented in some elements of the whole-school PL plan.</li> </ul> </li>   <li>• Strategically connect professional learning activities to the key approaches, practices and priorities of the school.             <ul style="list-style-type: none"> <li>○ Staff will... demonstrate how key approaches, practices, priorities impact their own practice.</li> <li>○ Students will... access consistent teaching approaches for Maths [Meaningful Maths], Literacy [Milliner Literacy Framework], Behaviour, etc.</li> </ul> </li> </ul> <p>“Continue to develop a culture of continuous professional development through the strategic alignment of professional learning with the explicit improvement agenda and the development of a whole-of-school professional learning plan.              Take account of all modes of professional learning, agree on clear protocols, and detail learning activities that describe a consistent approach to the observation, feedback, mentoring and coaching of staff.              Maintain a continued focus on professional growth, induction, and probation.              Develop the capacity of all teachers to collaboratively deliver and critically review the effectiveness of their lessons based on ongoing feedback, targets, and student growth data.”</p>

Actions	When	Strategy	Who	Who	Resources
Outline what the school will do to support the strategy/focus area.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?
Identify the modes of professional learning utilised by the school. Eg: <ul style="list-style-type: none"> <li>• Observations / classroom visits / walkthroughs</li> <li>• Mentoring</li> <li>• Coaching</li> <li>• Performance &amp; Development / Professional Growth</li> <li>• Induction</li> <li>• Probation</li> <li>• Full Registration</li> <li>• CT5-6</li> <li>• Data analysis</li> <li>• Program discussions / sharing</li> <li>• Staff / Team Meetings</li> </ul>	Term One, commencing on January pupil-free day.	Mentoring & coaching  Focused professional learning at staff meetings  Targeted professional growth plans	Internal - DoE, school based  Choose an item.  Choose an item.		Warwick Peter-Budge
Agree on protocols for how these PL activities should work.  Schedule / plan for these activities to occur over the course of the year.	Term One, commencing on January pupil-free day.  Early T1				Time at pupil-free day, as well as staff and team meetings throughout the year.

Actions	When	Strategy	Who	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Resources
Outline what the school will do to support the strategy/focus area.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.			Outline the resources (facilities, FTE and budget) that will be allocated to the action.
Deliberately connect the various modes of PL to key approaches, practices and priorities. Eg: <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Berry Street Model</li> <li>• Reading Framework</li> <li>• Meaningful Maths</li> </ul>		Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.			
Develop a whole-school PL plan that documents the range of PL activities utilised by the school.		Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.			

### Other Strategy, Focus Area and Actions (where applicable)

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the strategy.

3. Other Strategy/Focus Area		Attendance					
Actions	When	Strategy	Who	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Resources	
<b>Goals</b> What are the changes you expect to observe in practice and student outcomes if the strategy has been successfully implemented?	Maximum of three goals <ul style="list-style-type: none"> <li>• Increase the number of students attending more than 80%</li> <li>○ Staff will... implement strategies aimed at improving student attendance.</li> <li>○ Students will... attend school ≥80%.</li> </ul>	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Internal - DoE, school based Choose an item. Choose an item.	Warwick Peter-Budge Chantal Hopkins [Front Office Leader]	Outline the resources (facilities, FTE and budget) that will be allocated to the action.	
Provide teachers with regular updates re which students are above / below 80%.		Case management approach Choose an item. Choose an item.	Internal - DoE, school based Choose an item. Choose an item.				
Teachers supported to plan and enact strategies to support improving the attendance of students <80%.		Case management approach Choose an item. Choose an item.	Internal - DoE, school based Choose an item. Choose an item.		Warwick Peter-Budge Karen Piening [Assistant Principal]		



Actions	When	Strategy	Who	Who further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Resources
Outline what the school will do to support the strategy/focus area.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.
Communicate regularly with families to ensure that they are aware of their child's attendance rate. Eg: Phone calls, reports...		Student & community engagement & consultation	Internal - DoE, school based		Classroom Teachers Warwick Peter-Budge Karen Piening [Assistant Principal]	

Act

Review & Adjust

### Act/Review and Adjust (to be completed at the end of each semester)

Are you on track? Are the changes in practice and student outcomes you expected to observe occurring? How do you know? What will you do differently if this is not what you expect to see?

Goals (refer to Goals' section)	Six month review (end of Semester 1)		12 month review (end of Semester 2)	
	Status	Comments/Evidence	Status	Comments/Evidence
Goal 1	Select from drop down list		Select from drop down list	
Goal 2	Select from drop down list		Select from drop down list	

Goals (refer to Goals' section)	Six month review (end of Semester 1)		12 month review (end of Semester 2)	
	Status	Comments/Evidence	Status	Comments/Evidence
Goal 3	Select from drop down list		Select from drop down list	
Goal 4	Select from drop down list		Select from drop down list	

Endorsement (can be completed by mid-Term 1 2021)



Principal

Senior Director  
School Improvement and Leadership



Chair  
School Representative Body

**Attachment A**

*Data tables and graphs where applicable*

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