Millbank Public School Plan

2012
MILLBANK PUBLIC SCHOOL PLAN 2012 -2014

SCHOOL CONTEXT
Millbank Public School is a small rural school located approximately 50 km west of Kempsey in the heart of the Dhanggati nation. The school was established in 1891 and services a community which is proud of its rich and diverse lifestyles. It has a tradition of strong community involvement and shared governance. The school takes pride in being a community resource that is dedicated to educating children in partnership with the community. It works to provide an excellent education for students in a caring, safe, tolerant and stimulating environment. The school works to meet the individual needs of students in academic learning as well as in the areas of emotional and personal growth and socialisation. The school has a significant Aboriginal population and has an ongoing, inclusive Aboriginal Language Program. Millbank Public School is well resourced with tennis courts, interactive white boards and a new building added from BER funding. The school's motto Learn to Live, Live to Learn is evidenced in all aspects of school life.

SCHOOL IDENTIFIED PRIORITY AREA/S
Leadership & Management
Engagement & Attainment
Literacy & Numeracy
Aboriginal Education

INTENDED OUTCOME/S
Enhance leadership capacity to achieve greater positive change in educational outcomes for all students.
Empower the school community to engage in achieving improved social and learning outcomes.
Improve student outcomes in literacy and numeracy, by integrating the explicit teaching of skills across all learning areas.
Develop higher quality partnerships between home, school and community.

TARGET/S
Leadership & Management
- Positive parent response regarding school communication about programs and activities increases from 71% in 2011 to 84% in 2012

Engagement & Attainment
- To improve student attendance rates from 89% for Terms 1 -3 in 2011 to 92% for Terms 1 -3 in 2012

Literacy
Increase student achievement in Grammar and Punctuation in
- Yr 4 from a group mean of 40% in 2011 to 50% in 2012
- Yr 5 from a group mean of 64.8% in 2011 to 70% in 2012
- Yr 6 from a group mean of 45% in 2011 to 55% in 2012 using OPI assessment data

Numeracy
Increase student achievement in Numeracy
- in Yr 4 from a group mean of 53% in 2011 to 60% in 2012
- Yr 5 from 66% in 2011 to 72% in 2012
- Yr 6 from a group mean of 58% in 2011 to 64% in 2012 using OPI assessment data

Aboriginal Education
School policies that reflect joint planning with the Aboriginal Learning Team increase from 0 in 2011 to 2 in 2012.

PRINCIPAL’S SIGNATURE

SED ENDORSEMENT

DATE
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<thead>
<tr>
<th>STRATEGIES</th>
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<th>FUNDING SOURCE/BUDGET</th>
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| Teaching Principal (TP) and CLO will participate in the Stronger Smarter Leadership Program | • TP shares personal journey with staff & community via P&C and Aboriginal Learning Team Meetings (ALT) – T1  
• TP shares personal goal and school goal with staff & community via P&C and ALT – T2  
• TP connects with other participating schools from MECS to reflect on achievement and future directions T 3 & 4 | ✔          | ✔                                  | ✔ Teaching Principal  
SLSO                                                                 | Course fees $5000  
Teacher Release  
5 x 1 day  
$1 634.31  
Low SES NP Sem 1                                                                 | Teacher Release  
4 x 1 day  
$ 1 378.47  
Low SES NP Sem 2                                                                 |
| Build on the use of the school website for communication and as an educational tool | • School website updated using recommendations from the School Promotions Officer – T1  
• Links developed on the website to library, science and maths blogs – T 2 & 3  
• Proposal to develop school facebook and twitter pages on website put to school community T 4  
• Publication of a “Millbank Anthology 2012” in digital format and hard copy - T 4 | ✔          | ✔                                  | ✔ Teaching Principal  
School Admin Manager  
Librarian                                                             | SDD T1 2012  
Course fees $75  
Teacher Release  
1 x 2 days  
$689.24  
SAM $4755  
Low SES NP Sem 1                                                                 | Teacher Release  
1 x 2 days  
$689.24  
SAM $7230  
Low SES NP Sem 2                                                                 |
| Participation in Collegial Leadership Network | • TP attended CLN, reporting back to staff & community via P&C and ALT – T1  
• TP attended CLN, reporting back to staff & community via P&C and ALT – T3 | ✓ | ✓ | ✓ | TeachingPrincipal | Teacher Release |
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<td>(CLN)</td>
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<td></td>
<td></td>
<td>1 x 2 days $689.24 TPL</td>
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**OUTCOME/S**
Empower the school community to engage in achieving improved social and learning outcomes.

**TARGET/S**
To improve student attendance rates from 89% for Terms 1-3 in 2011 to 92% for Terms 1-3 in 2012

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| Employment of an SLSO in a community engagement role to promote the achievements of students, liaise with parents, and make attendance data more accessible. | • Attendance goals and progress are communicated in weekly newsletter T1 - 4  
• Students falling below target are identified and carers contacted each week T1 -4  
• Weekly awards are presented for 100% attendance T1 -4 | ✓ ✓ ✓ | TP SLSO | SLSO  
$5 166  
Low SES NP Sem 1  
SLSO  
$5 892  
Low SES NP Sem 2  |
| Continued implementation of PBL | • Clear definitions for expected behaviours are defined – T1  
• Data analysed to identify 3 priority areas for focussed change – T 2  
• Explicit lessons developed and delivered to address identified areas - T 3  
• Data analysed to assess the effectiveness of lessons – T 4 | ✓ ✓ ✓ | TP SLSO PBL Team | Teacher Release  
3 x 1 day  
$1033.85  
Low SES NP Sem 1  
3 x 1 day  
$980.59  
Low SES NP Sem 2  |
| Increase student directed learning experiences in differentiated curriculum | • Opportunities for student direction are evident in the planning of teaching, learning and assessment activities – T1  
• Use of Multiple Intelligence Grids – T 2  
• Students and staff report greater engagement as a result of student directed learning experiences – T3 | ✓ ✓ ✓ | TP |
| Use technology to engage parents and provide a platform for greater home/school education links | • Parents surveyed to identify areas of skill development – T1  
• Technology training sessions provided for parents and community T 1 -4  
• Plan developed to collect and store local stories digitally – proposal put to parents and community for implementation in 2013  
• Local stories are collected and stored digitally and linked to website 2013  
• MPS becomes a keeping place for local history 2014 | ✓ | TP | 3 | Librarian ALT | Teacher Release  
3 x 1 day  
$1033.85  
Low SES NP Sem 1  
Teacher Release  
3 x 1 day  
$1033.85  
Low SES NP Sem 2 |
**SCHOOL IDENTIFIED PRIORITY  Literacy & Numeracy**

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| Improve student outcomes in literacy and numeracy, by integrating the explicit teaching of skills across all learning areas. | Increase student achievement in Grammar and Punctuation in  
- Yr 4 from a group mean of 40% in 2011 to 50% in 2012  
- Yr 5 from a group mean of 64.8% in 2011 to 70% in 2012  
- Yr 6 from a group mean of 45% in 2011 to 55% in 2012 using OPI assessment data  
Increase student achievement in Numeracy  
in Yr 4 from a group mean of 53% in 2011 to 60% in 2012  
Yr 5 from 66% in 2011 to 72% in 2012  
Yr 6 from a group mean of 58% in 2011 to 64% in 2012 using OPI assessment data | • School based data collection indicates student growth in literacy, using OPI and SA Spelling Test (T 1 – 4)  
• Best Start data collected and individual learning plans updated each term  
• Student data is communicated to parents at PLP meetings T2 & 4 | ✓ ✓ ✓ | Teaching staff | Teacher Release 1 x 3 days $1034 PSP |
| Teachers regularly collect and analyse data to assess the effectiveness of Teaching & Learning Programs | Teaching Principal participates in Prioritising Grammar (PG) Professional Learning, explicitly teaching at word level, phrase and group level, sentence level and whole text level. | • TP attends region based training in PG T1  
• Student work samples demonstrate effective sentence structure, paragraph structure and cohesion. T2  
• Rubrics developed to provide data on improvement in Grammar & Punctuation T3 | ✓ | TP | Teacher Release 1 x 2 days $689.24 TPL |
| Literacy teaching demonstrates strong elements of connectedness and significance by integrating explicit teaching of literacy across KLA’s | • Co-operative planning of units of work each term embeds the Information Skills Process (ISP) and the QTF. (T1 -4)
• Selected AL focus texts are related to COGS themes (T1 -4)
• Student assessment tasks include the production of a digital product and reflection on the ISP. (T1 – 4)
• TP attends Sustaining Accelerated Literacy training (T 1)
• Quality Teaching and ISP are evident in teacher reflection blogs. (T1-4) | ✓ | ✓ | ✓ | TP | Librarian | Teacher Release 4 x 1 day $1 378 TPL |
| Teachers regularly collect and analyse data to assess the effectiveness of Teaching & Learning Programs | • School based data collection indicates student growth in numeracy, using OPI Test -T 1 – 4
• Best Start data collected and individual learning plans updated each term
• Student data is communicated to parents at PLP meetings T2 & 4 | ✓ | ✓ | ✓ | TP | Teacher Release 1 x 3 days $1034 PSP |
| Consolidation of Taking off With Numeracy Program, renamed Numeracy in Action (NINA) | • All students placed on the numeracy continuum for Early Arithmetic Strategies, Place Value and Multiplication and Division – T2 & T4
• Balanced Numeracy sessions are evidenced through teacher reflection blogs (T1-4)
• Lesson Study Program inclusive of 3 small schools in the Upper Macleay (T1 – 4) | ✓ | ✓ | ✓ | TP | Teacher Release 4 x 2 days $2 756 PSP |
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| Develop higher quality partnerships between home, school and community. | School policies that reflect joint planning with the Aboriginal Learning Team increase from 0 in 2011 to 2 in 2012. | Employment of an SLSO to support engagement of Aboriginal students and families in the education process | • SLSO provides literacy support to improve skills of adult community (WRAPS program) T1 - 4  
• SLSO communicates the importance of high attendance, participation in PLP meetings and ALT meetings. T1 - 4  
• SLSO develops agenda for ALT meetings T1 -4 | ✓ ✓ ✓ | TP SLSO | SLSO $5,166  
Low SES NP Sem 1  
SLSO $5,892  
Low SES NP Sem 2 |
| | | Increase engagement of the Aboriginal Learning Team from 1 meeting in 2011 to 4 meetings in 2012. | • ALT meeting every term – T1 – 4  
• Agenda reflects engagement in policy development T2  
• Policies reviewed reflect the input of the ALT - T3 | ✓ ✓ ✓ | TP SLSO ALT | Release 2 x 1 day $689.24  
Consumables $5  
Low SES NP Sem 1 |
| | | Aboriginal Learning Team (ALT) guides and informs school on appropriate strategies to engage students and community and to improve educational outcomes | • A specific role statement is developed by the ALT  
• ALT identifies priorities from the Dare to Lead Snapshot recommendations  
• ALT reviews PLP’s and transition strategies | ✓ ✓ ✓ | TP SLSO ALT | Release 2 x 1 day $689.24  
Consumables $5  
Low SES NP Sem 2 |
Principal engages with the Macleay Valley AECG and actively supports the completion, implementation and ongoing monitoring of the MVAECG/DEC Partnership agreement.

- Local Partnership Agreement completion completed – T 1
- Implementation strategies developed through collaboration with MVAECG & Macleay Educational Community of Schools – T 2 & 3
- AECG/MECS Community forum T 4

Continuation of Dhanggati Language Program

- Student work samples reflect age appropriate acquisition of language skills (T1 – 4)
- Work samples reviewed by ALT (T2 & 3)

Colour Codes for Low SES National Partnership Reforms

- **Reform 1** Incentives to attract high performing teachers and principals

- **Reform 2** Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals

- **Reform 3** School operational arrangements that encourage innovation and flexibility

- **Reform 4** Providing innovative and tailored learning opportunities

- **Reform 5** Strengthen school accountability

- **Reform 6** External partnerships with parents, other schools, businesses and communities and the provision of access to extended services