School plan 2015 – 2017
Millbank Public School aims to provide a high quality education in a safe, nurturing learning environment. Our dedicated teachers and support staff challenge our students to realise their potential and we enjoy strong partnerships with the local community.

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.

Millbank School serves a Low Socio-Economic Community, with a Family Occupation and Education Index (FOEI) of 138; this means that the school receives significant equity funding.

The school’s motto Learn to Live, Live to Learn is evidenced in all aspects of school life.
Student achievement improves when every student perceives themselves as capable and effective learners. This perception is built when students meet challenges and achieve measurable steps.

Learning experiences within the zone of proximal development are essential to engage learners at all stages. Engaged learners are able to build on their skills, to work with others and to move from familiar to new knowledge.

This strategic direction will enable students to become successful learners and to encourage students and their families to have high expectations, overcoming the inequities of socio-economic and geographic disadvantage.

In order to participate in the future workforce students need to be able to work independently and collaboratively. 21st Century learners need to be flexible, incorporating feedback effectively and being able to prioritise and complete tasks without direct oversight.

Consultation with key stakeholders identified the importance of being able to plan for the future as a high priority. The ability to set short and long term goals teaches students to develop plans for future wellbeing.

This strategic direction will enable students to learn the skills to gain meaningful employment and have the opportunity to experience financial security.

Taking responsibility for decisions and actions based on good information develops an attitude of continual improvement. This encourages learners to go beyond basic mastery of skills and to explore new learning opportunities, both independently and as part of a learning team.

Having access to clear learning outcomes and success criteria helps learners to think about the effectiveness of learning experiences and to develop strategies to become lifelong learners.

This strategic direction will enable students to develop resilience by critically reflecting on past learning experiences to inform future progress.
# Strategic direction 1: Challenging Learners

## PURPOSE

This strategic direction will enable students to become successful learners and to encourage students and their families to have high expectations, overcoming the inequities of socio-economic and geographic disadvantage.

## PEOPLE

How do we develop capabilities of our people to bring about transformation?

**Students:** Developing effective learning strategies, building resilience and the willingness to take risks in learning.

**Staff:** Professional development in increasing the accuracy of assessment for learning and in providing a differentiated curriculum, using the continuums.

**Parents/Community partners:** Providing opportunities for participation in educational decision making and delivery.

**Leaders:** Building understanding of the wider educational context from local to international impacts.

## PROCESSES

How do we do it and how will we know?

**Students:**
- Identify behaviours that indicate being in the “learning zone”.
- Feel confident in making mistakes and persisting in learning

**Staff:**
- Training and implementation of Multilit Reading Tutor Program
- Implementation of Probe 2 Reading Comprehension Assessment tool
- Professional Development in L3 (K-2) and Focus on Reading (3-6)
- Using PLAN software to track learning achievement from K-6 every 10 weeks
- Using PLAN software to develop explicit learning programs

**Leaders**
- Broker partnerships with Small Schools Collegial network to enable effective resource use
- Active participation in Macleay Educational Community of Schools
- Participation in Primary Principals Association State Reference Group

## PRODUCT AND PRACTICES

What is achieved and how do we know?

**Product**

School based assessments, based on the literacy and numeracy continuums indicate that student growth in numeracy and literacy is sustained, significant, and appropriate for each student.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices**

- Shared understanding of the “Learning Zone” and a commitment from students and staff to working in that space
- Regular educational data collection is shared with relevant stakeholders - students and parents, to enable setting realistic “next steps” in learning
- All students are assessed regularly using improved assessment tools to ensure that learning needs are identified and addressed
- Staff demonstrates a commitment to continuous improvement in the delivery of high quality educational programs, as evidenced by each teacher’s performance and development plan and teaching program.

## IMPROVEMENT MEASURE/S

School based assessment, based on the literacy and numeracy continuums indicate that student growth in numeracy and literacy is sustained, significant, and appropriate for each student.

All students are achieving growth either equal to or beyond the stated goals in their Personal Learning Plans.

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- All students are achieving growth either equal to or beyond the stated goals in their Personal Learning Plans.

- Achievement, or otherwise of milestones will be reported to P&C and the AECG each term.
- Relevance and effectiveness of the processes will be reflected on and adjusted each term.
## Strategic direction 2: Working independently and in teams.

### PURPOSE
This strategic direction will enable students to learn the skills to gain meaningful employment and have the opportunity to experience financial security.

### PEOPLE
How do we develop capabilities of our people to bring about transformation?

**Students:** Building confidence by providing opportunities for students to improve communication and problem solving skills.

**Staff:** Professional development in the planning and delivery of new curricula, ensuring that a wide variety of learning activities are embedded in learning plans.

**Parents/Community partners:** Increasing understanding of the importance of participation in the education process.

**Leaders:** Developing a greater understanding of research into learning structures and the ability to communicate these to all stakeholders.

### PROCESSES
How do we do it and how will we know?

**Students:**
- Positively engage in design tasks
- Identify roles in team activities
- Demonstrate increasing confidence in peer tutoring

**Staff:**
- Use BOSTES Program Builder
- Explicitly teach team building skills
- Role models to participate in classroom programs

**Leaders**
- Engage with collegial groups in current research practices.
- Provide opportunities for students to participate in external programs

### PRODUCT AND PRACTICES
What is achieved and how do we know?

**Product**

Students demonstrate confidence in team and independent learning tasks, evidenced by the development of their Personal Learning Plans.

Staff demonstrates a deep understanding of curriculum and learning structures evidenced by the development of their Professional Learning Plan.

### IMPROVEMENT MEASURE/S

- Students demonstrate confidence in team and independent learning tasks, evidenced by the development of their Personal Learning Plans.
- Staff demonstrates a deep understanding of curriculum and learning structures evidenced by the development of their Professional Learning Plan.

### Practices
- Implementation of team design tasks embedded in learning programs
- Peer reading and tutoring programs become part of the school culture
- Increased utilisation of Personal Learning Plans (students) and Professional Learning plans (staff)
- Recognition that all members of the school community are on a learning journey
- Active participation by parents/community in P&C, ALT

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**Evaluation plan**

- Achievement, or otherwise of milestones will be reported to P&C and the AECG each term.
- Relevance and effectiveness of the processes will be reflected on and adjusted each term.
### Strategic direction 3: Making responsible choices.

**PURPOSE**

This strategic direction will enable students to develop resilience by critically reflecting on past learning experiences to inform future progress.

**PEOPLE**

How do we develop capabilities of our people to bring about transformation?

**Students:** Empowering students to set goals, take action and reflect on the effectiveness of the goal setting process.

**Staff:** Improve staff understanding of the importance of effective and timely feedback.

**Parents/Community partners:** Increase understanding of the content of student learning and encourage discussion and reflection at home.

**Leaders:** Deepen understanding of the Australian Performance and Development Framework maintaining focus on the improvement of student outcomes.

**PROCESSES**

How do we do it and how will we know?

**Students:**
- Use MGoals website
- Use self reflection to identify learning strengths and areas of development
- Provide feedback to other students

**Staff**
- Ensure that explicit learning outcomes and success criteria (LISC) are evident in teaching & learning programs
- Utilise tools such as the 8 Ways Pedagogy and the Quality Teaching matrix to reflect on effectiveness of teaching & learning programs, using the results to improve future planning.
- Embed reflection time and goal setting time in learning programs

**Leaders**
- Model effective feedback with staff and students using the principles of the Performance and Development Framework.

**PRODUCT AND PRACTICES**

What is achieved and how do we know?

**Product**

Evidence of high quality goal setting and feedback is apparent in school documentation from individual student plans, learning and teaching programs and staff engagement with the Performance and Development Framework.

**Practices**

- More effective documentation of learning achievement (Individual Plans)
- Staff engagement with the teacher Accreditation Process and Professional Development Framework
- Ongoing use of MGoals as a planning and communication tool
- Embedding LISC in all literacy and numeracy programs
- Feedback, reflection and forward planning time included in all teaching and learning programs

**IMPROVEMENT MEASURE/S**

Evidence of high quality goal setting and feedback is apparent in school documentation from individual student plans, learning and teaching programs and staff engagement with the Performance and Development Framework.