



Miling Primary School

Business Plan

2015—2017



Our Mission

To provide the opportunity for our students to become well informed, actively involved, positive citizens through: developing life long learners and maximising the potential of every student.

Our School

Miling Primary School is nestled in a tranquil environment with beautiful lush gardens and shady trees. Miling is situated approximately 40 kilometres from Moora and 200 kilometres from Perth. The students are drawn mainly from farms in the area and are bussed to school.

The school consists of an early years classroom with students from Kindergarten to Year 2 and a middle years classroom, with students from Year 3-6. The school offers a range of programs to enhance students learning with a particular focus on literacy and numeracy with programs such as Targeting Maths, Soundwaves and First Steps. Students are encouraged and supported to show confidence, resilience, organisation and independence, in order for them to become contributing members of society. Significant improvements to the school over the last year has seen Miling adopting an ICT focus with both classes equipped with the latest information technology in the form of new E-boards, computer lab and iPads.

The main school block contains two classrooms, staff room facility, computer lab consisting of 12 computers and a teacher resource room. There is also a well-resourced library, administration building and multi-purpose classroom for Art, Science and senior classes. The school has a large football oval, a basketball court, hockey turf and two shaded playing areas. There are also pleasant grassed and garden areas throughout the school grounds.

The school is strongly supported by the P&C who work hard during the year to raise funds to support the school. Miling Primary School is part of the Inland Lighthouse Network of schools. The ILN, as it is known, provides opportunities for all students in schools in the network.

Miling PS is a Waterwise School, Sun Smart School and Crunch and Sip School.



School Community

Agreements

Attentive Listening

Appreciation/No Put- Downs

Right to Pass

Mutual Respect

Personal Best

Whole School Key Objectives

1– High Quality Teaching and Learning

2– Success For All Students

3- Information Technology

4- Early Childhood

5- Strong Community



Self Assessment

Miling Primary School has an evidence based approach to self assessment, a key part of which encompasses the analysis of NAPLAN data. This is enhanced by stringent teacher judgements, substantiated through rigorous moderation, and supported by school specific assessment, chosen to highlight areas of need. Students at Miling PS have a high level of attendance and generally perform well against like schools.

NAPLAN (2014)

Achievement

Year 3

Reading

Group- 435, WA- 407, AUS- 419 (Mean)

Spelling

Group- 380, WA- 403, AUS- 412 (Mean)

Grammar

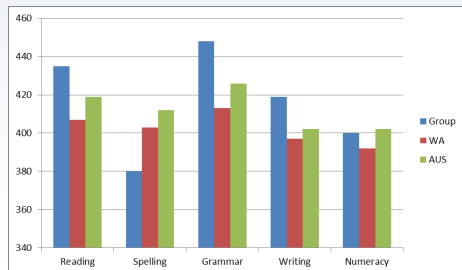
Group- 448, WA- 413, AUS- 426 (Mean)

Writing

Group- 419, WA- 397, AUS- 402 (Mean)

Numeracy

Group- 400, WA- 392, AUS- 402 (Mean)



Year 5

Reading

Group- 540, WA- 492, AUS- 501 (Mean)

Spelling

Group- 527, WA- 492, AUS- 498 (Mean)

Grammar

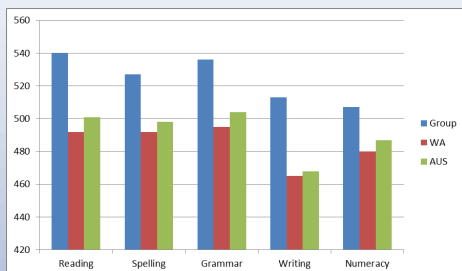
Group- 536, WA- 495, AUS- 504 (Mean)

Writing

Group- 513, WA- 465, AUS- 468 (Mean)

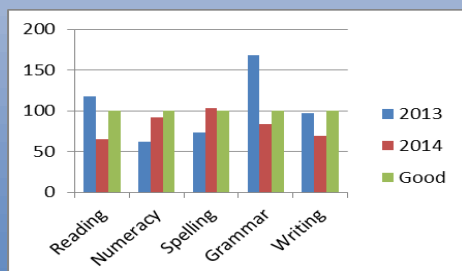
Numeracy

Group- 507, WA- 480, AUS- 487 (Mean)



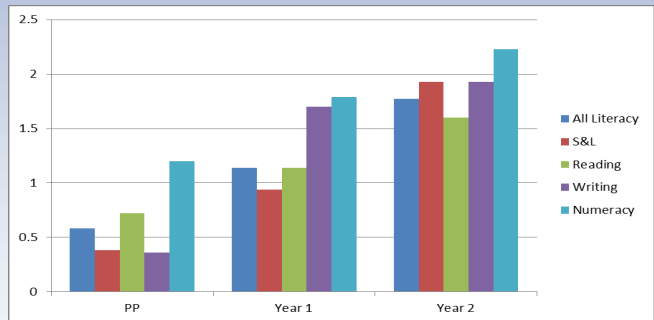
Progress

From Year 3 to Year 5 (100 points seen as good improvement)

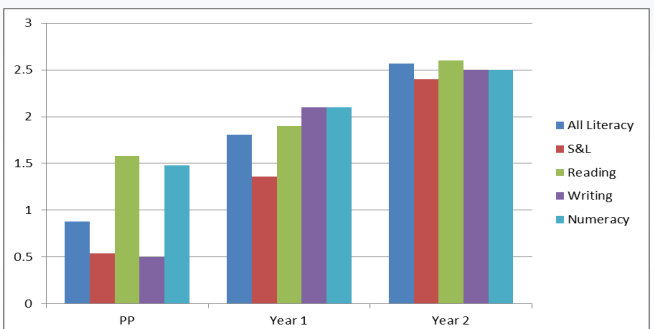


ON ENTRY DATA (2014)

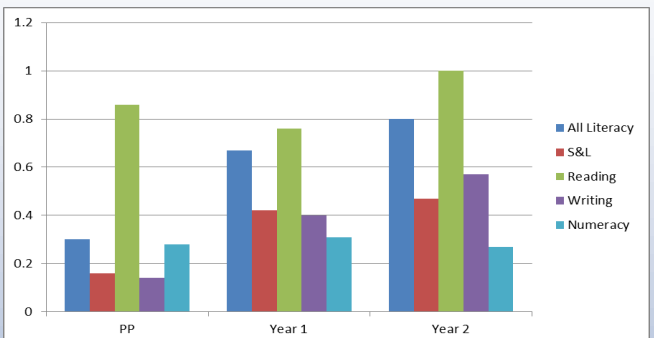
Term 1



Term 4



Progress



Attendance

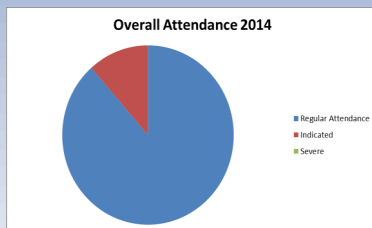
School Attendance Rate 2014– 96.2%
WA Public Schools Attendance Rate– 92.1%
We compare well against all WA Public Schools for 2014, having a higher total percentage of attendance.

Miling Primary School

Regular Attendance– S1 (85%), S2 (92%)

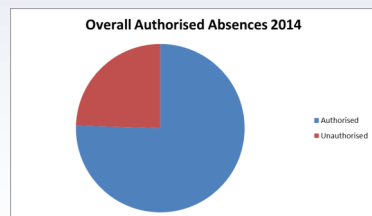
Indicated– S1 (15%), S2 (8%)

Severe– S1 (0%), S2 (0%)



Unauthorised– S1 (15%), S2 (34%)

Authorised– S1 (85%), S2 (66%)



Aims

- Authorised absences to rise to 90%
- Staff to be proactive in seeking the reason for a students absence from school
- Advertise the benefits of good attendance in the school newsletter
- Send out information outlining what is deemed reasonable reasons for absences from school, and what is deemed unacceptable.

Waddington Reading Test

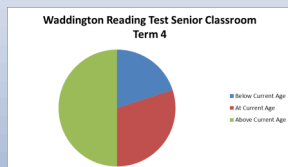
Senior Classroom

Term 4 (2014)

Below Current Age– 20%

At Current Age– 30%

Above Current Age– 50%



Junior Classroom

Term 4 (2014)

Below Current Age–

At Current Age–

Above Current Age–

Waddington Spelling Test

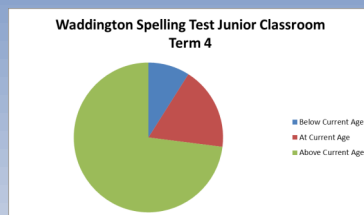
Junior Classroom

Term 4 (2014)

Below Current Age– 9%

At Current Age– 18%

Above Current Age– 73%



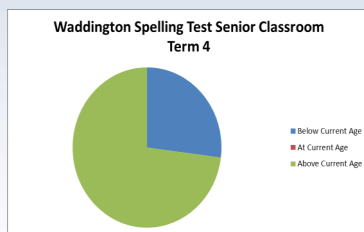
Senior Classroom

Term 4 (2014)

Below Current Age– 27%

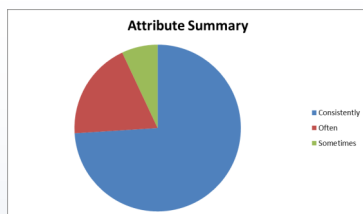
At Current Age– 0%

Above Current Age– 73%



Attribute Summary

2014 Overall– Consistently (74%), Often (19%), Sometimes (7%)



Goal– Increase Consistently to 80%

ABE Strengths

Shows self respect and care

(90% Consistently)

Shows courtesy and respect for the rights of others (84% consistently)

Participates responsibly in Social and Civic Activities (78% consistently)

ABE Areas for Improvement

Works to the best of his or her ability (16% sometimes)

Sets goals and works towards them with perseverance (23% sometimes)

Action– Brainstorm specific actions for each behaviour and actively teach those to all students.

MTS Online Summative

Test

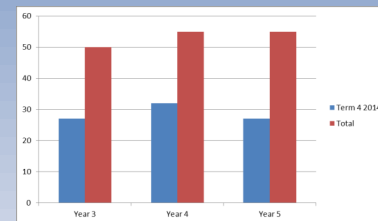
Senior Classroom (Term 4, 2014)

Average Score

Year 3– 27 (50)

Year 4– 32 (55)

Year 5– 27 (55)



Aim– To use the summative data from the MTS Online Test to drive maths improvement throughout the year, and development of IEP's.

School Survey 2014

Parents

A disappointing percentage of parents completed the school survey (5 out of 13 families, 40%). Due to the low numbers of involvement it was hard to effectively reflect and act upon the consequent results

Aim

In 2016 for at least 80% of parents to complete the school survey.

For the School Board to be actively involved in the creation of the school survey for parents and staff, to make questions more specific and useful.

Providing the option of a hard and digital copy, a box positioned in the school to allow hard copies to be truly anonymous.

Staff

Generally staff results were positive with two areas of concern identified.

'I receive useful feedback about my work at the school', scored 4.0 out of 5.0.

'This school takes staff opinions seriously' with one out of the four staff indicating they didn't either agree or disagree with this statement.

Aim

Improved Performance Management process that covers the entire year and helps staff to feel supported and encouraged. Emphasis on written and verbal feedback provided to staff throughout the year on their performance.

To create better communication between staff with the use of bulletins, musters, staff meeting and informal discussions.

KEY OBJECTIVE 1: High Quality Teaching and Learning

We will develop approaches to teaching and learning that are proven effective through evidence and are responsive to the needs of our students.

MILESTONES / TARGETS	BROAD STRATEGIES
<p>We will know that we have succeeded when:</p> <ul style="list-style-type: none"> All classes are implementing the key components of the school literacy and numeracy plans as measured through performance management agreements; On-Entry screening data indicates effective growth in all students from Term 1 to Term 4 (Aim– Year average of 0.5 point improvement in all areas, or higher) Improve Group Spelling Mean in Year 3 to 400 NAPLAN points Maintain Group Means in Year 3 and 5 in comparison to WA and AUS Means Aim to improve average progress from Year 3 to 5 for the group to be above 100 points (especially in the areas of Numeracy and Spelling) MTS Online results show a clear improvement in students attainment of the years numeracy content by the end of the year (75% of students ‘working at the year level’ as achieved by scoring 66% or higher in the test) Maintain 70% of students achieving spelling scores of At or Above Current Spelling Age 	<p>This objective will be addressed by:</p> <ul style="list-style-type: none"> Implementation of a balanced curriculum that maximises the capacity of all students to achieve the outcomes of the Australian Curriculum; Creation of a Whole School Literacy Plan including whole school approaches to teaching, learning and assessment in Language, Literature and Literacy; Creation of a Whole School Numeracy Plan including whole school approach to teaching, learning and assessment in Number & Algebra, Measurement & Geometry, Statistics & Probability, Mental Mathematics and Working Mathematically/Problem Solving; Use of Work Samples (English, Mathematics, Science and Humanities and Social Sciences) and Exemplars (The Arts, Health & Physical Education, Languages, Society & Environment, Technology & Enterprise) to evaluate and report on student achievement of standards, and as the basis for reporting school progress and achievement, and for demonstrating school accountability; Development of moderation processes between schools in the Inland Lighthouse Network to support teachers in making valid and consistent judgements about student achievement; Administration and use of the data from NAPLAN and school endorsed assessments as per the Miling Primary School Assessment Plan to drive and improve teaching and learning, and the development of IEPs and GEPs; Incorporating Aboriginal Perspectives Across the Curriculum, as well as establishing the welcome to country to precede all major events and assemblies, a focus on Aboriginal Incursions and celebrating NAIDOC Day; Utilising an effective Performance Management System focused on the AITSL Standards, and use of Peer Observations Staff sharing and discussion of effective cooperative and instructional strategies during early close sessions

MAJOR STRATEGIES

- Literacy and Numeracy Blocks;
- Staff development, collaboration and support
- Whole School Approach to teaching English;
- Whole School Approach to teaching Numeracy ;
- Phonological Awareness / Speech and Language focus in K-2 Classrooms;
- Whole School Cooperative Learning and Instructional Strategies
- ICT Sequence of skills and knowledge
- Aboriginal Perspectives Across the Curriculum.
- Detailed School Assessment Plan
- Effective development and maintenance of IEPs and GEPs



KEY OBJECTIVE 2: Success for all Students

We provide for students learning, physical, emotional and behavioural needs in a fun, safe and inclusive environment.

MILESTONES / TARGETS	BROAD STRATEGIES
<p>We will know that we have succeeded when:</p> <ul style="list-style-type: none"> • IEPs are in place for all Schools Plus students and all students at risk in Literacy and/or Numeracy (SAER); • Improvement in ABE data from Student Semester Reports; • Attendance targets met as per annual attendance plan • An engaging program is offered for Gifted and Talented students in all year levels; and • IEP and GEP students are achieving their targets and making steady progress • Improvement in the ABE areas of 'Works to the best of his or her ability' and 'Sets goals and works towards them with perseverance' (Increase both to 65% of students displaying this attribute consistently) 	<p>This objective will be addressed by:</p> <ul style="list-style-type: none"> • Developing Individual and Group Education Plans for students at risk; • Identifying and catering for Talented and Gifted Students within the classroom as well as establishing special term events for identified students; • Provision of engaging learning programs that meet the needs of students; • Implementation of programs to ensure that students feel safe and included (Protective Behaviours, School Community Agreements, Game Factory); • Supporting the health and well-being of students and staff; • Development of effective crisis / risk management strategies; • Development of transition plan for students entering Kindy, Year 3 and Year 7; • Introduction of Chaplain support for 2015 • Protective Behaviours Focus for Term 1 in both classrooms • Up to date Health Plans displayed around the school • Behaviour book kept in Staff Room that duty teachers can record issues in for sharing with other staff members • Regular updating of staffs knowledge on Epipens, Asthma safety and Protective Behaviours



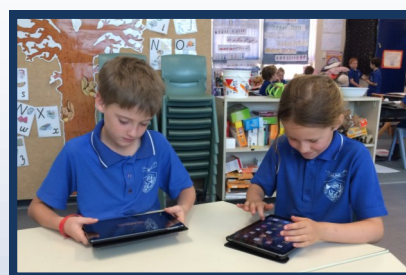
MAJOR STRATEGIES

- Implement suitable programs for Gifted and Talented students
- Ensure that the needs of students with learning difficulties are adequately met
- Whole School Values Program
- Ensure that the inclusivity requirements of the Department of Education are met; and
- Develop whole school activities / procedures which build the morale of students
- Protective Behaviours
- End of Term Family Days

KEY OBJECTIVE 3: Information Technology

We will provide access to technology that leverages students success across learning areas and builds skills necessary for participation in 21st Century Learning.

MILESTONES / TARGETS	BROAD STRATEGIES
<p>We will know that we have succeeded when:</p> <ul style="list-style-type: none"> We have a reliable computer network; Information Technology is used in a way to enrich the delivery of teaching and learning programs; Student and staff survey results show improvement in attitude toward use of technology 	<p>This objective will be addressed by:</p> <ul style="list-style-type: none"> Updating the Junior Classroom's Interactive Whiteboard Developing a Technology Plan to focus on the implementation, purchase and upkeep of technology Providing professional learning for all staff in the use of selected devices and software; Effective use of existing IT infrastructure, and continued upgrade and maintenance as per replacement plan; Purchase of more iPads so that there is a whole class set that can be shared between the two classrooms; Establishing a website that staff can use to communicate with parents and present class and student work; Purchase of a wireless printer and Apple computer to support iPad publishing and updating LOTE learning through SIDE; Staff use of multimedia learning programs (Reading Eggs, Targeting Maths, Rainforest Maths, Studyladder) Use of iPads, apps and Apple TV to assist in efficient teaching to all students; Use of computers, interactive white boards, websites and resources; Internet Agreement, teaching Internet safety; Implementation of the Cyber Strong Schools resources to professional development staffs confident in the use and teaching of cyber safety to students



MAJOR STRATEGIES

- Professional Learning for all staff in ICT use and integration
- Develop maintenance and network support plans to ensure continuity of service
- Development and maintenance of School Website
- Development of a Technology Plan
- Use of technology as an effective teaching tool

KEY OBJECTIVE 4: Early Childhood

The Years at school from K-2 are the platform upon which we will build our success. We will ensure that our students receive programs that balance play and intentional teaching.

MILESTONES / TARGETS	BROAD STRATEGIES
<p>We will know that we have succeeded when:</p> <ul style="list-style-type: none"> Improvement (measurable) through Early Childhood Years as tracked from On-Entry data from Semester One / Two; Baseline achievement in Year 3 NAPLAN shows a reduction in the percentage of students performing at or below the National Minimum Standard—good performance straight away; and The school and staff meet the requirements of the National Quality Standard for Early Childhood Education. Focus on Speaking & Listening, and Writing throughout PP (Aim— Year average growth of 0.4 points) Maintain an average score of 2.0 for all Year 2 students tested through the On Entry test in Semester 2 	<p>This objective will be addressed by:</p> <ul style="list-style-type: none"> Ensuring adequate EA time and financial resources are directed toward Early Childhood; Use of play for intentional teaching (social skills, literacy, numeracy, exploration etc.); Programming time for play—both directed and free; Hands-on activities for intentional teaching; Collaboration on special days / programs / events with the senior class; Promotion of programs for resilience, social skills etc. (Protective Behaviours, Game Factory) Early intervention—OT, Speech, School Psychologist and school support. Good processes in place to identify students at risk and put good strategies into place. Creation of a Nature Play area Continuation of Miling Mates to encourage Pre-Literacy skills and support entry into Kindergarten.



MAJOR STRATEGIES

- PDs / training to support children with speech, OT etc. issues;
- Utilising other staff / sharing resources;
- Engaging with the Inland Lighthouse Network Early Childhood group and community;
- Implementing the NQS guidelines across K-2 classrooms;
- Incorporating the Early Years Learning Framework in class programming;
- Implementing the On-Entry Screening assessment for all students PP-Year 2 and developing targeted intervention plans; and
- Establishing links with agencies and pre-school providers.

KEY OBJECTIVE 5: Strong Community

We will engage the community in decision making, support for our teaching and learning programmes and the active fostering of our positive school image.

MILESTONES / TARGETS	BROAD STRATEGIES
<p>We will know that we have succeeded when:</p> <ul style="list-style-type: none"> Complaints management data indicates parent satisfaction with the school management of parent complaints. In 2016 for at least 80% of parents to complete the school survey. 	<p>This objective will be addressed by:</p> <ul style="list-style-type: none"> Provision of evidence to the school community that Miling Primary School is a provider of quality education; Engaging parents, teachers, students and the wider community in the life of the school; Provision of a working environment that provides job satisfaction for staff; Maintaining students' positive perception of the school through a focus on engagement and social skills development; Develop an effective complaints management process to better manage parent dissatisfaction; Chaplain support– a provision of counselling support for all members of the school and wider community; Special Event Days to involve and maintain positive relationships with parents; Focus on getting a community member onto the school board; Encourage and support parents in developing skills that can be used to support and aid the school eg bus licence, bronze medallion, first aid etc; Assist the town shop in developing a Healthy Eating Menu based on the traffic lights system and department policy; Looking for opportunities to engage students in community service and public forums, especially the student leaders; Develop a strong sense of collegiality amongst staff by providing appropriate support structures (Social Events, Meeting); Encourage and provide the opportunity for student participation in a wide range of school events and celebrate student success.



MAJOR STRATEGIES

- Improve communications between the school and all stakeholders and publicise school, student and staff achievement (newsletter, website)
- Report regularly on school performance to our community (Annual report, school concert, P&C Meetings, School Board, Assemblies, Learning Journey);
- Develop and communicate a clear policy and process for the handling of complaints and compliments (Complaint Management, Parent Code of Conduct, School Community Agreements);
- Elevate the profile of the School Board and P&C (Newsletter, assemblies, P&C Meeting, School Concert);
- Involve the school community in decision making (School Board);
- Encourage and assist parents to become active participants in their child's education (parent sessions, parent meetings, Classroom Visits);

Our Vision

The Miling Primary School **vision**,
is that all students will take **pride** in their work and their achievements,
will always put their best **effort** into every task they undertake,
and that every student will make the best **progress** they possibly can,
to become **positive, capable** and **involved** members of the community.



Nardy Street, Miling WA 6575

Tel: (08) 9654 1063 Fax: (08) 9654 1022