



Miling Primary School

Business Plan

2015—2017

Together we learn and achieve.



Mission Statement: To develop life-long learners and maximise the potential of every student

Our Vision: Together we learn and achieve

School Values

Respect – we act with patience, fairness, honesty and tolerance

Kindness – we are helpful and considerate toward each other

Perseverance – we do our best and be our best (pride-effort-progress)

Cooperation – we work together and support each other

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Miling Primary School is a small school located approximately 200km from Perth, and situated within a supportive community. We offer multi-age classroom settings and cater for all students from Kindergarten to Year 6.

Miling Primary School offers a range of programs to enhance student 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.

We are an Independent Public School and member of the Inland Lighthouse Network, which provides excellent opportunities for our students and staff.

Our school is strongly supported by our P&C, who work hard throughout each year to raise funds to support our school.

Miling Primary School is a Water-Wise School, Sun Smart School and Crunch and Sip School.

Whole School Objectives

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.

Inclusive Learning— We will cater for all student's individual learning needs to ensure that each child reaches their full potential and become a life-long learner.

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.

Well-being—we will provide for staff and student's physical, emotional and behavioural needs by creating and fostering a fun, safe, positive and respectful environment.

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 teacher judgements, substantiated through rigorous moderation, and supported by school specific assessment, chosen to highlight areas of need. The following points have come from the data that has been collected and analysed:

- Student numbers are on the increase and we currently sit at an attendance level of 96.2%
- Students at educational risk are catered for through Individual Education Programs and extra support
- Students who are identified as PEAC and TAGS are provided with extra opportunities through the ILN
- Parent and community members' involvement and participation in school events is strong
- There was a very low percentage of families who completed the school survey, which made it difficult to effectively reflect and act on the results. All staff completed the survey and the two areas of concern were that staff didn't feel like they received useful feedback about their work or that the school took their opinions seriously.
- According to NAPLAN data, in both Year 3 and Year 5, achievement was either the same or greater than WA and the Australian Mean in all areas, except Spelling for Year 3, where we were below in both.
- Progress from Year 3 to Year 5 was good in Spelling, Writing and Numeracy, however low in Reading and Grammar.
- Attitude, Behaviour and Effort data on student reports showed that most areas were considered to be shown consistently, however children working to the best of their ability and setting goals to work towards were low across all year levels.

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OBJECTIVE 1: HIGH QUALITY TEACHING AND LEARNING

TARGETS	STRATEGIES
<ul style="list-style-type: none"> Develop whole school literacy and numeracy plans by the end of 2016, with teachers implementing the key components at the beginning of 2017 Improve Group Spelling Mean in Year 3 by at least 50 points in 2016, with a further plan for improvement in 2017 Maintain or improve group means in NAPLAN in comparison to WA and AUS Means each year Aim to improve average progress from Year 3 to 5 in the areas of Grammar and Reading from moderate to high in 2016 and 2017 Develop a whole school Science Program by the end of 2016, with implementation planned for 2017. 	<ul style="list-style-type: none"> Work collaboratively to create Whole School Literacy and Numeracy Plans, including whole school approaches to teaching, learning and assessment Literacy and Numeracy blocks; Use of Work Samples and Exemplars to evaluate and report on student achievement of standards, and for demonstrating school accountability; Develop moderation processes between schools in the Inland Lighthouse Network to support teachers in making valid and consistent judgements about student achievement; Use of the data from NAPLAN and school endorsed assessments as per the Assessment Plan to drive and improve teaching and learning, and the development of IEPs and GEPs; Phonological Awareness / Speech and Language focus in K-2 Classroom; Professional learning in the area of Science, and connecting with other schools within the ILN to support our programs and development; Incorporate Aboriginal Perspectives Across the Curriculum, as well as establishing the welcome to country to precede all major events and assemblies, a focus on Aboriginal Incur-sions and celebrating NAIDOC Day; Utilise an effective Performance Management System focused on the AITSL Standards, and use of Peer Observations Staff sharing and development of effective cooperative and instructional strategies during early close sessions



OBJECTIVE 2: WELL-BEING

TARGETS	STRATEGIES
<ul style="list-style-type: none"> Raise the percentage of students who achieve consistently in the ABE areas of <i>completing their best work and setting goals to work towards</i> to 80% To develop a positive whole school rewards system by the end of 2016, based on our updated values system Attendance rates remain high and above state means over the life of the plan 	<ul style="list-style-type: none"> Develop a whole school values program in which values are explicitly taught and then practised throughout learning area programs; Provide safe, fun, comfortable and inclusive learning environments for our students Review Community Agreements and implement a consistent whole school rewards system based on updated values; Students to be involved in their first Student Survey Update our Behaviour Policy and plans, with a focus on a more positive approaches; Encourage participation in citizenship activities within the community and involve students in local community events; Involve students in processes such as developing playground rules, setting personal goals, organisation of events and participating in school survey processes Incorporate goal setting within classrooms Collaborate with students to design and create a Nature Playground Area Chaplaincy Program— focus on pastoral care and students' well-being Foster leadership, celebrate uniqueness and utilise skills and abilities Celebrate successes at assemblies, in newsletters, on the website and within the local community Use of incident book for the playground Protective Behaviours Program to be taught explicitly at the beginning of the year , then reinforced throughout the year

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OBJECTIVE 3: INCLUSIVE LEARNING

TARGETS	STRATEGIES
<ul style="list-style-type: none"> IEPs are in place for all Schools Plus students and all SAER in Literacy and/or Numeracy each year; GEP's are in place for all those students requiring extra support in literacy and/or numeracy each year; Students are reaching individual targets each term/ semester 	<ul style="list-style-type: none"> Develop Individual and Group Education Plans for students at risk; Provide one-on-one / small group support sessions ; 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; Development of transition plan for students entering Kindy, Year 3 and Year 7; Plans and programs reflect the differing year levels and learning needs within each classroom; Provide engaging programs for Gifted and Talented students as well as those requiring extension Continuation of Miling Mates to encourage Pre-Literacy skills and support entry into Kindergarten.; Collaboration special days / programs / events between both classes; Ensuring adequate EA time and financial resources are directed toward areas of need across both classrooms; Use of play for intentional teaching (social skills, literacy, numeracy, exploration etc.) in the early years; Early intervention—OT, Speech, School Psychologist and school support.

OBJECTIVE 4: STRONG COMMUNITY

TARGETS	STRATEGIES
<ul style="list-style-type: none"> Complaints management data indicates parent satisfaction with the school management of complaints. In 2016 at least 80% of parents to complete the school survey. The School Board to become actively involved in decision making and creation of major documents, including the school survey 	<ul style="list-style-type: none"> Engaging parents, teachers, students and the wider community in the life of the school; Maintain open communication through a variety of resources such as communication books, diaries, newsletters, school website and notes home; Communicate with parents for positive reasons on a more regular basis Publicise school, student and staff achievement (newsletter, website); 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; Encourage and provide the opportunity for student participation in a wide range of school events and celebrate student success' Report regularly on school performance to our community (Annual report, school concert, P&C Meetings, School Board, Assemblies, Learning Journeys)



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