

BUSINESS PLAN 2021—2024



Millen Primary School
Learning Together

WHAT MAKES MILLEN DIFFERENT?



We know everyone's name

All children are celebrated as individuals and encouraged to achieve personal excellence.

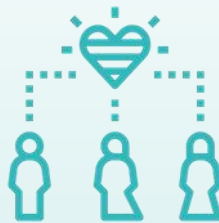


We develop global citizens

With a focus on future skills, STEM, the arts, the environment and citizenship we are growing a caring generation.

We embrace diversity

Our differences are an opportunity to learn and share and make us stronger.



We are an urban school with a small town feel

Strong relationships are at the heart of everything we do.



We know this is Wadjuk Nyoongar Boodja

Aboriginal students, staff and families lead us to embed cultural strength into Millen's school life.

Our students love being Millen students

When you enter Millen there is a shared sense of happiness and belonging.





OUR VALUES

Millen is a Positive Behaviour Support school. We aim to provide a safe and inclusive learning environment to improve academic and behavioural outcomes for our students. The school community worked together to identify our values and these were used to create 'The Millen Way':

- Show Respect – value yourself, others and the environment
- Show Responsibility – take ownership of your actions and learning
- Show Resilience - have the ability and willingness to show inner strength and perseverance
- Show Excellence – produce your best in any given situation

HOW WAS THIS BUSINESS PLAN DEVELOPED?

This business plan has been developed to address areas for improvement identified through our own school review cycle and to align with the strategic directions outlined in the Department of Education of WA's *Strategic Directions for Public Schools 2020 – 2024 - Every Student, Every Classroom, Every Day*:

- Provide every student with a pathway to a successful future
- Strengthen support for teaching and learning excellence in every classroom
- Build the capacity of our principals, our teachers and our allied professionals
- Support increased school autonomy within a connected and unified public system



This self-assessment will require the staff to consider:

- 1. Judgement - How are we going?**
- 2. Evidence - How do we know?**
- 3. Planning – What do we need to do to improve?**

- Partner with families, communities and agencies to support the educational engagement of every student
- Use evidence to drive decision-making at all levels of the system

SELF ASSESSMENT OF THE BUSINESS PLAN

At the end of 2024, the School Board and staff will conduct an evaluation of the overall success of this plan. Each year during the school review cycle the effectiveness of the strategies being implemented and the allocation of resources will be monitored in two ways:

- The School Board and staff will monitor progress against the milestones and targets identified in this business plan. A traffic light system (Red=not yet achieved, Yellow=in progress, Green=achieved) will be used;
- The staff will conduct a self-assessment of the strategies and resources allocated in the operational plans against six areas of focus based on the School Improvement and Accountability Framework:
 1. Teaching
 2. Learning environment
 3. Leadership
 4. Resources
 5. Relationships
 6. Student progress and achievement

IMPROVEMENT TARGETS

The targets below have been developed to guide school improvement over the next four years. Targets will also be identified for groups of students in the school's operational plans, classroom plans and in documented plans for individual students.

1. Students will demonstrate average or above average progress on the Year 1 On-entry Writing Assessment in Term 1.
2. All students who achieved satisfactory, good or excellent achievement on the Year 3 NAPLAN will match or improve their achievement in Year 5.
3. Students** in the stable cohort identified as being at educational risk will achieve the national minimum standard in NAPLAN.
4. The ACER PAT will show the performance of students in the stable cohort is maintained or improved.
5. The mean PAT Social Emotional Wellness score will match or exceed the mean score of all Australian schools.
6. Regular student attendance rates will match or exceed WA Public Schools.
7. The National School Opinion Survey results are positive for community, staff and students with each item scoring at least 3.6.
8. The School Board's self-assessment survey results are positive and show improvement.

*with regular attendance throughout Pre-primary

**with regular school attendance





Focus Areas

Guiding future
success

Building capability

Nurturing a
connected
community

OUR FOCUS AREAS:

1. Guiding future success

We believe in providing a wide range of opportunities to put every student on a pathway to success. This begins with high quality learning experiences for students in the early years of their schooling and for students who are at educational risk. We will prepare our students for contemporary and emerging work capabilities. We will ensure our students develop a strong knowledge of, and care for, the world around them. Our focus on student wellbeing and creating culturally responsive classrooms will ensure every student feels a sense of connection and belonging.

2. Building capability

What is best for our students is at the centre of our decision making. To achieve what is best for our students, we maintain a staff culture based on working collaboratively and treating each other with respect. Professional growth is the way to raise the standard of teaching and therefore the impact on learning. Our teachers, school leaders and allied professionals are reflective and committed to growing.

3. Nurturing a connected community

As an Independent Public School, we value the opportunity to make decisions reflective of our community's needs. We look forward to continuing to build on increasing authentic opportunities for encouraging and responding to parent voice. We will continue to focus on ensuring we are a culturally responsive school. We will build mutually respectful and strong relationships with all parents and family members in our community, and we will provide a learning environment that embraces and celebrates our cultural diversity.



FOCUS AREA 1: GUIDING FUTURE SUCCESS

Links to the Department of Education's Strategic Direction:

1. Provide every student with a pathway to a successful future

Milestone 1.1:

There is a whole school approach to student wellbeing based on the following principles:

- Our school leaders build an environment where the whole community feels included, connected, safe and respected
- All members of our school community work together to value diversity and foster positive, respectful relationships
- Our students are active participants in their learning and wellbeing
- Families and school staff work in partnership to support student wellbeing
- School staff and families have a shared understanding of wellbeing and positive behaviour and how this supports teaching and learning

Strategies:

- Develop a whole school approach aligned to appropriate curriculum and frameworks
- Administer the ACER PAT: Social and Emotional Wellbeing to pinpoint areas of focus at a school, classroom and individual level and to track and monitor student wellbeing
- Support the physical and mental wellbeing of students by improving existing spaces and facilities and creating new spaces and facilities in both the natural and built environments
- Create authentic opportunities to listen and respond to students so their voices lead their learning and create feelings of connectedness at a class and whole school level

Milestone 1.2:

The school is focused on providing a culturally responsive environment enabling the Aboriginal and Torres Strait Islander students to thrive

Strategies:

- Continue to measure the school's progress implementing the Aboriginal Cultural Standards Framework and use this data, attendance data, NAPLAN data and On-entry data each year to inform Millen's Aboriginal Education Operational Plan
- Allocate human and financial resources to support the learning needs of Aboriginal and Torres Strait Islander students
- Further enrich learning opportunities for Millen's Aboriginal and Torres Strait Islander Leadership Team (all ATSI students in Years 4 to Year 6) to include new partnerships within the local community
- Embed the teaching of the Australian Curriculum's cross curricular priority Aboriginal and Torres Strait Islander Histories and Culture across learning areas through STEM, HASS and The Arts and events including NAIDOC Week and Harmony Day
- Seek to increase parental involvement when developing documented plans for individual students

Milestone 1.3:

Whole school practices addressing the literacy and numeracy needs of students in the early years and those at educational risk are highly effective and successful in moving individual students forward

Strategies:

- Review Millen's SAER policy:
 - Identify a shared language to be used and understood by the school staff and parents by documenting a whole school approach
 - Ensure consistency and continuity across classes and year levels through an improved approach to developing documented plans -when they are required, what is to be included, how they will be monitored
 - Clarify when an individual documented plan is required and when teaching and learning adjustments are required and develop consistent documentation to be used by all staff
 - Review and improve the school's practices regarding communicating with and working with parents to support students

Milestone 1.3 (Cont'd)

- Implement Fitzroy Reading program a to support students at educational risk with high transiency rates and/or low or irregular school attendance
- Increase support to students at educational risk in Years 1 to Year 6 by allocating special needs education assistant time to each class and investigate evidence-based literacy support program to implement
- Continue to develop the whole school approach to teaching literacy and numeracy in the early years
- Use ACER PAT from Pre-primary to Year 6 in literacy, numeracy and social emotional wellbeing to identify and track SAER
- Leadership team use school-wide and year level data to measure and track the impact of school initiatives to determine changes including reallocation of resources and to inform future teacher development

Milestone 1.4:

Education for sustainability focuses on building the capacity of students to think and act in ways that are futures-oriented, focusing on protecting environments

Strategies:

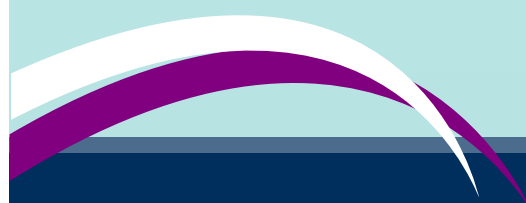
- Create authentic opportunities across the curriculum and school life for all students to be leaderful by making decisions and participating critically and acting creatively with a future focus on sustainability
- Embed the Sustainability cross-curriculum priority in STEM

Milestone 1.5:

Students at Millen understand they are leaderful and have a voice

Strategies:

- Teach students to feel empowered and to assume leadership for example demonstrating The Millen Way, mentoring younger students, looking after their environment, communicating and taking action
- Provide opportunities for students in formal leadership roles to develop their leadership





FOCUS AREA 2: BUILDING CAPABILITY

Links to the Department of Education's Strategic Direction:

2. *Strengthen support for teaching and learning excellence in every classroom*
3. *Build the capacity of our principals, our teachers and our allied professionals*
6. *Use evidence to drive decision-making at all levels of the system*

Milestone 2.1:

Professional Learning Communities engage in a cycle of reflection, planning and action to improve teaching and learning

Strategies:

- Three staff meetings each term used for PLC meetings
- PLCs work collaboratively to set and critically evaluate goals using data to identify students' learning needs and high impact teaching strategies to meet them.
- Aboriginal and Islander education officers and education assistants form a PLC and they are given time to work together collaboratively during each School Development Day

Milestone 2.2:

Teachers are supported to implement Future Focused Learning and the STEM Engineering Design Process ensuring students develop contemporary and emerging work capabilities: problem solving, digital literacy, critical thinking, intercultural understanding, communication, enthusiasm for ongoing learning, creativity and innovation and teamwork

Strategies:

- Teachers will use the Creative and Critical Thinking learning continuum to plan and monitor progress through STEM
- STEM leaders train staff in the Engineering Design Process and Future Focused Learning
- Teachers plan collaboratively using cross-curricular planning outline

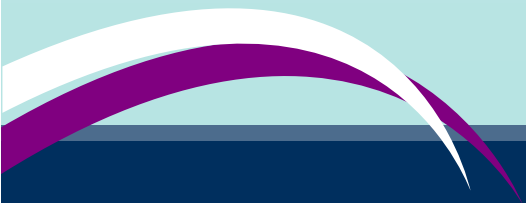
Milestone 2.2 (Cont'd):

- Whole school approach to STEM (STEM at Millen Handbook) is documented and embedded
- All teachers plan for explicit teaching of Enterprise Skills

Milestone 2.3:

Future Leaders are identified, developed and supported to achieve their professional aspirations and to lead teaching and learning at Millen and beyond

Strategies:

- Teachers nominate for the Future Leaders program
 - Future Leaders Review Team conduct selection process
 - Each Future Leader creates a Development Plan, outlining long term aspirations, goals, development required, and support provided
 - Future Leaders work with a mentor to implement and monitor their own plan
 - Future Leaders nominate for leadership opportunities through a formalised process
 - Opportunities for leadership are created including new PLC leaders.
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FOCUS AREA 3: NURTURING A CONNECTED COMMUNITY

Links to the Department of Education's Strategic Direction:

4. Support increased school autonomy within a connected and unified public system
5. Partner with families, communities and agencies to support the educational engagement of every student

Milestone 3.1:

Partnerships with the local community have been broadened to create further opportunities to support Aboriginal and Torres Strait Islander students and families.

Strategies:

- The school staff and members of the school board have contacted existing partners to access opportunities in the community
- New partnerships with Curtin University, the Town of Victoria Park and local member of the community have been established

Milestone 3.2:

The welcoming and engagement strategy for new families has been strengthened to include a long-term focus on developing strong, ongoing partnerships with families with English as an additional language and families with children who may be at educational risk (including those from disadvantaged backgrounds)

Strategies:

- The school's welcoming approach will be expanded beyond the Kindergarten Orientation and the New Families Orientation to provide a formalised approach to students and families who join the school during the school year

Milestone 3.2 (Cont'd)

- The leadership team, the teachers, the School Board and the Parents and Citizens' Association will be involved in the welcoming strategy
- Elements of the strategy will target families with English as an additional language
- Elements of the strategy will embrace the cultural diversity of the school
- The approach includes strategies to promote stronger partnerships with a focus on the families of students who may potentially be at educational risk

Milestone 3.3:

The learning environment is reflective of the students' diverse cultural backgrounds and plays a role in building connections with the community

Strategies:

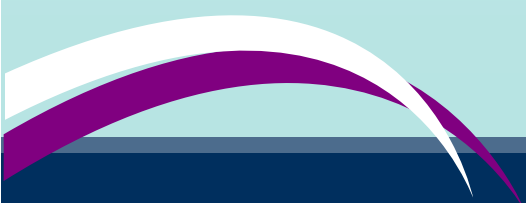
- Create learning environments (inside and outside classrooms) reflective of the school's cultural diversity
- Enhance the physical environment to reflect the school's cultural diversity for example adding the Torres Strait Islander flag, increased signage including multiple language and new artworks reflecting the cultural backgrounds of all of the students

Milestone 3.4:

The school, provides authentic opportunities for parent voice to ensure the community's needs and aspirations are represented

Strategies:

- Planet Millen includes parents who work alongside the school to collectively contribute to sustainable practices
- School Board to work through action plan based on feedback from parents including that gathered from the Parent Opinion Surveys administered in 2021 and 2023



Milestone 3.5:

The school's approach to teaching students at educational risk (including those with special needs) has been streamlined to ensure continuity and consistency across classes and year levels and to ensure resource allocation is understood. This has been documented in a parent-friendly format to enable parents and school staff to work together with greater impact when developing learning programs for individual children

Strategies:

- The school has sought feedback from parents and used this information to make improvements
- A review of Millen's Students at Educational Risk policy has been conducted
- Parents and school staff have a shared understanding of school practices through improved communication (sharing information, parent workshops, parent-teacher meetings supported with a common structure and language), clarity of processes and building staff capacity
- Processes, use of resources and inclusive practices are reviewed, improved, documented and shared with parents

GLOSSARY

ACER	Australian Council for Educational Research
ATSI	Aboriginal and Torres Strait Islander
HASS	Humanities and Social Sciences
NAPLAN	National Assessment Program: Literacy and Numeracy
PAT	Progressive Achievement Test
PLC	Professional Learning Community
SAER	Students at Educational Risk
STEM	Science Technology Engineering Maths

SCHOOL SONG

*Words and music by Michael Blake, March 2013
Contributions / Suggestions for lyrics from
Julianne Brown and students.*

VERSE 1

MILLEN PRIMARY SCHOOL IS OUR LEARNING PLACE
WE COME FROM ALL NATIONS AND EVERY RACE
WE STRIVETO HELP EACH OTHER EV-ER-Y DAY
YEAH YOU KNOW THAT'S JUST THE MILLEN WAY

CHORUS

AND YOU KNOW WE CAN, 'CAUSE WE BELIEVE WE CAN
ACHIEVE OUR GOALS IN OURLIFE'S PLAN
EVERYTHING'S ALL RIGHT AND RIDGY-DIDGE
(YEAH) IT'S PRETTY COOL TO BE A MILLEN KID (THIS LINE X 2)

VERSE 2

IT'S NOT JUST ANOTHER SCHOOL IN THE LAND
WE ARE BEING THE BEST LEARNERS THAT WE CAN
WE'RE ALL ABOUT ACHIEVING OUR DREAMS AND GOALS
AT MILLEN WE GIVE IT OUR HEART AND SOUL. (Go To Chorus)

BRIDGE

BACK IN 1956 IS WHERE IT STARTED FROM
NOW KIDS FROM ALL AROUND THE WORLD
LEARNING TOGETHER AND GETTING ON.





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