



Millen Primary School
Learning Together

Millen Primary School

Business Plan

2025 - 2028



Millen Primary School

Planning Overview



Department of Education's Guiding Documents

- DOE strategic plans
- DoE's The Standard
- School Improvement and Accountability Framework

- Annual Focus documents
- Curriculum, Assessment and Reporting Policy

- Aboriginal Cultural Standards Framework
- Teaching For Impact
- The Western Australian Curriculum and Assessment Outline
- The Early Years Learning Framework and Kindergarten Curriculum Guidelines
- Staff Health and Wellbeing Strategy 2023-2027

Consistent whole-school approaches are evident in classroom planning and practice.

BUSINESS PLAN

The Millen PS Business Plan details our priorities and associated strategic overview over a three-and-a-half-year period. This incorporates system priorities and our Public School Review recommendations.

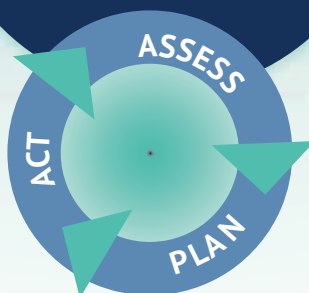
OPERATIONAL PLANS

We have yearly operational plans in focus areas such as Aboriginal education, English, maths, student and staff wellbeing and SAER. These reflect the direction of the business plan and are informed by data collected during our whole school self-assessment process.

CLASSROOM PLANS

These provide an overview of how we operate to improve academic and non-academic outcomes for students at Millen PS:

- The Millen Way
- Millen PS's Approach to Curriculum and Assessment.
- MPS Coaching plan
- Professional Learning Communities plan



Our Values

Millen Primary is a Positive Behaviour Support school.

We provide a safe and inclusive learning environment to improve academic, social, emotional and behavioural outcomes for our students. The school community worked together to identify our values, and these were used to create 'The Milen Way'.

The Milen 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



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 kids love being Millen kids

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



Self Assessment of the Business Plan

At the end of 2028, 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.

The School Board and staff will monitor progress against the strategies and targets identified in this business plan. A traffic light system (Red=not yet achieved, Yellow=in progress, Green=achieved) will be used.

Each year we will ask:

- How are we going?
- How do we know?
- What are we going to do to improve?





Targets

These targets will be achieved on or before 2028:

- Teaching staff have embedded the MPS pedagogical framework into their daily practice.
- Year 1 – 6 Acer PAT test results in English and mathematics will be at or above national norms.
- Year 3 and 5 NAPLAN results will match or exceed like schools.
- Regular student attendance rates will match or exceed WA Public Schools.
- Friendly Schools Plus Student Wellbeing data will reflect a reduction in bullying.
- Student survey data will reflect high levels of satisfaction with the school.
- Parent survey data will reflect high levels of satisfaction with the school.
- Staff survey data will reflect high levels of satisfaction with the school.





Our Strategic Direction

Millen's Business Plan 2025 – 2028 sets the school's strategic direction for the next four years across the domains in the School Improvement and Accountability Framework:

Teaching	All teachers are reflective and are individually and collectively committed to the continuous improvement of teaching to impact student learning through school-wide, evidence informed approaches.
Learning environment	There is a shared belief that all students will learn successfully in an inclusive, safe and supportive environment that values student voice.
Leadership	An explicit improvement agenda founded upon examination of data over time is implemented and progress is monitored and clearly articulated to all stakeholders.
Resources	Resources are prioritised towards evidence-informed strategies aimed at improving outcomes for students.
Relationships	Relationships between members of the school community are culturally responsive, foster a sense of belonging through shared goals and maintain a focus on student, community and staff wellbeing.
Student progress and achievement	School-wide analysis and discussion of systematically collected quality data on student learning, engagement, and wellbeing informs teaching and learning programs, school improvement goals and resource allocation.

TEACHING for IMPACT

All teachers are reflective and are individually and collectively committed to the continuous improvement of teaching to impact student learning through school-wide, evidence informed approaches.

Domain focus area	What we will do
Pedagogy	Embed the Millen PS Approach to Curriculum and Assessment with fidelity across K-6 classroom. Identify and introduce an evidence-informed spelling and word study resource to be implemented by Year 3-6 teachers, beginning in 2026.
Planning	Embed the Millen PS Approach to Curriculum and Assessment.
Western Australian Curriculum	Follow and monitor the use of the Kindergarten SELDC PA Scope and Sequence and the SELDC PA outcome statements. Implement UFLI with fidelity across P-2 classrooms. Use the Millen PS Assessment Schedule data to show the impact of implementation. Access the Language Development Centre Speech and Language Support Officer's support and advice on K/P literacy and intervention.
Differentiation	Include current best-practice differentiation strategies in PLC planning, linked to Teaching for Impact.
Evidence-based practice	Review and update the MPS Approach to Curriculum and Assessment annually to ensure it reflects current best practice and effectively informs reporting on student progress and whole-school self-assessment.
Assessment and reporting	The Elastik platform will be utilised to communicate student progress and achievement with parents upon request.
Professional learning	Develop and implement Millen PS classroom observation process and procedures, including individual and whole-school feedback strategies.

Monitoring and success indicators

- Implementation of the Millen PS Approach to Curriculum and Assessment is evident in Kindergarten to Year 6 teacher planning and whole school classroom observations.
- Kindergarten Assessment Tool results
- PAT test results.
- NAPLAN results.
- Parent request forms indicating use of Elastik.

LEARNING ENVIRONMENT

There is a shared belief that all students will learn successfully in an inclusive, safe and supportive environment that values student voice.

Domain focus area	What we will do
Inclusivity	Create shared belief statements, aligned to Teaching for Impact, describing the school's safe, inclusive and culturally responsive learning environment.
Behaviour and attendance	Evolve the PBS approach, further supporting students with complex and challenging behaviours by including trauma-informed and restorative practices.
Health and wellbeing	Utilise the data from Friendly Schools Plus surveys to drive the whole-school approach to student wellbeing and inform classroom programs. Align the Millen Primary School approach to student wellbeing with the Aboriginal and Torres Strait Islander perspectives of Social and Emotional Wellbeing. Develop a cohesive and collaborative whole school approach to reduce and respond to bullying. Educate the students, staff and families to ensure this is understood and valued.
Students at educational risk	Build the capacity of staff to understand and support neurodivergent students with input from families. School processes for identifying and supporting students at educational risk are published on the school website.
Student voice	Student voice is sought to support students with additional needs. This includes in yearly transition information for new teachers and documented plans. Opportunities are provided for students to explore and develop initiatives and provide feedback and ideas to the school
Physical environment	Develop a plan to redesign the layout of the quadrangle and the oval, optimising access and engagement.

Monitoring and success indicators

- Belief statement has been developed by staff.
- Trauma-informed and restorative practices are included in the Millen Way and are visible.
- Student Wellbeing Committee make data informed decisions about student wellbeing.
- A culture of shared understanding is visible using common language and approaches to support neurodivergent students.
- Transition process and documented plans reflect student voice.
- Student initiated clubs, committees, events and feedback.

LEADERSHIP and CAPACITY BUILDING

An explicit improvement agenda founded upon examination of data over time is implemented and progress is monitored and clearly articulated to all stakeholders.

Domain focus area	What we will do
Strategic direction	Engage staff with the DoE's priorities and expectations and Millen PS BP to develop their understanding of the school's strategic direction and its impact on classroom planning.
School improvement, accountability and planning	Refine the MPS Assessment Schedule to specify how the data is used for classroom planning, reporting of student achievement, and whole-school self-assessment (annual school review). Conduct an annual school review to identify strengths and pinpoint next steps for improvement.
Implementing change	Utilise the Millen PS Change Management process to guide the Year 3-6 spelling and word study review and future directions
Classroom planning	Focus Professional Learning Community (PLC) tasks on embedding the MPS Approach to Curriculum and Assessment in the context of: - K – oral language and phonological awareness, including the DoE Phonics Initiative. • P-2 – PA and phonics using UFLI Foundations (Term 2 & 4) or PR1ME maths (Term 3) • 3 – 6 – Effective teaching of spelling (Term 2 & 4) or PR1ME maths (Term 3) Each PLC cycle follows the sequence: • Classroom data analysis, including Elastik. • Identifying teaching targets and teaching and learning activities, including differentiation strategies, and developing common assessment tasks to support moderation. • Implementing the program • Collecting data to show the impact of the teaching and learning program on student achievement and progress. • Sharing data showing evidence of teacher impact with the PLC team
Instructional leadership	Focus our Instructional Coaching and Performance Management and Development on: - o Low variance implementation of the pedagogical framework - o Consistent routines across the school to increase student engagement and support positive behaviour. - o Student data analysis



LEADERSHIP and CAPACITY BUILDING cont.

An explicit improvement agenda founded upon examination of data over time is implemented and progress is monitored and clearly articulated to all stakeholders.

Domain focus area	What we will do
Future leaders	Link opportunities for Future Leader program participants to drive whole-school approaches, lead curriculum implementation and succession planning. Senior teachers' extra duties are aligned with the school's initiatives.
Performance management and development	Focus our Performance Management and Development on: - o Low variance implementation of the pedagogical framework - o Embedding consistent routines across the school to increase student engagement and support positive behaviour. - o Student data analysis

Monitoring and success indicators

- Teachers implement the Millen PS Assessment Schedule according to the timeline. Class and whole-school data effectively show progress towards Business Plan targets.
- The Millen PS Assessment Schedule data shows improved K-6 phonological awareness, phonics, spelling and maths results.
- Classroom observations and walkthroughs confirm low variance implementation of the pedagogical framework and consistent use of identified routines across the school.
- Operational plans reflect the findings of the annual school review.
- Performance and Development Plans reflect and show progress towards implementation of our improvement agenda.



USE OF RESOURCES

Resources are prioritised towards evidence-informed strategies aimed at improving outcomes for students.

Domain focus area	What we will do
Financial management	Resource (human and financial) allocation is identified in Operational plans and aligned to the BP.
Resource allocation	Work with the School Board and Parents and Citizens to allocate resources in the short and long term to achieve plans for redevelopment of the quadrangle and the oval.
Budget planning	Student achievement data is analysed annually during school review and informs operational plans and resource allocation.
Student characteristic and targeted initiative funding	Collect data to identify the impact of student characteristic funding on the achievement and progress of target student groups
Workforce planning	Education assistants will be inducted and trained using the Working Together at Millen document. Evolve the school's approach to Staff Health and Wellbeing spanning the five pillars: culture and leadership, learning and development, supportive systems and safe environments

Monitoring and success indicators

- Progress made by students that attract student characteristic resourcing (Aboriginal, EALD, socially disadvantaged) in the Literacy Support program.
- OP budgets reflect BP goals.
- Staff survey informs continuous improvement.
- Staff access professional learning and resources to support their health and wellbeing.
- A psychosocial hazard risk management plan is developed and implemented.
- The Department of Education's annual governance and compliance measures are met.



RELATIONSHIPS AND PARTNERSHIPS

Relationships between members of the school community are culturally responsive, foster a sense of belonging through shared goals and maintain a focus on student, community and staff wellbeing.

Domain focus area	What we will do
Professional and respectful relationships	Incorporate strategies to foster professional relationships through the staff health and wellbeing approach. Review the school's Communication Guidelines to ensure effective communication from the school to support successful partnerships with parents. Add protocols for parents to follow when communicating with teachers and other staff members (including before and after school) to support respectful partnerships with school staff.
Communication	Promote the website as a source of relevant information Share information, including programs, processes and current key contacts with the community through the Katitjiny and the website.
Community / parent / carer satisfaction	School will work with the Board to seek and act on community satisfaction feedback, ensuring it reflects the school's diversity and the community's needs and aspirations.
School Board and P & C	Opportunities to join the School Board are widely promoted, encouraging representation reflective of the school's community.
Community partnerships	Develop Millen's beliefs and commitment towards creating an environment of cultural safety and responsiveness with input from our Aboriginal and Torres Strait Islander families and align our practices with the refreshed Aboriginal Cultural Standards Framework.

Monitoring and success indicators

- Millen's whole-school approach to cultural responsiveness is developed, documented and implemented by all staff.
- The data collected reflects the professional and respectful relationships between staff.
- The data collected reflects high levels of community satisfaction.
- The staff health and wellbeing approach is developed, documented and implemented.
- Website contains current contacts and program information.



Millen Primary School

Glossary.....



ACER	Australian Council for Educational Research
ACSF	Aboriginal Cultural Standards Framework
ATSI	Aboriginal and Torres Strait Islander
BP	Business Plan
DoE	Department of Education
EALD	English as an Additional Language or Dialect
Elastik	Online platform that triangulates curriculum linked student assessment data and pinpoints learning gaps
Future Leaders	DoE program offering high-achieving teachers with leadership aspirations development and support
FSP	Friendly Schools Plus
HASS	Humanities and Social Sciences
Katitjiny	Millen's weekly parent bulletin
MPS	Millen Primary School
NAPLAN	National Assessment Program: Literacy and Numeracy
OP	Operational Plan
PAT	Progressive Achievement Test
PLC	Professional Learning Community
SAER	Students at Educational Risk
SELDC	South East Language Development Centre
STEM	Science Technology Engineering Maths
TFI	Teaching for Impact
UFLI	University of Florida Institute (refers to an explicit and systematic phonics program)

Millen Primary School

Our Song



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 OUR LIFE'S PLAN
EVERYTHING'S ALL RIGHT AND RIDGY-DIDGE
(YEAH) IT'S PRETTY COOL TO BE A MILLEN KID
(YEAH) IT'S PRETTY COOL TO BE A MILLEN KID

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.

CHORUS

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

BRIDGE

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

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



Millen Primary School
Learning Together

Millen Primary School

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Our Strategic Direction

Our strategic direction is based on a framework of system and school priorities.

School Priorities

Teaching for Impact (TFI)

TFI - engage

Success for Aboriginal students

Cultural Responsiveness at Millen

Students at risk

Trauma-informed practices

Responding to and managing complex and challenging behaviours

Understanding disability

PBS and The Millen Way

Student Wellbeing

Friendly Schools + and Zones of Regulation

TFI - Instruct

Embedding MPS pedagogical framework – consistent practices; differentiated learning and a tiered approach

Embedding EYLF and Kindergarten Curriculum Guidelines with support from SLSO

Embedding whole school approaches: UFLI, P-6 PR1ME; MPS Approach to Curriculum and Assessment. Identify and implement new evidence-informed Year 3 – 6 spelling approach.

The Millen community

Build School Board Membership

Continue building communication with families

DOE Staff Wellbeing Strategy 2023 - 2027

Collaboratively develop, document and implement MPS staff health and wellbeing strategy, including psycho-social hazards.



Monitored by data sets to

Inform teaching and learning programs

Identify student achievement and progress, including the impact of student characteristic funding

Inform annual whole-school review, including implementation of whole school approaches e.g. UFLI, PR1ME, the impact of PLCs and Instructional Coaching

Supported by

Curriculum Leaders

Instructional Coaches
1) Pedagogy
2) Behaviour

PLCs – focus on effective use of data and consistent implementation of whole school approaches to move students forward

Walkthroughs & feedback focused on implementing whole school approaches with fidelity

PM & D

MPS Change Management Guidelines