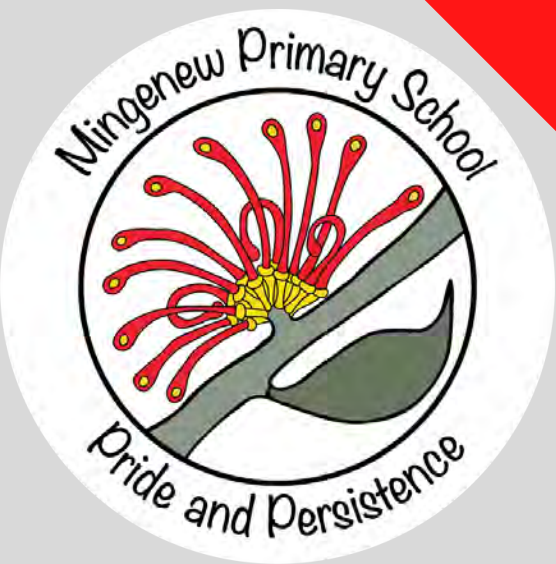


Mingenew Primary School

2022 -2024
Strategic Plan



Our School Context



Mingenew Primary School caters for students from Kindergarten to Year 6 and is in the Midwest Region, 100 kilometres south of Geraldton and 3 and 1/2 hours north of Perth. We are a small rural school that sits at the heart of our very supportive local community. We have an active P&C and School Council who work in harmony with us to maximise the academic and social outcomes for our students.

Our Staff Mantra

"EVERY CHILD MATTERS EVERY DAY"

Our School Vision

Mingenew Primary School will ensure that, 'Every Child Matters, Every Day' by demonstrating quality teaching, supportive learning environments and high expectations.

At Mingeneu Primary School we are committed to providing our students with a learning environment that promotes resilience, optimism, confidence, and self-efficacy.





Our Shared Beliefs about Teaching and Learning

- High expectations for staff and students, to support year on year growth
- Teaching and learning is visible and includes quality formative feedback, reflection and is data driven
- High quality explicit teaching produces high performing students
- Social, emotional and academic needs are nurtured and developed in a safe, supportive environment where all students feel valued and encouraged
- Parents, carers and outside agencies, work in partnership with the school to maximise student outcomes



"THE HIGH PARTICIPATION WE HAVE IN CLASS HELPS ME LEARN"

Our School Expectations



Our 2022 - 2024 Strategic Plan is the result of the analysis of data, surveys and other information available from external and internal sources, including our local community needs. It was written in collaboration with the staff, students and the wider school community in our pursuit of being the 'School of Choice' in our regional area and ensuring best outcomes for our students. This plan will provide direction for our decision making, resources and priorities for the next three years. It is supported by Operational Plans which provide more detail for it's implementation.

School Direction	Electronic School Assessment Tool Domains	Links to Systemic Priorities Every student, every classroom, every day
Commitment to excellence in leadership and governance	Use of Resources Leadership	Build the capacity of leaders and teachers to deliver effective, evidence-based teaching practices Promote student voice in school decision making Make decisions based on evidence and in the best interest of students' educational opportunities
Commitment to ensuring a culture that promotes success for all students	Learning Environment	Create thriving learning environments Embed effective approaches to student wellbeing and care Build STEM skills to strengthen post-school opportunities Engage in early pathway planning
Commitment to excellence in teaching and learning	Teaching Quality Student Achievement and Progress	Embed whole school approaches to teaching Continue to build on the progress and achievement of NAPLAN results Use systemic and school based data to monitor and track student progress and achievement
Commitment to strong sustainable partnerships and community engagement	Relationships and Partnerships	Create opportunities to work collaboratively with local communities, including Aboriginal communities to determine aspirations and opportunities for students. Enhance engagement practices with parents and families that are responsive to their needs and concerns

Our Commitments



2024 Targets

- Achieve the self-rating of 'High to Outstanding', using the National School Improvement Tool in the domain of 'An Expert Teaching Team'
- Mingenew Pedagogical Framework is evident across all classrooms
- High Impact Teaching Coaching Model is embedded practice.
- Increase the percentage of students in the top 20% subgroup within NAPLAN for Literacy and Numeracy.
- Maintain or increase school mean to achieve above Like School comparisons for NAPLAN Literacy Year 3 and 5 (Band 3 and above for Yr 3, Band 5 and above for Yr 5)
- Increase percentage of students who demonstrate high to excellent progress in NAPLAN
- All students in Year 1 and 2 will make moderate or higher progress for On-Entry based on their results from the previous year.

**Commitment
to excellence
in teaching
and learning**

Strategies

Milestones 2022

Milestones 2023

- Analyse systemic data (NAPLAN & On-Entry)
- Use a 'Disciplined Dialogue' approach to interpret challenges and celebrations and re-direct effort and resourcing
- Daily Reviews used across Learning Areas and are inclusive of differentiation
- Implement student goal setting strategies
- Develop staff capacity in High Impact Teaching
- NQS audit and review cycle

- High Impact teaching is linked to Performance Development and Peer Observations
- High Impact teaching pedagogy coaching cycle scheduled for teaching Literacy and Numeracy each term
- Increase staff capacity in Data Literacy
- Develop and implement staff self-assessment agreed schedule
- Mingenew Scope and Sequence developed

- High Impact teaching pedagogy coaching cycle scheduled across all Learning Areas including specialists
- Scheduled staff self-assessment is embedded practice
- Student Goal Getters is evident in all classes
- Staff are proficient in using data analysis to inform planning
- Mingenew Scope and Sequence implemented



Commitment to ensuring a culture that promotes success for all students

2024 Targets

- Increase and strengthen opportunities including the use of student surveys for feedback to teachers on pedagogy and classroom culture
- Collaborate with parents and community to provide a motivating and engaging environment for students
- Whole school approach to Case Management of Students at Educational Risk
- Whole school Health and Wellbeing Plan implemented

Strategies	Milestones 2022	Milestones 2023
<ul style="list-style-type: none"> • Intervention for individuals and small groups included in SEN Planning • Agreed upon whole school practices for Case Conference process • Authentic opportunities provided in class for student voice • Student work displayed in classes • Consult with Yamatji Language Centre for labeling in classrooms 	<ul style="list-style-type: none"> • Develop connections with local Aboriginal families to ensure appropriate culturally responsive school environment • Develop whole school Health and Wellbeing Plan • Case Conferences held each term/semester inclusive of all stakeholders • Evidence based Literacy Intervention Programs implemented • Student voice sought in class for feedback on impact of teaching and learning 	<ul style="list-style-type: none"> • Build stable partnerships with local Aboriginal groups and Elders who will become 'planning partners' • Continue to implement Health and Wellbeing plan through review cycle • Evidence based Literacy Intervention Programs reviewed for level of impact and consolidated • Student voice valued as integral part of teaching and learning cycle



2024 Targets

- A connected leadership model is embedded and empowers staff to build their leadership capacity
- Achieve 'Highs' in the School Council Self-Assessment Survey
- Increase student agency and voice in leadership roles
- Rigorous self-review cycle inclusive of all stakeholders is embedded practice

Commitment to excellence in leadership and governance

Strategies	Milestones 2022	Milestones 2023
<ul style="list-style-type: none"> • Targeted professional learning in High Impact Teaching and Learning • Training accessed for School Council members • Professional Learning workshops led by staff to share best practice • Schedule regular student council meetings • Good school governance is visible through well informed School Council • Provide opportunities for student voice • Continue with Parent Forums 	<ul style="list-style-type: none"> • Shared practice of evidence based impactful pedagogy is scheduled each term • Leaders provide feedback about the quality of teaching performance formally and informally each term • Leaders develop a culture that supports the professional growth of teachers linked to priority focus areas to support student outcomes • School Principal continues to access feedback and support from the Collegiate Principal partnership • Refine student leadership model to include clear expectations and defined roles 	<ul style="list-style-type: none"> • A performance development cycle for all staff inclusive of peer observations is an established culture • Teachers demonstrate collective responsibility for student progress across all Learning Areas • ESAT used to facilitate and refine collection and analysis of data • Leaders engage in shared professional reading and review research relevant to the context of our school. • Student Leaders conduct classroom observations to review and provide feedback on agreed lessons



"Staff understand and accept that school success is based on the principle of a two-way professional obligation and shared accountability. This reflects their positive approach to professional review."

Public School
Review 2021

"The establishment of unequivocal standards for student achievement, balanced with their social wellbeing needs, is a feature of the instructional belief at Mingenew Primary School. Differentiation of teaching and support strategies is instinctive to this school. Staff, including education assistants and specialist staff, authentically collaborate in the best interest of students."

Public School
Review 2021



Commitment to strong sustainable partnerships and community engagement

2024 Targets

- Increase the number of community partnerships to support STEM Priority Focus
- Implement STEM school based EXPO
- 'Steering Committees' are embedded in the school culture (inclusive of staff, students, parents and the wider school community) when planning school events
- Local Aboriginal groups take on a lead role in planning cultural events

Strategies	Milestones 2022	Milestones 2023
<ul style="list-style-type: none"> • Cross curricular STEM projects • Survey parents for expertise and interests for CLUBS • Continue to have parent forums • AIEO to develop contact list of local Aboriginal, elders, artists, language advisers etc • Develop staff knowledge of local Mingenew and Midwest Aboriginal history and culture • Seek connections with local business to partnership in STEM EXPO 	<ul style="list-style-type: none"> • Trial STEM or Arts interest club at lunchtimes (Trial interested/skilled parents/community members to 'run' the club eg choir, drama) • 'Steering Committees' to be trialed for planning school events including: ANZAC, NAIDOC, Literacy & Numeracy events (Including Book Week) • Develop Culturally Responsive Plan with local Aboriginal families and community members • Identify and plan whole school STEM Yr. 2 to 6 Project to showcase to school community. 	<ul style="list-style-type: none"> • Showcase the STEM/ Arts club through a display/performance at Mingenew Expo 2023. • Continue to strengthen the use of 'Steering Committees' for planning school events • Implement Culturally Responsive Plan • Plan and conduct whole school STEM Project K to 6 to showcase to school community



"Nurturing an environment of relational trust between staff and the community is a key school focus. Highly motivated staff, School Council and P&C representatives visibly add value to the school and what it means to its parents and more broadly, the local community."