

# Strategic Plan 2025-2028

## Our vision

*"We aim to create a learning environment where children, staff, and families feel a strong sense of belonging and compassion, fostering pride and persistence in all that we do. By working collaboratively, we seek to ensure that everyone achieves the best outcomes for all children and our community."*

## Relationships and Partnerships

### What we will do:

- Establish a wellbeing plan for the school community starting with a strong focus on staff wellbeing.
- Continue to support student wellbeing through the implementation of whole school initiatives.
- Establish opportunities for feedback to and from key stakeholders around decisions, planning, events, programs and change management.
- Work collaboratively with the local shire & community organisations to create inclusive events & programs that promote a strong sense of belonging for all students.
- Promote the work of school council and increase the communities understanding of the role of school council.
- Promote parent engagement with P&C as a way of supporting their children's education.

### What you will see:

- A wellbeing agenda is included in staff meetings & school development days.
- Staff workload is negotiated and actively managed in accordance with industrial requirements, staff needs and student needs.
- Continued implementation of The Resilience Project
- A school council review schedule that aligns with the school targets & system priorities
- Students engaging and being active in the local environment (environmental/historical/economic)
- Clear communication with families around student outcomes & progress via structured parent-teacher meetings & digital platforms.
- School events that are inclusive and provide opportunities for members of the community to make valuable connections.

## Student Achievement and Progress

### What we will do:

- Identify learning gaps from classroom to classroom to inform planning and target specific areas of need.
- Establish school benchmarks as a trigger for further assessment.
- Increase in the number of students in the top achievement band for NAPLAN in Year 3 & 5
- Students achieving and maintaining STANINE 5 (and above) in year-to-year PAT Assessments
- Have clear processes in place to identify students who are not making the expected progress as early as possible.
- Reduce the number of students participating in Mini Lit & Maqlit by focusing on high quality programs in K-2
- Address the downward trend in poor oral language skills.

### What you will see:

- School leaders providing professional learning and support, and guiding discussions with staff to ensure connections exist between student achievement data and planning.
- An established and understood assessment schedule
- All teaching staff proficient at using Elastik to use student data to inform planning and measure their effectiveness.
- Teachers using data effectively in conversations with families about student learning.
- A strong focus on oral language and communication skills from Kindy - Year 6

## Leadership

### What we will do:

- Develop and support leadership pathways providing staff with leadership opportunities.
- Develop a coaching and mentoring culture with a focus on implementing and embedding instructional growth.
- All staff are actively engaged in professional self-improvement.
- High rates of staff satisfaction in their work at MPS
- Obvious school wide practices that reflect a positive school culture
- Supporting students to become compassionate and confident young people with a strong sense of belonging.

### What you will see:

- Processes in place to monitor and review the implementation of whole school strategies.
- Teacher leaders identified, trained, and provided with opportunities to support staff to embed quality teaching practice.
- A meaningful and growth focused approach to staff performance management
- Staff working together as a team to make Mingeneu a positive place to work
- Students who can communicate clearly, demonstrate pride in themselves and their school and show compassion for each other, their teachers and other members of the MPS community.

## Learning Environment

### What we will do:

- Become a culturally responsive school.
- Further embed consistency and continuity of whole school positive behaviour to reinforce expected behaviours.
- Embed our social and emotional learning program across the school to strengthen the wellbeing of our whole school community.
- Create engaging & more flexible outdoor learning spaces in Kindy & Pre-primary
- Refine processes to identify, support and monitor students at education risk.
- Continue to work with the community to improve attendance particularly in the early years of schooling.

### What you will see:

- Culturally responsive practices, involvement and engagement with Aboriginal families and community.
- Documented and embedded practices to identify, monitor and support for SAER – learning difficulties, academic, extension, attendance, behaviour, and socio-emotional needs.
- Consistent policy approaches and processes to manage student behaviour within a Positive Behaviour in Schools (PBS) framework.
- Attendance rate is at or above like schools and attendance data is included in conversations with families around student progress, achievement, and wellbeing.

## Pride

- Active participation
- Respectful relationships
- Working together
- Celebrating diversity

## Persistence

- Consistent effort
- Support for all students
- High expectations
- Full participation

## High Quality Teaching

### What we will do:

- Continue to develop the whole school instructional model.
- Continue to provide high quality PL and coaching to our teaching staff so that they can effectively deliver whole school programs with high fidelity and low variance.
- All teachers will collect and use data to inform their planning and measure the effectiveness of their instructional practice.

### What you will see:

- Teachers in every classroom/learning environment using high impact instructional strategies and teaching core content explicitly.
- All students engaged in meaningful learning tasks that reflect appropriate curriculum outcomes, high expectations and are part of the agreed whole school programs and resources.
- Teachers engaging in fortnightly collab with a strong focus on improving teaching practice and student outcomes.
- Teachers participating in coaching cycles with peers.
- Teachers completing Teach Well professional learning.