

# Strategic Improvement Plan 2021-2024

## Weilmoringle Public School 4305



# School vision and context

## School vision statement

We believe that all students should be empowered to become successful learners, confident and creative individuals and active and informed citizens. We work together with families to build a foundation for life-long learning. Teachers employ evidence-based teaching methods to optimise learning progress for all students. Staff and the school community hold aspirational expectations of learning progress and achievement for all students. There is a strong focus on positive, transparent, respectful relationships and student well-being across the school. We continually work towards strong partnerships between school and community locally and beyond. We have a strong focus on deepening our understanding of Aboriginal Culture and Language.

## School context

Weilmoringle Public School is situated in far north-western NSW and is part of the NSW Western Plains Network of Schools. It is located 100kms from Brewarrina and 460kms from Dubbo. The school is well resourced with excellent facilities for its students; these include stimulating and well-resourced classrooms, access to technology, covered playground equipment as well as large playground areas. The school plays an important role in the community and is seen as a focal point for many community events. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Weilmoringle Public School. In 2021 there will be 7 full-time students (100% Aboriginal) and 1 student who is a shared enrolment with Bourke DOE. We run a Murrawarri Aboriginal language, history and culture program with the support of the local Aboriginal Education Consultative Group (AECG) and Redi. Weilmoringle Public School benefits from equity funding which is used to support students in all Key Learning Areas. Through the School Budget Allocation Report (SBAR) funds are allocated for an additional teacher and School Learning Support Officer time to deliver tailored interventions in literacy and numeracy for K-3 students.

In the process of developing our Situational Analysis we identified the two key areas for academic focus remain Literacy and Numeracy where both internal data and NAPLAN data show students performing at significantly below benchmark. Whilst overall connections with community are strong the relationships are reliant on personal connections with the principal. Focus needs to shift to being connections built on processes and procedures to ensure sustainability and more authentically include other staff.

# Strategic Direction 1: Student growth and attainment

## Purpose

To support all students to achieve academic, social and emotional outcomes that will prepare them to be successful learners. Staff will supported to build capacity in the systematic collection and analysis of data to be used to inform programming to ensure growth in all areas of curriculum for every student with a specific focus on literacy and numeracy.

## Improvement measures

### Target year: 2023

Students will show expected growth in Reading at or above the lower bound system negotiated target of 60%

### Target year: 2023

Students will show expected growth in Numeracy at or above the lower bound system negotiated target of 60%

## Initiatives

### Highly effective teaching practices

Staff will collaboratively plan and teach using explicit research based teaching practices. Learning intentions and success criteria will be used in all literacy and numeracy lessons.

Professional learning for all staff around evidence based teaching of Reading and Numeracy.

### Individual Personalised Learning Pathways to support learning

Parents/carers work with students and staff to ensure learning objectives are identified and strategies are implemented to achieve objectives..

## Success criteria for this strategic direction

Student work samples are analysed and moderated to identify student learning progress and inform future programming.

Teachers collect and analyse data on a five week cycle and areas for future growth are identified and targeted in programs.

## Evaluation plan for this strategic direction

Teacher programs show evidence of data informing classroom practices.

Every student has a Personalised Learning Pathway (PLP) identifying student learning objectives which is reviewed every six months.

Students, parents and staff regularly refer to PLPs and use goals set to assist in monitoring student progress.

Student work samples show evidence of the use of Learning Intentions and Success Criteria.

Formative and summative assessments used to inform teaching programs.

## Strategic Direction 2: Sustainable Well-being and Engagement rooted in Authentic Community Collaboration

### Purpose

Relationships between staff, students, families and community members are authentic and based on mutual trust. Systems are in place to support the development and maintenance of these relationships and ensure authentic community collaboration.

### Improvement measures

#### Target year: 2024

100% of students/parents/carers/community members maintain an authentic relationship with staff based on mutual trust and feel confident to approach any member of staff to discuss learning programs.

#### Target year: 2022

Increase the % of students attending >90% of the time to be at or above the lower bound system negotiated target of 70%.

### Initiatives

#### Community Engagement

Parents, Elders and Community members will be engaged in well-being initiatives to increase attendance and build authentic, mutually respectful relationships.

#### Community Collaboration

Families, Elders and Community members will be encouraged to participate in planning for teaching through the collaborative development of PLPs.

### Success criteria for this strategic direction

Positive, consultative, authentic relationships are evident throughout the school and the community.

Resilience and persistence are explicitly taught and resilient behaviours are modelled by teachers.

Circle Time is used weekly to encourage sharing of concerns and collaborative problem solving.

Self regulation is acknowledged and rewarded as students are empowered to take ownership of wellbeing strategies.

### Evaluation plan for this strategic direction

Use of the Wellbeing framework to measure achievement.

Increased attendance at P&C and community consultation meetings.

Survey results show students and parents feel confident about approaching staff and have a high level of trust in the staff.