### School vision statement
Weilmoringle Public School focuses on providing quality learning opportunities for all children by providing programs that value and support the individual learning needs of each student. We are committed to ensuring that quality learning and teaching are the central focus of our classroom. Students will participate in engaging, enjoyable learning experiences, while endeavouring to achieve their personal best and become respectful and successful lifelong learners. A strong partnership with the small schools in the Western Plains Network will be maintained to provide academic, professional and social learning opportunities for students, staff and parents.

### 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 2015 there will be 13 students (100% Aboriginal) at Weilmoringle PS. Weilmoringle Public School benefits from equity funding which is used to support students in all Key Learning Areas.

### School planning process
Midway through Term 4 2014 a survey was sent home to each family asking for responses in the area of school future directions.

14th November 2014 the Western Plains Small Schools Network met with a Principal - School Leadership, in Nyngan. At this meeting we developed a deeper understanding of the philosophy behind the new school planning process and the components of the actual document. We worked with other small school principals to identify better ways of engaging the school community in consultation meetings.

4th February 2015 a letter sent home inviting parents/carers/wider community to attend the school for a planning meeting followed by morning tea.

6th February 2015 a planning meeting was held at the school involving representatives of 85% of the students, all students and staff. At this we identified what we liked about the school, what we would like to see change and what ideas we had for the future of Weilmoringle PS. This information was correlated to formulate three strategic directions: Student Learning, Professional Practice and School Community Engagement.
Purpose:
We will improve student learning through the development and delivery of consistently high quality teaching practice whilst supporting their emotional, social, physical and spiritual wellbeing.

To improve students’ performance through targeted support.

Purpose:
We will promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices to create a meaningful, inclusive and equitable whole school learning environment. This supports a range of learning styles, ensuring personalised and differentiated learning for students in order to enhance student outcomes.

Purpose:
We will establish more effective partnerships with families and build community identity. To support and develop a community of successful learners, confident and creative individuals and active and informed citizens.
## Strategic Direction 1: Student Learning

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th><strong>People</strong></th>
<th><strong>Processes</strong></th>
<th><strong>Products and Practices</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do we need this particular strategic direction and why is it important? We will improve student learning through the development and delivery of consistently high quality teaching practice whilst supporting their emotional, social, physical and spiritual wellbeing. To improve students’ performance through targeted support.</td>
<td>How do we develop the capabilities of our people to bring about transformation? <strong>Students:</strong> Develop student understanding of why assessments are important in setting goals for improvement. Students will be engaged in personalised learning plans which focus on literacy and numeracy. <strong>Staff:</strong> Develop teaching capacity through professional learning and support to improve their knowledge, skills and understandings, to deliver programs for improved student outcomes. Will develop the capacity of staff to utilise the literacy and numeracy continuums as a means of assessment driven planning.</td>
<td>How do we do it and how will we know? 1. Quality Teaching - Assessment Develop and implement a Scope and Sequence of Assessment with regular continuum meetings with students and Personalised Learning Plan meetings. 2. Creating Passionate Learners Professional learning on developing and sustaining programs in all Key Learning Areas with Literacy and Numeracy embedded in content. 3. Providing Quality Curriculum To ensure supervision processes will identify strongly with the QT elements. To enhance teacher understanding of the new syllabi and collaborate with schools displaying best practice in the use of the continuums to measure student growth. 4. Professional Learning To collaborate with the Instructional Leader, participate in collegial discussion on student progress in K-2 and attend L3 and TEN professional learning.</td>
<td>What is achieved and how do we measure? 75% of K-2 students will progress a minimum of two cluster markers and 75% of Yr 3-6 students will progress at a minimum of one cluster marker on the literacy and numeracy continuums by the end of 2015. The average result, as measured against the previous three year cohort, will improve by 15% in all forms of school assessments. What are our newly embedded practices and how are they integrated and in sync with our purpose? Early Action for Success strategies will be embedded within all teaching programs. High quality teaching and learning practices supported through programs, assessment, Performance and Development Framework will be embedded in teaching programs. Teaching staff regularly plot students on the literacy and numeracy continuum to measure improvement. Learning adjustments are reflected in modified teaching programs and support student progress in achieving outcomes.</td>
</tr>
</tbody>
</table>

---

**Improvement Measures**

Students will progress on the literacy and numeracy continuums in line with or above their stage-appropriate outcomes.
Strategic Direction 2: Professional Practice

**Purpose**

Why do we need this particular strategic direction and why is it important?

We will promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices to create a meaningful, inclusive and equitable whole school learning environment. This supports a range of learning styles, ensuring personalised and differentiated learning for students in order to enhance student outcomes.

**People**

How do we develop capabilities of our people to bring about transformation?

**Staff:** Staff will undertake targeted professional learning, in order to improve their knowledge, skills and understandings, driven by needs of the students. Professional Learning goals will be negotiated and implemented with teaching staff.

**Parents:** Build and articulate a shared purpose with staff, to assist students to meet identified learning, engagement and wellbeing needs to achieve immediate goals and long term outcomes.

**Community partners:** Encourage staff to source external agencies to support the achievement of personal learning outcomes.

**Leaders:** Identify and implement professional learning opportunities with staff that are aligned with school priorities; individual learning plans; effective performance and development practices; and DEC accountabilities.

**Processes**

How do we do it and how will we know?

1. **Effective Pedagogical Practices**
   To promote, build and sustain the professional learning of all staff members, by creating an environment where teachers learn from each other in a variety of settings. This will promote continual development; collaborative teamwork; shared purpose and enhanced student outcomes.

2. **Alignment of Current Policies**
   Implement staff training in the National Curriculum Syllabus documents in order to implement the new curriculum as per BOSTES and DEC guidelines.

**Evaluation plan:**

Regular meetings with staff to determine professional learning needs with formal and informal classroom observations and structured feedback sessions timetabled and evident.

Tracking of staff attendance at Professional Learning events and evidence of professional learning embedded in classroom practice, with regular collegial professional sharing sessions timetabled and evident.

Updated and current school policies, procedures and practices as required.

**Products and Practices**

What is achieved and how do we know?

All teachers are aligned to the goals within the school plan; focus on collaborative planning and programming; Performance and Development Plans are constructed with evidence embedded in classroom and managerial practices.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Professional Standards are articulated to all staff and an agreed Performance and Development Framework implemented aligned with Standards.

Proactive professional learning across the school support quality educational and organisational practices in alignment with DEC policy; Australian Professional Standards; and NSW syllabus for the Australian curriculum.
## Strategic Direction 3: School Community Engagement

### Purpose

Why do we need this particular strategic direction and why is it important?

We will establish more effective partnerships with families and build community identity. To support and develop a community of successful learners, confident and creative individuals and active and informed citizens.

### People

How do we develop the capabilities of our people to bring about transformation?

**Students:** Engage students in student welfare programs, to improve and further develop emotional resilience, social intelligence, confidence and proactive leadership behaviours.

**Staff:** Develop staff capacity to build stronger community relations with parents and to improve models of positive high level and regular two-way communication and consultation.

**Parents:** Establish a collaborative learning community with students, parents and teachers to support student engagement, learning and well-being.

**Community partners:** Strengthen learning alliances within and beyond our school to support school programs including: Indigenous; creative arts; enrichment; environmental; sporting; transition and other innovative initiatives.

**Leaders:** Current and aspirant school leaders will be given opportunities to manage and lead key projects at school and across the Western Plains Small Schools Network.

### Processes

How do we do it and how will we know?

1. **Student Engagement** To create opportunities for all of our students to actively engage and participate in a wide variety of internal and external extra-curricular activities which promotes learning, engagement and wellbeing.

2. **Participation and Community Learning** - To increase the number of parents engaging in community learning sessions and P&C events/fundraising.

3. **Western Plains Small Schools** - To create jointly planned professional learning activities for staff, students and parents across the network.

**Evaluation:**

Regular monitoring of parent P&C attendance data; home-school data; and other community event/fundraising data, throughout the year.

Annual school survey measurement of school culture; environment; and satisfaction levels.

There is evidence that the schools learning community partnerships are being successfully implemented, adequately resourced and are sustainable.

### Products and Practices

What is achieved and how will we know?

To develop a supportive school community evidenced by increased numbers of community members attending P&C and community events.

Increased student involvement in leadership opportunities and student voice throughout the school.

Sustained high levels of positive student, staff, and parent satisfaction levels with school learning culture and environment being >85%.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

A positive culture of learning exists across the school among students, staff and parents.

Timely and respectful communication occurs between students, staff and the community.

Regular combined Western Plains Small Schools Network professional learning and capacity building meetings and networks for leaders, students, teachers and parents.