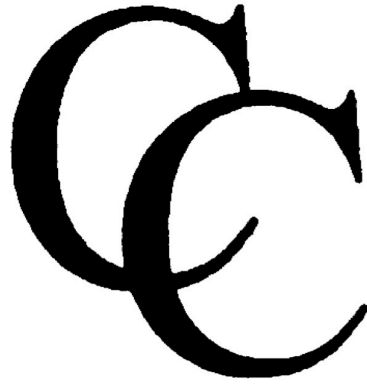




# School plan 2018-2020

**Coffee Camp Public School 1583**



# School background 2018–2020

## School vision statement

At Coffee Camp Public School we believe in high quality educational opportunities for each and every student and staff member.

## School context

Coffee Camp Public School is a three teacher school located 11km south of Nimbin. The area is low socio-economic with a variety of social issues. Coffee Camp Public School runs programs that cater for the needs of its students and the school community.

Academic achievement, the performing arts, sport and student welfare are seen as areas of strength and must continue as areas of focus. Parents are proud of our established traditions and record of success.

Coffee Camp Public School will continue to view student wellbeing as our “core” business and will continue to be a major focus area in the school. Practices that promote resilience, successful learners for the 21st century, care and respect for other cultures and our environment will continue to be embedded in our school culture.

Coffee Camp Public School will focus on the implementation of the curriculum, success for aboriginal students, inclusivity for all cultures and staff and students acquiring and demonstrating leadership skills.

Coffee Camp Public School community is a proud member of the “Big Scrub” Community of Schools.

## School planning process

The School Plan is the result of continuous consultation with the entire school community including students, staff, parents and community of schools.

The School Plan was a direct result of a student, staff and parent survey.

Consultation on the School Plan was also held at P & C meetings at the end of 2017 and beginning of 2018.. Input was also requested from the SRC.

Staff meetings and Staff Development Days were also based the development of the School Plan. Analysis of the previous Management Plan and NAPLAN data, to identify the success of existing programs, the identification, planning and implementation of new initiatives and continuation of current programs to enhance our students, staff and school learning and development was carried out on staff planning days.

Extensive discussion, consultation and collaboration was held with our Community of Schools to plan strategic directions, enhance student learning and provide leadership and learning opportunities for all staff.

A final P & C meeting was held to view results of surveys and future strategic directions prior to the Plan being published on our website.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Excellence in Learning



**STRATEGIC  
DIRECTION 2**  
Quality Teaching



**STRATEGIC  
DIRECTION 3**  
Educational Leadership in the  
Community

**Purpose:**

To ensure whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Build a school culture focused on quality 21st century learning, building aspiration and showing evidence all students are learning and growing.

**Purpose:**

Ensure all teachers are committed to identifying, understanding and implementing the most effective and explicit teaching methods, with the highest priority given to evidence based teaching strategies.

Embed explicit systems for collaboration and feedback to sustain quality teaching practice.

**Purpose:**

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

# Strategic Direction 1: Excellence in Learning

## Purpose

To ensure whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Build a school culture focused on quality 21st century learning, building aspiration and showing evidence all students are learning and growing.

## Improvement Measures

All students, staff and stakeholders can articulate and follow the whole school Positive Behaviour for Learning program.

Teaching programs reflect a project based learning approach whilst reflecting syllabus outcomes.

All students use goal setting practices to reflect on their learning, as well as developing their skills and mindsets in innovation, collaboration and resilience.

## People

### Students

Students will have a clear understanding of positive behaviour and display reliance and increased self esteem. They will be confident and engaged in all aspects of learning.

### Staff

Enthusiastic, skilled with a positive mindset to all aspects of Teaching and Learning programs.

### Parents/Carers

Engaged and supportive of students and school programs

## Processes

### Wellbeing

- connect students to their learning and develop a culture within your faculty which promotes positive, respectful, professional relationships
- set students up to succeed by being respected, valued, supported and empowered
- enable students to thrive by growing and flourishing, doing well and prospering.

### Innovative and Collaborative Learning

Project Based Learning, STEM programs and collaborative programs embedded in all classes with a strong focus on literacy and numeracy.

## Evaluation Plan

The quality of these practices will be monitored through student assessment of and for learning, staff supervision and development, and parental feedback.

The impact of this strategic direction will be evident through growth in student engagement and improved attendance.

## Practices and Products

### Practices

Implement Positive Behaviour for Learning, including access to a range of professional learning courses and resources including information sessions about PBL and evaluation tools. Advice and coaching/ mentoring support to implement PBL across the whole school, in classrooms and to provide support for staff to plan to meet the needs of individual students.

The school will use the Wellbeing Framework so that it:

- Creates a positive teaching and learning environment
- Identifies students with learning needs have personalised learning and support
- Ensures Aboriginal children and young people have a personalised learning pathway
- Ensures parents are consulted and contribute to the planning to support their child's individualised learning
- Individually assesses student achievement to allow for individual learning.

To enhance student engagement and to reflect their needs and interests, initiatives in project based learning and STEM will be implemented

### Products

Positive respectful relationships are evident and widespread among students and staff and promote student learning across the whole school.

There is a school-wide, collective

# Strategic Direction 1: Excellence in Learning

## Practices and Products

responsibility for student learning and success, which is shared by parents and students.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

# Strategic Direction 2: Quality Teaching

## Purpose

Ensure all teachers are committed to identifying, understanding and implementing the most effective and explicit teaching methods, with the highest priority given to evidence based teaching strategies.

Embed explicit systems for collaboration and feedback to sustain quality teaching practice.

## Improvement Measures

A significant proportion of students are working at or above expected outcomes in Literacy and Numeracy, together with improved value-added results.

All staff will engage in formal and informal goal setting and teacher supervision practices, leading to them enacting the Professional Teaching Standards. This will be led by the Principal as Instructional Leader.

## People

### Students

The students of Coffee Camp PS are confident and reflective who are engaged in all aspects of their learning.

### Staff

Staff will participate in supervision practices, leading to them enacting the Professional Teaching Standards.

### Leaders

All staff will act as leaders in curriculum delivery and student wellbeing.

## Processes

### Curriculum Delivery

Coffee Camp PS is committed to delivering the curriculum to all students at their stages of learning.

### Teacher Quality

Our staff are committed to ensuring the highest quality learning takes place. This will be ensured through Teacher Professional Learning, meeting the Professional Teaching Standards and the Quality Teaching Framework.

## Evaluation Plan

The quality of these practices will be monitored through student assessment, staff supervision and development, and parental feedback.

The impact of this direction will be evident through growth in teacher performance, leading to enhanced student engagement.

## Practices and Products

### Practices

The school will enhance current systems in curriculum delivery, particularly in Literacy and Numeracy, and this will be reflected in classroom practice, teaching programs and in assessment for and of learning.

The Professional Teaching Standards will be the lens that staff performance and development practices will be implemented.

All staff are working with the What Works Best Paper and this will be reflected in teaching and Learning programs

### Products

A whole school approach that ensures the most effective evidence based teaching methods optimise learning progress for all students.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

# Strategic Direction 3: Educational Leadership in the Community

## Purpose

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

## Improvement Measures

Coffee Camp PS will be actively involved in all Big Scrub Community of Schools initiatives, leading to enhanced learning and social outcomes for its students, as well as growth in teacher and leader expertise.

## People

### Students

Students are provided with opportunities to engage with peers at a personal, social, physical and academic level. This will build skills and levels of confidence in their ability to lead by regular and strategically interaction with peers from our Community of Schools.

### Staff

Staff will engage in professional learning to increase confidence in providing quality teaching to all students within classrooms across our Community of Schools.

### Leaders

School leaders will share expertise, knowledge and initiatives with other learning community schools and groups.

### Community Partners

Parents and community will be actively involved in school and student learning programs.

## Processes

### CoS Collaborative Practice – Students

Students will have regular strategic opportunities to build leadership skills and their ability to interact positively with peers from other students within the Big Scrub Community of Schools.

### CoS Collaborative Practice – Staff

Staff will have the opportunity to participate in training to lead professional learning for colleagues by our established CoS groups.

## Evaluation Plan

The impact of this strategic direction will be measured via student engagement, teacher participation and parent and Community of School feedback.

## Practices and Products

### Practices

Innovative enrichment programs across the community of schools are enhanced to provide opportunities for all students within the Community of Schools.

All staff participate and lead professional learning across the community of schools based on their area of expertise and current stage of teaching..

Staff will plan and lead student enrichment and interest days, including communication and evaluation.

### Products

Students build relationships and participate in learning activities which allow them to confidently transition to high school and beyond.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

The leadership team (school and community) enhances the professional learning community which is focused on continuous improvement of teaching and learning for all participating schools.