

School plan 2018-2020

Coramba Public School 1647



School background 2018–2020

School vision statement

Coramba Public School believes in creating and nurturing a positive love of learning. We welcome students, families, teachers and school staff into a caring, friendly, inclusive learning environment. We believe in connecting with each other, our environment and the local community and value the importance of building and sustaining strong relationships. We strive for the highest standards of teaching and learning, and believe every child has great potential and will achieve their best. We embrace diversity and support all children to express their unique gifts and talents. We are respectful, resilient achievers of excellence.

School context

Coramba Public School is a small school located in the Orara Valley, 15km west of the regional city of Coffs Harbour, NSW.

At Coramba Public School, we pride ourselves on providing individualised and responsive teaching and learning programs to all students. As a small school, with two multi-stage classes, we are able to utilise our staff to provide small group and individual instruction, especially in the teaching and learning of English and mathematics. We implement quality literacy and numeracy programs based on best practice research and our teachers are committed to continuous professional learning. We employ additional staff to provide flexible groupings in mathematics, to ensure all students are catered for and achieve the best possible outcomes.

Coramba Public School provides a stimulating learning environment where students acquire knowledge, skills and positive attitudes in all Key Learning Areas. We provide a rich and varied curriculum, where students have opportunities to work collaboratively with their peers, developing skills such as problem solving, cooperative group skills and leadership. Students of all ages and abilities work together in a range of activities including peer support, drama, sport and cultural events. We provide specialist programs in dance, choir and music.

The RAM allocation for 2018 includes the following information. The school FOEI is 114 for 2018. 25% of students identify as Aboriginal.

School planning process

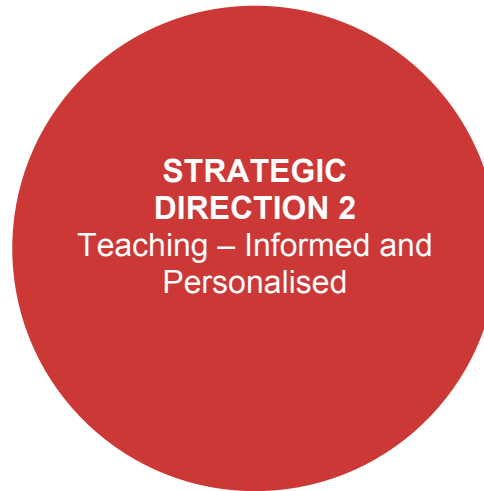
The school planning process was comprehensive and involved all stakeholders including teachers, community and students. The External Validation process held in 2017 provided valuable data against the School Excellence Framework on areas of strength and areas for development. School and system priorities were clearly defined and informed the strategic directions. Teachers participated in a series of meetings and professional learning with the Principal, School Leadership. A community focus group was held with a large number of parents/carers. This directly informed the school vision. The school plan is firmly based on the belief that "the student is at heart of everything we do".

School strategic directions 2018–2020



Purpose:

Coramba Public School is a place of Respect, Resilience and Achievement. Our purpose is to develop a strategic and planned approach to develop whole school wellbeing processes so all students can connect, succeed, thrive and learn. Our clear focus on curriculum and improvement of student outcomes is visible and pursued by all staff.



Purpose:

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



Purpose:

Our purpose is to build and sustain leadership at all levels through fostering a belief that leadership is everybody's responsibility. All teachers lead to support a culture of high expectations, and the student is the centre of all decision making.

Strategic Direction 1: Learning – Connect, Succeed, Thrive

Purpose

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Improvement Measures

The school is deemed to be excelling against the School Excellence Framework through self-assessment and External Validation processes in differentiation, high expectations, assessment and feedback.

Annual reflection using the Wellbeing Self-Assessment Tool indicates that improvements from 0–2 in targeted domains.

Student survey data regarding engagement in class show improvements to 4.5 on a 5 point scale.

People

Students

Build skills to self-assess utilising rubrics and the literacy and numeracy progressions with a focus on resilience, growth mindset and independence. They are motivated to deliver their best and continually improve.

Staff

Teachers strive for excellence, skilfully differentiating curriculum, using assessment, feedback and adjusting programs to challenge and support all students.

Leaders

The school adopts a coordinated approach to wellbeing and learning, with aspirational expectations of learning progress and achievement for all students.

Parents/Carers

Parents/carers work productively with teachers, resulting in effective partnerships and shared expected outcomes based on high expectations.

Processes

Best practice: high expectations, assessment and feedback

Implement a whole school approach to learning which is committed to the pursuit of excellence, where differentiated learning, feedback and assessment are used expertly to support improvements in student learning.

Respectful, Resilient Achievers

The school investigates evidence based approaches to student behaviour and wellbeing, consistently applied by all staff and using data to guide future action.

Evaluation Plan

Progress towards improvement measures will be evaluated through parent, teacher and student surveys, student behaviour data analysis, evaluation of consistent use of school processes and procedures, evaluation of classroom environments and teaching and learning program supervision and assessment and feedback processes.

Practices and Products

Practices

1. Every teacher has in place methods to differentiate their teaching and learning based on data and implements effective feedback and assessment techniques.
2. Each classroom has in place PBL systems and practices developed and implemented in line with the whole school expectations.

Products

1. 100% of Teaching/Learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.
2. The school has implemented evidence based change to whole school practices, measured by improvements in wellbeing and engagement to support learning.

Strategic Direction 2: Teaching – Informed and Personalised

Purpose

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

Improvement Measures

100% of Year 5 students will achieve greater than, or expected growth, in reading, writing and numeracy.

Quality Teaching Rounds coding data from across the EAfS alliance indicates significantly improved teacher practice.

100% of students in K–6 Reading and comprehension levels match on the Literacy Progressions.

The school is deemed to be excelling in data skills and use against the School Excellence Framework.

People

Students

Engage in peer and self–reflection activities and provide meaningful feedback to teachers regarding the learning process.

Staff

Work collaboratively across stages and schools using data to evaluate and adjust teaching strategies leading to measurable improvements in student learning.

Parents/Carers

Engage in development of Personalised Learning and Support Plans and communication regarding supporting their child in literacy and numeracy.

Community Partners

Inform and engage interested community members in authentic learning opportunities in literacy and numeracy.

Leaders

Research, establish and support structures and feedback processes designed to ensure improved teacher practice and measurable student learning improvements.

Processes

Improving student outcomes in Literacy and Numeracy

Use research and data to develop and implement high quality professional learning in literacy and numeracy, where all teachers are mentored in best practice approaches.

High Impact Collaborative Practice

Develop collaborative practice in partnership with other schools in the EAfS alliance to visibly improve teacher practice and enhance student learning.

Evaluation Plan

Teachers using Literacy and Numeracy Progressions to accurately track student progress.

Staff have a quality, sequenced program in literacy and numeracy, reflective of syllabus standards and catering for individual differences. Evidence includes Quality Teaching Rounds data sheets, teacher reflection logs, professional learning journals, CTJ work samples, digital portfolios demonstrating student self–reflection.

Practices and Products

Practices

1. Teachers provide explicit feedback from a number of sources of assessment to help students achieve their goals and report to parents on a regular basis.
2. Students use growth mindset strategies to articulate where they are, where they want to be and how to get there.

Products

1. Rubrics and progressions are used as authentic assessment tools school wide.
2. Personalised Learning and Support Plans are living documents that inform and guide the teaching and learning cycle.

Strategic Direction 3: Leading – Instructional and Distributed

Purpose

Our purpose is to build and sustain leadership at all levels through fostering a belief that leadership is everybody's responsibility. All teachers lead to support a culture of high expectations, and the student is the centre of all decision making.

Improvement Measures

Improvement in student self-efficacy and teacher authority are evident through digital portfolios and elicited parent feedback.

Regular and authentic opportunities for community input facilitate improvement in parent satisfaction using pre and post data.

All students actively engage in purposeful leadership opportunities across the school and indicate leadership growth through a variety of measures.

Rigorous assessment and reporting processes are in place and demonstrate achievement of outcomes against syllabus documents based on Consistency of Teacher Judgement processes and collection of a variety of data.

People

Students

Understand that leadership is everyone's responsibility and be able to practice art and craft of leadership

Staff

Staff are high performing and committed to quality service delivery.

Leaders

Maintain a focus on instructional leadership and establishes a professional learning community focussed on continuous improvement of teaching and learning.

Processes

Responsive Leadership – Students and Community

Build and maintain quality processes for student and community input into school decision making, where the school actively seeks and responds to feedback from all stakeholders.

Distributed Educational Leadership

Develop and maintain a school wide focus on distributed instructional leadership, where leadership is seen as everybody's responsibility, and every decision is made with students in mind.

Evaluation Plan

Progress towards improvement measures will be evaluated through parent and student surveys, videos screenshots from digital portfolios, Community Focus Group notes, photographs and record of decisions, record of leadership roles and responsibilities, assessment and reporting processes meet DOE requirements.

Practices and Products

Practices

1. Community Focus Group meets twice per year to generate ideas and provide feedback on school policies and programs.
2. Students take responsibility for generating digital portfolio content which clearly illustrates their learning.
3. All staff understand, articulate and demonstrate whole school leadership.

Products

1. Community Focus Group is representative of the whole school community, including parents and students.
2. Quality digital portfolios that clearly show student progress.
3. Staff PDP goals are aligned to Highly Accomplished against the Australian Professional Standards for Teachers. (add Imp measure)