

# Strategic Improvement Plan 2021-2025

## Coffee Camp Public School 1583



# School vision and context

## School vision statement

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

## School context

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Coffee Camp Public School is a two teacher school located 11km south of Nimbin. Coffee Camp Public School runs programs that cater for the needs of its students and the school community.

Academic achievement, performing arts, sport, visible learning, student welfare and participation in the middle years learning initiative are strengths and 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. 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.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure that every student has strong foundations in **reading**, communication and **numeracy** enabling confidence in their ability to learn and adapt, we will continually challenge them to learn and improve.

## Improvement measures

### NAPLAN top 2 bands - Reading

Achieve by year: 2022

Increase the % of Stage 2 and 3 students in the top 2 bands of Reading to contribute towards the Richmond Network Small Schools shared lower bound target of 46.2% in Reading.

### NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

Increase the % of Stage 2 and 3 students in the top 2 bands of Numeracy to contribute towards the Richmond Network Small Schools shared lower bound target of 38.3% in Numeracy.

### NAPLAN expected growth - Numeracy

Achieve by year: 2023

Improvement Target - Increase the % of students achieving expected growth in NAPLAN Reading and Numeracy to contribute towards the Richmond Network Small Schools shared lower bound target of 60% in Reading and Numeracy.

### NAPLAN expected growth - Reading

Achieve by year: 2023

Improvement Target - Increase the % of students achieving expected growth in NAPLAN Reading and Numeracy to contribute towards the Richmond Network Small Schools shared lower bound target of 60% in Reading and Numeracy.

### Attendance (>90%)

Achieve by year: 2023

Increase the % of students attending school more than

## Initiatives

### Quality Teaching in Reading

In reading we will embed sustainable whole school processes for collecting and analysing data. Analysis of data will be directly used to inform individual learning plans for all students, as well as drive differentiated teaching and planning strategies.

A structured professional learning program to support this plan will be enhanced for all staff.

Resourcing will support student needs.

### Quality Teaching in Numeracy

In numeracy we will embed sustainable whole school processes for collecting and analysing data. The analysis of this data will be directly used to inform individual learning plans for all students, as well as drive differentiated teaching and planning strategies.

A structured professional learning program to support this plan will be enhanced for all staff.

Resourcing will support student needs.

### Improvement in Attendance

Ensure a whole-school coordinated approach to attendance through coordinating, systematising, refining and connecting attendance strategies.

## Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning, excellence and responsiveness in meeting the needs of all students. (SEF Learning Domain - Curriculum & Assessment)

All teaching and learning programs show evidence of consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF Learning Domain - Assessment)

Teaching and learning programs show evidence that they are adjusted to address individual student needs.

Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

### Data:

We will use a combination of data sources. These will include:

- Internal assessment, eg. PLAN 2, PAT, running records
- External assessment, eg. NAPLAN
- Observations
- Document analysis - student work samples
- Surveys - student voice
- Recorded visual Interviews/ activities responses
- Photos of collaborative learning of students and staff

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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90% of the time to contribute towards the Richmond Network Small Schools shared lower bound target of 70% of students attending more than 90% of the time.

Achieve by year: 2023

The school self-assesses at the Sustaining and Growing level of the Data Skills and Use element of the Teaching Domain of the School Excellence Framework.

Achieve by year: 2023

The school self-assesses at the Sustaining and Growing level of the Assessment element of the Learning Domain of the School Excellence Framework.

## Evaluation plan for this strategic direction

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- SCOUT data
- SEF SaS- School wide processes for addressing improvement in student performance

### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress toward improvement measures.

### Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures

# Strategic Direction 2: Leaders of our own learning

## Purpose

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To ensure a whole school approach to wellbeing and engagement, where students staff and the community recognise that student wellbeing and engagement are important conditions for learning.

## Improvement measures

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### Attendance (>90%)

Achieve by year: 2023

The proportion of students attending school more than 90% of the time increases by 4% or above

Achieve by year: 2023

The school self-assesses at the Excelling level of the Wellbeing element of the Learning Domain of the School Excellence Framework.

Achieve by year: 2025

The school self-assesses at the Excelling level of the Effective Classroom Practice element of the Teaching Domain of the School Excellence Framework.

## Initiatives

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### Evidence Based Wellbeing Practices

Develop resilient, independent learners who exhibit the social/emotional skills to maximise their's and their peers learning journey.

Including:

Review, amend and implement a refined Positive Behaviour for Learning pathway

Implement evidence based social/emotional capacity building programs to support all stakeholders

Review amend and implement effective school systems and processes which supports every child to maximise their own learning.

### Planning for Learning

Quality teaching and wellbeing practices throughout the school will lead to improved educational and social outcomes for our students. We plan to implement and enhance current practices such as visible learning, the effective use of formative and summative assessment and explicit teaching.

Including:

Parent consultation including **Tell Them From Me**, Three way parent/teacher interviews.

**Visible Learning** - Explicitly modelling student expectations and success criteria.

Establishment of a detailed **assessment schedule**

## Success criteria for this strategic direction

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The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF - A Planned Approach to Wellbeing)

Teachers interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Goals for students are informed by analysis of internal and external student progress and achievement data.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

## Evaluation plan for this strategic direction

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### Question:

To what extent can we demonstrate the impact of our practices to support our students to be leaders of their own learning?

### Data:

- Self-assessment using Student Wellbeing Framework
- Attendance rates (Scout)
- Focus groups (e.g. participation rates, student, parent and teacher feedback)
- Positive Behaviour for Learning data
- School cultural events-frequency, participation and learning modifications (i.e. NAIDOC Week, Harmony Day)
- Internal student surveys results
- Tell Them From Me data
- Suspension rates and other behaviour incidents
- Parent meetings

## Strategic Direction 2: Leaders of our own learning

### Evaluation plan for this strategic direction

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- Medical reviews/Individual Health Care plans
- Wellbeing plans
- Individual Learning plans
- Learning and Support processes
- Marking rubrics, criteria and work samples

#### **Analysis:**

What is the data telling us? Are there any noticeable strengths/weaknesses or areas of significant impact?

#### **Implications:**

Where to next? What are the new directions based on the data collected? Which programs do we continue? Which programs do we refine? Which programs do we discard?