## SCHOOL VISION STATEMENT

At Coffee Camp Public School students, staff, parents and community will all work together to provide a safe, caring and supportive, environment, that nurtures and encourages success and life-long learning.

Students will be encouraged to respect themselves and others as worthy and capable individuals that can be resilient in all situations.

## SCHOOL CONTEXT

Coffee Camp is a three teacher school located 11km south of Nimbin. The area is low socio-economic with a variety of social issues. These facts are important and help to determine the programs that the school runs to cater for the needs of its students and the school community.

From surveys, meetings and discussions held with the whole school community. Mathematics, the performing arts, sport and student welfare are seen as area of strength and must continue as areas of focus. Parents are proud of our established traditions and record of success.

Coffee Camp school will continue to view student welfare issues 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 become embedded in our school culture. Areas such as discipline, mental health and anti-bullying that affect the acquisition of literacy and numeracy will become a partnership of responsibility between parents, students and staff.

Coffee Camp school will focus on the implementation of the Maths and Science curricula, success for aboriginal students, inclusivity for all cultures and staff and students acquiring and demonstrating leadership skills.

Coffee Camp school will continue to foster participation in, and a love of the performing arts. We have a very successful band and choir.

Coffee Camp school community will actively and proudly participate in our “Big Scrub” Community of Schools and will ensure successful transition to High School for all students.

Coffee Camp school will promote attitudes and skills that encourage healthy lifestyles and participation in sport.

## 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 parental survey based on four focus areas – Discover, Dream, Design, Destiny, our present Vision statement and directions for the future. A similar planning survey was completed by all senior students as a part of a personal project.

Consultation on the School Plan was also held at P & C meetings at the end of 2014 and beginning of 2015. 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 2015 - 2017

Engage with our Community of Schools to ensure educational, social, emotional and personal growth by providing coordinated opportunities for students, staff and school communities.

Build confidence, capacity, resilience and leadership for students, staff and parents.

STRATEGIC DIRECTION 1
QUALITY COMMUNITY
Collaborative and innovative learning community.

Enable the whole school community to work together to support student’s wellbeing by building a positive school community that promotes feelings of belonging, connectedness and life-long learning.

Build capabilities for students to take responsibility for their own learning pathways by providing a rich, safe, differentiated learning environment.

STRATEGIC DIRECTION 2
QUALITY STUDENTS
Nurturing the Whole Student

Build the capacity for staff to develop improved teaching and learning practices through negotiated, targeted professional learning to improve and enhance student learning outcomes.

Enhance knowledge of Teaching Standards and Quality Teaching framework to build capabilities for staff to achieve accreditation and progression.

STRATEGIC DIRECTION 3
QUALITY STAFF
Innovative teachers leading learning
Strategic direction 1: **QUALITY COMMUNITY** – Collaborative and innovative learning community.

### PURPOSE

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

Engage with our community of schools to ensure educational, social, emotional and personal growth by providing coordinated opportunities for students, staff and school communities.

Build confidence, capacity, leadership and sustainability for students, staff and parents.

### PEOPLE

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

**Students:**
- Are provided with opportunities to engage with peers at a personal, social, physical and academic level.
- Build skills and levels of confidence in their ability to lead by regular and strategically interaction with peers from our CoS.

**Staff:**
- Leadership capacity is enhanced through regular and strategically targeted professional interaction with colleagues from our CoS.
- Engage in professional learning to increase confidence to provide quality teaching to all students within classrooms across our CoS.
- Reflect on capabilities and identify future professional learning directions.

**Parents:**
- Engage with the CoS and appreciate that small schools are part of a larger network of schools that provide opportunities to meet the personal, social and educational needs of all students.
- Build on their capacity and confidence to support and enhance students learning through involvement in CoS activities.

**Leaders:**
- Share expertise, knowledge and initiatives with other learning community schools and groups.

### PROCESSES

How do we do it and how will we know?

**Students**
- Students provided with explicit instruction and regular strategic opportunities designed to build leadership skills and ability to interact positively with peers from Community of Schools.
- Evaluate impact of the opportunities by level of student engagement, success by student, parent and CoS feedback.
- Communication of pathways for all students to reach their full potential in all aspects of school life.

**Staff**
- Will have the opportunity to participate in training to lead professional learning for colleagues by our established CoS groups.
- Will plan and lead student enrichment and interest days, including communication and evaluation.

**Parents & Community**
- All opportunities that are provided by the CoS for students and parents are clearly communicated and articulated to our school communities.

### PRODUCTS AND PRACTICES

What is achieved and how do we know?

**Students**
- All students have the opportunity to successfully engage in enrichment activities.
- Create pathways for all students K-6 to reach their full potential in all areas of school life. Students engage and participate in the opportunities indicating community support.

**Practices**
- Innovative enrichment program is established to meet the needs of all students within the Community of Schools.
- Students build relationships and participate in learning activities which allow them to confidently transition to High School.

**Staff – Products**
- Students enrichment program implementation planning provides leadership opportunities for all staff.
- Improved student outcomes as a result of Teacher Professional learning being reflected in classroom practice across Community of Schools.
- All staff members have developed, through consultation, an accurate PDP that aligns with the School Plan.

**Practices:**
- Parents and Community
- Parents value and are able to clearly communicate and articulate the role the
Community of Schools plays in the personal, educational and social development of their child.

They confidently engage in opportunities to collaborate on projects to benefit all students within the learning community.
## Strategic direction 2: QUALITY STUDENTS – Nurturing The Whole Student.

### PURPOSE

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

Build capacities for students to take responsibility for their own learning pathways by providing a rich, safe differentiated learning environment.

### PEOPLE

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

**Students:**
- Will be empowered to make healthy lifestyle choices and are encouraged to respect themselves, each other and their environment.
- Will develop the capacity to effectively determine and articulate their learning needs and goals.
- Will be given the opportunity to develop leadership skills and engage positively with their peers and teachers.

**Staff:**
- Will participate in professional learning in understanding and implementing the school’s wellbeing programs.
- Will negotiate the development of PLDs and actively collaboratively strive to improve classroom teaching practice and achieve accreditation.
- Will effectively communicate and provide feedback to students, colleagues and parents on student learning.

**Parents:**
- Will assist collaboratively in the development of student learning plans.
- Will be invited to participate in school programs and activities that support student learning.

### PROCESSES

How do we do it and how will we know?

**Students** – Reward system used to regularly acknowledge achievement, success, positive behaviour and effort.
- Regularly update their Personal Portfolios to demonstrate growth, achievement and understanding of their progress on the continuums.

**Staff** – School wide implementation of Kidsmatter and You Can Do It programs.
- Regularly collate and utilise PLAN data. This is used to ensure student’s learning needs are identified and catered for.
- Individual learning plans will be developed.

**Parents** – Are invited to attend and share School Assemblies and project presentations and provide feedback to students and staff.

### PRODUCTS AND PRACTICES

What is achieved and how do we know?

**Products:**

**Students**
- Systematically learn social and emotional skills to support positive mental health and engage with their learning.
- Able to plot where they are on the literacy and numeracy continuum and identify future learning goals. In essence engaging in and taking responsibility for their learning.

**Staff**
- Staff are aware of mental health issues affecting children and can implement appropriate classroom strategies. Professional dialogue and communication of these issues is a regular staff meeting agenda item.
- Use continuums to plot student progress and guide future learning.

**Parents**
- Informed parental community with increased involvement in student progress and learning goals and student health and wellbeing.

**Practices**

**Students**
- Demonstrate high standards of behaviour and have the skills to manage feelings, emotions, respect their peers and environment and make healthy lifestyle decisions through engagement in weekly wellbeing activities.
- Termly discussion and negotiation of learning progress and goals with teacher.
- Presentation to school community of Free Choice projects demonstrating high levels of engagement.

### IMPROVEMENT MEASURE/S

- All students with negotiated learning plans reflecting learning goals.
- 80% of Students achieving at or above state growth levels in NAPLAN testing.
- Student free choice projects presented to school community with written feedback from peers and parents.
- Survey of parents acknowledging positive school interaction and support.
Students will complete a Personal Project (Free Choice) to present to the school community. This will demonstrate achievement of personal goals and leadership skills.

Staff – Will conduct regular wellbeing activities and actively monitor students experiencing health difficulties.

Conduct regular professional dialogue to accurately plot student progress and growth on a termly basis.

Confidently use and implement the NSW syllabuses and adjust them to cater for individual student needs.

Parents – Collaboratively develop Learning Plans on academic, personal, social goals.

Regular communication with parents regarding class goals and activities and regular feedback on student performance provided. Parent information sessions will be held each semester.

**PURPOSE**

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

Build the capacity for staff to develop improved teaching and learning practices through negotiated, targeted professional learning to improve and enhance student learning outcomes.

Enhance knowledge of Teaching Standards and Quality Teaching Framework to build capabilities for staff to achieve accreditation and progression.

**IMPROVEMENT MEASURE/S**

All staff will have a Performance and Development Plan (PDP) stating negotiated personal goals, career pathways, areas for improvement and demonstrated Teaching Standards elements.

Peer observation reports reflect a culture of collaboration and improvement.

Staff survey reports opportunities to demonstrate leadership capabilities, obtain accreditation and understand the pathways for progression.

**PEOPLE**

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

Students:
- Access developing high quality teaching and learning programs that are innovative, engaging and collaboratively designed to meet the needs of the individual.
- Actively participate in wellbeing programs and demonstrate wellbeing principles in the school environment.

Staff:
- Pursue opportunities to develop teaching, learning and leadership skills through CoS professional learning opportunities.
- Engage in regular self-reflection, peer evaluation and in the development of PDPs to achieve growth, accreditation and progression.
- Engage in professional learning to support personal and school programs and initiatives.

Parents:
- Actively support Student Wellbeing initiatives.
- Regularly communicate with staff to develop ILPs, discuss reports and “Build bridges” of trust and mutual cooperation between school and home.

Leaders:
- Provide opportunities for staff to achieve accreditation and progression.
- Demonstrate and share best teaching practice and school organisation.

**PROCESSES**

How do we do it and how will we know?

**Students**
- Wellbeing, sustainability and healthy lifestyle programs embedded into classrooms, the playground and the learning process. All students are active participants.
- Students monitor and have input into their learning pathways.

**Staff**
- Structured professional learning to facilitate implementation of new curriculum, develop leadership skills and capabilities and implement wellbeing programs.
- Use PLAN, analysis of NAPLAN data and teaching and learning programs to review student progress and inform future directions.
- Develop PDF during term 1 targeted at school priorities, developing teacher capacity to cater for the individual learner, leadership skills and career pathways.

**Parents**
- Regularly attend parent/teacher meetings each semester.
- Collaboratively assist in the development of ILP’s during semester 1.

**Leaders**
- Develop PDP via consultation with colleagues and school director to develop capabilities as a leader.
- Support staff in accreditation and progression through regular supervision

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

**Products:**
- **Students** – Engaged students taking ownership of their learning.
- Wellbeing and learning outcomes are improved. Improved levels of students at or above stage appropriate clusters on the continuums.
- **Staff** – PDPs completed and staff able to demonstrate and apply their knowledge of Teaching Standards and curriculum requirements.
- Accreditation and progression are supported and successful for all staff and opportunities have been provided for progression.

**Practices:**
- **Students** – Wellbeing is enhanced through quality teaching practice, which is linked to the Standards Framework
- **Staff** – Develop a Professional Development Plan focusing on negotiated school priorities and career choice pathways.
- **Parents** – Regular communication and consultation in student learning goals, wellbeing and school initiatives.
and provision of feedback.

**Evaluation plan:**

Milestones will be monitored and evaluated each term.

Regular analysis and staff meeting discussion of PLAN and NAPLAN data.

Termly supervision meetings with staff to discuss teaching and learning growth and progress.