School plan 2015 – 2017

Coramba Public School 1647

Quality Learning Environment

Effective teaching and learning

Student Engagement
## School background 2015 - 2017

### School vision statement
Coramba School community promotes a purposeful learning environment where students and staff are responsible, global citizens, successful and informed learners, who actively improve their world with confidence and creativity.

A school which is known for its culture of student centred lifelong learning.

### School context
Coramba Public School is a small school located in the Orara Valley, 15km west of the regional city of Coffs Harbour, NSW. Coramba School has been involved in the Empowering Local Schools initiative since 2010 and are one of 229 schools in NSW implementing LMBR. The school enrolment figures have hovered around 50 students for the last decade. There is a part time teacher allocation which includes RFF, Primary part time, teacher librarian and Learning and Support Teacher in addition to a teaching Principal and a full time class teacher position. The permanent class teachers have been at the school over 10 years and the part time teacher has been at the school for over 24 years.

The RAM allocation for 2015 includes the following information. The school FOEI is 130 for 2014. The isolation index is 1.9. 22 children are in Quarter 1 at 29.6% and 10 children are in Quarter 2 at 13.5%. 10.6% of students identify as Aboriginal. The EAL/D need is 24.

The school has a diverse community and the school has a proud reputation of serving Coramba for over 126 years. The community today still see Coramba School as the hub of the town and the school uses the local community hall for large gatherings and celebrations. Students participate regularly in community and Orara Valley events, mixing and competing with the other schools in the Orara Valley. In recent years the Orara Valley Learning Community has worked together to offer small numbers of children to experience extension activities in academic areas such as Maths, Debating and Science. This is expected to continue, as is community involvement in providing additional opportunities for all students. The students of Orara Valley also regularly meet to participate in sporting events and the separate schools combine to represent the Orara Valley in PSSA events such as swimming, cross country and athletics.

### School planning process
Throughout 2014 the community was regularly consulted in both formal and informal meetings with students, teachers, parents and community members involved. Newsletters, Facebook and website information was shared. Staff meetings, surveys, feedback and response sheets were provided to all staff. As part of school ongoing improvement, the community was asked about their values, vision and purpose of Coramba School. The staff undertook “Window of Safety” meetings to establish common understanding. Surveys were sent out, online comments were noted and overall student voice was encouraged to discuss the overall ‘culture’ of the school.

The emerging picture was that the community highly valued the family atmosphere of a small country school and the natural beauty of the school environment. The students were keen to continually learn and wanted a safe, happy environment where everyone was valued and supported to achieve their potential.

Staff were involved in a variety of meetings to discuss the 5P model, including a whole school approach to creating common values and purpose of decision making and planning. Staff created the 3 directions together, after using data to inform priorities and progress from 2012-2014. The staff agreed that ALL students have the potential for improvement. Through differentiation, reflective practice and collegial decision making, the school will work as one to encourage all students to achieve through the values of Respect, Responsibility and Learning.

Student active participation in their learning is a large focus of the school and students are regularly consulted on progress towards goals and encouraged to contribute to improvements and creativity around the school.
Coramba Public School is committed to a dynamic school that believes ALL students can be successful learners.

**Purpose:**
The school is known as successful school where students feel valued, confident with a growth mindset. The teaching is purposeful and the focus is on learning. There are systems and processes in place to meet the changing needs of the students. How we do things around here. Everyone knows and understands the purpose of the school and actively strives for continual improvement.

**Purpose:**
All students can be successful learners and capable of improving through target setting, self-assessment and explicit teaching.

‘You Can Do It’ program will drive our engagement and welfare priorities. This will be incorporated into developing positive student learning dispositions, personal learning goals and self-regulation skills.

**Purpose:**
Professional learning is an ongoing, necessary part of working within schools and is seen as an important part of effective teaching. Staff will seek out evidence based best practice, continually learn and develop an excellent school.

Staff knowledge, skills and capabilities must continually adapt to the needs of the students at Coramba, DEC directives and an ever-changing global society.
Strategic Direction 1: Quality Learning Environment

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| The school is known as successful school where students feel valued, confident with a growth mindset. The teaching is purposeful and the focus is on learning. There are systems and processes in place to meet the changing needs of the students. | **Staff:** Model expected behaviour and encouraging talk for all students. Emphasis on the child’s ability to be successful. Staff will encourage effort and risk taking as part of learning the place of mistakes in learning. The concept of continual learning and improvement is expected. They will inspire a growth mindset of ‘making yourself smarter’ by praising effort and persistence. Staff will strive for commitment not just compliance.  
**Students:** Students will support each other and accept that all students are different. Achievement of personal goals will be celebrated and create a culture of peer and self-assessment. Students will understand the stages of learning and develop assessment capabilities to know where they are and where to next.  
**Community:** Community voice will be reflective of a supportive community that accepts the diversity and differences of the students in Coramba School. The community is seen as active participants in school events and assist in protecting and maintaining a safe school environment where all students can be successful.  
**Parents:** Parents will encourage students to fully participate in all school activities and support a growth mindset of seeking challenges, accepting mistakes and assisting in their child’s efforts to succeed. Administration: Systems and processes will be used to enhance the efficiency, accountability and data of all at Coramba school. Personalised teaching will develop as a result of ongoing data analysis. | Creation of a common goal of growth mindset, empowering students and a positive culture through common language.  
High expectations of all students. Students working on individual goals and targets. Students will also be involved in learning how to learn.  
A new student award will be introduced, Coramba S.T.A.R practice.  
Professional development in a Quality Learning Environment.  
Ongoing reflection, feedback and planning for a common purpose.  
Creating a culture for effective learning. Evidence based research and developments in effective schools will drive change. Use of Schools Excellence Framework will guide aspirations and ideas. Visual displays to encourage students and visitors what is expected and what the values of the school are.  
Staff and students continue to learn about “Visible Learning”. Staff will continue to learn about current pedagogy and the changing needs of students in the 21st Century. Staff will use a variety of technology to develop educational experiences for the students.  
Evaluation Plan:  
- Analysis of classroom displays  
- Analysis of school suspension data  
- Analysis of student literacy and numeracy continuum data  
- Feedback of student ILPs  
- Analysis of student self-assessment evidence | Development of a Quality Learning Environment Framework that incorporates the main elements of the teaching and learning. The students will develop self-regulation skills and become more assessment capable. There will be less behaviour issues in class and playground and a reduction in school suspensions as students become more able to self-regulate and recognise and choose their emotional responses. Student outcomes will improve and data will reflect an improvement in value adding and sustainable growth. Over the next 3 years an increasing number of students will be awarded the STAR. By 2017 it will be an established, recognised part of Coramba’s expectation for all. Visual display around the school will mean everyone is aware of the main values of Coramba School. Community talk is positive. Self-regulation is encouraged and assessment and data driven practice will result in adaptive teaching and learning to assist all students to continually improve. Learning support will be targeted and monitored regularly to assess impact and effectiveness. Individual learning programs will assist in intervention and response to need. Teachers will be accountable through reflective practice. Teachers will work with peers and seek continual opportunities for professional development. Teachers will develop a personalised professional learning plan. Teachers will plan collaboratively and define explicit teaching within programs with Learning Intentions and Success Criteria. Student grouping will be flexible. Student assessment of, as and for learning is used and the teaching and learning cycle will drive planning as the use of data will continue to inform pedagogy. |

**Improvement Measures**

- All teachers will have a common understanding of Quality Learning Environment and classrooms will be visibly engaging, stimulating and purposeful.
- 0 suspensions in 2015.
- Student achievement in writing and numeracy on the continuums will indicate continual improvement for ALL students by the end of 2015.
- Student individual learning plans will have been implemented and will result in a reduction in behaviour issues.
- All students will self-assess their learning through their own target setting and feedback to teachers.
Strategic Direction 2: Student Engagement

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<td>All students can be successful learners and capable of improving through target setting, self-assessment and explicit teaching. Students are capable of self-monitoring and are assessment capable learners.</td>
<td>Staff: Whole school monitoring of progress in Literacy and Numeracy skills will regularly inform teaching practice in the classroom. Data informed practice will lead to adaptation of planning twice a term. Additional teacher will be employed to allow staff release to collaborate in reflective practice conversations and identify student learning needs. Staff meetings allocated for professional learning. Ongoing analytical conversations will be expected between all members of the school community to adapt to needs of current cohort. SLSO employed to support specific learning needs of individuals with high needs. Students: Self-regulation practices used to work towards personalised goals and targets. Students articulate where they are and where they are going and know how to get there. Student voice contributes to school culture, conceptual understanding of commitment to learning rather than compliance.</td>
<td>The introduction of the You Can Do It program will encourage students to seek the ‘keys to success’ and develop strategies for lifelong learning. Use of AITSL continuum of practice to encourage teacher development and growth as classroom teachers. Specific and explicit teaching of expectation for movement around school, lining up, in class behaviours etc. Creation of self-monitoring charts for students to set goals and monitor behaviour, resulting in students achieving more choices as a result of continued display of high expectations. Explicit teaching of What does it Look like and use of language connected. Students taught and use personalised goals in Literacy and Numeracy. Trend data used to create targets rather than yearly due to small cohort. Analysis of data used to inform teaching programs, ASR targets and resources allocation.</td>
<td>Students given specific literacy and numeracy targets and explicit criteria for success. Communication meetings will take place to keep all staff informed of weekly changes to routine. Learning intentions made clear to students and displayed in classrooms. Use of continuum for targeting needs, teaching skills and processes rather than for content. Descriptive feedback is used in class to allow students to know where they are now and what they need to do to improve. Students become self-reflective and regulate their learning with personalised goals and self-assessment. You Can Do It program language incorporated into daily practice, students striving for acknowledgement of using skills for success. Discipline and welfare policy reflects new strategies and procedures. Whole school planning based on language concepts to integrate other subjects - e.g. Australia theme incorporates history, exploration theme history, fantasy theme science. Whole school doing similar theme. Student benchmarking at beginning and end of year used for comparison and growth. Professional learning within school based on specific needs of each teacher, collaboratively created as part of ongoing TARS.</td>
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**Improve Measures**

Students achieving personal goals and recording success in workbooks. Students use language of learning and how to learn.

Increase in students at expected level and above in Literacy and Numeracy across the school. Fewer than 20% students below expected level at end of year by end of 2016 in Writing and EAS.

You Can Do It program will be an integrated philosophy within the school and students use the skills and vocabulary to self-regulate and improve their outcomes.

All students can articulate their personal goals and know where they are and where they go next by end of 2017.

**Evaluation Plan**

- Analysis of student workbook content
- Analysis of student literacy and numeracy continuum data
- Student and parent surveys to inform effectiveness of YCDI
- Analysis of student goal setting
Strategic Direction 3: Effective Teaching and Learning

**Purpose**

Professional learning is an ongoing, necessary part of working within schools and is seen as an important part of effective teaching. Staff will seek out evidence based best practice, model lifelong learning and develop an excellent school that caters for the needs of its students.

**Improvement Measures**

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<td>Staff: Staff will undertake continued professional learning as an ongoing part of school improvement. National School Improvement Tool, Schools Excellence Framework will guide &quot;What good looks like.&quot; Staff will be seen as learners. Staff: Personal responsibility for undertaking professional learning in addition to Principal led development. Professional learning on how best to meet specific needs of current students will take place through collegial networks, knowledge of theory led best practice and implementation of the teaching and learning cycle. Staff: Reflective practice, coaching and mentoring and classroom observations will form part of ongoing in school professional learning, staff will contribute to improving practice of all teachers in the school. Students: Students will be encouraged and supported to commit to improving their learning rather than compliance of teacher led instruction. Student voice will be apparent throughout the school and descriptive feedback will be part of ongoing self-monitoring. Students will be guided to develop a growth mindset of continual improvement and seeking challenge. Students will interact with audiences beyond the classroom and become globally aware. Community/Parents: Community consultation and sharing of information will develop a common understanding of 'lifelong learning' and improvement in a multicultural Australian society now and in the future. A systematic analysis of student outcome data to determine focus area for professional learning. Mentoring conversations based on evidence, self-reflection and feedback to identify shift in practice goals. Peer coaching and observation of practice to critique pedagogy. Collaboration within and beyond the school to identify and implement evidence based best practice. Feedback includes student voice through a variety of assessment strategies (of, as and for learning) and data collection. Implementation of personal goals and learning targets. Students use strategic activity to generate, practise and apply learning (How to Learn) Involvement in opportunities to experience diverse and multicultural learning experiences. Aboriginal perspectives are integrated throughout all practices at the school. Analysis of staff feedback Analysis of staff participation in PL Analysis of evidence of staff collaboration Personal target effectiveness analysed Whole school professional learning plan Individual professional learning plan aligned to teaching and learning cycle. Reflective practice to define and refine teaching practice to improve student learning outcomes. Identification and implementation of effective teaching practices. Peer collaboration through coaching and mentoring models and conversations. Identification of career paths/goals and ways to achieve them. Regular descriptive feedback. Students and staff exhibit growth mindset behaviours and qualities Involvement in multicultural activities Acceptance of diversity and cultural differences promoting a sense of belonging. Ongoing interaction with other teachers involved in planned classroom observations and regular feedback, specifically working from strengths and teacher identified needs. Regular and effective feedback to staff. Effective performance and development processes are systematically created and evaluated. Effective decision making processes creating distributed leadership and strategies to support change.</td>
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Staff will collaborate, reflect and work together in school to enhance, improve and reflect on each other’s teaching practice by Term 4 2015

Staff will take personal responsibility for undertaking professional learning and will produce a personal professional learning plan by the end of 2015

Staff will undertake ongoing training and reflective practice to increase their own capabilities in meeting the needs of today’s students by collaborating with other teachers in other schools.

Staff will integrate theory and evidence based best practice pedagogy in their classrooms by the end of 2016

Students and teachers will work together to design and create personalised learning targets for student improvement and capabilities.