

School plan 2018-2020

Terara Public School 3185



School background 2018–2020

School vision statement

To foster and develop caring individuals who believe in and value their ability to learn and improve.

School context

Terara Public School is a small, semi-rural school located approximately 3km east of the Nowra CBD. Traditionally a dairy farming area, the school now also attracts students in the nearby subdivision of Worrigeer.

The school's enrolments have remained steady in recent years with approximately 85 students across 4 multi-aged classes. In 2018, 6% of students are Aboriginal.

There has been a high turnover of teaching staff in recent years, due to retirement and promotion and it is expected that changes to staffing will continue in coming years as current staff approach retirement and temporary positions are filled with permanent staff. For this reason, it is critical that succession planning and professional learning are constantly revised within the framework of this three year plan to cater for the changing needs of staff.

The school maintains an excellent relationship and reputation with the wider community. Parent input is encouraged and valued. Parents are considered as partners in their children's education and the school believes that, as a community resource, we must remain an integral part of the community. School staff are seen as active community members, lifelong learners and professionals in their field. Their dedication, integrity and compassion has earned them respect from within the community.

The school's focus on values education is underpinned by the core values of respect, responsibility, achievement and safety, all of which contribute to a culture of success.

School planning process

The Terara Public School Plan, 2018 – 2020 was developed in consultation with staff, students, parents and community members. Rigorous evaluations were undertaken throughout 2017 through workshops conducted in staff meetings, at P&C meetings and in student forums. Surveys were also completed by students, parents and staff.

Through the consultation process, the school community determined the school's current strengths and identified areas for future directions, which are outlined on this plan. The two Strategic Directions provide a framework to guide future teaching and learning.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Quality teaching and learning

Purpose:

To create a stimulating and engaging learning environment underpinned by high expectations and effective teaching practices, providing a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.



STRATEGIC DIRECTION 2

Creative, inquiring and compassionate citizens

Purpose:

To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners and confident, creative individuals who are empowered to be successful emotionally, physically, socially and academically, contributing to a thriving community and living well.

Strategic Direction 1: Quality teaching and learning

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and effective teaching practices, providing a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning.

Increase the percentage of students demonstrating expected growth in literacy and numeracy.

People

Students

Students will build skills to self-assess utilising writing rubrics and literacy and numeracy progressions with a focus on resilience, capabilities and competency. Students have a deepened understanding of the curriculum requirements and how to learn, and are co-creating their own learning.

Students will be able to articulate learning goals, success criteria and the purpose of their learning.

Parents/Carers

Parents/carers develop an understanding of and value the theories and models of learning that underpin the school's educational philosophy. They demonstrate support for the school's position with their children and in the community and are active partners in embedding these into the school's culture.

Staff

Staff engage in professional learning, collaborate with fellow teachers and implement data driven teaching practice with an emphasis on embedded formative assessment practices.

Processes

Implement an integrated whole-school approach to teaching writing, supported by ongoing professional learning, lesson observations and collaboration. All classes will track student achievement against the learning progressions using 'bump it up' walls in classrooms.

Implement whole school practice of embedded formative assessment in all classrooms, supported by ongoing professional learning to deepen understanding of learning intention/success criteria, goal setting, feedback and student critiquing and co-created learning.

Provide learning opportunities for parents/carers in theories/models of learning and programs implemented by the school.

Evaluation Plan

Students are observed articulating what they're learning, how they learn it and how learning can be created.

Classroom walk throughs and program evaluation demonstrate the quality of differentiation/personalisation. Staff can articulate a deep understanding of their students and how they learn.

Student progress on learning continuums/progressions.

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions (learning continuums).

Evidence about student achievement is elicited, interpreted and used by teachers and students to enhance learning, during the learning, to improve student outcomes.

Teachers plan collaboratively, demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.

School newsletter articles and staff presentations are provided to inform parents/carers about *growth mindset*, *formative assessment* and ways to support their children in literacy and numeracy.

Products

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.

The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

The school community is knowledgeable and informed about school educational practices and their children's learning.

Strategic Direction 2: Creative, inquiring and compassionate citizens

Purpose

To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners and confident, creative individuals who are empowered to be successful emotionally, physically, socially and academically, contributing to a thriving community and living well.

Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning and experiencing a sense of belonging and connectedness.

Increase the proportion of students demonstrating the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.

People

Students

Students embrace a growth mindset towards improvement.

Students

Students develop the ability to apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

Students

Students collaborate and use critical and creative thinking to solve complex problems and become mindful global citizens.

Students

Students develop strong positive character traits that are reflected in their behaviour, decision making and relationships.

Staff

Staff embrace a growth mindset towards improvement.

Staff

Staff effectively integrate technology into teaching and learning programs and effectively facilitate future focused learning.

Processes

Provide teacher professional learning and support in creating a technology rich, future focused, learning environment and *growth mindset*.

Further develop and implement a planned approach to wellbeing that incorporates the elements of the Wellbeing Framework and builds on existing PBL practices. This includes teacher professional learning in areas supporting wellbeing.

Evaluation Plan

Tell Them From Me Surveys indicate growth in areas of positive sense of belonging and students who are interested and motivated in their learning.

Behaviour records indicate less negative behaviours and improved rate of students achieving behaviour award milestones (bronze silver, gold and platinum awards).

School Audit Tool (Student Wellbeing Hub) indicates progress in creating and maintaining a safe and supportive learning environment.

Practices and Products

Practices

A whole school approach to wellbeing with explicit teaching of *growth mindset*, social skills and friendship, empathy and resilience and citizenship in each class, related to and supported by explicit teaching of school values.

Staff and students redesign learning spaces to create innovative learning environments and utilise those environments flexibly in the short and long term to support future-focused learning. These learning spaces will be conducive to a learner-centred approach that is inclusive and sensitive to individual learning needs and supports social, cooperative group work.

Staff and students use digital technologies to plan, create, collaborate and communicate.

Teachers utilise highly engaging mediums, such as robotics, to facilitate students' use of collaboration and creativity in solving open-ended challenges.

Staff and students investigate real world issues to make a meaningful impact locally, nationally and/or globally.

Products

Flexible and effective learning spaces which support future focused learning.

Integrated learning programs with rich tasks linking to the syllabus *general capabilities* and *learning across the curriculum* content developed by all teachers.

Strategic Direction 2: Creative, inquiring and compassionate citizens

Practices and Products

Language of *growth mindset* established and used across the school alongside school values.

The school has a comprehensive and integrated strategy in place to support the cognitive, emotional, social, physical, and spiritual wellbeing of students in a context of quality teaching and learning.