

School plan 2018-2020

Terrigal High School 8533



School background 2018–2020

School vision statement

Terrigal High School will evolve as a future focussed learning community, empowering students and staff as successful and engaged, lifelong learners.

School context

Terrigal High School is a large co-educational, comprehensive school on the Central Coast of NSW, with an enrolment of 1004 students, including 4% Aboriginal students.

The school has an established record of excellence in both academic and sporting pursuits as well as a reputation for high quality programs in the performing arts. It enjoys a positive community profile based on a broad curriculum, effective wellbeing programs and a wide ranging complementary curriculum.

Terrigal High School has a strong partnership with Terrigal Public School and Erina Heights Public School, the Terrigal Learning Alliance, to ensure continuity of learning for students from Kindergarten to Year 12.

School planning process

The values and directions incorporated into our school plan are the product of an extensive process of consultation with the school community. The process was led by the school principal and involved key stakeholders including executive staff, teaching staff, non-teaching staff, students, parents and the Kuriwa Aboriginal Education Consultative Group (AECG). A sub-group of the executive met as required to collate and consider the data, draw conclusions during the process and draft the plan using the 5P process.

Key DoE reforms – Great Teaching Inspired Learning; Local Schools Local Decisions; Every School Every Student were considered and informed our reflections.

In developing the 2018 – 2020 school plan, the following internal and external data was collected:

- surveys of staff, students and parents (including Tell Them From Me student and parent surveys)
- student work samples
- evaluations of events and teacher professional learning activities
- analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, and other documents
- analysis of student achievement in the HSC, NAPLAN and VALID.
- focus group discussions of staff and parents
- the School Excellence framework, middle years transition matrix and wellbeing self assessment tool.

As a result of the consultation and data analysis, the vision and strategic directions were identified and the 2018–2020 plan developed.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Engage

Purpose:

- Engage students and staff in developing a culture of successful, reflective, lifelong learning.
- Engage parents in the learning process to support their child's growth.



**STRATEGIC
DIRECTION 2**
Empower

Purpose:

- Empower students in developing as successful and engaged learners.
- Empower teachers as collaborative educational leaders.



**STRATEGIC
DIRECTION 3**
Evolve

Purpose:

- Evolve as an innovative, future focused learning community.

Strategic Direction 1: Engage

Purpose

- Engage students and staff in developing a culture of successful, reflective, lifelong learning.
- Engage parents in the learning process to support their child's growth.

Improvement Measures

A 10% increase in the number of Year 9 students achieving in the top 3 bands in writing and numeracy, from 32% (in 2017) to 42% (in 2020) and from 52% (in 2017) to 62% (in 2020) respectively.

An increase in the percentage of Aboriginal students achieving greater than or equal to expected growth across all elements of NAPLAN from 54.2% to 65%.

An increase in the number of students achieving the "consistently" standard on the learning attributes of school reports increases from 66% in 2017, to 80% by 2020.

People

Students

- Reflect on their learning and set individual academic and social goals.
- Have the skills to provide effective feedback to teachers to support learning goals.
- Feel supported with academic growth.

Staff

- Build the capacity of teachers to embed explicit, high quality teaching and learning strategies in the classroom.
- Utilise work samples and data to understand the impact of teaching and learning strategies and feedback, on student learning.
- Understand that engaging and challenging learning environments underpin by quality teaching.

Leaders

- Have the expertise to develop the capacity of teachers, students and parents to reflect on effective literacy, numeracy and assessment strategies and faculty processes.

Parents/Carers

- Understand learning processes which support their child's growth.

Community Partners

- understand the impact they have when working with the school to improve student learning outcomes.

Processes

Embed high quality teaching and learning strategies to improve literacy and numeracy skills.

Implement and embed feedback and formative assessment strategies to inform individual student learning goals.

Implement an explicit, individualised teaching and learning program to meet the needs of Aboriginal students.

Evaluation Plan

- Analysis of NAPLAN and school-based assessment data.
- Student and parent feedback surveys
- Wellbeing self assessment tool
- Learning progressions in literacy and numeracy
- A school developed Engagement audit
- Analysis of data from a student engagement audit.

Practices and Products

Practices

Teachers engage with current best practice and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Products

Assessment and feedback tools are used by students to devise and achieve personalised learning goals.

Teacher professional learning focuses on continual improvement in literacy and numeracy teaching practice and is linked to the Australian Professional Standards for Teachers.

A consistent process strengthens communication with parents.

Strategic Direction 2: Empower

Purpose

- Empower students in developing as successful and engaged learners.
- Empower teachers as collaborative educational leaders.

Improvement Measures

An increase from 60% to 90% of students who can identify a staff member with whom they can confidently turn to for advice and assistance. This is measured through the Tell Them From Me students survey.

The percentage of students with high levels of academic self-concept, as measured on the Tell Them From Me survey, increases from 64% to 70%.

The number of Terrigal High school teachers sharing practice at school professional learning sessions increases from 20% to 90% across the 3 years, as recorded in the school's professional learning register.

People

Students

- Feel confident to collaborate with staff and the community in school governance and improvement.
- Identify a teacher who can support them in times of need.
- Have the skills to provide feedback on the quality of learning experiences and the effectiveness of curriculum programs.

Staff

- Teachers value opportunities to share their expertise within their school and with other schools and collaborate with colleagues to plan, embed and evaluate quality teaching and learning strategies.

Parents/Carers

- Feel confident to engage with the school to support learning improvements for their children.

Leaders

- Have the knowledge and skills to lead wellbeing and academic professional practices that support every student and builds the capacity of staff.

Community Partners

- Value opportunities to collaborate with staff to share skills and expertise.

Processes

Implement evidence based wellbeing programs for students at each stage of their schooling.

Implement processes to develop teaching and learning programs are adjusted to support a high performance culture for all students

Strengthen teacher professional learning to support a culture of collaboration and explicit teaching of skills.

Evaluation Plan

- Wellbeing self assessment tool
- Feedback on transition process
- PL calendar and evaluations
- A school based bullying audit
- Tell them from me
- Teaching and Learning programs and registers

Practices and Products

Practices

Regular opportunities are organised for students to meet with an identified staff member.

Teachers use gifted and talented models to scaffold learning experiences for extension class students.

Teachers use differentiation and explicit teaching to enrich the learning experiences for all students.

Teachers model and share a flexible repertoire of strategies for classroom management, the promotion of student engagement and how to develop student responsibility for their own learning.

Products

Staff professional learning focuses on student wellbeing and supports leadership, educational needs and service delivery.

Every student can identify a staff member to whom they can confidently turn to for advice and assistance.

Collaboratively planned, cross faculty unit of work developed for the Year 7 extension class.

Teachers have attained and are maintaining accreditation at the highly accomplished standard.

Strategic Direction 3: Evolve

Purpose
<ul style="list-style-type: none"> • Evolve as an innovative, future focused learning community.
Improvement Measures
<p>The school self–assessment, in the domain of pedagogy, as measured against the middle years transition matrix, improves from level 2 to level 4.</p> <p>Student's are engaged in the curriculum offering and as a result student attendance rates increase from 88% in 2017 to 92% in 2020.</p>

People
Students
<ul style="list-style-type: none"> • Have the knowledge to engage in project based learning and STEM activities and develop skills across the general capabilities.
Staff
<ul style="list-style-type: none"> • Value opportunities to collaborate with teachers from the Terrigal Learning Alliance to develop a middle school project to improve numeracy outcomes. • Appreciate the importance of providing future–focused skills that engage and challenge, encouraging critical thinking and creative problem solving and embedding deep content knowledge.
Leaders
<ul style="list-style-type: none"> • Have the knowledge and expertise to embed practices that provide ongoing opportunities for staff to actively collaborate with staff from other schools, in the creation of a learning community.
Parents/Carers
<ul style="list-style-type: none"> • Advocate the school as the hub of the learning community.
Community Partners
<ul style="list-style-type: none"> • Have the skills and commitment to work with and across schools to improve students learning.

Processes
<p>Project based learning and STEM units are planned and embedded in teaching and learning programs.</p> <p>Develop learning partnerships where teachers collaborate with staff from other schools to share and embed good practice.</p> <p>Further enhance curriculum and learning partnerships with other organisations.</p>
Evaluation Plan
<ul style="list-style-type: none"> • Professional learning evaluations. • Middle school projects successfully planned and implemented. • Middle years transition matrix. • Faculty registers and evaluations.

Practices and Products
Practices
<p>Teachers use current research to support the development of professional learning sessions and gain approval as NESA registered courses.</p> <p>Evaluations of professional learning are analysed to improve practice.</p> <p>Planned professional learning is used to build the capacity of every staff member, to evolve a culture of a learning community.</p> <p>Collaboration with agencies, including health, community services, VET and NGOs connects students with their local community and develops stronger employment and educational outcomes.</p>
Products
<p>The curriculum provision is enhanced by learning alliances with other schools and organisations.</p> <p>A collaboratively developed middle school project for Terrigal Learning Alliance students across stages 3 and 4, focused on skills for the future.</p> <p>A stage 5 STEM elective is developed.</p> <p>Project based learning units within each KLA developing skills across the general capabilities.</p> <p>Partnerships in learning mean students are motivated and continually improve.</p>