

School plan 2018-2020

Terrey Hills Public School 3190



School background 2018–2020

School vision statement

Terrey Hills Public School provides students with a quality education in a nurturing, innovative learning environment to inspire learners to be flexible thinkers who evaluate information critically and apply it to their world.

We work together as a school community, focusing on the whole child so that all students are known, valued and cared for. Every student is engaged and challenged to continue to learn alongside every teacher and leader as they develop professionally to ensure that the school improves each year.

School context

Terrey Hills Public School is a small friendly community school on huge grounds of over 4.2 hectares. The residential area is largely surrounded by national parks and acreage, making the school feel like a country school in the city. With council bans on real estate development for the area, the enrolments at the school have been fairly stable over the last decade. Much of Terrey Hills is zoned for rural purposes. Most students can walk or ride to school.

In 2018, students from language backgrounds other than English make up around 18% of the school population.

With the school's focus on growth and improvement, students from all grades set their learning goals each term and are supported by their teachers to reach them.

Participation in extra-curricular programs is encouraged. Over 50% of the school's students participate in extra music lessons and attend concert band or string ensemble. Other extra curricular activities include dance, sport, public speaking, debating, choir and robotics.

Terrey Hills Public School is a member of the Warringah Community of Schools and Pittwater Network of schools.

The Terrey Hills Public School P and C supports the school by providing a number of services for families such as canteen and uniform shop and a calendar of events. It generously funds resources for the students to help meet student needs and has been pivotal to our focus on new and emerging technologies and future-focused pedagogies.

School planning process

A forum was undertaken to gain a clear picture of parent aspirations for the school and for their children over the next five years. We were able to gauge the main areas most important to parents.

Staff held several professional learning sessions to discuss and develop priorities from a similar survey to that undertaken by parents. Current programs were evaluated for efficacy, results and currency.

Data about literacy and numeracy was collected from PLAN, L3 and NAPLAN. Information about attendance, teacher professional learning and participation in a number of programs was collected.

Analysis of behaviour referrals was also considered.

The school executive team built on the information collected to make a cohesive plan tabled at the School Council for advice and collaboration and published on the school website.

School strategic directions 2018–2020



Purpose:

Provide a strong foundation in literacy and numeracy; deep content knowledge and confidence for students to learn, adapt and succeed.

Purpose:

Provide opportunities and quality learning environments for all students to be positive, engaged future-focused learners for further learning challenges and experiences.

Purpose:

To meet the learning and wellbeing needs of all students with a school that nurtures, guides and inspires students academically, physically and socially.

For students to be active, engaged and self-regulated learners who are ethical members of the community.

Strategic Direction 1: Quality Teaching and Learning

Purpose

Provide a strong foundation in literacy and numeracy; deep content knowledge and confidence for students to learn, adapt and succeed.

Improvement Measures

At least 80% of students demonstrate expected growth per semester across literacy and numeracy progressions.

Teaching and learning programs show differentiation.

All staff participate in regular, reflective professional learning.

People

Students

High expectations and explicit criteria are used by all students to improve their learning.

Staff

Through collaboration and communication, teachers reflect on their practice and develop teaching practices based on well researched pedagogy.

Leaders

Build and sustain a strong leadership team capacity to mentor, coach and evaluate teaching practice using research based opportunities.

Parents/Carers

Establish a collaborative learning environment that allows teachers and parents to work to support quality learning for all students.

Processes

All staff participate and collaborate in whole school quality teaching learning programs that embed professional practice.

Students are taught to critically reflect on their learning and to set independent literacy and numeracy goals.

Evaluation Plan

Practices and Products

Practices

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

Quality teaching practice will be the result of the development of collaborative plans that meet literacy and numeracy needs of the school.

Classroom planning and practice is shared through a collaborative and collegial model that opens classrooms and shares quality teaching practice.

Products

Increased collaboration across the school.

All teachers participate in professional learning that improves their quality teaching practices.

Consistent student growth increased using school based data assessment.

Strategic Direction 2: Engaging Learners for the Future

Purpose

Provide opportunities and quality learning environments for all students to be positive, engaged future-focused learners for further learning challenges and experiences.

Improvement Measures

Flexible learning environments are utilised within the classroom and whole school setting.

Increase in number of students demonstrating confident application of digital technology skills.

People

Students

Students know that their actions impact other people throughout the community.

Staff

Understand the principles of effective digital pedagogy and practice. They understand students' strengths and skills to develop autonomous learners.

Parents/Carers

Participate in technology information sessions to gain a greater understanding of skills and knowledge for future focussed learners.

Processes

Create environments and programs that support reflective, collaborative and critical thinking outcomes.

Draw on research to support students to develop and deepen their creative and critical thinking skills.

Evaluation Plan

Practices and Products

Practices

Collaboration and communication fostered through flexible learning spaces that caters for individuals learning needs.

Digital technologies are an integral component of students' learning and teaching programs to prepare students for the demands of an ever changing world.

Students empathise with others across the world and consider their future impact.

Products

Develop major units of work so that students have opportunities to consider the future and all those around them.

Classrooms are equipped and resourced with furniture that are aligned with pedagogy..

Teaching programs include digital pedagogy and mindset to improve student outcomes.

Strategic Direction 3: Wellbeing for students and the community

Purpose

To meet the learning and wellbeing needs of all students with a school that nurtures, guides and inspires students academically, physically and socially.

For students to be active, engaged and self-regulated learners who are ethical members of the community.

Improvement Measures

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

Increase use of and reflection of personal students goals.

People

Students

Students can recognise and self regulate emotional wellbeing. They develop an understanding of the fundamental philosophy behind exercise and brain cognition.

Staff

Teachers are empathetic towards students' wellbeing needs and recognise that all students come to school with different needs and experiences.

Parents/Carers

Develop an understanding of and value the theories of learning and participation. They demonstrate support for the school's position with their children and help to embed this in the school culture.

Leaders

Promote a culture that fosters positive attitudes in staff and students.

Processes

Implement a whole school integrated approach to student wellbeing in which students connect, succeed and thrive at each stage of their schooling..

Draw on research to develop and implement growth mindset across the school and community.

Evaluation Plan

Practices and Products

Practices

Every student cooperates and communicates in the language of positive mindset that supports learning.

Students and parents value attending school and engaging with their learning.

Students and teachers actively participate in energisers, PDHPE lessons and healthy eating practices.

Products

All students have goals that are challenging, achievable and personal.

. Increased attendance across the school.

Increased level of physical activity in physical education lessons.