

# Strategic Improvement Plan 2021-2025

## Terranora Public School 3189

TERRANORA  
PUBLIC SCHOOL

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CARE AND EXCELLENCE

# School vision and context

## School vision statement

At Terranora Public School we believe in 'Care and Excellence' within an inclusive environment so that students reach their true potential and become confident, creative individuals who are prepared to embrace 21st Century changes to build our community for today and tomorrow.

## School context

Terranora Public School stands poised on the rim of the escarpment overlooking the Terranora Broadwater and the South Pacific Ocean to Surfers Paradise. The school has an enrolment of 357 students, of which 6% identify as Aboriginal and/or Torres Strait Islander and 2% have English as an Alternate Language or Dialect (EAL/D). The school offers a rich and varied educational program combining, academic, sporting, cultural and social opportunities. This provides a strong foundation upon which successful, diverse programs are developed.

Terranora Public School has a far reaching reputation for care and excellence. The school's academic achievement has been recognised within the school and the wider community. Our exceptional teaching staff encourage high expectations and success in learning for every student. Our student population is well supported by parents and community.

Terranora Public School is part of the Aurora Learning Community (Banora Point High School, Centaur Public School, Terranora Public School) which encourages middle school students to participate in transition to Year 7 programs, offered by Banora Point High School.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved consultation with students, staff, parents and the local AECG.

The school has identified system-negotiated target areas in reading and numeracy. We are committed to continually improving effective classroom practices with high impact professional learning for all staff being the key to ensuring this. Work will take place on developing consistency across the whole school regarding the implementation of effective evidence-based teaching methods including formative assessment techniques. Additionally staff will be supported in developing a consistent understanding of data concepts, analysis and use of student assessment data to identify student achievement and inform teaching.

Further work will need to occur around how innovative enrichment opportunities can be provided across the whole school. This includes providing effective evidence-based teaching opportunities that allow students with additional needs including those identified as high potential and gifted to pursue authentic real-world problems in a challenging and engaging environment.

We have identified a need to develop processes to collaboratively review teaching practices to affirm quality teaching and to build the capacity of all staff regarding effective deep reflection of pedagogy.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student learning outcomes in reading and numeracy by developing, refining and sustaining whole school data driven teaching practices that are responsive to the learning needs of individual students.

This will be achieved through the implementation of appropriate curriculum provision for every student which is underpinned by evidence-informed strategies and embedded evaluative practices.

## Improvement measures

### Reading growth

Achieve by year: 2023

The proportion of Year 4 and 6 students demonstrating growth in reading, by correctly answering questions in the Check-in Assessment will increase from the average of Year 3 and 5, 2022 data.

### Numeracy growth

Achieve by year: 2023

The proportion of Year 4 and 6 students demonstrating growth in Numeracy, by correctly answering questions in the Check-in Assessment will increase from the average of Year 3 and 5, 2022 data.

## Initiatives

### Developing Teaching Practices

Embed a culture of continuous improvement and develop the capacity of all staff.

- Provide high impact professional learning to develop staff understanding and implementation of effective, explicit classroom practice and the High Potential and Gifted Education Policy, ensuring every student experiences high quality evidence-based teaching.
- Collaboratively identify, model and embed effective, explicit, evidence-based classroom practices in reading and numeracy school wide through quality curriculum provision with school based Instructional Leader.

### Effective Use of Data

Ensure consistency across the school in the systematic analysis and use of data to maximise learning for all students through responsive curriculum delivery:

- High impact professional learning around use of Literacy and Numeracy Learning Progressions and PLAN2 to build the skills and knowledge of all teachers across the school in effective collection, use and interpretation of student assessment data.
- Review and adapt school wide data practices to ensure reliable formative and summative assessment techniques are embedded as an integral part of daily instruction. Data collected is then used to monitor impact, analyse student progress, evaluate growth over time and report student achievement.

## Success criteria for this strategic direction

- Teachers demonstrate currency of content knowledge and evidence based teaching practice in all their teaching areas.
- Explicit systems are in place allowing teachers to collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.
- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Whole school summative assessment data

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes. Executive team and whole staff reflective sessions.
- After analysing data a determination will be made as to the future of the four years' work.

## Strategic Direction 2: Innovative teaching and learning

### Purpose

To provide all students with access to enrichment opportunities through innovative teaching and learning programs, particularly in the area of the students strengths and interests. This includes providing explicit evidence-based teaching opportunities that allow students to pursue authentic real-world problems in a challenging and engaging environment.

### Improvement measures

Achieve by year: 2025

- An environment that promotes learning and higher levels of student engagement through the continuation of innovative learning programs and technology integration into classroom.
- Develop teacher capacity in utilising Innovative pedagogies across all Key Learning Areas.

### Attendance >90%

Achieve by year: 2023

The proportion of Year 1 to 6 students attending school at least 90% of the time will be at or above the system-negotiated lower bound target of 84%.

### Wellbeing

Achieve by year: 2023

The proportion of students reporting positive wellbeing will be at or above the system-negotiated lower bound target of 89.3%. Higher levels of wellbeing are linked to higher academic achievement, school completion, better overall mental health and a more pro-social and responsible lifestyle.

### Initiatives

#### Innovative curriculum

School wide enrichment opportunities to engage students through innovative teaching and learning programs. Allowing students to pursue authentic real-world problems in a challenging and engaging environment.

- Reflect on, modify and further develop innovative programs K-6. Including entrepreneurial learning, Technology and Applied Science (TAS), Science, Technology, Engineering and Mathematics (STEM) and elective studies.
- Employ high impact professional learning to up skill staff on how to integrate current school technologies into the classroom and other Key Learning Areas.
- Attend high impact professional learning on innovative pedagogies with Problem Based Learning (PBL) and implementation of real life skills into the curriculum.
- Provide teacher high impact professional learning and school resourcing to assist teachers in the successful implementation of innovative pedagogies.
- Provide innovative learning opportunities for the range of diverse learners at the school as well as extension possibilities for potential and gifted students.

#### Engaged Learners

Improved student engagement across the school by further developing effective classroom practices that research shows will lead to enhanced learning outcomes. Every student is highly engaged and shows strong growth in their learning through explicit, research-informed teaching.

- Teachers will evaluate their effectiveness and reflectively adapt their practice through high impact professional learning and use of student assessment data to inform teaching.
- Personal Learning Pathways (PLP), Individual Education Plan (IEP), Tell Them Form Me Survey

### Success criteria for this strategic direction

- The needs of all students are explicitly addressed in evidence-based, innovative teaching and learning programs. These programs utilise assessment processes and current innovative pedagogy to engage, identify and review individual student learning needs.
- Teacher uses data to inform and differentiate their teaching and learning by tracking student engagement and academic progress.
- Staff and students reflect and report on their achievement against improvement measures, feedback and self-assessment.
- Development and provision of learning programs informed by holistic information about each student's well-being and learning needs, underpinned by innovative pedagogies.
- Safe and supportive learning environments are established allowing students to demonstrate social and emotional skills, self-regulation and resilience to enhance their well-being.

### Evaluation plan for this strategic direction

#### Evidence to collect and analyse

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Tell Them From Me survey
- Student pre and post surveys
- Teaching and learning programs
- Student work samples
- Sentral data entries regarding attendance and Well-being
- What Works Best Reflection Guide.
- Evaluation and feedback of Professional Learning

## Strategic Direction 2: Innovative teaching and learning

### Initiatives

and adjustment registers will be utilised to obtain holistic information about student well-being and academic needs to increase student engagement.

- Through collection and analysis of data staff will develop a deep and thorough understanding of students regarding their well-being and will adjust the curriculum accordingly.
- Teachers successfully implement whole school social and emotional learning programs to support student well-being by creating a safe environment that promotes social and emotional skills.

### Evaluation plan for this strategic direction

(innovative pedagogies)

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes. Executive team and whole staff reflective sessions.
- Analysing the data and determining the future initiatives of this strategic direction.
- Innovative curriculum team will reflect on and evaluate strategic direction progress.

## Strategic Direction 3: Evaluative practices for school improvement

### Purpose

To work with school services/instructional leader to build the capacity of all staff regarding effective deep reflection of pedagogy.

Through a coordinated whole school approach teachers will develop professional practice. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities to improve student learning outcomes.

### Improvement measures

Achieve by year: 2025

Teachers adjust practice in response to feedback and recommendations based on direct observation

Achieve by year: 2025

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.

Achieve by year: 2025

A culture of collaborative and reflective practice is embedded amongst all members of staff.

### Initiatives

#### Educational Leadership - Instructional leadership

Embed a culture of working collegially, receiving feedback and changing teaching practices for whole school improvement in teaching and learning.

- The school will utilise the Literacy and Numeracy Strategy Advisor (LANSA) to enhance leadership and teaching capacities, supporting collaborative performance development and efforts to continuously monitor improvement.
- The school leadership team actively supports change that leads to improvement, creating opportunities where feedback can be shared and monitored, promoting a shared commitment to excellence.
- The school regularly solicits and addresses feedback on school performance from students, staff and parents.

#### Performance management and development

Improving systematic processes to support teachers in evaluating their effectiveness and reflectively adapting their practice through the performance and development cycle.

- The leadership team develops processes to collaboratively review teaching practices to affirm quality and effectiveness of programs and performance.
- Staff proactively seek and engage in a range of opportunities to build their teaching capacity through school, Departmental, NESA, SEF and AITSL frameworks and standards.

### Success criteria for this strategic direction

- External expertise being utilised to ensure that best practice models are identified through a process of critical validation and have a whole-school focus.
- The leadership team maintains a focus on developing a partnership between teachers and executives to support implementation of performance and development framework.
- A school-wide culture of reflective practice where the Teacher Performance and Development Cycle is being effectively utilised in developing and refining professional goals for staff
- Staff actively participating in reflective discussion during Collegial Catch up sessions and PDP meetings around effective programming, student achievement, findings from the learning walks and analysis of assessment data
- Whole school processes and policies put in place in response to the data collected during the Learning Walks

### Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Feedback surveys
- Performance and Development self-assessment reviews
- School Excellence Framework self-assessment
- What Works Best Reflection Guide
- Have whole school plans and policies been developed and implemented for improved practices and impact on students.
- Evaluation of Professional Learning
- Meeting minutes

## Strategic Direction 3: Evaluative practices for school improvement

### Evaluation plan for this strategic direction

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- Feedback from collaborative sharing sessions through discussion and observation utilising the Australian Teacher Performance and Development Framework.
- Monitoring of student data, particularly in target focus areas.