School Plan 2015 – 2017

Terranora Public School

- Personalised learning for every child driven by caring and professional teachers
- Empowering a learning environment engaging successful 21st Century Learners
- Effective and collaborative community partnerships promoting care and excellence
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.

Terranora Public School stands poised on the rim of the escarpment overlooking the Terranora Broadwater and the South Pacific Ocean to Surfers Paradise.

Terranora Public School has an enrolment of 430 students offering a rich and varied educational program combining academic, sporting, cultural and social opportunities. These provide strong foundations on successful, diverse programs.

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) and encourages middle school years to participate in transition to year 7 programs offered by Banora Point High School.

2016
- Collegial meetings with staff to collaboratively plan and unpack each strategic direction
- Survey staff, community and students to evaluate 3 strategic directions
- Revisit Milestones at the end of each term in all strategic directions
- Two Executive professional learning meetings in relation to the 5P planning process
- Analyse other data including NAPLAN, previous school plan
- Consult with Community Of Schools to evaluate school plan process
Terranora Public School Strategic Directions 2015 - 2017

To provide the skills and knowledge associated with successful 21st Century fluencies.

To ensure all students are engaged in learning environment to achieve academic success as lifelong learners.

In order to achieve the personal best of students, teachers as leading learners will work collaboratively to develop expertise to enable them to support and develop the whole child.

Positive learning outcomes for students will be achieved by building effective and collaborative partnerships to support quality professional learning, parental engagement and links with other community organisations.

STRATEGIC DIRECTION 1
Empowering a learning environment engaging successful 21st Century Learners

STRATEGIC DIRECTION 2
Personalised learning for every child driven by caring and professional teachers

STRATEGIC DIRECTION 3
Effective and collaborative community partnerships promoting care and excellence
### Strategic Direction 1: Empowering a learning environment engaging successful 21st Century Learners

#### PURPOSE

To provide the skills and knowledge associated with successful 21st Century fluencies.

To ensure all students are engaged in learning environment to achieve academic success as lifelong learners.

This will be achieved through effective teaching and learning programs that embed:

- Creativity and innovation
- Critical thinking and problem solving
- Flexibility and adaptability
- Initiative and self-direction
- Social and cross cultural skills
- Productivity and accountability
- Leadership and responsibility
- Information, media and ICT Literacy

#### IMPROVEMENT MEASURE/S

- BOSTES Standards-refer to Performance and Development plan
- Scope and sequence of 21st Century learning skills.
- NAPLAN/PLAN data
- Community survey

#### PEOPLE

**How do we develop capabilities of our people to bring about transformation?**

**Students:**

Develop the skills of a 21st century learner

**Staff:**

Provide opportunities within and across educational communities to engage in reflective and collaborative practices that reflect 21st century learning environments

**Parents:**

Develop understanding of their child’s ongoing growth and performance in relation to 21st century skills and core academic knowledge

**Community partners:**

- Aurora Learning Community
- Tweed Network of Schools
- Small schools network
- Social media group networks

**Leaders:**

Principal, Executive, Teachers, Students

#### PROCESSES

**How do we do it and how will we know?**

**Students**

Systematic whole school scope and sequences guide the ongoing development of 21st century knowledge, understanding and skills

**Staff**

Incorporating 21st century learning in core academic subjects

**Parents**

Participation in planned and unplanned school activities

**Leaders**

Strengthen school community involvement with networks developing 21st Century learning environments

**Evaluation plan:**

Yearly Plan

Milestones

Surveys – Community, Staff, Students

Teacher

#### PRODUCTS AND PRACTICES

**What is achieved and how do we know?**

**Products:**

Students:

21st Century learners

Staff/Parents/Community partners

Increased knowledge of 21st century skills enables richer conversations about student learning

**Practices:**

Students use 21st century learning skills in core academic subjects.

Staff members model 21st century learning skills within and across educational communities.
## Strategic Direction 2: Personalised learning for every child driven by caring and professional teachers

### PURPOSE

In order to achieve the personal best of students, teachers as leading learners will work collaboratively to develop expertise to enable them to support and develop the whole child.

Student learning and assessment involves developing student capacity and confidence with:

- Engagement
- Self-Concept
- Learning
- Academic
- Social and Emotional
- Physical
- Citizenship

### PEOPLE

**How do we develop capabilities of our people to bring about transformation?**

**Students:**
Engage students in a safe, fair, respectful, responsible school environment

**Staff:**
Ongoing participation in the development of policies and classroom practice that develop the whole child.

**Parents:**
Develop understanding of teaching and assessment strategies that develop the whole child.

**Community partners:**
Aurora Learning Community  
Tweed Network of Schools  
Small schools network  
Social media group networks

**Leaders:**
Ongoing participation with Aurora Learning Community (ALC) and organisations that assist the development of a balanced learning and assessment school plan.

### PROCESSES

**How do we do it and how will we know?**

- **Students**
  - Ongoing active participation in all school, out of school and virtual activities with peers from their home, partner schools and wider communities.

- **Staff**
  - Implementation of policies and programs that develop the whole child as registered with BOSTES standards.

- **Leaders**
  - Lead the support and supervision of all staff using the Performance and Development Framework.

### PRODUCTS AND PRACTICES

**What is achieved and how do we know?**

**Products:**
Happy, healthy and confident students in a safe and fair environment.

**Staff:**
A united and consistent staff effort integrating key messages and content related to the school’s effort to develop the whole child.

**Parents:**
Parent participation in the development of happy, healthy and confident children.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**
Greater student capacity and confidence in all aspects of learning.

**Staff:**
Staff members contribute to a fair and safe school environment that develop.

**Parents:**
Parents have greater knowledge about all learning aspects of their child.

### IMPROVEMENT MEASURE/S

| School reporting/Communication with parent trends |
| Accreditation of all members of staff—Australian Professional Standards for Teachers |
| Welfare data |
| Learning Support Team data |
| Survey – Parents, Teachers, Students |
| Transition to high school data/wellbeing of students/parents |

**Leaders:**
Ongoing participation with Aurora Learning Community (ALC) and organisations that assist the development of a balanced learning and assessment school plan.

**Evaluation plan:**
Teacher accreditation
Strategic direction 3: Effective and collaborative community partnerships promoting care and excellence

PURPOSE

Positive learning outcomes for students will be achieved by building effective and collaborative partnerships to support quality professional learning, parental engagement and links with other community organisations.

Terranora belongs to a number of communities. Students need strong partnerships to exist within these communities to develop resilience. Relationships will be strengthened through creating a greater number of opportunities to be involved with student learning. These opportunities will include greater parent involvement with school based experiences, strengthening of links between the classroom and home, developing strong professional partnerships and links with local preschools and local schools.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students:
Develop leadership capacity of all students to promote a positive school environment.

Staff:
Create opportunities for staff to discuss and implement strategies to connect with parents and colleagues across school communities.

Parents:
Provide opportunities to strengthen communication between home and school and develop positive partnerships within the school community.

Community partners:
Local businesses and sporting, universities organisations

Leaders:
Principals, Executives, Teachers, Parents

PROCESSES

How do we do it and how will we know?

Students:
Provide ongoing opportunities to build student leadership capacity.

Staff:
Ongoing planned communication between the school and parents, colleagues and students.

Leaders:
Lead school community in policy and procedures that develop the whole child.

Evaluation plan:
Milestones

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:
Strong united and an engaged school community.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:
Strong partnerships within and with partner school communities.

IMPROVEMENT MEASURE/S

School community engagement survey.
Increased involvement in P & C and community based initiatives.