

School plan 2015 – 2017

Thurgoona Public School 3208





School vision statement

At Thurgoona Public School staff provide innovative teaching and learning programs that will engage and challenge students to achieve excellence. Students will become responsible, creative and successful lifelong learners.

School context

Thurgoona Public School is a P3 school situated on the northern outskirts of Albury near the NSW/Victorian border. It has a student population of 400 students which equates to 16 classes arranged in staged based groups. The school enjoys strong support from family and community members, and encourages and values this partnership.

The schools motto is 'learn to live and live to learn'. The premise behind this ethos stems from a belief that the school culture is focused on equipping the students with the dispositions to become successful life-long learners who have a thirst and a passion for knowledge.

The Riverina HOW2Learn initiative acts as an umbrella for learning and the achievement of school priorities for student achievement. It provides a vehicle to build teachers' capacity to support students to be successful global citizens. The principle is based on an understanding that all students have the capacity to learn.

Thurgoona Public is an active member of the Northern Spirit Learning Community. We have fostered strong partnerships as a community of schools and as such have built strong networks to effectively build capacity across schools.

School planning process

Preliminary information was gained through a review of the 2012-2014 school plan. This was conducted from early 2014. A series of opportunities for all major stakeholders: parents, staff and students enabled an evaluation of the achievements of the 2012-2014 school plan.

Following this, comprehensive consultation with members of our community occurred. At the outset senior students surveyed parents at school. Following this Parent and Citizens (P&C), students, staff and members of the wider community completed survey questions.

Results of the survey were recorded and presented at our scheduled school planning night. This was attended to by parents, staff and members of the community. At this meeting results were analysed and common themes were established. This led to the identification of strategic directions. P & C have endorsed these directions.

Subsequently all staff were given the opportunity to collaborate to develop the indicators of success for each strategic direction and members of the school executive were given the responsibility to lead each strategic direction team.

In 2016, as a result of the External Validation process the School Plan was reviewed. Consultation was sought from all sectors of the school community and reflected in the revised School Plan.



Leading Learning

Excellence in Learning

Purpose:

To create a powerful learning culture that equips our learning community with the tool to develop flexible mindsets which enable all stakeholders to become successful global citizens.

This is enriched by an unequivocal belief that all learners will develop dispositions of successful lifelong learning including the capacity to be; resilient, resourceful, reciprocal, responsible and reflective.

Building Our Community

Inspiring everyone

Purpose:

To extend links and build strong partnerships with parents/carers and wider community in order to provide a differentiated curriculum which meets the needs of students, staff and community.

To promote leadership opportunities and a sense of social responsibility while nurturing learners of the 21st century.

Environment

In a great place

Purpose:

To foster leadership skills and social responsibility.

To adopt an approach to student welfare, learning and engagement which demonstrates consistent expectations in a positive learning environment where success is celebrated; develops students to be resilient, caring and responsible citizens; and develops effective partnerships with our community.

Strategic Direction 1: Leading Learning - Excellence in Learning

Purpose	People	Processes	Products and Practices
<p>To create a powerful learning culture that equips our learning community with the tools to develop flexible midsets which enable all stakeholders to become successful global citizens.</p> <p>This is enriched by an unequivocal belief that all learners will develop dispositions of successful lifelong learning including the capacity to be; resilient, resourceful, reciprocal, responsible and reflective.</p>	<p>How do we develop the capabilities of our people to bring about transformations?</p> <p>Students:</p> <ul style="list-style-type: none"> Students set goals, analyse their progress, acknowledge their successes and plan future directions in their journey. <p>Staff:</p> <ul style="list-style-type: none"> Staff work to ensure that all students are appropriately engaged, challenged and extended by designing activities aligned to student learning needs and data analysis. <p>Parents/Carers:</p> <ul style="list-style-type: none"> Develop knowledge of practices and processes of learning that the students are exposed to; in order to support and enhance the learning of their child. <p>Leaders:</p> <ul style="list-style-type: none"> Promote and maintain an environment reflective of its high expectations that all students will learn successfully. <p>Community:</p> <ul style="list-style-type: none"> Support staff and students by providing educational opportunities and programs to promote student learning. 	<p>How do we do it and how will we know?</p> <p>Data Informed Teaching</p> <ul style="list-style-type: none"> Build the capacity of staff in the use of assessment instruments to monitor student learning progress and inform teaching. The school is implementing a plan for the systematic collection, analysis and use of a range of student data. Strengthen differentiated learning programs to meet the learning needs of all students. <p>Collaborative Mentors</p> <ul style="list-style-type: none"> Establish a school based system to allow staff to participate in formal mentoring, coaching and classroom observations. <p>SMART Goals</p> <ul style="list-style-type: none"> Data analysis is used to inform SMART goals and monitor progress toward achieving them. <p>Evaluation</p> <ul style="list-style-type: none"> Review teaching programs and practices Monitor and review Collaborative Mentor program Monitor student understanding of SMART goals. 	<p>What is achieved and how do we measure?</p> <p>Products</p> <p>Data Informed Teaching</p> <ul style="list-style-type: none"> 100% of teachers using evidence based practices including the use of data to inform teaching. <p>Practices</p> <ul style="list-style-type: none"> Analyse data to accurately track students against the literacy and numeracy continuums and use this data to develop learning intentions. <p>Products</p> <p>Collaborative Mentors</p> <ul style="list-style-type: none"> Teacher mentor and observation program is embedded into school practice. <p>Practices</p> <ul style="list-style-type: none"> 100% of teachers provide and receive planned constructive feedback from peers and school leaders to improve teaching practice and increase student outcomes.
Improvement Measures			
<ul style="list-style-type: none"> ❖ 100% of teachers work together to improve teaching and learning for all students. Teachers analyse and use student data to inform teaching and differentiate teaching and learning programs to meet the needs of all students. ❖ Teacher mentor and observation program is embedded into school practice. 			<p>Products</p> <p>SMART Goals</p> <ul style="list-style-type: none"> 100% of students can clearly articulate, understand and achieve their SMART goals. <p>Practices</p> <ul style="list-style-type: none"> Assessment instruments monitor student learning progress and identify skill gaps for improvement which can be articulated as a SMART goal.

Strategic Direction 2: Building Our Community - Inspiring Everyone

Purpose	People	Processes	Products and Practices
<p>To extend links and build strong partnerships with parents/carers and wider community in order to provide a differentiated curriculum which meets the needs of students, staff and community.</p> <p>To promote leadership opportunities and a sense of social responsibility while nurturing learners of the 21st century.</p>	<p>How do we develop the capabilities of our people to bring about transformations?</p> <p>Students:</p> <ul style="list-style-type: none"> Students understand that they are valued and active members of the community. <p>Staff:</p> <ul style="list-style-type: none"> Staff view parents and families as integral members of the school and partners in student learning. <p>Parents:</p> <ul style="list-style-type: none"> Parents and carers extend their links within the school community to foster partnerships between school and home. <p>Leaders:</p> <ul style="list-style-type: none"> Understand, lead and support initiatives to build a collaborative culture. <p>Community Partners:</p> <ul style="list-style-type: none"> Establish partnerships with the school in order to support and enhance student learning and promote success. 	<p>Effective Communication</p> <ul style="list-style-type: none"> Collect data to review and reflect current communication processes. Implement changes to ensure improved communication between school and the community. <p>Curriculum Based Information Sessions</p> <ul style="list-style-type: none"> Information sessions will provide opportunities for parents to develop skills to support and be actively involved in their child's learning. <p>Feedback Linked to Learning</p> <ul style="list-style-type: none"> Teachers involve students and parents in planning to support students as they progress through the stages of their education. Individual reports contain detailed information about student learning outcomes. Three way conferencing is incorporated into parent/teacher/student interviews to enhance effective and productive partnerships. <p>Evaluation</p> <ul style="list-style-type: none"> Feedback linked to communication methods Attendance at and feedback following information sessions Feedback linked to reporting processes 	<p>What is achieved and how do we measure?</p> <p>Products</p> <p>Effective Communication</p> <ul style="list-style-type: none"> 70% of parents/carers feel there are informative, efficient and practical communication systems in operation to improve learning opportunities for students. <p>Practices</p> <ul style="list-style-type: none"> Introduce alternate communication systems to enhance communication with the school community. <p>Products</p> <p>Curriculum Based Information Sessions</p> <ul style="list-style-type: none"> Information sessions are provided for parents and carers and include strategies to enhance student learning outcomes. <p>Practices</p> <ul style="list-style-type: none"> Parents and community members are invited to attend information sessions each term with additional sessions being offered if necessary.
Improvement Measures			
<ul style="list-style-type: none"> ❖ 70% of parents/carers feel there are informative, efficient and practical communication systems in operation. ❖ 100% of parents receive effective feedback linked to their child's academic, social and emotional needs. 			<p>Products</p> <p>Feedback Linked to Learning</p> <ul style="list-style-type: none"> 100% of parents receive effective feedback linked to their child's academic, social and emotional needs. <p>Practices</p> <ul style="list-style-type: none"> Student reports include evidence based information about their child's achievement and forms the basis of three way conferencing at parent/teacher/student interviews.

Strategic Direction 3: Environment - In a great place

Purpose	People	Processes	Products and Practices
<p>To foster leadership skills and social responsibility.</p> <p>To adopt an approach to student welfare, learning and engagement which demonstrates consistent expectations in a positive learning environment where success is celebrated; develops students to be resilient, caring and responsible citizens; and develops effective partnerships with our community.</p>	<p>How do we develop the capabilities of our people to bring about transformations?</p> <p>Students:</p> <ul style="list-style-type: none"> Explore, engage, thrive and connect with their environment. <p>Staff:</p> <ul style="list-style-type: none"> Facilitate, support and connect learning to enhance the social, emotional, academic, physical and spiritual wellbeing of students. <p>Parents:</p> <ul style="list-style-type: none"> Parents entrust their children to principals, teachers and school staff to create quality learning opportunities within a safe environment. <p>Leaders:</p> <ul style="list-style-type: none"> Ensure resources are available to enhance wellbeing strategies for staff and students. <p>Community Partners:</p> <ul style="list-style-type: none"> Share knowledge and expertise including financial and physical support. 	<p>How do we do it and how will we know?</p> <p>Leadership Development</p> <ul style="list-style-type: none"> Instructional leadership opportunities are provided for staff based on individual expertise and Professional Development Plans. Student leadership opportunities are provided to develop leadership attributes. <p>Wellbeing Structures</p> <ul style="list-style-type: none"> Evaluate and review the current school welfare policy and support strategies. Identify initiatives to ensure consistent implementation of wellbeing framework ensuring students connect, succeed and thrive at school. <p>Physical Environment</p> <ul style="list-style-type: none"> Research and develop a sustainable environmental plan for the school. Source professional knowledge from community partners to collaboratively implement the environmental plan. <p>Evaluation</p> <ul style="list-style-type: none"> Staff and student expertise is utilised. Whole school wellbeing strategies are reviewed Environmental plan is embedded into school culture. 	<p>What is achieved and how do we measure?</p> <p>Products</p> <p>Leadership Development</p> <ul style="list-style-type: none"> The school identifies expertise within its staff, students and community and draws on this to develop individuals. <p>Practices</p> <ul style="list-style-type: none"> Identify purposeful leadership roles based on the expertise of individuals and opportunities that exist for students. <p>Products</p> <p>Wellbeing Structures</p> <ul style="list-style-type: none"> The school implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. <p>Practices</p> <ul style="list-style-type: none"> Students, teachers and parents support initiatives that provide positive opportunities for students social, emotional, academic, physical and spiritual wellbeing. <p>Products</p> <p>Physical Environment</p> <ul style="list-style-type: none"> A stimulating and exploratory environment that is sustainable and provides learning and social opportunities for students. <p>Practices</p> <ul style="list-style-type: none"> Create an environment that supports the development of socially responsible citizens.
Improvement Measures			
<ul style="list-style-type: none"> ❖ The school identifies expertise within its staff and draws on this to develop the professional community. ❖ The school implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. 			