School plan 2018-2020

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, resilient, creative and successful lifelong learners.

School context

Thurgoona Public School is a P2 school situated on the northern outskirts of Albury near the NSW/Victorian border. It has a student population of 560 students which equates to 23 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.

Dedication and commitment from school staff combined with strong family support ensures that student academic, social and emotional growth and development is fostered.

The school is proud of the strong partnership that exists between the school and the Parents and Citizens Association. This partnership results in extensive social opportunities for the school community while also providing funding support for specific school initiatives.

Thurgoona Public School is an active member of the Northern Spirit Learning Community. Strong partnerships within the community of schools exist and have resulted the establishment of networks to effectively build capacity across schools.

School planning process

Preliminary information was gained through a review of the 2014–2017 school plan and through reflection of External Validation and Self–Assessment reviews. Consultation involving staff, students and the school community provided additional data to review practices and processes. An analysis of strengths and opportunities aligned to the School Excellence Framework was undertaken.

Collaboratively, the decision was made to align the three strategic directions to the School Excellence Framework. This formed the basis of a shared commitment to future development across the school community.

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.

 The current school plan is informed by research, Department of Education policies and the context of the school.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Collaboration and Engagement

Purpose:

To provide a whole school approach to the delivery of quality learning experiences that are focused and differentiated thereby enabling students to develop strong identities as self–directed learners.

To implement quality learning experiences that build positive, respectful and caring relationships, and will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

STRATEGIC DIRECTION 2
Innovative and Creative Teaching

Purpose:

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators., supported by a positive collaborative culture that develops high performing teachers. Within this, we are particularly focused on the teaching of Literacy and Numeracy skills across all learning areas.

STRATEGIC DIRECTION 3
Fostering Leadership

Purpose:

To create and maintain a culture of excellence through instructional leadership, high expectations and effective performance management and development.

To provide leadership development and professional learning to ensure excellence.

Strategic Direction 1: Collaboration and Engagement

Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focused and differentiated thereby enabling students to develop strong identities as self–directed learners.

To implement quality learning experiences that build positive, respectful and caring relationships, and will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Improvement Measures

An increase in the percentage of students in the High Skills High Challenge quadrant of the Tell Them From Me survey.

The value add trend is positive and equal to or above the average school.

People

Students

Articulate how they learn and why they learn and develop their critical thinking, problem solving, collaborative and communication skills to achieve their learning and well–being goals.

Staff

Differentiate their teaching by providing targeted intervention to meet the individualised needs of all students.

Parents/Carers

Nurture effective partnerships with families in developing learning and well–being goals to support students to strive for excellence.

Community Partners

Actively engage with key stakeholders to support student achievement in learning and wellbeing.

Leaders

Develop and model a strong commitment with students, parents/ carers and community partners to establish consistent structures and processes. This will enable student learning and wellbeing needs to be identified, addressed and monitored.

Processes

Differentiated Curriculum

Deliver quality student centred self–regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

Data Skills and Use

Ensure learning is data driven and based on effective and consistent assessment practices. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension, or enrichment to maximise outcomes.

Student Wellbeing

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

Evaluation Plan

All data will be analysed collaboratively:

- Wellbeing Self–Assessment Tool
- Student TTFM surveys
- Continuous review of NAPLAN, PLAN and internal student performance data
- What Works Best – Data Skills and Use
- Survey to monitor collaboration and engagement with the Aboriginal Community and increased cultural.

Practices and Products

Practices

Data Skills and Use

All teachers analyse and interpret data and collaboratively use this to inform teaching, identify interventions and modify teaching practice.

Student Wellbeing

Students, teachers, parents/ carers support wellbeing initiatives that provide positive opportunities for students social, emotional, academic, physical and spiritual wellbeing.

Differentiated Curriculum

Teachers differentiate the curriculum to address individual needs of students in reading and numeracy.

Products

Data Skills and Use

Teaching and learning programs show evidence of revisions based on students' assessment and continuous data evaluation.

Student Wellbeing

There is a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Differentiated Curriculum

Measurable improvement in student progress and achievement has occurred in reading and numeracy as a result of quality differentiated learning.

Strategic Direction 2: Innovative and Creative Teaching

Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators., supported by a positive collaborative culture that develops high performing teachers. Within this, we are particularly focused on the teaching of Literacy and Numeracy skills across all learning areas.

Improvement Measures

100% of teachers show an improved level of teaching practice as evidenced by the increase in the school mean of the Tell Them From Me Survey in the aspect of collaboration.

100% of teachers show an increase in data skills and use.

People

Students

Provide timely and respectful feedback to teachers on their learning experiences.

Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies and to maximise impact on student learning.

Parents/Carers

Engage in literacy and numeracy information activities around assessment and teaching strategies and support teacher professional judgement.

Leaders

Leaders evaluate if professional learning undertaken by staff has had the desired impact on students. There is a focus on being responsive to the needs of the school and incorporating wellbeing into planning and processes.

Processes

Effective Classroom Practice

Utilise current and effective research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Collaborative Practice

Develop explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Data Skills and Use

Strengthen evaluative culture and practice by engaging in professional learning to collaboratively analyse and interpret data with consistency.

Evaluation Plan

All data will be analysed collaboratively:

- What Works Best Reflection Guide
- Teacher, parent and student TTFM surveys
- lesson plans/teaching programs
- classroom observation data
- teacher reflections (pre and post)

Practices and Products

Practices

Effective Classroom Practice

All teachers are committed to identifying, understanding and implementing the most effective teaching methods with priority given to evidence based teaching.

Collaborative Practice

Teachers are engaged in observations of classroom teaching practice, with feedback to improve professional knowledge and practice.

Data Skills and Use

Teachers use data efficiently to inform planning, identify interventions and modify teaching practice.

Products

Effective Classroom Practice

Expertise is shared as a result of their engagement in professional learning and deploy effective teaching strategies.

Collaborative Practice

There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Data Skills and Use

Structures are in place to ensure that evaluative practices are embedded across the school. These include deep knowledge of the syllabus, learning intentions, consistent teacher judgement and reliable data analysis.

Strategic Direction 3: Fostering Leadership

Purpose

To create and maintain a culture of excellence through instructional leadership, high expectations and effective performance management and development.

To provide leadership development and professional learning to ensure excellence.

Improvement Measures

Increased levels of teacher accreditation at and beyond proficiency.

Increased attributes of Leadership measured using the AITSL Leadership Self–Assessment Tool.

People

Students

Students aware of staff learning goals and why they provide feedback to their teachers.

Staff

Knowledge of responsibilities, mindset that everyone is a leader, embrace coaching and mentoring model.

Leaders

Establishing structures and processes to identify, address and monitor professional learning, collaborative practice and support accreditation.

Parents/Carers

Know, support and understand the strategic direction and purpose.

Community Partners

Working collaboratively with schools to develop collaborative practices in leadership.

Processes

Leadership Development

Provide extensive leadership opportunities for staff to develop leadership attributes in and beyond the school.

Instructional Leadership

The leadership team creates a focus on continuous improvement of teaching and learning. Provision of timely quality observation and feedback systems and professional learning appropriate to the needs of staff is developed and implemented.

Supporting Accreditation

Develop structures to support accreditation to enable all staff to understand the processes of accreditation at proficient, lead and highly accomplished.

Evaluation Plan

All data will be analysed collaboratively:

- Professional Development Plans – development, monitoring and review
- Levels of accreditation attainment at and beyond proficiency
- Analysis of Tell Them From Me data
- Analysis of leadership impact in and beyond the school

Practices and Products

Practices

Supporting Accreditation

Comprehensive structures are in place to support and develop staff to understand the Australian Teaching Standards and the accreditation process.

Leadership Development

Staff are developing their leadership capabilities through working alongside others in and beyond the school.

Instructional Leadership

Leaders monitor staff to support their growth and development and provide effective feedback on their performance.

Products

Supporting Accreditation

Teachers maintaining proficiency and attaining higher levels of proficiency.

Leadership Development

School leaders work effectively with clear roles and accountability.

Instructional Leadership

High expectations, high achievement and high levels of accountability are evident across the school.