

**Thornbury Primary School
01-3889**

Strategic Plan 2015-2018



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Karen Mazurek</p> <p>Date April 16, 2015</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Andrew Radojkovic</p> <p>Date April 16, 2015</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."</p> <p>Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.</p>	

School Profile

Purpose	A Creative and Diverse Community Growing Together
Purpose – including vision statement VRQA minimum standard for School Governance- Philosophy Education Training and Reform Act 2006-Sch.2, 16 Schools philosophy	Thornbury Primary aspires to nurture curiosity, respect and resilience through the delivery of a balanced curriculum and a strong connection to the local and broader community.
Values	In support of our purpose Thornbury Primary School values are: Respect, Trust, Working Together, Integrity, and Perseverance.
Environmental Context	<p style="text-align: center;">School Profile: Environment</p> <p>Social: Thornbury Primary School was established in 1915 and continues to nurture and welcome the local and surrounding communities. Our school continues to support a diverse and social demographic population. Within this community we have a strong connection to Koorie culture. We are inclusive of all cultures, nationalities and family groupings. Croxton Special School multi-age students are integrated into our school life. We have a strong culture of celebrating our diversity. This is demonstrated through our varied festivals such as NAIDOC, the Winter Festival and Arts Festival. We have enthusiastic, creative and professional teachers and Education Support Staff lead by our Principal and Assistant Principal. We actively promote and welcome parent/carers participation in our school. We wish to further develop our volunteer programs which encourage parents/carers to take a more active role in coordinating and running our community activities.</p> <p>Educational: Thornbury Primary School is committed to improving all students’ literacy and numeracy outcomes. We provide a comprehensive AusVELS curriculum with a range of specialist programs. Currently we offer art, music, physical education, Woi-wurrung language for our mainstream classes and in Steiner physical education, Woi-wurrung language, craft and eurythmy. The majority of our school population are mainstream students with the remainder Steiner. Within an AusVELS curriculum, we are committed to the dual pedagogical options of mainstream and Steiner. To support our staff and students we have numeracy and literacy coaches. We offer an extensive instrumental music program on a user pays basis. Currently we offer piano, orchestra, ukulele, guitar, violin, cello, woodwind, trumpet, bassoon, choir, school band and African drumming. We provide learning experiences beyond</p>

	<p>the class room through local walking excursions, incursions and excursions further afield, camps and a kitchen garden experience. We use evidence based feedback to inform our teaching, with an emphasis on high expectations. Our learning environment nurtures children to build independence and resilience.</p> <p>Environment/Grounds: Our school has the original 1915 red brick building which is in the process of being upgraded. Our Babajen building currently houses our senior school and allows a flexible learning space for team teaching. We have spacious well maintained gardens, including our kitchen garden, use of Henderson Park (adjacent to school), and designated play areas including a P/1 area. The school buildings and gardens are enriched with permanent art works, murals and mosaics made by our school community. We have an active parent/carer volunteer group that assists with the maintenance and care of our school garden.</p> <p>Technical: Students have access to iPads, notebooks and interactive white boards/televisions to enrich their learning. We have a whole school ICT policy on cyber safety. We communicate regularly to our parents/carers through our school app, school website, weekly bulletin and other means.</p>
Service Standards	<ul style="list-style-type: none"> • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan. • The school fosters collaborative links with parents/carers and the broader school community through its commitment to open and regular communications. • The school promotes positive relationships and a climate of inclusive problem solving in all matters relevant to student learning and wellbeing in a safe, stimulating learning environment. • The school provides all students access to a broad, balanced and flexible curriculum and instruction adapted to individual learning needs.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements</p> <p>School Climate: Collective focus on student learning.</p>	<p>To develop a community of literate, numerate, curious and critical learners.</p>	<ul style="list-style-type: none"> • All students to achieve at least 12 months growth in AusVELS English and Mathematics, validated by a range of data sources such as, work samples and On Demand Test data. • Students identified at risk, in English and numeracy, of not achieving 12 months growth, and students achieving significantly under the appropriate level, to have Individual Learning Plans and achieve growth as specified in their plans. • Relative learning growth in writing, reading and number to be at or above the state level. • To increase the guaranteed and viable curriculum percent endorsement in the staff opinion survey from 58% to 80%. 	<ul style="list-style-type: none"> • Further develop the whole school improvement strategy through building leadership capacity, strengthening teacher practices and developing models of practice. • Develop a whole school approach for effective teaching and learning in the area of English and Numeracy. • Build high level teacher knowledge of AusVELS to ensure it both informs and audits the content of teaching and learning needs of the students. • Ensure curriculum, assessment, teaching and learning meets the needs of Indigenous students.

<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and are actively motivated in their learning and with broader school community. This also refers to the students engagement as they make critical/significant/important transitions through school and beyond into further education and work.</p>	<p>To deepen student engagement, curiosity, motivation, critical thinking and collaboration within a rich learning community.</p>	<ul style="list-style-type: none"> • Student attendance to be at or above the state mean by 2018. • Domains on Student Attitudes to Schooling survey relating to engagement to increase to be at, or above, state mean. • Annually decrease the incidence of late attendance as recorded on CASES. 	<ul style="list-style-type: none"> • Develop an inquiry based curriculum with a science focus that values student voice, student choice and celebration of learning. • Develop a culture of aspirational academic achievement at the individual, school and community level. • Continue to promote improved levels of attendance through the implementation of strategies and programs that target levels of absence and late arrival.
<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To foster a safe, supportive learning environment that equips children with the strategies, social competencies and resilience required to negotiate life's challenges and opportunities.</p>	<ul style="list-style-type: none"> • Wellbeing data – student morale and student distress – on the ATTS to be at, or above, the 6.0 mean. • Safety on the ATTS to be at or above the 4.5 mean. 	<ul style="list-style-type: none"> • Adoption of 'Kids Matter' wellbeing program across the school. • Build children's confidence and commitment to learning through structuring processes and practices which establish authentic relationships with staff and other children. • Continue to develop and implement practices to ensure a safe and respectful school community.
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time,</p>	<p>To align the allocation of resources (human, financial, time, space, and materials) to maximise learning and wellbeing outcomes for all students.</p>	<ul style="list-style-type: none"> • For the school to maintain effective resource allocation. • Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey improves on 2014 results. 	<ul style="list-style-type: none"> • Ensure organisational structures support team planning and professional learning schedules. • Performance plans (PDP) aligned with the Strategic Plan, Annual Implementation Plan and evidenced by student work.

<p>space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>		<ul style="list-style-type: none"> • Average level of School Climate results from the staff opinion survey to improve, with Collective focus on student learning, Guaranteed and viable curriculum, and Shielding/buffering to be at the state mean, and Collective efficacy to be above the state mean. • Professional learning results from the staff opinion survey to improve, with Coherence, Teacher Professional Growth and Feedback at, or above, the state mean. 	<ul style="list-style-type: none"> • Audit and develop master plan of physical resources and future improvements. • Enhance community engagement through consistent communication processes, enhancing the parent volunteers program and effective school governance procedures.
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School Strategic Plan 2014- 2017: Indicative Planner

<p>Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.</p>			
Key Improvement Strategies	Actions		Achievement Milestone
	<p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>		<p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>
<p>Achievement</p> <ul style="list-style-type: none"> • Further develop the whole school improvement strategy through building leadership capacity, strengthening teacher practices and developing models of practice. • Develop a whole school approach for effective teaching and learning in the area of English and numeracy. • Build high level teacher knowledge of AusVELS to ensure it both informs and audits the content of teaching and learning needs of the students. • Ensure curriculum, assessment, teaching and learning meets the needs of Indigenous students. 	<p>Year 1 2015</p>	<ul style="list-style-type: none"> • Further develop the whole school improvement strategy through participating in the 'Powerful Learning' project. • Implement new Literacy Assessment Schedule and facilitate the analysis of student learning data within teams. • Develop Literacy and Numeracy Assessment Progression Grids to facilitate the consistent sharing of transition information and analysis of data. • Provide professional development, including coaching, to support the explicit teaching of comprehension strategies and the Writing Workshop process in all classes. • Commence a whole school approach to teaching spelling. • Ensure all curriculum units are planned with Indigenous perspectives included. 	<ul style="list-style-type: none"> • Pedagogical knowledge and consistency increasingly evident in teaching practice and planning. • Whole school agreement on what quality teaching and learning looks like developed. • Data used to inform learning strategies. • Moderation in literacy and numeracy occurs during team meetings. • All teachers have an understanding of the comprehension strategies used by proficient readers (as outlined in Debbie Miller's <i>Reading With Meaning</i>) and have strategies to teach these. • A whole school approach to teaching spelling is agreed upon and documented. • Continue to develop curriculum documents including Indigenous perspectives. • KELPS are completed.

		<ul style="list-style-type: none"> • Ensure KELPS are aligned with assessments. 	
	Year 2 2016	<ul style="list-style-type: none"> • Further develop the whole school improvement strategy through participating in the 'Powerful Learning' project. • Ensure literacy and numeracy data is being used to effectively inform teaching and learning and track individual student's learning. • Continue to provide professional development to support the explicit teaching of comprehension strategies and the Writers' Workshop process in all classes. • Continue to ensure all curriculum units and teaching practices are planned with a focus on Indigenous perspectives. 	<ul style="list-style-type: none"> • Pedagogical knowledge and consistency of practices increasingly evident in teaching practice and planning. • Continually modify literacy and numeracy schedules. • Moderation in literacy and numeracy occurs during team meetings. • Literacy and numeracy data being used to effectively inform teaching and learning and to track individual student's learning. • Students are able to identify what reading comprehension strategies they use. • Students display an understanding of the Writers' Workshop process and how to use it to support their writing. • All professional development provided includes relevant Indigenous content where appropriate. • KELPS are completed.
	Year 3 2017	<ul style="list-style-type: none"> • Actions not completed or achieved in year 2 to be acrid over to year 3. • Continue to develop, embed and monitor above actions and key improvement strategies in line with Strategic Plan and AIP. 	<ul style="list-style-type: none"> • Embedding of above milestones and key improvement strategies in line with Strategic Plan and AIP.
	Year 4 2018	<ul style="list-style-type: none"> • Review strategic plan in line with school review processes. 	<ul style="list-style-type: none"> • Review of key improvement strategies.

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Engagement <ul style="list-style-type: none"> Develop an inquiry based curriculum with a science focus that values student voice, student choice and celebration of learning. Develop a culture of aspirational academic achievement at the individual, school and community level. Continue to promote improved levels of attendance through the implementation of strategies and programs that target levels of absence and late arrival. 	Year 1 2015	<ul style="list-style-type: none"> Develop and adopt consistent learning and teaching protocols to build students' skill set and learning confidence. Investigate the introduction of a science inquiry approach. Review peer observation processes to include a variety of approaches as well as maintaining the termly peer observation sessions. Investigate ways to provide feedback to students on their learning and for students to track their own personalised learning. Commit to empowering students to understand who they are as learners and how to progress in their learning. 	<ul style="list-style-type: none"> Document consistent learning and teaching protocols across the school. Community consultation process regarding the introduction of a science inquiry approach undertaken. Peer observations across the school every term linked to strategic plan goals and teacher performance plans. Increased teacher and student confidence in the use of feedback based on tracking learning progress. Promotion of student engagement via values awards, newsletter (displayed in the foyer), website, blogs, celebration of learning, open days, music open weeks, school CD.

		<ul style="list-style-type: none"> • Develop a culture of aspirational academic achievement at the individual, school and community level. • Continue to promote improved levels of attendance through the implementation of strategies and programs that target levels of absence and late arrival. 	<ul style="list-style-type: none"> • Value of student attendance consistently promoted through newsletters, at assemblies and specific issues addressed with parents.
	Year 2 2016	<ul style="list-style-type: none"> • Implement a whole school inquiry approach possibly based on a science focus across the school. • Increase student voice across the school. • Audit all ICT resources across the school, and produce a list of essential ICT resources. • Professional learning for teachers in elearning. • Provide more opportunities for school streams to work together. • Continue to develop, embed and monitor key improvement strategies in line with strategic plan and AIP. 	<ul style="list-style-type: none"> • Curriculum documents to explicitly show teaching of science through an inquiry approach. • Develop student action teams to improve student voice. • Students articulate and share their personalised learning strategies, at school and home, and can evaluate when they are most effective and set future goals. • Teachers' increased use of elearning as a resource. • Streams working together on a termly basis on topics and team teaching together where appropriate.
	Year 3 2017	<ul style="list-style-type: none"> • Actions not completed or achieved in year 2 to be carried over to year 3. • Continue to develop, embed and monitor above actions and key improvement strategies in line with strategic plan and AIP. 	<ul style="list-style-type: none"> • Embedding of above milestones and key improvement strategies in line with Strategic Plan and AIP.
	Year 4 2018	<ul style="list-style-type: none"> • Review strategic plan in line with school review processes. 	<ul style="list-style-type: none"> • Review of key improvement strategies.

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<p>Well Being</p> <ul style="list-style-type: none"> • Adoption of 'Kids Matter' wellbeing program across the school. • Build children's confidence and commitment to learning through structuring processes and practices which establish authentic relationships with staff and other children. • Continue to develop and implement practices to ensure a safe and respectful school community. 	<p>Year 1 2015</p>	<ul style="list-style-type: none"> • Develop and implement a cyber-safety policy and program and ensure protocols are in place Prep-6. • Continue to implement a positive relationships approach to student wellbeing and management. • Finalise Kids Matter component one (a positive school community) and implement component two (social and emotional learning for students). • Build student confidence and commitment to learning through establishing authentic relationships with staff and other students. • Teacher professional development in developing positive and consistent language in solution focused restorative practice. This will align with KidsMatter • Implement new school values. 	<ul style="list-style-type: none"> • Cyber safety policy and program developed and implemented. • Documentation and monitoring of incident reporting processes. • Implementation of Kids Matter components 1 and 2. • Teachers understand the concept of authentic relationships. Practices are put in place to support the explicit use of empathetic strategies such as being proactive rather than reactive, solution focused and using restorative justice principles. • Children, teachers and the school community are able to articulate and practice the behaviours of the school's values.

	Year 2 2016	<ul style="list-style-type: none"> • Implementation of Kids Matter components two (social and emotional learning for students) and three (working with parents and carers). • Continue to implement a positive relationships approach to student wellbeing and management. 	<ul style="list-style-type: none"> • Objectives of Kids Matter framework achieved. • Implementation of Kids Matter components 3. • Teachers articulate and demonstrate behaviours of authentic relationships. Practices are embedded to support the explicit incorporation of empathetic strategies.
	Year 3 2017	<ul style="list-style-type: none"> • Actions not completed or achieved in year 2 to be acrid over to year 3. • Continue to develop, embed and monitor above actions and key improvement strategies in line with Strategic Plan and AIP. 	<ul style="list-style-type: none"> • Embedding of above milestones and key improvement strategies in line with Strategic Plan and AIP.
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<p>Productivity.</p> <ul style="list-style-type: none"> • Ensure organisational structures support team planning and professional learning schedules. • Performance plans (PDP) aligned with the Strategic Plan, Annual Implementation Plan and evidenced by student work. • Audit and develop master plan of physical resources and future improvements. • Enhance community engagement through consistent communication processes, enhancing the parent volunteers program and effective school governance procedures. 	<p>Year 1 2015</p> <ul style="list-style-type: none"> • Review organisational structures to ensure they support team planning and professional learning schedules. • Ensure all staff are inducted into our school in areas of classroom management, curriculum and instructional practices in order to retain quality staff and build capacity. • Provide professional development that supports all staff to develop their communication skills. • Embed an awareness of individual and collective wellbeing. • AITSL self-evaluation tool used to measure personal professional growth 	<ul style="list-style-type: none"> • Staff induction process reviewed. • Cultural competence and awareness training reviewed and upgraded. • Resources adjusted where necessary to support teach and learning. • Performance development process used to maintain a strong focus on fostering personal and professional growth for all staff (see individual PDP). • Performance plans (PDP) aligned with the Strategic Plan, Annual Implementation Plan and evidenced by student work. • Communication methods audited, monitored and reviewed.

		<ul style="list-style-type: none"> • Create a culture where a range of feedback tools are used consistently to support professional growth and the Performance Development Process (PDP process) • Audit and develop master plan of physical resources and future improvements. • Further enhance communication methods through strengthening the parent/carer volunteers program and effective school governance procedures. 	<ul style="list-style-type: none"> • Discovery of parent/carer talent skills to create a repository of these to support the Parent/Carer Volunteer Program. • Continue to strengthen and build school governance procedures to include the purpose and formation of sub committees and working parties, effective meeting structures and minutes of meetings, DET school councillor professional development, role clarity, DET induction of new members and regular meeting reflections.
	Year 2 2016	<ul style="list-style-type: none"> • Embed the Performance and Development process. • Continue to develop, embed and monitor above actions and key improvement strategies in line with Strategic Plan and AIP. 	<ul style="list-style-type: none"> • Review the Performance and Development process. • Embedding of above milestones and key improvement strategies in line with Strategic Plan and AIP
	Year 3 2017	<ul style="list-style-type: none"> • Actions not completed or achieved in year 2 to be acrid over to year 3. • Continue to develop, embed and monitor above actions and key improvement strategies in line with Strategic Plan and AIP. 	<ul style="list-style-type: none"> • Embedding of above milestones and key improvement strategies in line with Strategic Plan and AIP.
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