Throsby School
North/Gungahlin Network

Establishment Plan 2022-2023

The purpose of this document

This is a _working document_ designed to outline the key priorities and actions during the establishment phase of Throsby School. It should be read in conjunction with the _Future of Education Strategy_ which outlines the plan for education in the ACT for the next decade. The Strategy is based on four foundations and four principles for implementation.

Foundations:

Place Students at the Centre, Support Empowered Learning Professionals, Create Strong Communities for Learning and Enhance Systems Supporting Learning.

Principles:

Excellence, Equity, Access, Agency, and Inclusion.

Our priority, as informed by the _Future of Education Strategy_ is to:

Throsby School aims to build a strong and relational school culture focussed on EXPLICIT PRACTICE and RESTORATIVE RELATIONSHIPS to develop students who are CURIOUS, INCLUSIVE and CONNECTED.

[Throsby School Values](#)

[The Throsby School Framework](#)

[Throsby School - Student Engagement Plan](#)

This Establishment Plan (EP) translates the actions to be taken in the first two years of operation.

There is an emphasis on:

▪ improving student outcomes through teaching explicit and intentional teaching practices

▪ building a restorative school culture through strong and respectful relationships

▪ identification of baseline data and evidence in the areas of student learning, school

processes, demographics and perception to support the development of a five-year School
Improvement Plan for 2024-2028.

Context

Throsby School is a new school that opened in the suburb of Throsby in 2022. The priority enrolment area of Throsby, South Forde (south of Helen Leonard Crescent and west of Amy Ackman Street), Gungahlin – shared zone with Harrison School, Harrison (north of Mapleton Avenue) - Shared Zone with Harrison School. School growth is anticipated to be quite steady, with the school reaching capacity in 5-7 years. There are provisions included for future buildings as required on the site.

Priority 1:   To implement explicit and intentional teaching and learning approaches to improve student learning.

Strategies

1. Implementing evidence-based and research-based pedagogy
2. Create and maintain environments that enhance learning
3. Identify and respond to individual needs of all students
4. Develop a curriculum framework to foster successful learners, confident and creative individuals and active and informed citizens

Actions

ACTION: Embedding the 10 Essential Instructional Practices across P-6			
What is the intended *impact* on student learning?	What will be *produced*?	Who will *lead* this?	What *resources* will be allocated?
Strong, research and evidence-based teaching practices being used in all classrooms Quality learning environments Consistency of language and teaching practices across all learning communities Increased teacher confidence Shared beliefs Evidence of academic achievement is reflected in system and school data Improved self confidence	Anchor charts (visible learning) Clear learning intentions and success criteria Consistent and shared practice Planning reflecting the use of the 10 EIPs Pacing guides across the school Learning environments reflect 10 EIPs	Literacy Champion Leadership team	Instructional mentors (ESO) Chris Topfer resources Quality literature Professional readings including Debbie Miller books Differentiated professional learning through coaching, PLCs and planning days
Preschool Links **Element 3.2.1** - Inclusive environment - Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. **Element 3.2.2** - Resources support play-based learning - Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. **EYLF Outcome 5** - Children are effective communicators 5.2 Children engage in a range of texts and gain meaning from these texts.			

ACTION: Create learning environments to support all learners			
What is the intended *impact* on student learning?	What will be *produced*?	Who will *lead* this?	What *resources* will be allocated?
Students access the environment as the third teacher Rich and diverse classroom libraries Co-created anchor charts, word walls, classroom displays Flexible use of furniture to engage all students Students demonstrate independence, specific reading behaviours and risk taking in reading and writing Students know how to utilise independant/withdrawal spaces	Environments that enhance learning - Belief statements Students' co-construct interactive learning environments which may include anchor charts, visible learning goals, flexible use of furniture and resources	Leadership team Literacy champion	Targeted PLCs Coaching support

Preschool Links

Element 1.1.1 - Approved learning Framework - Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

Element 1.1.2 - Child Centered - Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.

Element 1.2.1 - Intentional teaching - Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

Element 1.2.2 - Responsive teaching and scaffolding - Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.

EYLF 2.4 - Children become socially responsible and show respect for the environment.

EYLF 4.4 - Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

ACTION: All students are supported to learn and achieve alongside their peers			
What is the intended *impact* on student learning?	What will be *produced*?	Who will *lead* this?	What *resources* will be allocated?
All students demonstrate growth Students achieve personalised goals set for them and by them Staff understanding that all student behaviour is a form of communication All students learn/interact/communicate/play alongside their peers School value of *Inclusion* clearly embedded and visible throughout the school	Inclusion Support Team ● Inclusion Flowchart ● Inclusion Referral ● Inclusion model ● ILPs/PBSPs etc… Learning environments meet the needs of all students ● Specialised furniture ● Explicit teaching spaces/quiet spaces etc… ● Considerations to classroom setup ● Belief Statements Transition plan ● changes to school procedure or process ● changes to the physical environment. Programming demonstrates evidence of differentiation	Inclusion Support Team, Leadership Team Transition Team All staff Transition Team, Leadership Team	Partnership with Allied Health Team, Inclusion Support Team School Psychologist EAL/D teacher School Defence Mentor GATLO coordinator Academy of Future Skills Introductory English Centre Flexible furniture budget Targeted professional learning in PLCs Specific resources Time for teams to plan and meet Time to cater for transition needs
Preschool Links **Element 1.1.2 -** Child Centered - Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program. **Element 1.2.2 -** Responsive teaching and scaffolding - Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback. **Element 3.2.1** - Inclusive environment - Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. **EYLF 1.2 -** Children develop their emerging autonomy, inter-dependence, resilience and sense of agency **EYLF 1.4 -** Children learn to interact in relation to others with care, empathy and respect			

ACTION: Curriculum focus on skills, not just content			
What is the intended *impact* on student learning?	What will be *produced*?	Who will *lead* this?	What *resources* will be allocated?
Students learning knowledge, skills and dispositions Focus on HOW and WHY not just WHAT - General Capabilities Increase in student agency and engagement Students can explain what they are learning and why	Curriculum Framework to guide inquiry planning. Planning articulates the big ideas, skills and understanding, not just content to be taught and learnt. Best practice planning examples Learning and assessment (SeeSaw etc…) demonstrates achievement and growth.	Leadership Team Team leaders within PLCs Literacy Champion	Time during PLCs Kath Murdoch *Power of Inquiry* Partnership with Sam Hardwicke and Curriculum Team Literacy Champion - Instructional Mentors

Preschool Links
Element 1.1.1 - Approved learning Framework - Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators
Element 1.1.2 - Child-centred - Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Element 1.3.1 - Assessment and planning cycle - Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.

Priority 2: Build and foster a safe, respectful and restorative school culture for all students

Strategies

1. Establish and embed school values by creating consistent language and expectations

2. Implement restorative principles to elevate student behaviour, empathy and cooperation

Actions

ACTION: Embedding strong school values			
What is the intended *impact* on student learning?	What will be *produced*?	Who will *lead* this?	What *resources* will be allocated?
Language and examples are explicit and included in all communication (SeeSaw, newsletter, notes home, feedback to students, reporting on student achievement) Consistency in language Sense of belonging and connection Clear and communicated expectations for staff, students and community	Student Engagement Plan linked to school values Co-constructed expected staff behaviours aligned to school values Co-constructed and agreed behaviours for students Signage displayed Learning environments will demonstrate evidence of school values	All staff Leadership team	Time (teachers leading inquiries in term one) Signage

Preschool Links
Element 5.1.1 - Positive educator to child interactions - Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Element 5.1.2 - Dignity and rights of the child - The dignity and rights of every child are maintained.
Element 5.2.1 - Collaborative learning - Children are supported to collaborate, learn from and help each other.
Element 5.2.2 - Self-regulation - Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
Element 6.1.2 - Parent views are respected - The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
EYLF 1.1, 1.2, 1.3 & 1.4 - Children feel safe, secure, and supported, Children develop their emerging autonomy, inter-dependence, resilience and sense of agency, Children develop knowledgeable and confident self identities, Children learn to interact in relation to others with care, empathy and respect.

ACTION: Consistent use of affective language to build our *Throsby Accent*			
What is the intended *impact* on student learning?	What will be *produced*?	Who will *lead* this?	What *resources* will be allocated?
Students understand how their behaviour has an impact on others Consistent language across our school Staff look to address behaviour by starting with affective statements before they escalate. All staff use affective interactions when students display challenging behaviours	Student Engagement Plan Resources & ideas for staff to embed affective language Staff challenges/goals to focus on affective language Learning environments will demonstrate a focus on affective language	All staff Leadership team Restorative team Student leaders	Real Schools partnership with Adam Voigt ○ Whole staff PL days and meetings set aside ○ Parent workshops ○ In-class demos & visits ○ Leadership mentoring Budget lines for relevant resourcing (library, cooperative games etc) Time and resources for Restorative team (training, planning time etc)

Preschool Links

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Element 5.2.2 - Self-regulation - Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

ACTION: Implement a restorative approach to manage challenging behaviour			
What is the intended *impact* on student learning?	What will be *produced*?	Who will *lead* this?	What *resources* will be allocated?

Students understand how their behaviour has an impact on others
 	
Consistent language across our school
 	
Students accept responsibility and work to repair harm caused
 	
Students are supported to *Shorry*
	Student Engagement Plan
	
	Learning environments reflect restorative approaches eg. Shorry boards
		All staff
		
		Leadership team
		
		Restorative team
		
		Student leaders
			Real Schools partnership with Adam Voigt
			   ○ Whole staff PL days and meetings set aside
			   ○ Parent workshops
			   ○ In-class demos & visits
			   ○ Leadership mentoring
			
			Budget lines for relevant resourcing (library, cooperative games etc)
			
			Time and resources for Restorative team (training, planning time etc)

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