



Throsby School
North/Gungahlin Network

Establishment Plan 2022

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.

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Strategies and actions

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

Strong, research and evidence-based teaching practices being used in all classrooms

Quality learning environments	Clear learning intentions and success criteria	Instructional mentors (ESO)	
Consistency of language and teaching practices across all learning communities	Consistent and shared practice Planning	Chris Topfer resources	
Increased teacher confidence	reflecting the use of the 10 EIPs Pacing	Quality literature	
Shared beliefs	guides across the school Learning	Professional readings including Debbie Miller books	1
Anchor charts (visible learning)	environments reflect 10 EIPs	Differentiated professional learning through coaching, PLCs and planning days	Literacy Champion Leadership team

<p>Evidence of academic achievement is reflected in system and school data</p> <p>Improved self confidence</p>		
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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. 2

Students access the environment as the

Environments that enhance learning -

Leadership team

Targeted PLCs

third teacher

Belief statements

Literacy champion

Coaching support

Rich and diverse classroom libraries

Students' co-construct interactive learning environments which may include

Co-created anchor charts, word walls, classroom displays

anchor charts, visible learning goals,

flexible use of furniture and resources

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 independent/withdrawal spaces

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.

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

Preschool Links

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

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

Transition Team, Leadership Team
 Partnership with Allied Health Team,

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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

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.

<p>Students learning knowledge, skills and dispositions</p> <p>Focus on HOW and WHY not just WHAT - General Capabilities</p> <p>Increase in student agency and engagement</p> <p>Students can explain what they are learning and why</p>	<p>Curriculum Framework to guide inquiry planning.</p> <p>Leadership Team</p> <p>Team leaders within PLCs</p> <p>Planning articulates the big ideas, skills and understanding, not just content to be taught and learnt.</p> <p>Literacy Champion</p> <p>Best practice planning examples</p> <p>Learning and assessment (SeeSaw etc...) demonstrates achievement and growth.</p>	<p>Time during PLCs</p> <p>Kath Murdoch <i>Power of Inquiry</i></p> <p>Partnership with Sam Hardwicke and Curriculum Team</p> <p>Literacy Champion - Instructional Mentors</p>
<p>Preschool Links</p> <p>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</p> <p>Element 1.1.2 Child-centred - Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.</p>		

<p>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.</p>

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

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 6

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



<p>Students understand how their behaviour has an impact on others</p> <p>Consistent language across our school</p> <p>Staff look to address behaviour by starting with affective statements before they escalate.</p> <p>All staff use affective interactions when students display challenging behaviours</p>	<p>Student Engagement Plan</p> <p>All staff</p> <p>Resources & ideas for staff to embed</p> <p>Leadership team</p> <p>affective language</p> <p>Restorative team</p> <p>Staff challenges/goals to focus on affective language</p> <p>Student leaders</p> <p>Learning environments will demonstrate a focus on affective language</p>	<p>Real Schools partnership with Adam Voigt</p> <ul style="list-style-type: none"> o Whole staff PL days and meetings set aside o Parent workshops o In-class demos & visits o Leadership mentoring <p>Budget lines for relevant resourcing (library, cooperative games etc)</p> <p>Time and resources for Restorative team (training, planning time etc)</p>
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<p>Students understand how their behaviour has an impact on others</p>	<p>Student Engagement Plan All staff</p> <p>Leadership team</p>	<p>Real Schools partnership with Adam Voigt</p> <ul style="list-style-type: none"> ○ Whole staff PL days and meetings set aside
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<p>Consistent language across our school</p> <p>Students accept responsibility and work to repair harm caused</p> <p>Students are supported to <i>Shorry</i></p>	<p>Learning environments reflect restorative approaches eg. Shorry boards</p> <p>Restorative team</p> <p>Student leaders</p>	<ul style="list-style-type: none"> ○ Parent workshops ○ In-class demos & visits ○ Leadership mentoring <p>Budget lines for relevant resourcing (library, cooperative games etc)</p> <p>Time and resources for Restorative team (training, planning time etc)</p>
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