



THORN LIE SENIOR HIGH
SCHOOL

*Business Plan
2015 - 2017*

Our school

Thornlie Senior High School takes a holistic approach to education and is concerned with the academic, social and physical progress and wellbeing of all our students. As a specialist sports school we offer scholarships to students wishing to join these exciting programs. Our Specialist Program in Rugby is available by application and a highly competitive selection process.

We offer student-centred learning programs, integrating information technology across our curriculum.

Our students have access to an Academic Excellence Pathway and a comprehensive music program.





Strong links with further education providers offers our students successful academic pathways leading to university entry and a broad range of vocational pathways leading to employment and further training. Thornlie Senior High School is a Registered Training Organisation (RTO) and provides nationally recognised qualifications from Certificate I to Certificate III in a range of industries.

The school has a well-developed focus on pastoral care, catering to the needs of each student. All of our students belong to communities which comprise a Home Room and House. A strong mentoring system cares for, and provides positive guidance to students as individuals.

Thornlie Senior High School provides a safe and positive learning environment for our students to achieve their personal best.

Developing our priorities

During 2014, a representative group of staff investigated teaching and learning at Thornlie SHS. They looked at the effect of our work using the research of Professor John Hattie in *Visible Learning*, and facilitated by MacMillan Education Australia.

They investigated:

What makes a good learner?

What impact our teaching and learning is having; and

The extent to which we provide high quality instruction.

The evidence the group considered included: focus groups of students; a close look at student performance data; student surveys; and video diaries of student discussion.

The Visible Learning group identified a number of focuses which we need to explore:

Shared language of learning and shared definition of effective learners

Learning Intentions and Success Criteria

Instructional Feedback

Student voice to inform teaching

Challenge & High Expectations

These have become the basis for the priorities at the heart of our School Plan 2015 – 2017.



The priorities

Drawing on these focuses we have developed a school plan with three key priorities:

Develop a culture of challenge and high expectations

Implement with students a shared understanding of what makes an effective learner

Develop and implement with staff high quality instructional practices

A key strategy for addressing these priorities is the formation of a *change group* led by a team of trained *Change2* facilitators. This approach to change management will ensure that implementation of key supporting strategies is supported broadly by all stake-holders.

It represents the beginning of a three year journey to further enhance teaching and learning at Thornlie Senior High School.

It starts with an objective which explicitly encompasses two of the priorities:

Develop and implement high quality instructional practices leading to a culture of high expectation within the school community.

Within this context we will monitor progress towards the achievement of our remaining priority.



This captures the interconnected nature of our Priorities with our Targets, Strategies and Milestones. More detailed descriptions of implementation and key responsibilities are in our Operational Plan.

Monitoring our progress

We will undertake a program of review to monitor our progress towards achievement of our priorities through:

Consistent moderation procedures

Protocols will be implemented and reviewed for each learning area to regularly review students' performance

Programmed review of school data available through the *School Achievement Information System*

The Principal and Deputy Principal will lead the implementation of a program of protocols supporting the timely review of whole school data. Outcomes will be reported to the School Board.

Performance management processes

Performance management plans will support teachers to focus on strategies needed to address student performance

The implementation of *learning communities* (collegial classroom observation and feedback)

Teachers will participate in classroom observation and provide collegial feedback

Purposeful classroom visits by school leaders

Leaders will schedule classroom visits and walk-throughs and provide collegial feedback

A program of stakeholder interviews, surveys and focus groups

Parents and community members, students and teachers will participate in surveys, small group interviews and focus groups to provide qualitative feedback about the implementation of the school's priorities



