

Thornton Public School

Annual Report



2016



3204

Introduction

The Annual Report for 2016 is provided to the community of Thornton as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

John Millburn

Principal

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4964 1369

Message from the Principal

Thornton Public School has a long and proud history. The school opened its doors 98 years ago. The school environment is calm, warm and welcoming. The focus of the school is on quality teaching, lifelong learning and ensuring that students achieve to their full potential. Our Key Messages are: Big School, Many Opportunities, Excellent Reputation, Welcoming, Caring and Nurturing, Quality Teachers, Quality Learning, and Clear Communication. These messages are made real by a dedicated and committed team of teachers, school learning and support officers and administration staff. The parent community is so important to the effective running of our school. Considerable success has been achieved in 2016 by Thornton Public School students. Quality outcomes in academic, cultural and sporting activities are clearly evident across the broad spectrum of the school. This School Report presents the achievements as outlined in the 2015–2017 school plan. It also describes the evaluations that have determined the 2017 school plan.

School background

School vision statement

At Thornton Public School, we believe that students need to communicate effectively, achieve academically, develop lifelong learning skills and be respectful, happy and tolerant. For students to reach their full potential, they need to take responsibility for their actions and always strive for their personal best. Enabling confident, creative, community minded citizens of the 21st century is the comprehensive vision of Thornton Public School.

School context

Thornton Public School is in the lower Hunter area of NSW. The school is a large school which provides many opportunities for its students. The school is held in high regard by its local community. Delivering a balanced curriculum with a clear focus on the academics, the arts and sport, the school is well placed to continue a long tradition of quality education. The school's environment continues to play a large part in the educational programs being offered. A school culture which values student voice, restorative practices and happy engaged learners is supported and enhanced by a team of highly skilled and dedicated teachers. The school has worked to embrace the best approaches in teaching and learning over recent years and is committed to every child reaching their potential. Transparent decision making processes, true consultation and effective evaluation practices means the school reflects school and community values. An interested and active parent body works hard to allow the school to provide opportunities for students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that the school will investigate best practice in the use of the continuum of learning and how this utilizes the syllabus and is manifested in effective teaching and learning programs. The school will evaluate the school's status in relation to the wellbeing framework to determine the effectiveness of existing programs and to plan future directions. The school will further investigate processes and systems that will develop capacity in staff so that school initiatives are driven with purpose and commitment.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Evidence driven practices which achieve demonstrated improvements in student learning.

Purpose

This strategic direction will support the explicitly programmed, practised and evaluated teaching and learning cycle. This will be achieved through targeted professional learning and carefully constructed programming scaffolds

Overall summary of progress

School teams worked to develop a deeper understanding of the teaching learning cycle. Grade and stage teams developed and implemented focussed assessment strategies and aligned programming strategies to meet the needs of every child. School teams worked to develop a framework for lesson observation, self-evaluation, teacher feedback and the setting of professional goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To have 100% of students achieving growth in NAPLAN.	Staff analysed NAPLAN data to determine the individual strengths and weaknesses of their class. Based on this individual and groups teaching approaches were employed. Targeted areas included Newman's Analysis and Inference.	School funds have been expended to support professional learning.
To have Continuum Data and standardised testing data that reflects student growth.	Teachers were professionally developed to understand the literacy and numeracy continuum so that all students K–6 were plotted. Student growth was then monitored during data analysis days. A common set of standardised tests were administered 3–6. L 3 and TEN assessment schedules drove teaching and learning programs.	School funds have been expended to support professional learning, collaboration processes and data analysis. Collaboration days \$12000.
All teaching and learning programs are differentiated for individual need.	Teaching programs were collaboratively produced in the areas of English and Maths. Differentiation occurred through L3, TEN, guided reading and the 5 step maths programming model. Student progress was mapped against the continuum.	Professional Learning funds have targeted collaboration Days, Continuum awareness, L3 and TEN.

Next Steps

Based on the evaluation data, the school is well placed to continue its relentless march towards truly evidence based teaching and learning. The school will target available funds so that an instructional leader can be employed in 2017 as part of the Early Action For Success initiative. Adjustments, additions and consolidations for 2017 include:

Consolidate the 5 week planning cycle. Use a 3–6 instructional leader model.

Consolidate the use of the continuum to track student growth K–6.

Regular class observations, including those associated with Quality Teaching Rounds, L3 and TEN occur each term. Professional discussions around and review meetings of professional goals occur.

Strategic Direction 2

Connect quality systems to support excellent leadership and teaching.

Purpose

To improve student learning, effective, targeted, relevant school systems must underpin and support teacher practice

Overall summary of progress

In 2016, the school completed a series of evaluations on the milestones in the strategic plan. This data provided the baseline and informed subsequent decisions. The final set of evaluations occurred at the end of term 4 2016. Evaluation strategies included paper surveys, online surveys, focus group data, anecdotal information, telephone survey, Tell Them From Me data and NCDI information. The school carefully evaluated its progress as it worked toward achieving the milestones set out below. The impacts were many and varied and can be seen in the section below.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Highly effective systems that support the teaching learning cycle are evident across the school. Teachers understand and demonstrate effective teaching practice in all curriculum areas.	Curriculum teams developed and implemented clear processes to support the implementation of the maths syllabus, science syllabus, HSIE syllabus and English syllabus. School teams worked to develop a deeper understanding of the teaching learning cycle. Grade and stage teams developed and implemented focussed assessment strategies and aligned programming strategies to meet the needs of every child.	Teacher collaboration days \$26400 Targeting Early Numeracy implementations \$7200 L3 implementation \$7200
Performance and development plans are individualised to meet and extend teachers pedagogical skills	School teams worked to develop a framework for lesson observation, self-evaluation, teacher feedback and the setting of professional goals.	Professional Dialogue Interviews \$15600

Next Steps

Engage the school in the Quality Teaching Rounds.

Buy into the Early Action For Success program.

A comprehensive scope and sequences will be developed for all aspects of English.

Maths, science, history geography scope and sequence reviewed and renewed.

Strategic Direction 3

Student and community success as respectful, safe, responsible learners

Purpose

To improve student emotional and social well-being is a vital role for Thornton School. Building community involvement, student resilience, allowing students to take responsibility for their actions and fostering empathy and tolerance will create a mature and engaging school culture.

Overall summary of progress

In 2016, the school completed a series of evaluations on the milestones in the strategic plan. This data provided the base line and informed subsequent decisions. The final set of evaluations occurred at the end of term one 2016. Evaluation strategies included paper surveys, online surveys, focus group data, anecdotal information, telephone survey, Tell Them From Me data and NCDI information. The school carefully evaluated its progress as it worked toward achieving the milestones set out below. The impacts were many and varied and can be seen in the section below.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
As a result of the successful implementation of the PBL system, 95% of students achieve their Diamond Lizzy and all staff support the system and use the system effectively.	PBL was reviewed this year with the Passport to Success adjusted to suit individual stages needs. 93% of students achieved their Diamond Lizzy, the highest level. Appropriate rewards were provided for the students as they moved through the levels. Staff evaluations of PBL revealed a high level of support.	Ongoing Teacher professional Learning funds \$5000
Improve parent participation in school parent communication and community building activities.	The school struggles to engage the parent community in meaningful interactions about education. Outstanding support of the breakfasts, camp overs and open days.	Ongoing Teacher Professional Learning funds \$5000

Next Steps

Review and implement Positive Behaviour for Learning approaches.

Investigate strategies to further engage the parent community in meaningful interactions around educational issues.

Engage the community as the 2018–2020 school plan is written.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Outcomes for Aboriginal students were improved by releasing a teacher mentor to oversee Aboriginal dance and Aboriginal culture and singing group.</p> <p>Outcomes for Aboriginal students were improved by employing an Aboriginal cultural mentor.</p> <p>Outcomes for Aboriginal students were improved by employing an Aboriginal academic tutor.</p> <p>Partnerships were improved with all stakeholders by running twice termly meetings of the Aboriginal Education Team, running a parent breakfast program and ensuring parent participation in the development of the personalised learning plan process.</p> <p>Staff understandings were enhanced by targeted staff meetings and professional learning opportunities focusing on key ideas central to contemporary Aboriginal education.</p>	<p>Teacher Mentor –2 hours per week over 40 weeks.\$6400</p> <p>SLSO support –6 hour per week @ \$40 per hour over 40 week \$9600</p> <p>Aboriginal dance tutor @ \$50 per hour for two hours over 30 weeks \$3000</p> <p>PLP review time 10 Day @ \$400 \$4000</p>
English language proficiency	Students were supported by the employment of an SLSO who worked with the children who required ongoing tutoring and support.	The English language proficiency program was added to existing SLSO support program and focussed on students who have presented with English as a second language All funds have been expended.
Low level adjustment for disability	<p>Yearly Evaluations indicated the interventionist approach worked well. The Learning and Support Team coordinator ensured Learning Plans were written and implemented. SLSO support targeted support students.</p> <p>Autism Spectrum Disorder students were supported by student learning support officers Teachers were supported by a special Education consultant who developed learning plans, contacted parents and established networks of support.</p>	<p>Support of individual students 5 mornings per week @ 3.5 hours (\$40)40 weeks \$30000</p> <p>LST coordinator. 1 day per week for 30 weeks.\$12000</p>
Quality Teaching, Successful Students (QTSS)	Assistant Principals were released to observe their teams and provide feedback on their performance. Evaluations indicated the observations were seen as supportive and empowering. PDP goals were achieved.	<p>QTSS staffing of .4 was fully expended.</p> <p>• Quality Teaching, Successful Students (QTSS) (\$24 000.00)</p>
Socio-economic background	<p>Staff developed professional learning goals, engaged in professional learning around the continuum and participated in observation and feedback experiences. This improved practice, encouraged professional dialogue and opened up the issue of effective evidence based teaching.</p> <p>Staff have worked together to program, assess, compare and develop a range of teaching and learning practices. Clear collaborative planning scaffolds were used to</p>	<p>P and D Policy3 half days per teacher (22) \$132003 half days per exec (4) \$2400 Total \$15600.Planning and Collaboration Time 22 teachers @400 times 3. \$26400 GATs policy and Implementation time. 2 Days per term Week 4 and 8 (8 days) 2 Days for policy review \$4000.</p>

Socio–economic background	<p>guide the teams as they planned for the upcoming teaching cycle.</p> <p>Program evaluations completed by supervisors reflect the ongoing collaborative nature of the team approach.</p>	<ul style="list-style-type: none"> • Socio–economic background (\$2 400.00)
Support for beginning teachers	<p>Beginning Teacher Release and Mentor Teacher Release Timetabled. Termly Evaluation reflected some difficulty occurred in spending this money as the teacher was on maternity leave for 6 months and then returned part time.</p>	<p>Beginning Teacher Release 90 mins per week @ \$120 per day for 35 weeks.\$7700</p> <p>Mentor Release 90 mins per fortnight each @ \$120 per day for 17 weeks. \$2040</p> <p>Teacher release days 2 days per term. \$32002nd year beginning teacher funds.</p> <p>Three teachers, 1 hour extra each week.\$9600</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$22 400.00)

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	271	279	269	272
Girls	254	266	272	284

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.8	95.5	94	93.7
1	94.3	95.1	92.4	93.3
2	95.4	96.3	92.4	93.3
3	93.8	94.7	94.3	93.7
4	93.2	93	92.5	93.4
5	93.7	93	91.1	92.8
6	94.8	94.1	92.1	91.6
All Years	94.4	94.6	92.7	93.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

School practices encourage and supports full attendance. Thornton's attendance rates are consistently above state average.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.91
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Administration & Support Staff	3.96
Other Positions	0

*Full Time Equivalent

Thornton Public School has two Aboriginal teachers. Use this text box to report on the Aboriginal composition of your school's workforce

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

Professional learning and teacher accreditation

Thornton School has two teachers who are working towards accreditation at the proficient level. No teachers are working towards maintenance at the Highly Accomplished or Lead level. All early stage one and stage one teachers completed L3 and Targeting Early Numeracy training. All teachers participated in professional learning around Aboriginal Education, technology, the literacy and numeracy continuum, and other individually relevant professional learning opportunities in line with their Professional Development Plan. The average expenditure per teacher was \$904. The school spent \$22600 on teacher professional learning

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<Use this text box to comment on literacy NAPLAN data>

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Income	\$
Balance brought forward	301 362.61
Global funds	447 378.24
Tied funds	379 875.76
School & community sources	374 286.12
Interest	8 743.33
Trust receipts	20 009.45
Canteen	0.00
Total income	1 531 655.51
Expenditure	
Teaching & learning	
Key learning areas	63 888.91
Excursions	74 221.55
Extracurricular dissections	39 883.95
Library	14 943.22
Training & development	123 940.97
Tied funds	415 152.32
Short term relief	154 021.56
Administration & office	163 300.60
School-operated canteen	0.00
Utilities	65 675.10
Maintenance	50 584.96
Trust accounts	21 536.61
Capital programs	157 590.50
Total expenditure	1 344 740.25
Balance carried forward	186 915.26

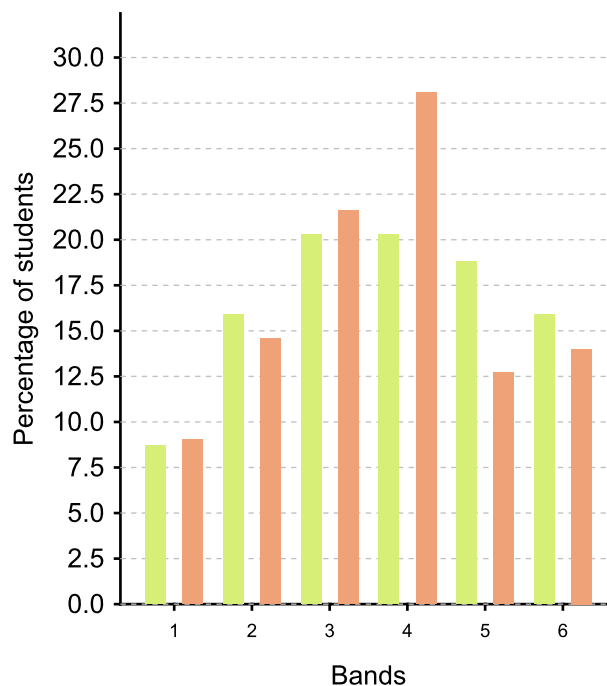
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

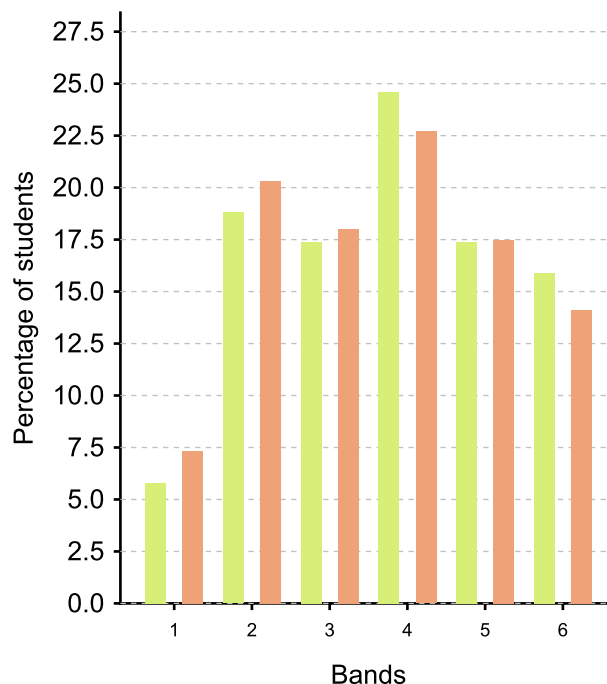
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Reading



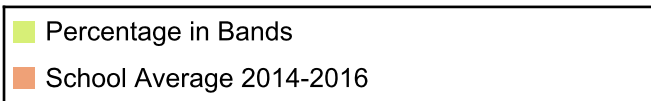
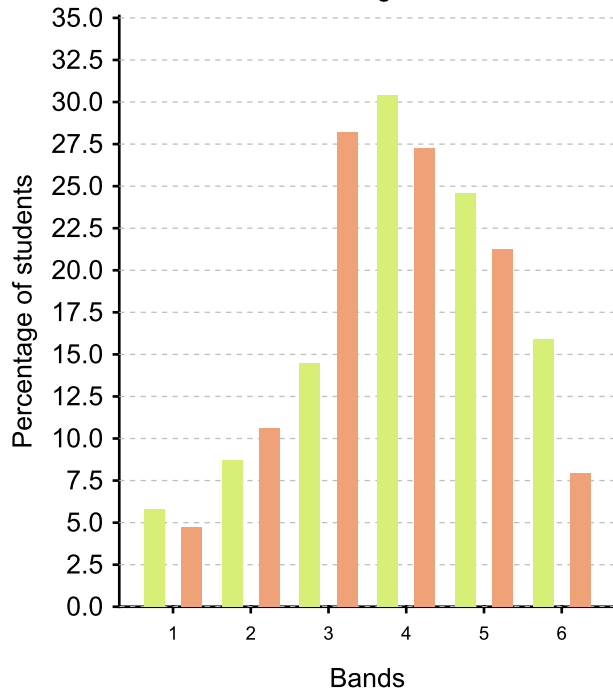
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling

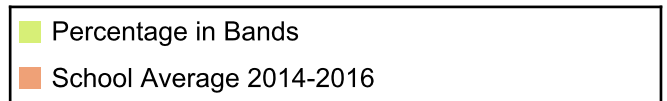
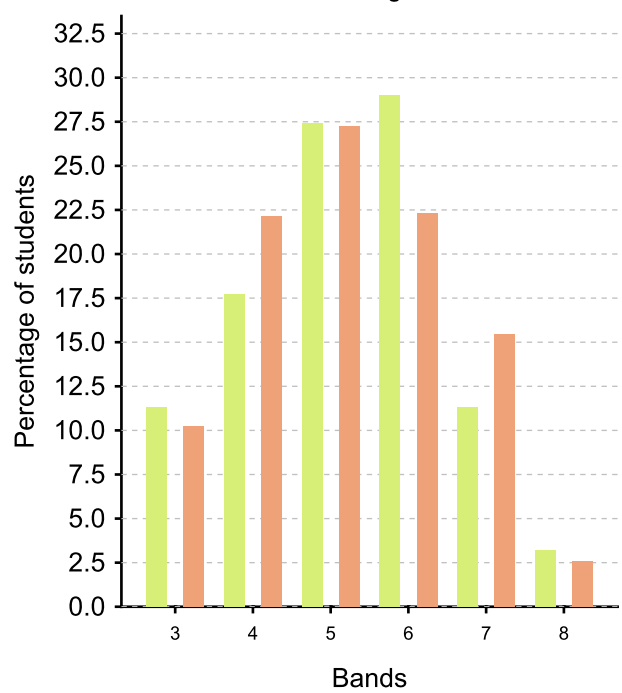


Percentage in Bands
School Average 2014-2016

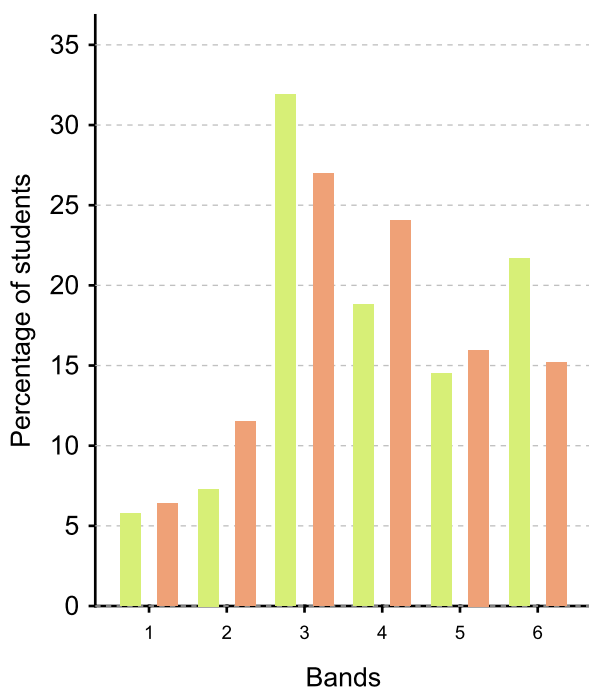
Percentage in bands:
Year 3 Writing



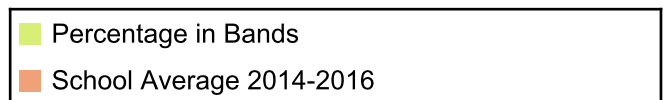
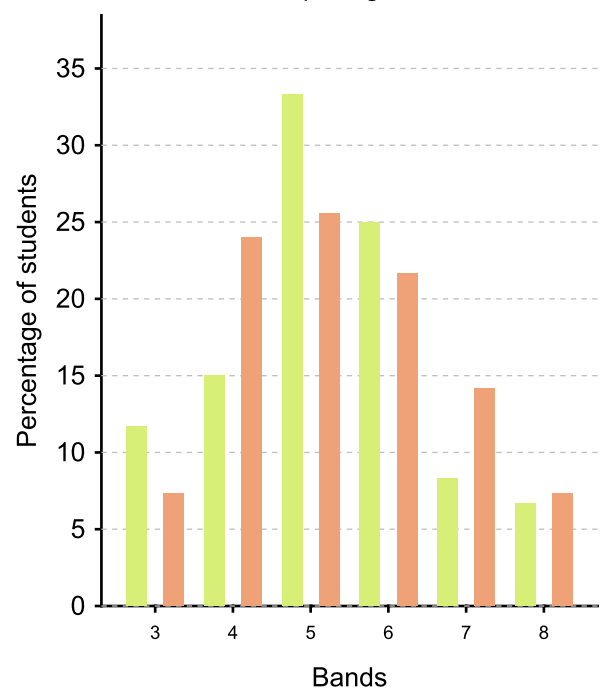
Percentage in bands:
Year 5 Reading



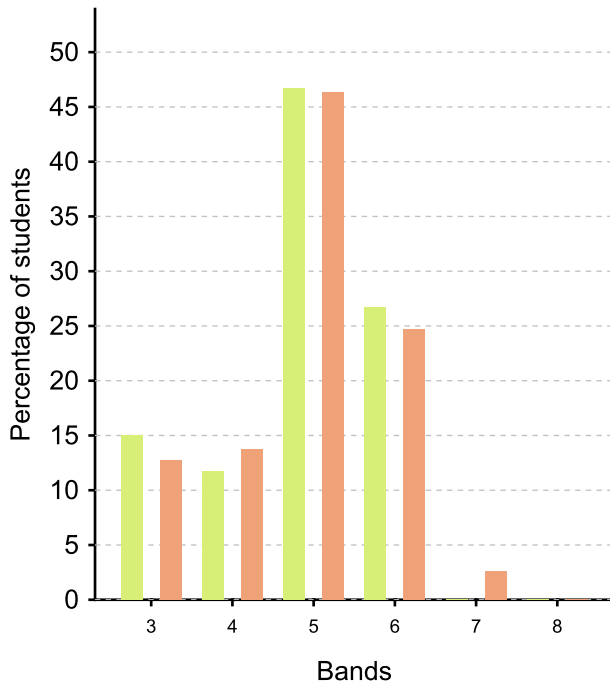
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

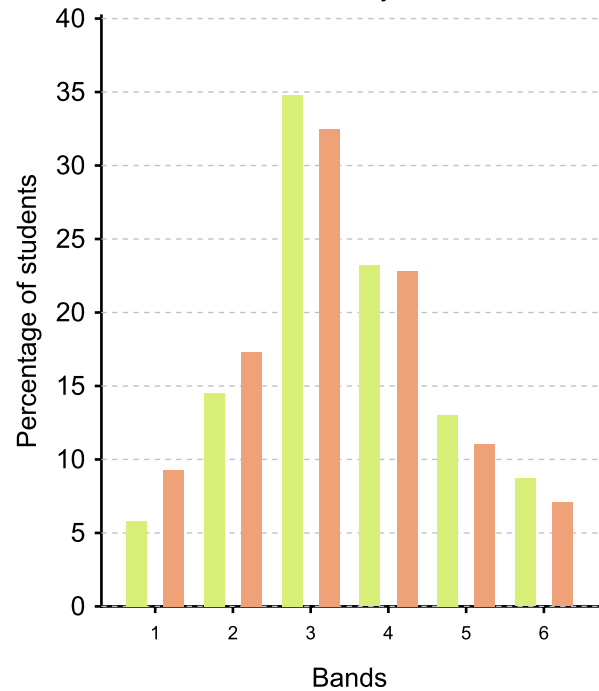


Percentage in bands:
Year 5 Writing



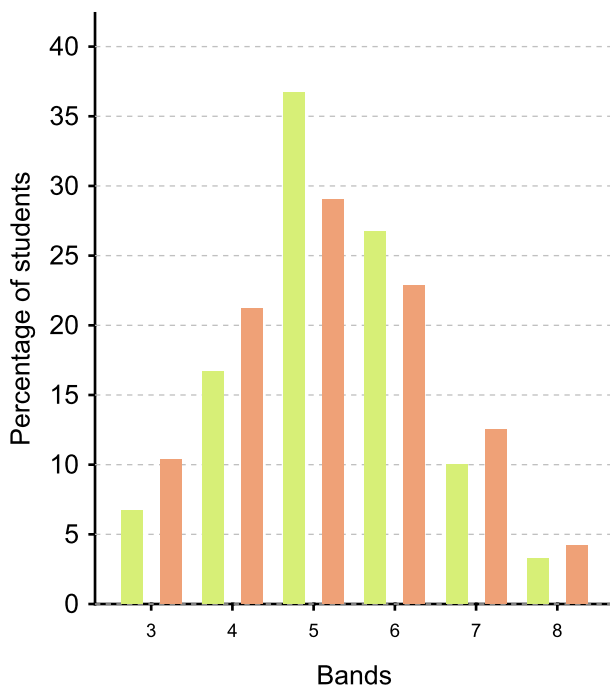
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



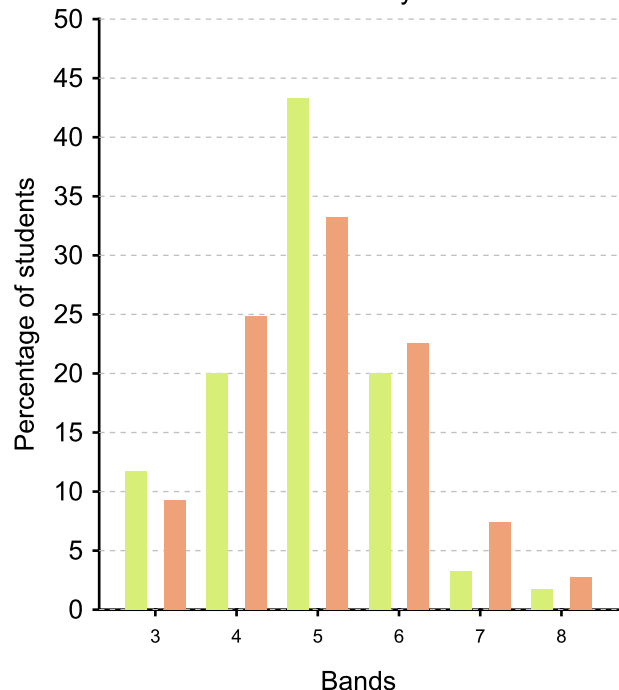
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

<Use this text box to comment on numeracy NAPLAN data>

Delete text not required.

<You may choose to use this text box and statement to refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and

select GO to access the school data.>

Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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Parent/caregiver, student, teacher satisfaction

90% parents surveyed thought that Thornton Public School is a place where my child likes to go always or usually.

98% of parents surveyed felt welcome at the school always or usually.

90% of parents surveyed felt their child was treated fairly at school always or usually.

93% of parents surveyed felt that Thornton Public School staff are approachable.

91% of parents surveyed felt that they are listened to by staff.

91% of parents surveyed felt that Thornton Public School staff strive to meet their child's learning needs.

78% of parents surveyed felt they knew what was happening in their child's class.

82% Of parents surveyed felt they knew what was happening in the school.

Policy requirements

Aboriginal education

Thornton Public School has a growing number of Aboriginal students who are an important and valued part of our school community. Seven incoming Kindergarten Aboriginal students accessed our well regarded early learner's playgroup called Tadpoles. This was an integral part of their Kindergarten transition and complemented the more formal orientation process. The school has worked tirelessly to establish quality engagement and connections with our Aboriginal families. While some of the initiatives were not as successful as previous years, the commitment to further strengthen these relationships is evident. The Aboriginal students' attendance rates compare favourably with the non-indigenous students in the school. The Aboriginal Education Team focused on individual student performance in the areas of Literacy and numeracy at each meeting. The team directed support to those students who needed it and monitored those who did not. All staff increased their cultural understandings by their participation in professional learning staff meetings around cultural awareness, the PLP formation and review process, the Reconciliation Week celebrations and the Apology Anniversary. The school has developed personalised learning plans for identifying the specific needs of Aboriginal students and tracking their progress. All students deepened their understanding of current and ancient Aboriginal stories in Reconciliation Week workshops. An indigenous cultural group was established for the K-6 students. Thornton was well represented on the local Aboriginal Educational Consultative Group. In 2017 Thornton

Public School will continue to implement the current Aboriginal Education Training Strategy.

Multicultural and anti-racism education

Multicultural perspectives were incorporated across the curriculum.

Anti-racism was being addressed through history, science and literacy units.

The school incorporated and celebrated Harmony Day and Bully No Way Day

Students were exposed to different cultures through creative arts experiences such as Music A Viva, music and drama.

The school's Anti-Racism Officer was utilised as needed throughout the school year.