

# Thornton Public School

## Annual Report



2017



3204

## Introduction

The Annual Report for **2017** is provided to the community of **Thornton Public School** 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.

Ms Deanne Brown

Relieving Principal

## School contact details

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## Message from the Principal

Thornton Public School has a positive and highly regarded reputation. The school encompasses a welcoming, happy and supportive approach to learning for all students. The staff are committed to ensuring all students reach their potential and focus on providing high quality teaching and learning and developing life-long learning skills for students. The parent community are important in the efficient and effective partnerships between school and home. The P&C work with staff to provide opportunities for students and the community as a whole. Outstanding achievements in learning, cultural, creative and performing arts and sporting activities have continued to showcase the many talents of Thornton Public School staff, students and school community.

# 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. It 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. 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.

In the **Learning Domain**, the school's on balance judgement is that the school is currently **Sustaining and Growing** in the key areas of Learning Culture, Wellbeing, Curriculum and Learning and Assessment and Reporting. Student Performance Measures indicates effectiveness at the delivering stage and this is a continued area of focus for staff and students in conjunction with strategies from Bump it Up and Early Action for Success.

Similar SEF judgements were made across the **Teaching Domain**, with Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards all reflecting **Sustaining and Growing**. Continued focus on Learning and Development, Collaborative Practice and Data Skills and Use have formed a strong foundation for the next school plan with Quality Teaching and Learning strategic directions.

Continued development and engagement with the community through the 2018–2020 plan cycle should impact positively on the School Planning, Implementation and Reporting, and Leadership elements moving upwards from **Delivering**. Assessment of School Resources and Management Practices and Processes was judged as **Sustaining and Growing**.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

Staff worked alongside the Instructional Leader (IL), Intervention team and Executive team to develop a deeper understanding of what works best and the explicit teaching and learning pedagogy. Stage teams worked to develop consistency and implement high expectations for continued student improvement and achievement. Professional learning allowed stage teams to develop reflective and needs based programming which is flexible and responsive to the needs of every student.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To have 100% of students achieving growth in NAPLAN.	School funds have been expended to support professional learning.	Staff worked alongside the Instructional Leader (IL), Intervention team and Executive team to analyse NAPLAN and PLAN data to identify students achievement and areas for improvement and targeted intervention. Focus on students in accordance with EAfS benchmarks and Bump it Up strategies was also undertaken. Targeted intervention for students was delivered by the classroom teacher with support from the IL, interventionist and LaST teachers. A focus on Reading Comprehension (inference), writing improvement and numeracy strategies, including Newman's Analysis was undertaken with growth being tracked through collaboration and data analysis professional learning days.
To have Continuum Data and standardised testing data that reflects student growth.	School funds have been expended to support professional learning, collaboration processes and data analysis. Collaboration and data analysis days. \$80000	Continued teacher professional development and consolidation of the proficient use of the Literacy and Numeracy continuum K–6, focusing on accuracy and substantiated judgement of student achievement of clusters. Student achievement of EAfS benchmarks and growth was monitored by the Instructional Leader and collaborative data analysis with Stage teams.
All teaching and learning programs are differentiated for individual need.	Professional learning funds have targeted Collaboration and data days, continuum embedding, L3 and TEN training.	Teaching programs increasingly reflect needs analysis of students and point of need teaching for achievement. Differentiation and targeted tiered intervention was supported through L3, TEN, guided reading (FOR) and consistent maths programming. Building Numeracy Leadership (BNL), Quality Teaching and a focus on explicit instruction with high expectations were also used to address individual student needs. A focus on IEPs with 5-weekly goals was undertaken.

### Next Steps

TPS is continuing to work towards the focused and strong delivery of quality explicit teaching driven by effective and efficient data analysis and evidence based, best practice pedagogy K–6. The Instructional Leader role will continue into 2018–2020 school plan with continued buy-in to the Early Action for Success initiative. Focus for 2018 will include:

Continuation of the 5–weekly data driven planning cycle.

Regular class observations with a streamlined approach to addressing individual teacher needs and development opportunities with focused professional discussion and support around PDP goals.

Assistant Principals providing in–class support, mentoring and modelling for each stage with extended collaboration time.

Introduction of the Literacy and Numeracy progressions with shoulder to shoulder support from the IL and Intervention team to plot students on PLAN2.

## 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 2017, the school focused on connecting data with PDPs, teacher performance and student learning. Staff experimented with data walls and bump it up walls to inform effective student feedback. Teachers worked to align school reporting with PLAN and school data to ensure 3 way consistency of results. Staff, student and community feedback was obtained through Tell Them From Me, community and parent surveys, student input, anecdotal and randomised telephone surveys. The school evaluated progress and utilised this information to set directions for the school planning process.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Teacher collaboration and data analysis days (funds expended in conjunction with Strategic Direction 1 – \$80000)  L3 ongoing training and implementation. \$28000  TEN training and refresher \$8750	The LST team continued to refine the highly effective systems and referral process to meet the needs of all students. Staff continued to collaborate with parents and the LST to meet the increasing individual needs of students through IEPs and classroom adjustments.  5-weekly collaboration and data days provided teachers with a clear understanding of the teaching and learning cycle and the importance of effective assessment for, as and of learning to inform teaching and programming. In-depth data analysis underpinned the development of stage based assessment and programming to meet the needs of every student.
Performance and development plans are individualised to meet and extend teachers pedagogical skills	Professional dialogue and review and reflection sessions with supervisors and mentors. \$9000	Professional learning was targeted to meet the needs of teachers, individually, stage based and across the school setting. Professional goals were reviewed and refined in consultation with supervisors.

### Next Steps

Professional learning and school systems to support the implementation of Literacy and Numeracy progressions.

Continued buy-in to Early Action for Success to support teacher performance and development.

Re-development of the Maths and English scope and sequence to ensure consistency across K-6.

Engage teachers in professional development in line with Building Numeracy Leadership (BNL).

Develop understanding of benefits for staff involvement in Quality Teaching Rounds

### 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

Based on a changing demographic a review of PBL was initiated in collaboration with the AP PBL. Teachers utilised the Zones of Regulation and integrated Restorative Practices into daily class routines. Wellbeing and social programs including; Boys Group, Gardening, Social Play and Seasons for Growth all indicated positive impact on student wellbeing and developing connections with the community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Ongoing PBL expenses \$3000	The impact of PBL declined during 2017. Surveys and feedback indicated a need to review the system and re-launch PBL so that it reflected current community expectations and needs of students. Student engagement and teacher consistency were the main focus for a review. Staff evaluations indicated a high level of support for PBL to be renewed as a school focus.
Improve parent participation in school parent communication and community building activities.	Community events and engagement \$4000  New electronic sign for communication \$30000	The school continues to create opportunities to engage the parent community in teaching and learning activities, however this is still an area for development. Parents and community continue to have high levels of support for extra curricular activities, concerts, open days and community breakfast events.

#### Next Steps

Implement PATCH training and school program.

Investigate and research strategies for strong community engagement and parent involvement in educational and classroom based activities.

Implement reviewed PBL expectations and values.

Review and implement PBL matrix, explicit teaching of expectations and reward systems.

Educate parents on revised PBL practices and encourage consistency across the wider community.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal Cultural support SLSO \$17000</p> <p>Teacher Support for cultural groups \$7000</p> <p>AECG Meetings \$4000</p> <p>Cultural performances, visiting dance, art and culture, Student excursion and community get together. \$10500</p> <p>Murrook PL for staff \$2000</p> <p>Connecting to Country \$7000</p> <p>Bro Speak and Sista Speak \$3000 (program not completed in 2017) Funds redirected to cultural support and cultural groups.</p>	<p>Weekly cultural groups K–2 and 3–6 including, identity, history, belonging, dance, art and storytelling overseen by 2 teachers and an SLSO. Increasing engagement and improved outcomes for Aboriginal students have resulted from this.</p> <p>SLSO to engage community and students with learning and to provide support to families. This role has been successful in increasing the involvement from families with school activities and student, teacher, school and parent partnerships.</p> <p>Staff understanding and professional learning was developed through analysis of school data to identify areas of need for Aboriginal students. Cultural awareness and staff learning opportunities focusing on culture and local sites in extended professional learning session at Murook.</p> <p>Aboriginal student excursion to Biame Caves and class visits with local elders to engage with history and culture.</p>
<b>English language proficiency</b>	Funds were fully expended. (\$1387)	English Language proficiency program was added to existing SLSO and LaST Intervention programs and assisted in the focus of targeted support for students who have presented with English as a second language.
<b>Low level adjustment for disability</b>	<p>Interventionist support for students \$50000</p> <p>Additional SLSO support for individual students \$14000</p> <p>Learning and Support for Individual student support – teacher relief \$5000</p>	<p>An Interventionist provided tiered support for identified students. This supported the EAfS model and provided further targeted support in conjunction with in–class LaST timetables. Additional small group support was implemented during Semester 2 to target high needs students with individual learning goals and social skills.</p> <p>SLSO timetables provided support to students across all school settings and the establishment of the Sensory Park was also successful in supporting students with positive playground interactions and safe, quiet zones.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS staffing of 0.9 was fully allocated.	<p><b>School funded Instructional Leader</b></p> <p>The Instructional Leader (IL) worked with teachers and a support team, consisting of the LaST, Reading Recovery Teacher and a teacher interventionist, ensuring data and evidence based teaching was driving teaching and learning for students. The facilitation of professional learning on quality, explicit teaching and the reflection and implementation of research based pedagogy in line with the What works best document and visible teaching of Hattie also underpinned the learning and achievement of staff and students. The IL dispersed professional learning targeted to the needs of</p>



<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS staffing of 0.9 was fully allocated.	3–6 teachers and worked alongside all staff to ‘fill the gaps’ in continuum understanding, implementation and data use 3–6.
<b>Socio–economic background</b>	<p>Collaboration and Data Days \$80000</p> <p>Kinder Orientation, Best Start and Tadpoles school readiness program \$18000</p> <p>Maths Resources and Professional Learning updates \$10000</p> <p>TEN training and refresher \$9000</p> <p>Student assistance \$3000</p> <p>GATS Mentor support and resources \$7500 (funds not expended)</p> <p>Salary higher duties for Deputy Principal Instructional Leader and staffing \$83000</p>	<p>Professional learning to continue the development of staff engagement, understanding and explicit use of effective evidence based teaching was undertaken throughout 2017. Staff engagement in professional learning increased due to the reflective and collaborative nature of professional discussion and analysis of data. Staff developed professional learning goals and participated in classroom mentoring, observation and collaborative sharing of skills and expertise to improve their practice. Professional learning in research–based, best practice teaching has also enriched student outcomes.</p> <p>The analysis of data to drive needs–based programming for students has allowed staff to work together to assess, review and develop clear and explicit planning direction, collaborative learning and data driven expectations and goals.</p> <p>This has impacted significantly on teacher practice with programming and evaluations continuing in a collaborative approach.</p> <p>Tadpoles school readiness program and Kinder orientation addressed student need for transition to school and remodelling of the orientation program facilitated greater parent involvement and engagement with educational outcomes.</p>
<b>Support for beginning teachers</b>	<p>Beginning Teacher and Mentor support– professional learning, release, training, assessment and reporting and collaboration days. \$13450</p> <p>76 hours plus 38 mentor hours across Semester 2 was utilised. Funds were not exhausted due to maternity leave.</p>	<p>Beginning teacher release and mentor teacher support was developed in conjunction with the beginning teachers to support their PDP goals and areas of development in classroom practice and accreditation. Timetables were constructed on a termly basis to reflect need and available funds.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	279	269	272	306
Girls	266	272	284	305

Attendance figures continued to grow during 2017 with a new class forming in Term 2. Throughout the year fluctuations continued to occur with a significant increase in numbers by Term 4. Projected enrolments for 2018 present the strong possibility of 2 additional classes being formed. The community continues to grow with a number of new residential developments under construction and existing developments continuing to expand. These developments will likely impact on enrolment numbers for Thornton Public School as they fall within the 'in-zone' area for students.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.5	94	93.7	95
1	95.1	92.4	93.3	92.8
2	96.3	92.4	93.3	93.4
3	94.7	94.3	93.7	93.1
4	93	92.5	93.4	91.8
5	93	91.1	92.8	92.1
6	94.1	92.1	91.6	91.9
All Years	94.6	92.7	93.1	93
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Accurate records are maintained for student attendance

in a format approved by the Minister. Staff are informed of their responsibilities related to student attendance and articulate the expectations and responsibilities of every classroom teacher with regards to monitoring and following up of absences. SASS staff send daily SMS to acknowledge and inform of absences with replies transferred to the school attendance registers. Staff communicate with AP's, LST, School counsellor, Deputy Principal and Attendance Teacher delegate with concerns of non-attendance and/or improvements. Students with attendance patterns of concern are supported locally at the school in consultation with parents, HSLO, LST and attendance LST meetings. The school provides clear information to parents regarding attendance requirements and the impact of full day and partial absences on student learning and wellbeing, with reminders in newsletters and through parent sessions such as Orientation days. Students with attendance patterns of concern are supported locally at the school in consultation with parents through HSLO and LST. Cases of non-attendance where locally managed programs are unsuccessful are referred through the HSLO procedures for further consultation and follow up of DoE policies.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	21.46
Teacher of Reading Recovery	0.92
Learning & Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	0

\*Full Time Equivalent

Thornton Public School has 2 teachers that make up the Aboriginal composition of the workforce.

### Teacher qualifications

All teaching staff meet the professional requirements

## Teacher qualifications

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

## Professional learning and teacher accreditation

Staff engaged in a broad range of mandatory and school specific professional learning, development and training sessions throughout 2017 to address and meet the needs of the school and student outcomes. Professional learning and development occurs through weekly staff meetings, weekly stage meetings, external course and providers, Early Action for Success initiative, Bump it Up strategies, staff development days, school resourced collaboration and data analysis days and the collaboration of staff teams.

Major professional learning undertaken in 2017 includes, CPR and Anaphylaxis face to face training, Quality Teaching Framework and Rounds, Wellbeing, Trauma Awareness and High Expectations in Literacy and Numeracy for all learners from the Bump it Up Premier's Priority.

Further professional development occurred throughout each term with the Instructional Leader and executive team, focused on delivering professional reading and forums on evidence driven practices, research based teaching and the elements of the What works Best document and the Leading and Sustaining Quality Learning Environments action plan. Staff continued their journey with L3 on-going professional learning and/or L3 Kindergarten and Stage 1 training. TEN training was also facilitated for a number of K-3 staff.

Thornton Public School has 3 teachers working towards accreditation at the proficient level.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>187,015</b>
Global funds	312,352
Tied funds	426,747
School & community sources	183,871
Interest	3,619
Trust receipts	8,983
Canteen	0
<b>Total Receipts</b>	<b>935,572</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	22,988
Excursions	45,832
Extracurricular dissections	25,069
Library	8,105
Training & Development	51,481
Tied Funds Payments	376,938
Short Term Relief	92,791
Administration & Office	83,889
Canteen Payments	0
Utilities	50,552
Maintenance	25,471
Trust Payments	9,756
Capital Programs	50,770
<b>Total Payments</b>	<b>843,641</b>
<b>Balance carried forward</b>	<b>278,947</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	938,302
Appropriation	867,739
Sale of Goods and Services	1,313
Grants and Contributions	68,804
Gain and Loss	0
Other Revenue	0
Investment Income	447
<b>Expenses</b>	-597,518
Recurrent Expenses	-597,518
Employee Related	-405,147
Operating Expenses	-192,370
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	340,784
<b>Balance Carried Forward</b>	340,784

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,799,804
Base Per Capita	84,971
Base Location	0
Other Base	3,714,832
<b>Equity Total</b>	499,173
Equity Aboriginal	44,032
Equity Socio economic	249,985
Equity Language	1,387
Equity Disability	203,770
<b>Targeted Total</b>	196,570
<b>Other Total</b>	138,965
<b>Grand Total</b>	4,634,512

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

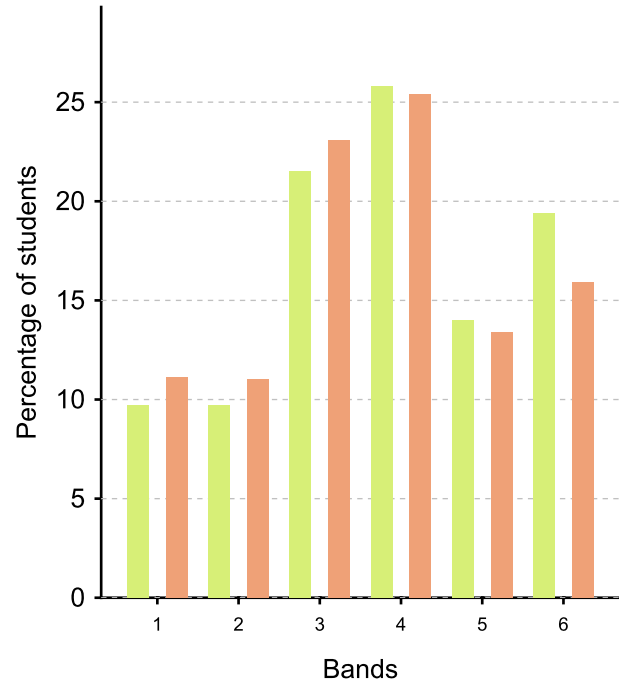
## NAPLAN

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.

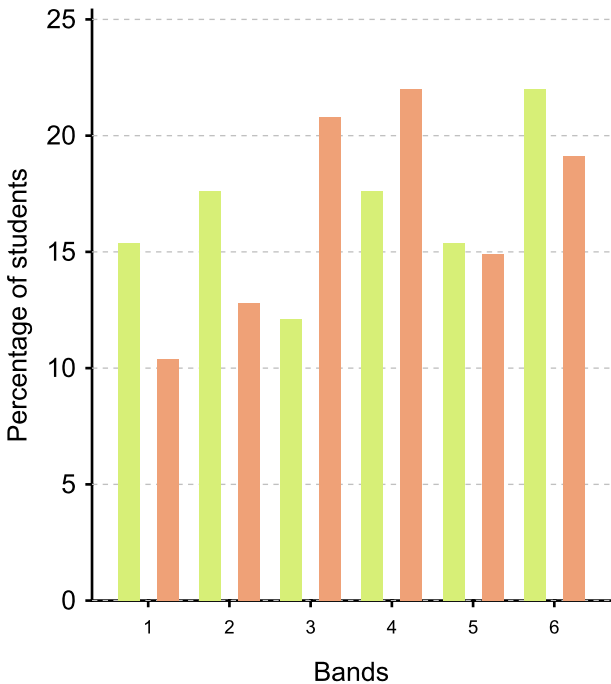
Year 5 2017 Reading: above state average for scaled score growth (School 99.4 and DoE 78.9)

64% of students made above expected growth in Reading.

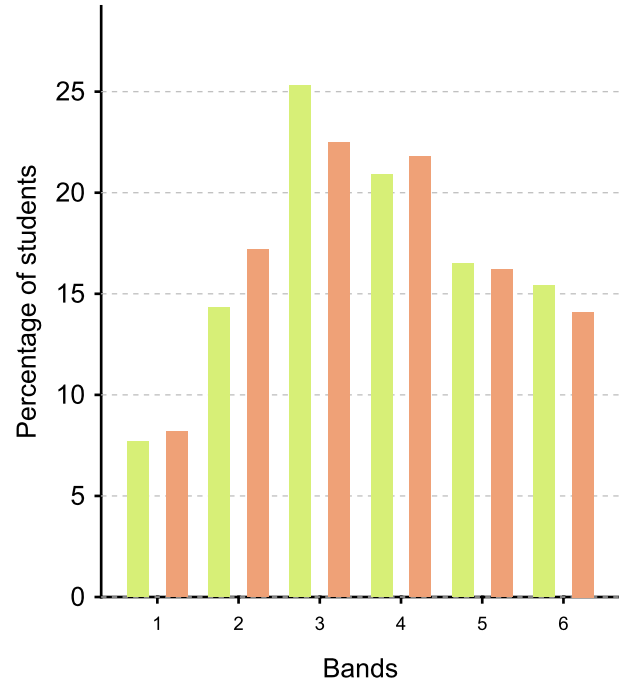
Percentage in bands:  
Year 3 Reading



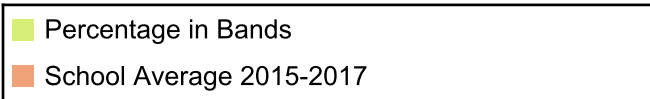
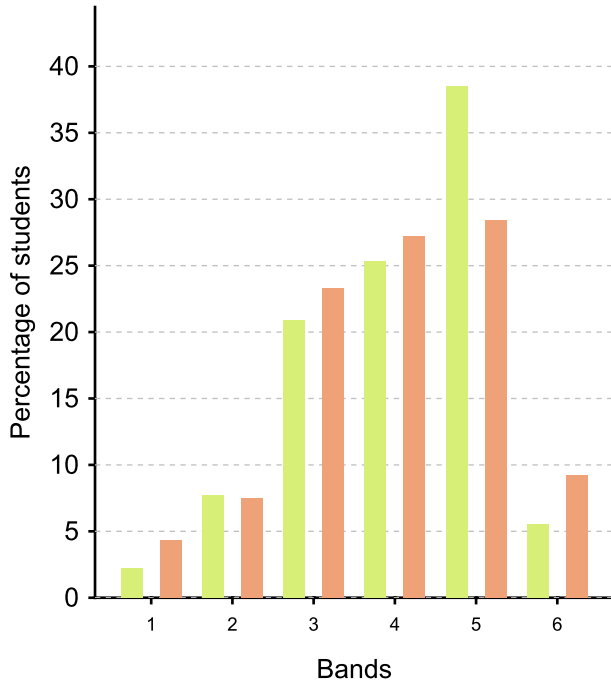
Percentage in bands:  
Year 3 Grammar & Punctuation



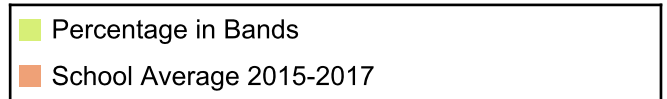
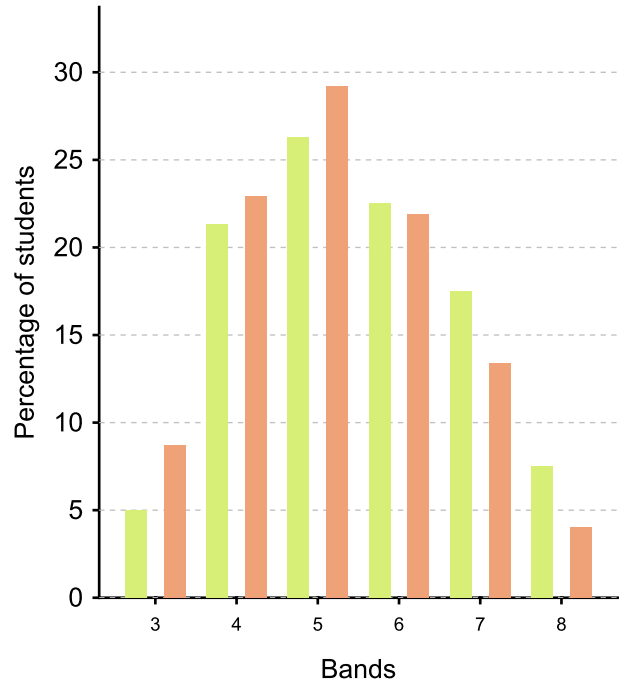
Percentage in bands:  
Year 3 Spelling



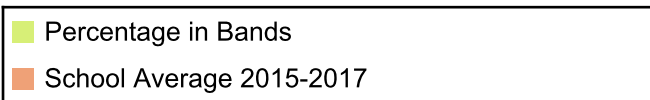
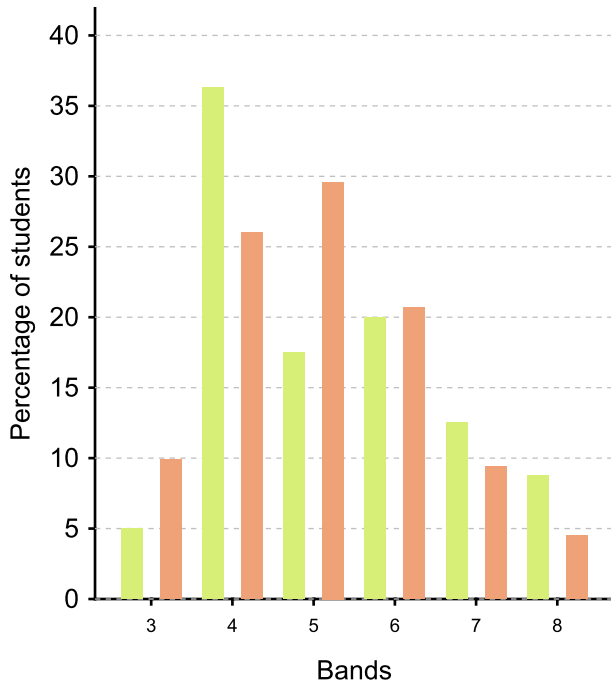
**Percentage in bands:**  
Year 3 Writing



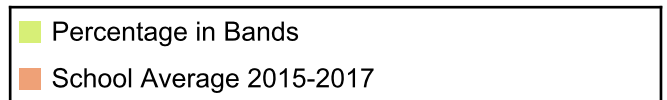
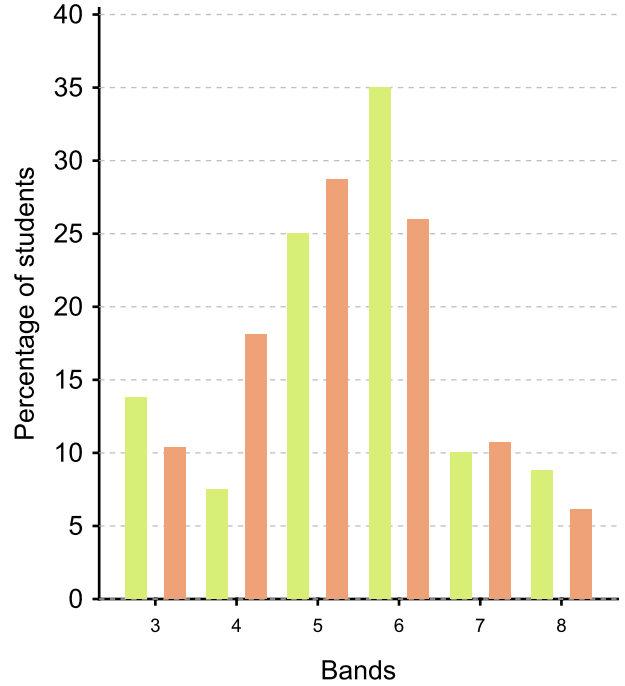
**Percentage in bands:**  
Year 5 Reading



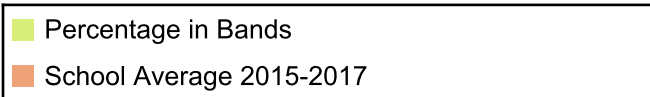
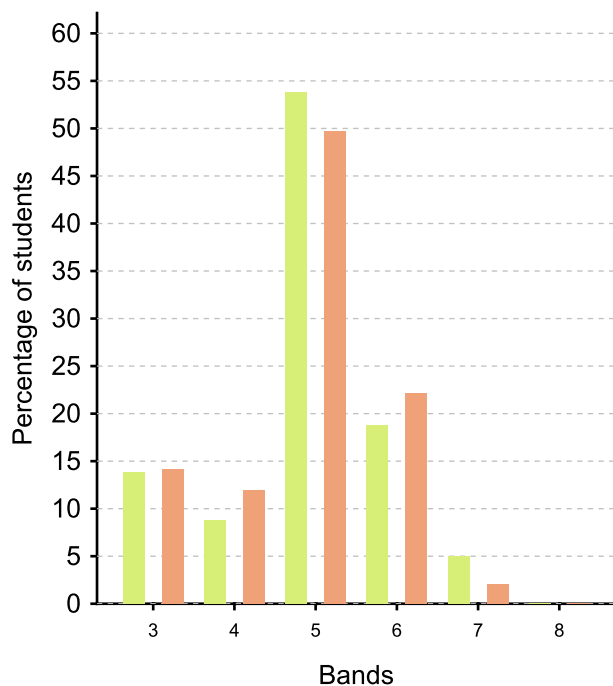
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



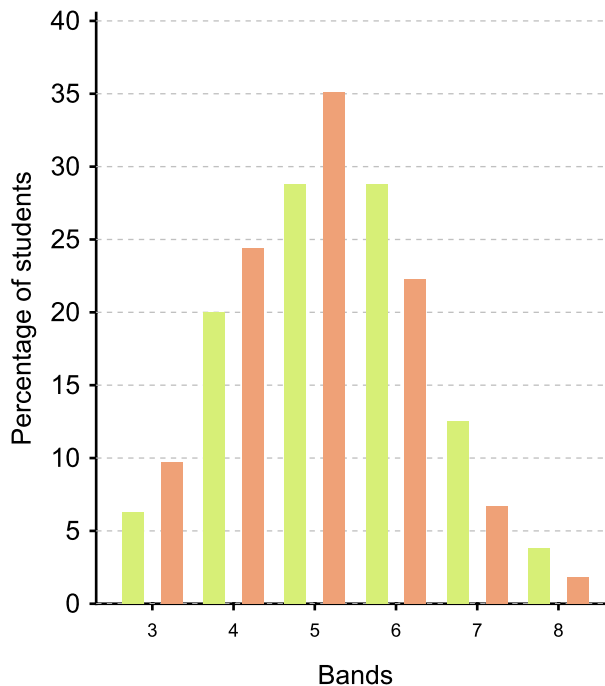
**Percentage in bands:**  
Year 5 Writing



Year 5 2017 Numeracy: above stage average for scale score growth (School 113.4 and DoE 97.9)

66% of students made above expected growth in Numeracy.

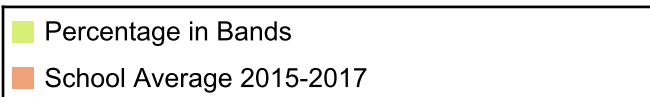
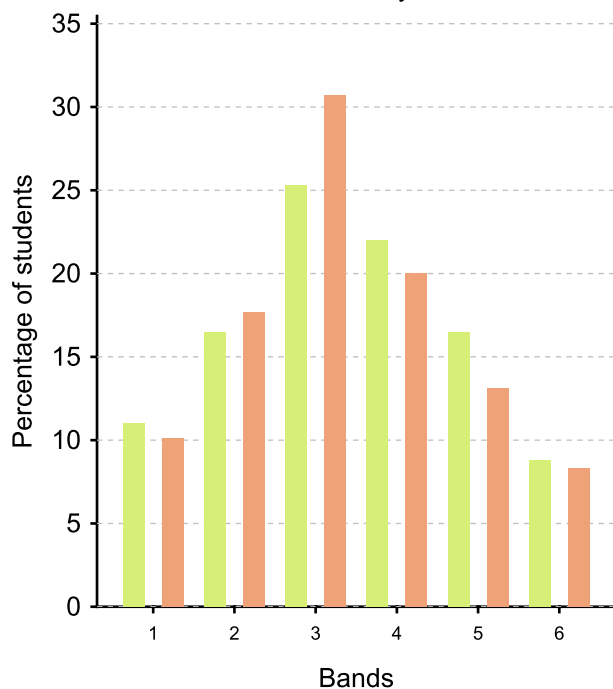
**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing.

Go to <http://www.myschool.edu.au> to access the school data.

**Percentage in bands:**  
Year 3 Numeracy



### Premier's Priorities: Bump it Up targets for students in the top two NAPLAN bands.

Year 3 2015–2017 NAPLAN results in the top 2 bands show an increase of 20% to 33.4% in Reading and 17.3% to 25.3% in Numeracy. Year 5 2015–2017 NAPLAN results in the top 2 bands show an increase of 12.7% to 25% in Reading and 4.2% to 16.3% in Numeracy. These results indicate on track expectations for the Bump it Up priority.

## Policy requirements

### Aboriginal education

Thornton Public School maintained a strong focus on Aboriginal Education throughout 2017. In order to support Aboriginal students, their families and establish strong community relationships, the school employed a School Learning and Support Officer two days a week. Teachers included cultural perspectives across the curriculum and continued to engage parents and families in learning experiences through three-way conversations. Every Aboriginal student in the school had a Personalised Learning Pathway which was responsive to their needs and reflected the school's Bump-it-Up targets. In particular, there was a focus in Semester Two on improving literacy and numeracy outcomes for students identified as requiring support in consultation with the Instructional Leader and



Aboriginal Education Team. This support was provided through the temporary employment of a part-time teacher using equity funding.

Cultural groups were coordinated by two Aboriginal staff members once a week, which made regular use of the Yarning Circle and local knowledge. Thornton Public School was well-represented within the local Aboriginal Educational Consultative Group.

Students across the school participated in a range of activities aimed at raising cultural awareness and building community. These included week-long NAIDOC activities and the delivery of quality, literacy-based teaching and learning during Reconciliation Week.

In Terms 2 & 3, eight incoming Kindergarten students identifying as Aboriginal accessed the school's Tadpoles program as part of school readiness initiatives.

In Term Three, all staff attended an extended professional development session at the Murrook Culture Centre where they explored cultural perspectives on local historical events. This knowledge was embedded into classroom practice and supported students K-6 in developing an appreciation of culture.



### **Multicultural and anti-racism education**

Multicultural perspectives were embedded into all key learning areas.

Anti-racism was addressed through targeted and incidental teaching in History, Science and Literacy.

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

The school incorporated principles from 'Bullying. No Way!' day and students were exposed to different cultures through the History, Geography and English syllabuses and a range of cultural activities.