Thornton Public School

Annual Report

2018

3204

Introduction

The Annual Report for **2018** 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.

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Principal

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School background

School vision statement

Thornton Public School will promote a nurturing and engaging learning environment with high expectations for students, staff and the whole community through collective responsibility for engagement, learning, development and achievement.

We believe students will achieve their full potential in a quality, innovative environment that fosters communication and collaboration with staff, parents and peers. All students have opportunities to be successful, confident and creative individuals through a continuous cycle of reflection, while developing social and emotional skills that enable them to contribute to the school community.

We will promote a whole school community that operates in collaborative and sustainable manner by embedding a system of values,expectations and culture of success.

School context

Thornton Public School, situated North West of Newcastle in the lower Hunter, has 701 students with 11% Aboriginal and Torres Strait Islander Students. The school is participating in the Bump It Up Strategy and is self–funding engagement in the Early Action for Success initiative, to support the NSW State Literacy and Numeracy Action Plan and the expectation that every student will demonstrate growth.

The school works to embrace ties with its community and the range of programs acknowledges community, cultural and individual student needs. The school delivers strong programs in music, performing arts and sport. The school provides a challenging and creative environment where technology enhances student learning and an effective Bring Your Own Device Program is implemented.

Staff are committed to ongoing professional learning and development that promote reflection on best practice, evidence based teaching pedagogy while demonstrating life–long learning skills through commitment to improvement for students.

Working in close partnership with other schools in the Gateway Learning Community promotes a strong sense of wider community and supports the learning opportunities for students and staff.

The school encourages students to meet high social and behavioural expectations of respect, responsibility and resilience as they prepare to take a fulfilling part in 21st Century society.

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 schools 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. There is school–wide, collective responsibility for student learning and success with student performance measures indicating effectiveness at the delivering stage. This is a continued area of focus for staff and students in conjunction with strategies from Bump it Up and Early Action for Success. Student reports contain detailed information about individual student achievement and areas for growth, which provide the basis for discussion with parents. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners. The school consistently implements a whole–school approach to wellbeing, which has clearly defined behavioural expectations and creates a positive teaching and learning environment.

In the **Teaching Domain,** Similar SEF judgements were made in relation to Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards with all areas reflecting *Sustaining and Growing.* The school has analysed school performance data and is aware of trends in student achievement levels. Our major focus in the domain of Teaching has been effective classroom practice. The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence–based practice. Quality teaching and professional practice are evident, programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence–based teaching practices. Extra–curricular learning opportunities are significant, support student development and are strongly aligned with the school's vision, values and priorities.

In the **domain of Leading**, SEF judgement in relation to School Planning, Implementation and Reporting, and Leadership elements were *Delivering*. Assessment of School Resources and Management Practices and Processes was judged as *Sustaining and Growing.* Leadership development is central to school capacity building and continued development and engagement in this area should impact positively on the School Planning, Implementation and Reporting, and Leadership elements moving upwards. The school uses evidence–based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes. The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. Established processes build the capacity of the school community to use data and evidence for strategic school improvement. Shared school–wide responsibility is evident through leadership, teaching, learning, and community evaluations to review learning improvements. The school uses collaborative feedback and reflection to promote and generate learning and innovation. Succession planning, leadership development and workforce planning are designed to drive whole–school improvement. Management practices and processes are responsive to school community feedback. Administrative practices provide explicit information about the school's functioning to promote ongoing improvement.

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

Quality Teaching and Learning

Purpose

To create a stimulating, engaging and quality learning environment to meet the needs of our students and create lifelong learners.

Overall summary of progress

Our school executive are leading and supporting all staff in researching and adopting targeted and focused approaches to literacy and numeracy teaching. We are engaging with Quality Teaching Rounds, Feedback, Explicit Teaching and Future Focused Learning. We are developing school wide systems to support our teachers with effective tracking and monitoring of students performance and developing strategies to support and develop our teaching practice. As a school we are researching and implementing a range of feedback and collaborative models to enhance teaching and learning in all classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increase to 100%, students who demonstrate expected growth in literacy and numeracy as evidenced by NAPLAN, Progressions and internal data.	PLAN 2 Reading monitoring data Progressions IL Executive Interventionists	K–2 staff completed small group PL in term 4. Very positive reaction to support given at this time for Effective reading in the Early Years, progressions and PLAN 2. All staff K–2 have completed PLAN 2 data. All staff K–6 have submitted guided reading levels to IL.
• Increase number of Aboriginal and non–Aboriginal students who achieve in the top 2 bands in literacy and numeracy.	Bump it Up IL AP Interventionists	All K–2 students achieved EAfS Benchmark levels.. Kinder achieved 80% of students at RR Level 9 (PM 9) year one achieved 84% at RR Level 18 (PM 17) year two achieved 87% at RR Level 22 (PM 19
• Class programs and teacher observations increasingly reflect differentiated best practice pedagogies which are both flexible, responsive and reflective.	AP Executive All staff Progressions	Most classrooms now demonstrate visible learning goals through WALT/ WILF or learning intentions and success criteria.

Next Steps

Teachers will ensure they provide explicit, specific and timely feedback to students explaining how to improve their performance. Beginning and early career teachers will continue to be supported in areas of need as identified via the Professional Development Framework. Professional learning, team teaching, classroom observations and mentoring will be evident in providing support to teachers and administrative staff. Staff PD will continue in relation to differentiated learning, mathematics and future focused learning.

Strategic Direction 2

Engaged Responsible Successful Students

Purpose

To develop and enhance the culture of respect amongst the school community in which students connect, thrive and succeed. To foster emotional intelligence and social wellbeing in an environment which encourages students to take responsibility for their own learning.

Overall summary of progress

Our school staff have engaged with, developed strategies through and are implementing the Positive Behaviour for Learning program. Our aim is to develop respectful behaviour in all students and we have developed a school wide universal language that all staff, students and community recognise. Universal strategies across the whole school are supporting individual students regulate their own behaviour as well as providing consistent management practices in every class and on the playground. We have delivered professional learning to assist teachers to identify and meet the needs of all students in their care and we continue to refine and improve the strategies and practices we have designed. We are on the way to building a positive school culture and we are seeing great support for the strategies we have designed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increase the number of students demonstrating respectful behaviour in all school contexts. 2018 – 75% of students achieving top PBL targets 2019 – 85% of students achieving top PBL targets 2020 – 95% of students achieving top PBL targets	RRR ribbons and awards. Deeds, signage specific to non–classroom locations.	Students value the deed, merit award, ribbon process and many are striving to achieve the rewards. Teachers are supported by executive to implement reward process.
• Increasing number of students who are successful in self managing their behaviour and remaining engaged in the classroom.	Deeds, signage specific to non–classroom locations.	Students are increasingly achieving under the reward process and being recognised for appropriate behaviours. The students are gaining a good understanding of the Lizzy 5 and the universal language to support them in self regulating their behaviour.
• School culture evaluation reflects an increasing appreciation of respectful relationships and pro–social behaviour.	School Facebook, Website and paper communication channels. School P&C	Increased understanding and awareness of school universals and expectations in the school community. Communication channels with community have been established via social media and notes to support later PBL expansion into community.

Next Steps

Implement PATCH training and develop school program to effectively support students and teachers. Review PBL expectations and values as to the effectiveness of the strategies we have trialled. Review and implement PBL matrix, explicit teaching of expectations and reward systems. Communicate to parents our revised PBL practices and encourage consistency across the wider community.

Strategic Direction 3

Strong Community Partnerships

Purpose

An effective school is supported by a shared ownership with a clear vision, purpose and commitment to student learning. Strong partnerships underpin all aspects of the schools operation and combine to produce effective citizens of the future.

Overall summary of progress

We have built on our communication strategies and implementation has been successful. We are getting timely and useful feedback from facebook and our community are more aware of what is happening within the school which is leading to increased involvement and engagement of parents in many of our school activities. Our partnerships with local businesses and community groups has led to the continued success of our creative arts programs and large numbers of our students are benefiting from these opportunities. Attendance at parent workshops, P&C meetings and "Meet the Teacher" meetings remained unchanged throughout 2018 and more work needs to be done to improve participation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Parent satisfaction levels of communication strategies are increased on an annual basis.	Staff Google form survey for feedback on changes DSTA	We have increased levels of communication with Facebook, Website, newsletter and surveys. Parents are increasingly engaging with our communication sources. Our communication strategies have been effective but we need to continue to strive for excellence in this area.
• Increased parent involvement in student learning activities and increased numbers of parents becoming informed of current educational trends.	Team IL Interventionists Teachers	Parents are volunteering in our classrooms in increasing numbers. An area that parents are specifically volunteering in is supporting students in our classrooms. School events are being well supported by parents, in particular MADD night, Mothers Day, Fathers Day and book week.
• Increase the impact of partnerships on student learning.	Staff Wirraway DHA Harvest Local businesses	There are a number of programs within the school which are sponsored by community groups. There are a large number of students actively engaged in community sponsored programs and directly benefiting from these programs. As a school we publicly recognise and acknowledge these businesses and community groups through our involvement with them.

Next Steps

Positive and respectful relationships across the school community will continue to be widened and promoted in order to maintain a productive learning environment, that supports students in all areas of schooling. PBL will continue to strengthen school– wide processes and the delivery of positive education, which will lead to enhanced student wellbeing and community confidence in the school. Connections with outside service providers will continue to be established and maintained in order to improve student outcomes. Partnerships with the University of Newcastle and Hunter New England Health will be investigated to enable students in need to access occupational therapist and speech Interventionists on site..

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$62,343	Weekly cultural groups K–2 and 3–6 including, identity, history, belonging, dance,art and storytelling overseen by 2 teachers. Increased engagement and improved outcomes for Aboriginal students have resulted from this. All students have Personal Learning Plans (PLPs) which have been created based on input from students and families. 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 development through Connecting to Country..
English language proficiency	$5,665	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.
Low level adjustment for disability	$301,821	$202,760 is allocated to purchase 1.9 Full Time Equivalent Interventionist teaching positions. Class teachers have developed their skills in differentiating the class programs, making necessary adjustments to ensure all students can access the curriculum. SLSO are also employed to support identified students in small groups, classrooms and the playground.
Quality Teaching, Successful Students (QTSS)	$115,040	Funds were set aside to cover extra staffing costs for executive leadership time, executive leadership days, mentoring and team teaching.
Socio–economic background	$321,201	Extra staff to provide support for staff and targeted students. Employment of Instructional Leader to develop teachers and support EAfS strategies. Employment of an additional Interventionist to improve student outcomes. Closer learning support provided for students with need.
Support for beginning teachers	$34,465	Beginning teachers received funding support,which was set aside for professional learning and additional release time / release time was also provided for their supervisors to engage in mentoring according to individual needs. All beginning teachers received support in developing their PDPs. They engaged in a mentoring program and collaborated with senior teachers. Professional learning also took place in a variety of areas including developing classroom management strategies.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	269	272	306	333
Girls	272	284	305	325

Attendance figures continued to grow during 2018 with a new class being established in Term 1 and another new class to be established for the 2019 school year. Throughout the year we demonstrated steady growth with a significant increase in numbers by Term 4. The projected enrolment figures for 2019 demonstrate the need for additional classes being formed and the school needing to employ a second deputy principal. The community continues to grow with a number of new residential developments under construction and existing developments continuing to expand. These developments will impact on enrolment numbers for Thornton Public School.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94	93.7	95	93.2
1	92.4	93.3	92.8	93.7
2	92.4	93.3	93.4	93.3
3	94.3	93.7	93.1	91.6
4	92.5	93.4	91.8	92.5
5	91.1	92.8	92.1	93
6	92.1	91.6	91.9	91.1
All Years	92.7	93.1	93	92.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Accurate records are maintained for student attendance as per departmental policy and absenteeism is tracked using Sentral. 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 Deputy Principal and Attendance Teacher in relation to concerns of non–attendance. Students with attendance patterns of concern are supported locally at the school in consultation with parents, HSLO, LST and attendance 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. Reminders are posted in newsletters and through parent sessions such as Orientation days. 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(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.27
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.2
School Administration and Support Staff	4.06

*Full Time Equivalent

Thornton Public School has three teachers and two SLSO that make up the Aboriginal composition of the schools 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

Staff engaged in a broad range of mandatory and school professional development and training sessions throughout 2018 to address the needs of the school and improve student outcomes. Professional development occurs through weekly staff meetings, stage meetings, external courses and providers, Early Action for Success initiative, Bump it Up strategies, staff development days, data analysis days and the collaboration of staff teams. Major professional learning undertaken in 2018 includes, CPR and Anaphylaxis online training, Quality Teaching Rounds and Wellbeing. Further professional development occurred regularly with the Instructional Leader and executive team as part of our Early Action for Success strategy. Professional readings, engaing with the What works Best document and the Leading and Sustaining Quality Learning Environments action plan informed our professional practice. Staff continued their journey with L3 through on–going professional learning and L3 training. Thornton Public School had three teachers achieve accreditation at the proficient level in 2018.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	340,784
Revenue	6,186,234
Appropriation	5,946,949
Sale of Goods and Services	13,443
Grants and Contributions	222,471
Gain and Loss	0
Other Revenue	0
Investment Income	3,372
Expenses	-6,099,535
Recurrent Expenses	-6,099,535
Employee Related	-5,524,263
Operating Expenses	-575,272
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	86,699
Balance Carried Forward	427,483

The school moved to the new financial system LMBR which is being rolled out across the state in all departmental schools. The new system will make the financial accountability and tracking of costs more transparent for the Principal and School Executive in 2018. The school budget was monitored weekly by the school finance committee and ensured equitable usage and distribution of the funds to meet our strategic directions.

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	4,336,530
Base Per Capita	118,149
Base Location	0
Other Base	4,218,382
Equity Total	642,731
Equity Aboriginal	66,328
Equity Socio economic	277,643
Equity Language	1,884
Equity Disability	296,876
Targeted Total	522,413
Other Total	151,795
Grand Total	5,653,470

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 Literacy

Grammar and Punctuation

In Year 3, 32.2% of our students achieved results in the top bands 5 and 6 for Grammar and Punctuation. 38.9% of our students were placed in the bottom two bands and 40% were placed in the middle two bands 3 and 4.

Reading

In Year 3, 31.5% of our students achieved results in the top bands 5 and 6 for Reading. 19.6% of students were placed in the bottom two bands and 48.9% were placed in the middle two bands 3 and 4.

Spelling

In Year 3, 31.1% of our students achieved results in the top bands 5 and 6 for Spelling. 30% of students were placed in the bottom two bands and 38.9% were placed in the middle two bands 3 and 4.

Writing

In Year 3, 29.9% of our students achieved results in the top bands 5 and 6 for Writing. 17.2% of students were placed in the bottom two bands and 52.9% were placed in the middle two bands 3 and 4.

Year 5 Literacy

Grammar and Punctuation

In Year 5, 24.4% of our students achieved results in the top bands 7 and 8 for Grammar and Punctuation. 24.3% of students were placed in the bottom two bands 3 and 4 and 51.3% were placed in the middle two bands 5 and 6.
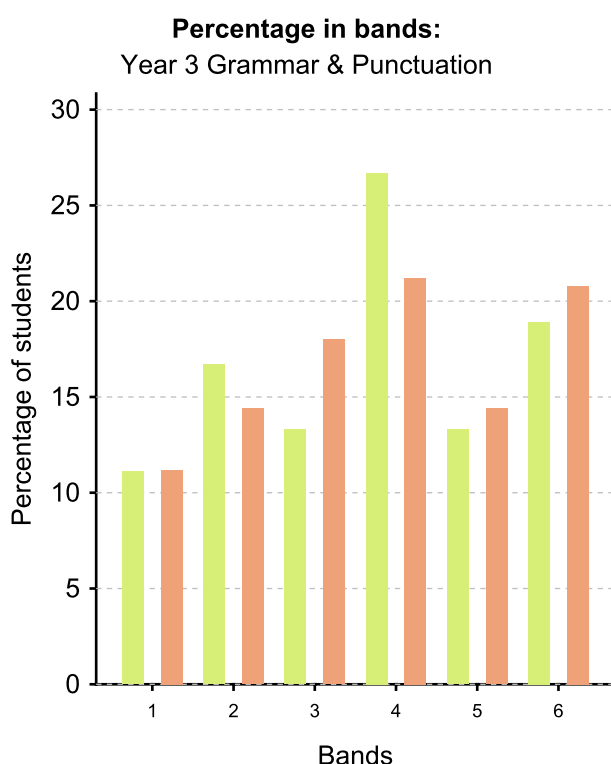
Reading

In Year 5, 33.3% of our students achieved results in the top bands 7 and 8 for Reading. 21.8% of students were placed in the bottom two bands 3 and 4 and 44.8% were placed in the middle two bands 5 and 6.

Spelling

In Year 5, 24.3% of our students achieved results in the top bands 7 and 8 for Spelling. 19.2% of students were placed in the bottom two bands 3 and 4 and 56.4% were placed in the middle two bands 5 and 6.

Writing

In Year 5, 1.5% of our students achieved results in the top bands 7 and 8 for Writing. 15.7 % of students were placed in the bottom two bands 3 and 4 and 31.6% were placed in the middle two bands 5 and 6.

Percentage in bands:
Year 3 Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	11.1	16.7	13.3	26.7	13.3	18.9
School avg 2016-2018	11.2	14.4	18	21.2	14.4	20.8

Percentage in bands:
Year 3 Reading
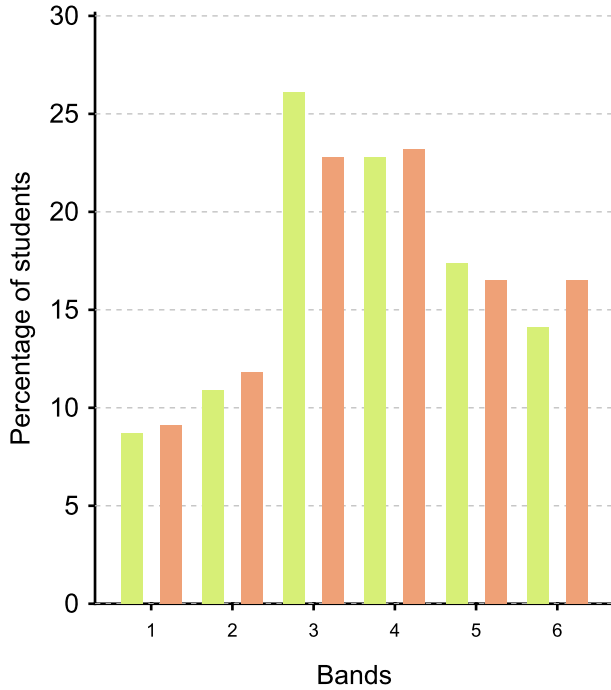
Band	1	2	3	4	5	6
Percentage of students	8.7	10.9	26.1	22.8	17.4	14.1
School avg 2016-2018	9.1	11.8	22.8	23.2	16.5	16.5

Band	1	2	3	4	5	6
Percentage of students	20.0	10.0	21.1	17.8	20.0	11.1
School avg 2016-2018	11.6	14	21.6	20.8	18	14

Percentage in bands:
Year 3 Writing
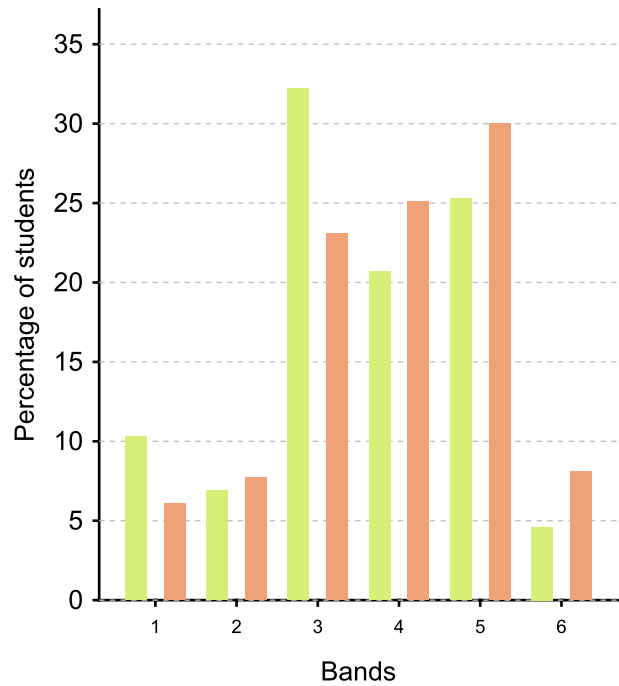
Band	1	2	3	4	5	6
Percentage of students	10.3	6.9	32.2	20.7	25.3	4.6
School avg 2016-2018	6.1	7.7	23.1	25.1	30	8.1

Percentage in bands:
Year 3 Spelling

Percentage in bands:
Year 5 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2016-2018
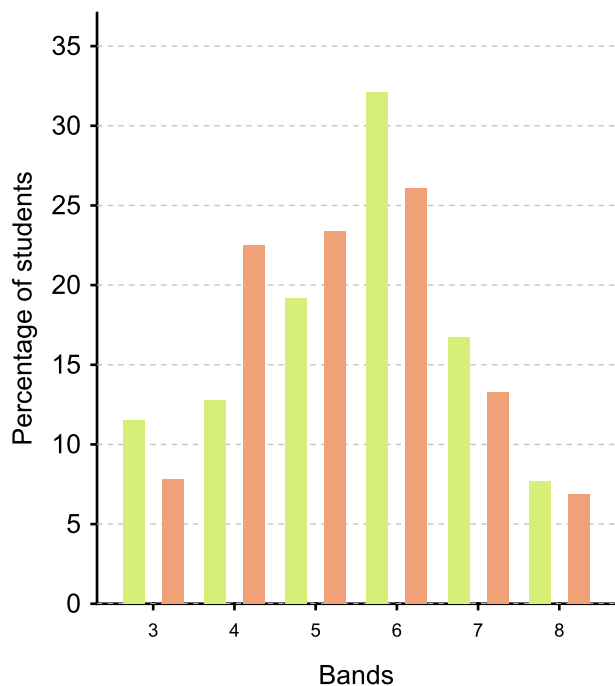
Band	3	4	5	6	7	8
Percentage of students	11.5	12.8	19.2	32.1	16.7	7.7
School avg 2016-2018	7.8	22.5	23.4	26.1	13.3	6.9

Band	3	4	5	6	7	8
Percentage of students	9.0	12.8	25.6	19.2	20.5	12.8
School avg 2016-2018	8.2	17.3	26.4	23.2	16.8	8.2

Percentage in bands:
Year 5 Spelling

Legend:
- Percentage in Bands
- School Average 2016-2018
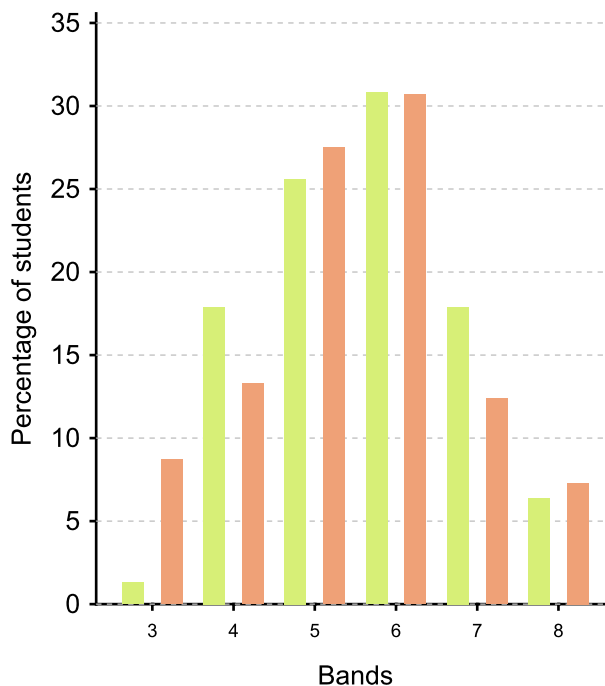
Band	3	4	5	6	7	8
Percentage of students	1.3	17.9	25.6	30.8	17.9	6.4
School avg 2016-2018	8.7	13.3	27.5	30.7	12.4	7.3

Percentage in bands:
Year 5 Reading

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Writing
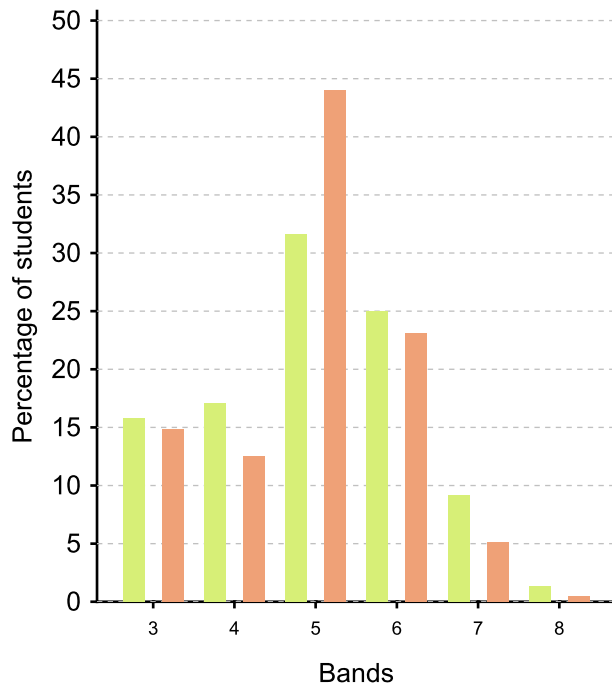
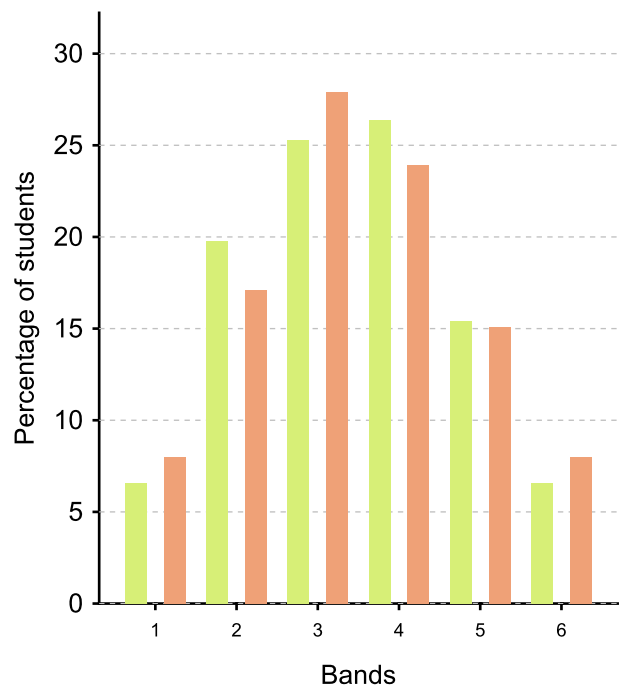| Band	3	4	5	6	7	8
Percentage of students	15.8	17.1	31.6	25.0	9.2	1.3
School avg 2016-2018	14.8	12.5	44	23.1	5.1	0.5

Year 3 Numeracy

In Year 3, 22% of our students achieved results in the top bands 5 and 6 for Numeracy. 26.4% of students were placed in the bottom two bands and 51.7% were placed in the middle two bands 3 and 4.

Year 5 Numeracy

In Year 5, 14.1% of our students achieved results in the top bands 7 and 8 for Numeracy. 32% of students were placed in the bottom two bands 3 and 4 and 53.9% were placed in the middle two bands 5 and 6.
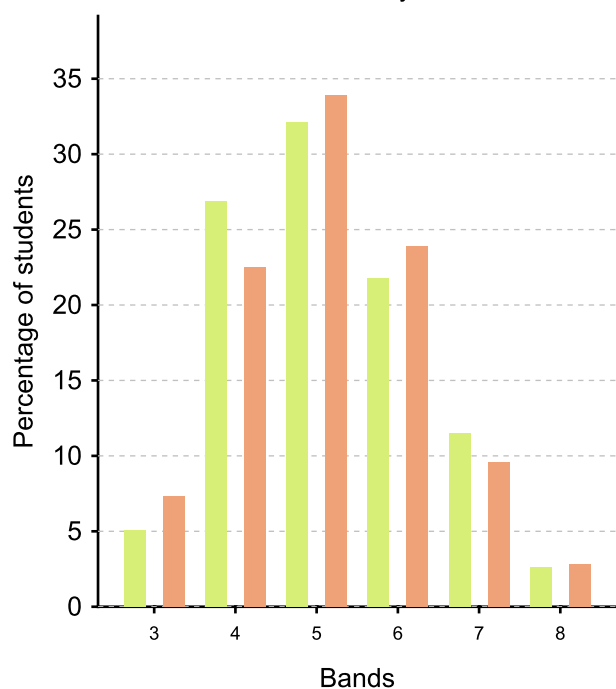
Percentage in bands:
Year 3 Numeracy

Band	1	2	3	4	5	6
Percentage of students	6.6	19.8	25.3	26.4	15.4	6.6
School avg 2016-2018	8	17.1	27.9	23.9	15.1	8

Percentage in bands:
Year 5 Numeracy

Legend:
- Percentage in Bands
- School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	5.1	26.9	32.1	21.8	11.5	2.6
School avg 2016-2018	7.3	22.5	33.9	23.9	9.6	2.8

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.

Year 3 2016–2018 NAPLAN results in the top 2 bands show in 2018 we have 31.5% and a three year average of 33% in Reading.

Year 3 2016–2018 NAPLAN results in the top 2 bands show in 2018 we have 22% and a three year average of 23.1% in Numeracy.

Year 5 2016–2018 NAPLAN results in the top 2 bands show in 2018 we have 33% and a three year average of 25% in Reading.

Year 5 2016–2018 NAPLAN results in the top 2 bands show in 2018 we have 14.1% and a three year average of 12.4% in Numeracy.

Results indicate on track expectations for the 'Bump it Up' priority.

Parent/caregiver, student, teacher satisfaction

In 2018 the school implemented a number of surveys to measure, assess and report insights in to how our school was performing. These survey results gave us insight into how we are performing in a number of areas.

Parents: Survey results indicated that parents felt that our PBL expectations for learning were clear. Respondents were happy with the contact they had with the classroom teacher and our parent/teacher interviews. The results indicate that social media was parents' most utilised source of communication, followed by the newsletter and website. It was clear from the data that parents strongly support their child's learning at home and are happy to support the school with homework strategy.

Teachers: The data indicate that teachers hold high expectations in the classroom and high expectations for student learning. Teachers report that they communicate well with other staff and regularly discuss strategies to improve student learning. Survey results also identified the need for additional computers in our classrooms and extension of the BYOD program from 3–6 as an area for future development. Teacher feedback in relation to newly implemented PBL strategies was encouraging. Results indicate that the strategies are starting to have positive outcomes to learning for students a noticeable increase in student engagement.

Students: Students did not participate in this year's Tell Them From Me Survey. The student leadership team were consulted on various issues during the year and also offered suggestions on K–6 assembly changes and the PBL awards system.

Policy requirements

Aboriginal education

Thornton Public School received Aboriginal background funding in 2018. These funds were used to support Aboriginal students in mainstream classes. We also used funding to embed Aboriginal Culture into many aspects of school life. 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 (unfortunately the SLSO resigned mid year and could not be replaced). We work in partnership with the Aboriginal Education Consultative Group and ensured that families of Aboriginal students were consulted when preparing Personal Learning Plans. Teachers included cultural perspectives across the curriculum and engaged parents and families in learning experiences through three–way conversations. Every Aboriginal student in the school has a Personalised Learning Plan which is responsive to their needs and reflected the school's Bump–it–Up targets. In particular, there was a focus 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 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 participation. These included NAIDOC activities and the delivery of quality,literacy–based teaching and learning during Reconciliation Week. .

Multicultural and anti-racism education

The school has ensured that teaching and learning programs reflect culturally inclusive classroom and school practices. Further to this our programs foster students' understandings of culture, cultural diversity,racism and active citizenship within a democratic,multicultural society. Multicultural perspectives were embedded into all key learning areas. Anti–racism was addressed through targeted teaching in History, Science and Literacy. The school's Anti–Racism Contact Officer was utilised as necessary 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. Harmony Day was celebrated by the whole school community and a range of strategies have been incorporated to improve the school's communication with parents and community members from culturally diverse backgrounds. As a result, these strategies are strengthening parent and community engagement.