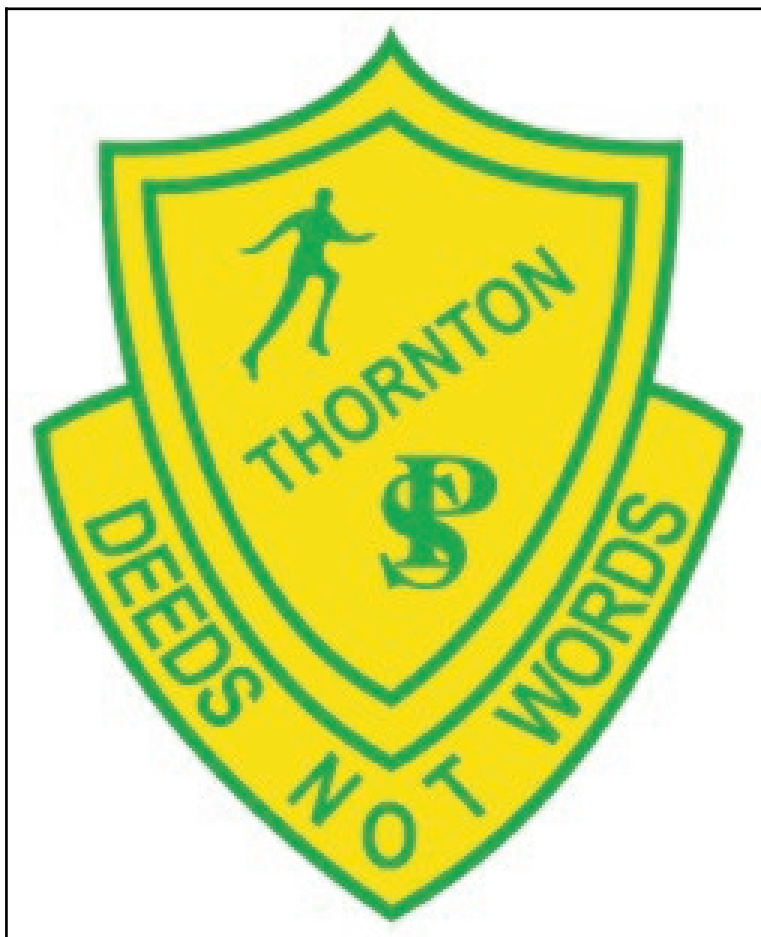


Thornton Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

School contact details

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

- Increase to 100%, students who demonstrate expected growth in literacy and numeracy as evidenced by NAPLAN, Progressions and internal data.
- Increase number of Aboriginal and non-Aboriginal students who achieve in the top 2 bands in literacy and numeracy.
- Class programs and teacher observations increasingly reflect differentiated best practice pedagogies which are both flexible, responsive and reflective.

Progress towards achieving improvement measures

Process 1: Research Informed Pedagogy for Literacy and Numeracy

- The school executive lead and support all staff in adopting a targeted and focused approach to literacy and numeracy teaching.

Evaluation	Funds Expended (Resources)
<p>All teachers have had the opportunity to participate in external and internal PL linked closely to their PDP goals or school plan. As a result, teachers have grown in pedagogical understanding and area delivering high quality, differentiated learning experience for their students. This is evident in student data and student learning environments across the school. Approximately \$43,500 was budgeted and spent on PL for staff in 2019.</p> <p>2 ES1 teachers and 2 S1 teachers successfully participated in their first year of Language, Learning and Literacy (L3). 1 ES1 teacher received her L3 accreditation. Ongoing PL for all accredited L3K and L3S1 teachers was provided at a school level by DP.</p> <p>Beginning teachers have been supported with extra RFF and have had allocated time with their supervisor.</p> <p>A change in the whole school PL schedule provided all staff to participate in targeted PL opportunities that brought the beginning of a consistent approach to teaching and learning practices across the school. Overall the learning culture of the school has had a significant shift. Teachers have become more open in sharing effective practices, have been more collaborative in teaching and learning and have had more voice in their stage meetings.</p> <p>Evidence of a shift in progression data for students, an increase in professional dialogue around what strategic activity a child is developing or using. Shifts have been made in the learning environment of K–2 classrooms. Modelled writing is displayed in all classrooms and walls are purposeful and accessible for students. All K–2 teachers are using the same GR proforma to ensure consistency in delivery of GR lessons. Teachers identify a 'case study' group of students to focus on for 3 weeks and track and monitor those students closely to be reflective of the teaching and learning planned for them. A range of formative assessment is collected for these students and teachers bring this information to K–2 meetings to celebrate shifts and plan where to next for students.</p> <p>All 3–6 classrooms have implemented CUBES and inferential reading strategies. This has increased students' ability when working mathematically.</p>	<p>DP Instructional Leaders</p> <p>Bump It Up Team at Maitland Office</p> <p>Helen Timperley Professional Learning</p> <p>CUBES and Inference support material, developed in conjunction with TPS and Maitland Office Teaching Quality Team</p> <p>GLC Tech Team (SAMR model)</p> <p>Google Classroom from the NSW DEC</p> <p>Newcastle University</p> <p>EAfS Literacy and Numeracy</p> <p>DPs – coaching and mentoring</p> <p>Intervention timetable</p> <p>Executive Professional Learning</p> <p>Feedback and current data sources for handbook</p> <p>Teacher expertise</p> <p>Ongoing PL with EAfS and Bump it up</p>

Progress towards achieving improvement measures

Teachers have been able to form differentiated groups to target their students at point of need. Co-constructed environmental print has been developed to support students in using the strategies when working independently.

PL for 3–6 has been focused on building capacity of teachers in the implementation of BYOD. This has involved teachers working collaboratively and mentoring each other in the implementation of Google Classroom and the SAMR Model.

In 2020 we have determined that we will have a stronger focus on shifting effective K–2 pedagogy into the 3–6 setting. This will be achieved with a strong focus on building the capacity of instructional leadership across the executive and 3–6 developing the capacity to use and interpret consistent data.

Process 2: School Based Systems

- School based systems will support effective tracking and monitoring the teaching of students.

Evaluation	Funds Expended (Resources)
<p>Staff collected and analysed data using a variety of platforms in 2019.</p> <p>K–2 utilised text reading levels, writing samples and entered data into PLAN2 software every 5 weeks as part of our requirements as an Early Action for Success school. 3–6 collected data on a stage by stage basis, with some teachers entering data into PLAN2 software.</p> <p>K–6 data was used to inform teaching practice and drive intervention systems and processes in 2019. The rigorous use of data across the school impacted significantly on student outcomes as all students were provided with personalised teaching and learning opportunities.</p> <p>Data was also used to inform the support for teachers, provided by DP Instructional Leaders. A 5-weekly cycle operated whereby teachers were provided with in-class shoulder-to-shoulder support to reflect and improve teaching strategies.</p> <p>Intervention processes across K–6 were effective throughout the year due to the consistency of PL, data meetings and collegial support provided to the Intervention Team. Intervention has had significant impact across K–6. Students have shifted an average of 4 instructional text reading levels over a 5 week period. Students are monitored to ensure transfer of knowledge from intervention back into the classroom is maintained. CT capacity and knowledge has been increased as they have been able better cater for their tiered students at point of need. Quicksmart for 3–6 had a positive impact on 16 (numeracy) and 8 (literacy) Aboriginal students involved as evidenced by achievement in targeted goals. An increase in vocabulary as well as comprehension strategies have improved.</p> <p>At the end of 2019, a successful transition for students was rolled out across the school. Every teacher provided information on every student that was passed on to their 2020 teacher.</p>	<p>Timetables</p> <p>Survey Monkey to measure impact</p> <p>SEF</p> <p>L3</p> <p>Data meetings</p> <p>Handover proforma</p> <p>Leadership team and staff</p>

Process 3: Lesson Reflection and Observation

- Devise and implement a range of feedback and collaboration models.

Evaluation	Funds Expended (Resources)
<p>All staff completed their PDP process in 2019 within relevant timeframes.</p> <p>All staff participated in lesson observations and reflections on practice. Observations were based on teaching standards and PDP goals. Feedback provided guided future teaching and learning practices and teacher growth.</p>	<p>Timetables</p> <p>SEF</p> <p>Data meetings</p>

Progress towards achieving improvement measures

All L3 training teachers completed their termly observation by L3 Trainer. Feedback and goals set for teachers.

All staff engaged in in class mentoring sessions. Co-constructed goals formed during sessions became an integral part of this process in order for teachers to improve their own practices and add to the positive learning culture across the school.

Senior exec team attended Bump It Up PL and this was brought back to school to support in class mentoring sessions – teachers and interventionist used strategies to target students.

Evidence of actioning PL opportunities that staff participated in was apparent in the classroom during Instructional Leadership classroom mentoring sessions. Teacher programs have identified that teachers have a better understanding of focus areas for teaching children effective strategies.

Targeted PL will continue in 2020. Consistency of best practice in all classrooms is an area of need for 2020, particularly in 3–6. We have a number of new teachers in K–6 in 2020 that will need mentoring around effective practice. Strong systems are already in place to build the capacity of the leadership team in order to reach out to all staff in 2020.

Observation proforma

Leadership team Assistant Principals and Deputy Principals

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.

Improvement Measures

- 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
- Increasing number of students who are successful in self managing their behaviour and remaining engaged in the classroom.
- School culture evaluation reflects an increasing appreciation of respectful relationships and pro-social behaviour.

Progress towards achieving improvement measures

Process 1: Responsible Students

- Implement specific, well researched programs to develop respectful behaviour in all students..

Evaluation	Funds Expended (Resources)
<p>Has language been promoted to parents in the newsletter and on facebook? Is data analysis showing a reduction in negative behaviours and suspensions? Are lessons being taught in each class? Are more children attending PBL rewards days? Do teachers feel they have a deep knowledge of PBL and its implementation?</p> <p>Is PBL evident across the whole school setting? Does Sentral data reflect a decrease in playground behaviour? Do student results reflect their classroom engagement? Do students know what the school PBL Expectations and universals are? Is the language of PBL visible, relevant and consistent across the whole school setting?</p> <p>PBL is evident across the whole school setting by way of signage visible across the school environment. Signage exists in all classrooms, outdoor learning areas, public areas and office areas. Our Sentral data has reflected our implementation of PBL with regular audits being carried out on Sentral data. The data reflects decreases in playground behaviour categories and areas of the playground that needed improvement in behaviour. Playground duty rosters change in reflection of the data and in consultation with staff members. Students across the school are immersed in classroom-based lessons with a fortnightly focus based on Sentral data priorities. The language of PBL is visible, relevant and consistent across the whole school setting with all staff members and students able to explain and give examples of the school's PBL expectations and universals. The language of PBL is used in all public events such as assemblies and special events with parents and caregivers being duly exposed. Students expressed some improvement in wellbeing and engagement.</p>	<p>Lessons, data, affirmations, PBL awards & reward days.</p> <p>Notice board to celebrate achievers. RRR activities in to homework activities.</p> <p>Newsletter and Facebook promotion.</p>

Process 2: Successful Staff

- Deliver professional learning to assist teachers to identify and meet the needs of all students in their care.

Evaluation	Funds Expended (Resources)
Is there a positive culture of respect between staff and students? Is there	The Wellbeing Framework for Schools

Progress towards achieving improvement measures

demonstrated growth of student learning? Are staff competent in the delivery of best practice pedagogies? Does the school have an integrated strategy in place to support all levels of student wellbeing? Do students want to come to school? Is there an improvement in attendance data?

A positive culture of respect between staff and students exists and is evident in situations such as playground duty, class and school events and general interactions with students across the school. Regular professional development is scheduled and enacted to continue to ensure staff are competent in best practice pedagogies. The majority of students are enthused to come to school and hold the desire to achieve. Students showing reluctance to come to school are provided with assistance from the school by way of school counsellor and Learning Support Team referrals as well as assistant principal and/or deputy principal involvement. Students are provided with incentives/rewards for enacting the school's expectations in all school areas and environments by way of merit awards and 'lizzy deed' tokens. Throughout 2019, staff continued to be trained in and implement PBL.

Policy PBL Restorative Practises
Zones of Regulation 1–2–3 Magic in the Classroom Circle Time Practices
Sentral data Tell Them From Me
Survey Assessment data NAPLAN L3
Data Learning Progressions
Professional Learning for all staff
Attendance data

Process 3: School Culture

- Research best practice in building a positive school culture and implement appropriate strategies.

Evaluation	Funds Expended (Resources)
<p>Are PBL lessons driven by analysed data? Have affirmations and expectations been communicated to community stakeholders? Are community (centre management) supportive/engaged with school PBL? Does the community provide feedback to school?</p> <p>Does the community know TPS PBL expectations? Does the community share a common understanding of prosocial behaviour expectations? Is the community engaged in PBL? Do students demonstrate universals within the community environment? Does the community value PBL and understand there is a shared responsibility?</p> <p>TPS PBL expectations are shared from the first day that a student is welcomed into the school. Students enrolled in the transition to school programs are taught the universals and the language of PBL. Parents and caregivers are made aware of PBL across the school and are aware of celebration days and other rewards for students carrying out their understanding of the values and expectations of the school. Students regularly visit areas of the community and have been congratulated on their behaviour and conduct when representing the school.</p>	<p>School enrollment information and packs. Tours of school for new students. Engagement and prior knowledge of Tadpoles attendees. School–Community connections through Strategic Direction 3 and their use to build knowledge of the process.</p>

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.

Improvement Measures

- Parent satisfaction levels of communication strategies are increased on an annual basis.
- Increased parent involvement in student learning activities and increased numbers of parents becoming informed of current educational trends.
- Increase the impact of partnerships on student learning.

Progress towards achieving improvement measures

Process 1: • Research best practice on communication strategies and implement them across all school settings.

Evaluation	Funds Expended (Resources)
<p>There has been some improvement made in relation to communication. The executive have created process for organising events through a teaching and learning handbook in 2020. Throughout the year, the school has trialed and looked at various models of communication apps and social media. In 2020, Thornton will finalise this process by running one consistent form of communication delivery to the school community. The executive conducted a communication survey focussed on newsletters and apps. This information will be used for 2020 and showing improvement in this area.</p> <p>The introduction of a weekly communication, 'The Wright Up', which is delivered on a Sunday evening, providing a consistent communication to all staff about upcoming events ensuring consistent information is delivered to parents/carers and the wider community.</p>	<p>Survey</p> <p>Parents</p> <p>Teachers</p>

Process 2: • Implement strategies to build involvement and engagement of parents in all school activities.

Evaluation	Funds Expended (Resources)
<p>Thornton PS held a number of key events throughout the year to build involvement and engagement with the school community. These events included; Mother's Day and Father's Day breakfast, sports carnivals and Christmas carols.</p> <p>The most significant event was the school's centenary celebration which involved current and past students. The event was held over a week with numerous activities planned and implemented during and after school hours to allow for greater participation from the wider community. The highlight of these celebrations was the 100 year school fair which was well attended. Feedback from the P&C, community members and past students was positive with many commenting on the wonderful atmosphere at the school.</p> <p>Another highlight that engaged the community, local and foreign dignitaries, was the Two Trenches One Letter Project. Numerous people attended this key event that was organised by the Defence school mentor and committee within Thornton PS. Local media reported on the assembly and the opening and planting of the olive tree and peace garden.</p>	<p>Organising teachers, admin staff. Volunteers.</p>

Process 3: • Deliver programs in partnerships with local businesses and community groups to create programs which directly impact in student learning.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Thornton is continuing its strong partnerships with local business that has allowed significant participation in extra curricula activities for its students. As a result, students have been performed at numerous key events in school and the wider community.</p> <p>In 2020 Thornton PS will continue to focus on developing authentic relationships, through the use of community mapping, using the expertise of others to enhance opportunities for Thornton PS students. This will also allow students actively and positively contribute to the wider community.</p> <p>There has been a group of motivated teachers who are working on writing and applying for grants for various activities in the school for 2020.</p>	Teachers

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$62 343.00) 	Funding was used to provide additional time for Teachers to develop personalised learning plans for Aboriginal students, and to for the Learning and Support Teachers to deliver literacy and numeracy support programs. Our school recognises key dates and events of cultural significance and engages the local Aboriginal community in raising the profile of Aboriginal culture and connecting students with culture.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$5 665.00) 	A small number of students were given individualised support from our Learning and Support teachers. Teachers also received Professional Learning in understanding EAL/D Progressions and providing suitable learning adjustments within the classroom environment.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$305 914.00) 	Funding used to employ Learning and Support team staff including three Interventionist teachers and additional School Learning Support Officers (SLSO) to support students requiring assistance with special needs in the mainstream. Interventionist's provide individualised and small group support to students with identified support needs in literacy and numeracy.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$115 040.00) 	Leadership time was provided to Assistant Principals to use their expertise to lead quality teaching including the planning, implementation and evaluation of effective teaching and learning within their stage. Collaboratively engaging teachers in coaching, instructional leadership and for mentoring early career teachers. Funds were also targeted for our aspiring leaders strategy and used to provide leadership time to stage coordinators to participate in mentoring and to work collaboratively with their Assistant Principal to create and maintain supportive and safe learning environments across their stage. Experienced teachers were also provided leadership time to lead key projects and initiatives to enhance quality teaching as part of our aspiring leaders strategy.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$321 201.00) 	<p>Funds were used to develop a well-being hub aimed at increasing relational capacities in staff and students. Staff and student connections are built on positive regard and positive emotion. Wellbeing hub staff teach social and emotional intelligence, build friendships and teamwork and develop stamina for attention and strategies for managing distraction.</p> <p>Funds were used to employ a non-teaching executive member who provides regular check-ins with students in their classrooms and opportunities for those students to spend time as necessary in our sensory room. They provide predictable, consistent timetabled support and opportunities for mindful practice using the Berry Street Education Model.</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$321 201.00) 	<p>Classroom and whole-school strategies are developed to promote well-being in an attempt to improve academic success. Individual well-being plans with a focus on physical and emotional regulation of the stress response and deescalation are developed for both in school and classroom. These plans offer opportunities throughout the day for students to elect individualised time to both co-regulate and self-regulate emotions, reactivity and impulses.</p> <p>Funds were also used to employ a Play Therapist who focuses on improving child wellbeing and behaviour, using a more developmentally appropriate method for young children. During play therapy, children can play out, literally and/or metaphorically, their inner and real life experiences in a way that builds insight and capacity. This therapeutic process allows children to express, regulate, communicate, practice and master new skills as well as their emotional responses. Play therapy strongly relies on developing strong relationships with children in an environment where they feel safe and comfortable to express their emotions effectively. Alongside strong relationships, therapeutic play is used to assist in physical, psychological and cognitive development. This provides a structured approach to help support children's problems/issues.</p> <p>Funding is also provided to release a teacher in Terms three and four to coordinate our Tadpoles program. Tadpoles is a transition/orientation program for children who will commence Kindergarten the following year. The program provides an opportunity for both students and parents to become familiar with the school environment and to support success at school.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$97 587.00) 	<p>Six beginning teachers were provided with two hours extra Release from Face to Face teaching in their first year of teaching. Each beginning teacher was allocated a more experienced teacher as a mentor who was provided an additional hour of RFF to guide them in developing their teaching skills.. Three teachers in their second year received one extra hour as part of continuing beginning teacher funding. Mentors were carefully selected to support early career teachers develop, enhance and evaluate the implementation of teaching strategies.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	272	306	333	358
Girls	284	305	325	344

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.7	95	93.2	93
1	93.3	92.8	93.7	91.9
2	93.3	93.4	93.3	92
3	93.7	93.1	91.6	92.2
4	93.4	91.8	92.5	89.1
5	92.8	92.1	93	91.7
6	91.6	91.9	91.1	91
All Years	93.1	93	92.7	91.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	26.4
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.2
School Administration and Support Staff	4.26

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	427,483
Revenue	6,818,434
Appropriation	6,579,447
Sale of Goods and Services	10,530
Grants and contributions	226,059
Investment income	2,198
Other revenue	200
Expenses	-7,088,472
Employee related	-6,130,981
Operating expenses	-957,491
Surplus / deficit for the year	-270,038

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	591,591
Equity Total	695,123
Equity - Aboriginal	62,343
Equity - Socio-economic	321,201
Equity - Language	5,665
Equity - Disability	305,914
Base Total	4,567,050
Base - Per Capita	154,392
Base - Location	0
Base - Other	4,412,659
Other Total	311,956
Grand Total	6,165,721

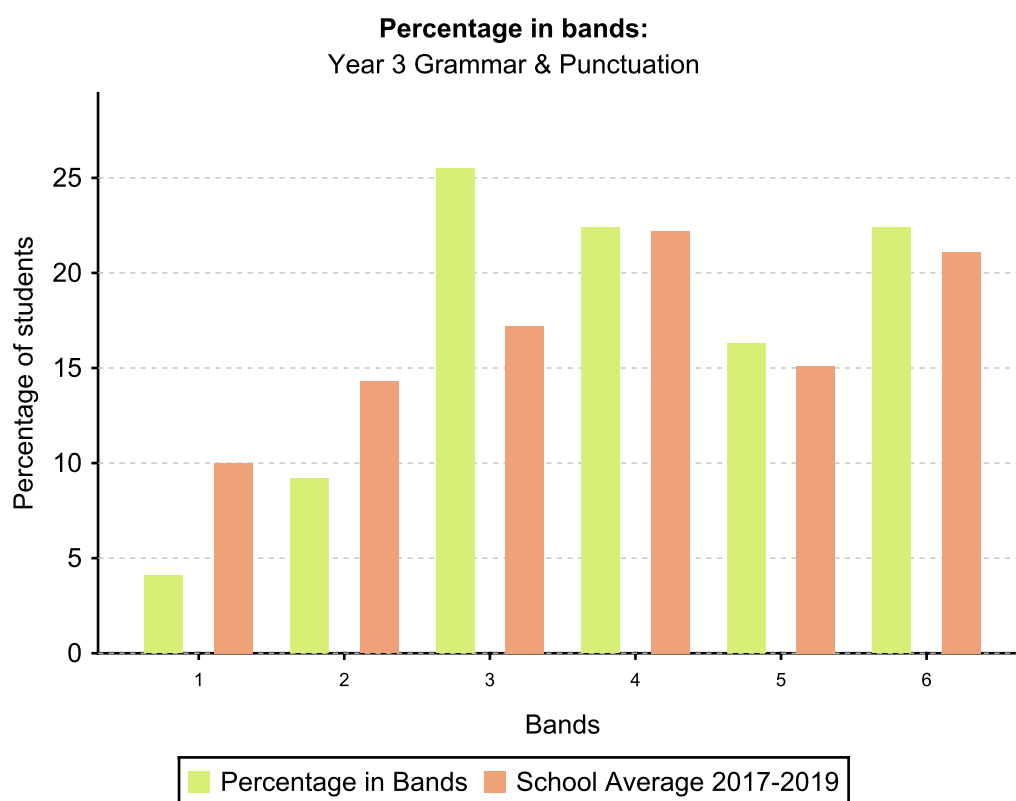
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

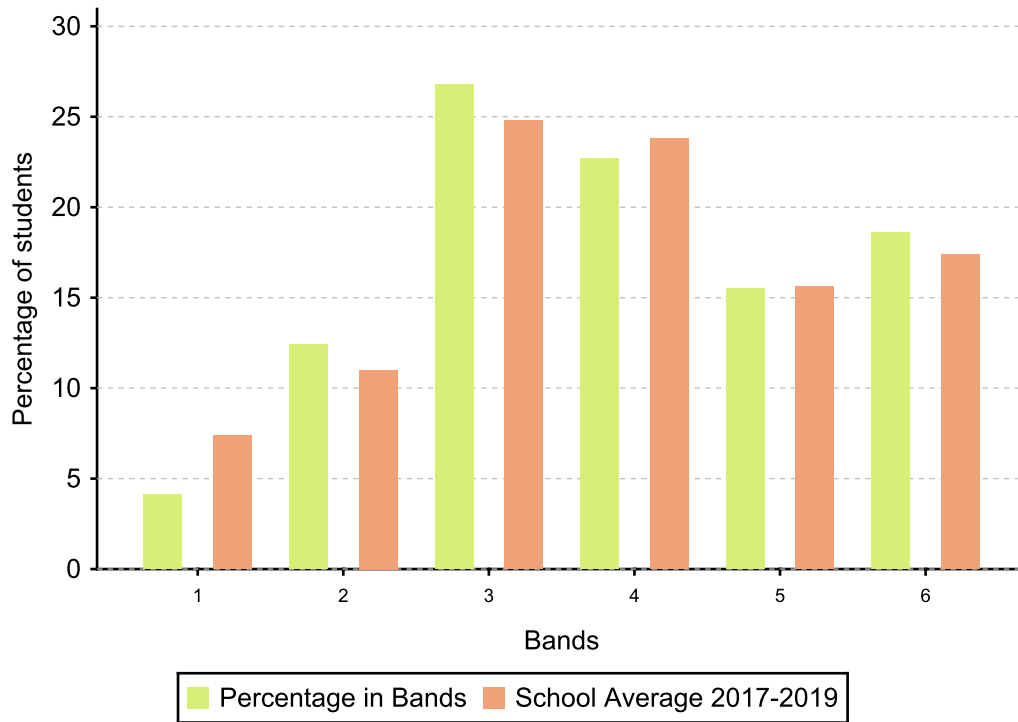
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



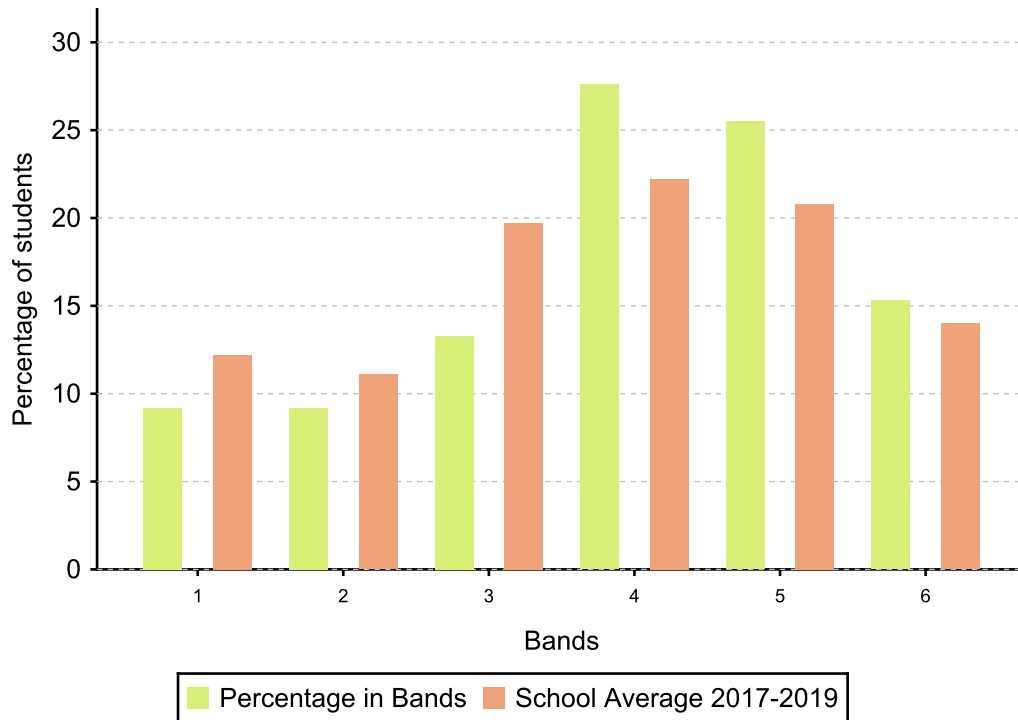
Band	1	2	3	4	5	6
Percentage of students	4.1	9.2	25.5	22.4	16.3	22.4
School avg 2017-2019	10	14.3	17.2	22.2	15.1	21.1

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	4.1	12.4	26.8	22.7	15.5	18.6
School avg 2017-2019	7.4	11	24.8	23.8	15.6	17.4

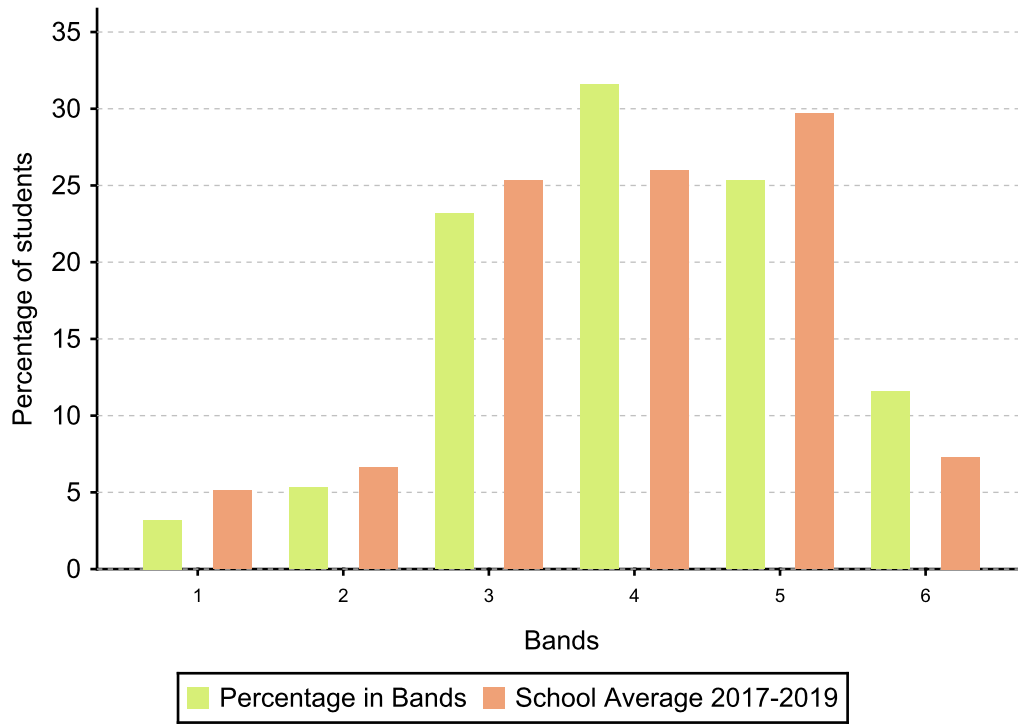
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	9.2	9.2	13.3	27.6	25.5	15.3
School avg 2017-2019	12.2	11.1	19.7	22.2	20.8	14

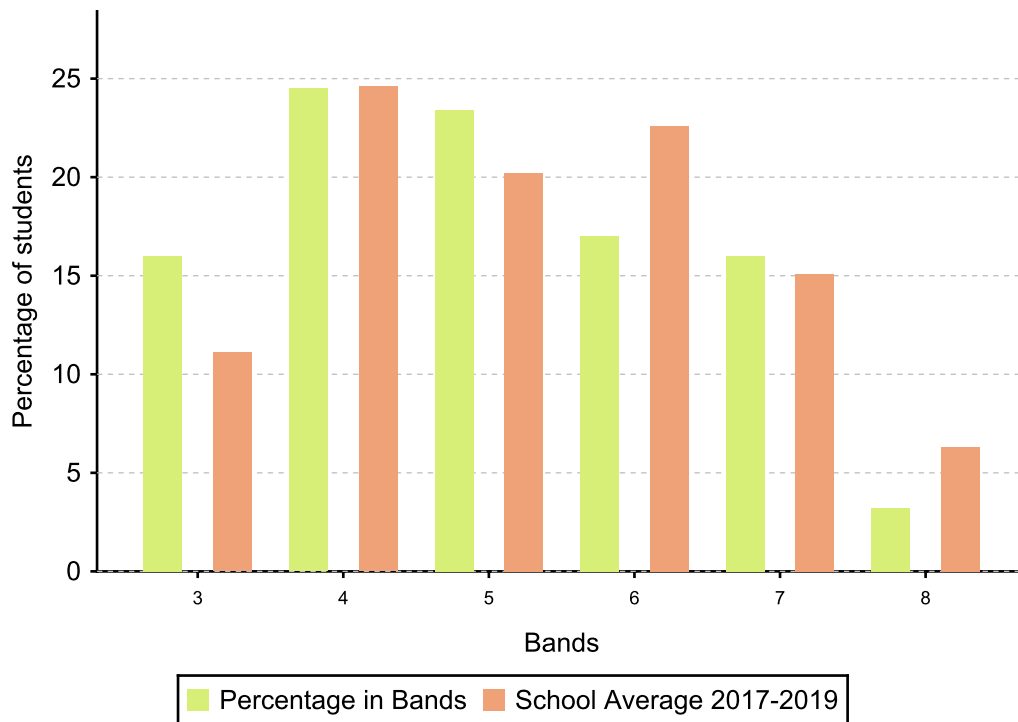
Percentage in bands:

Year 3 Writing



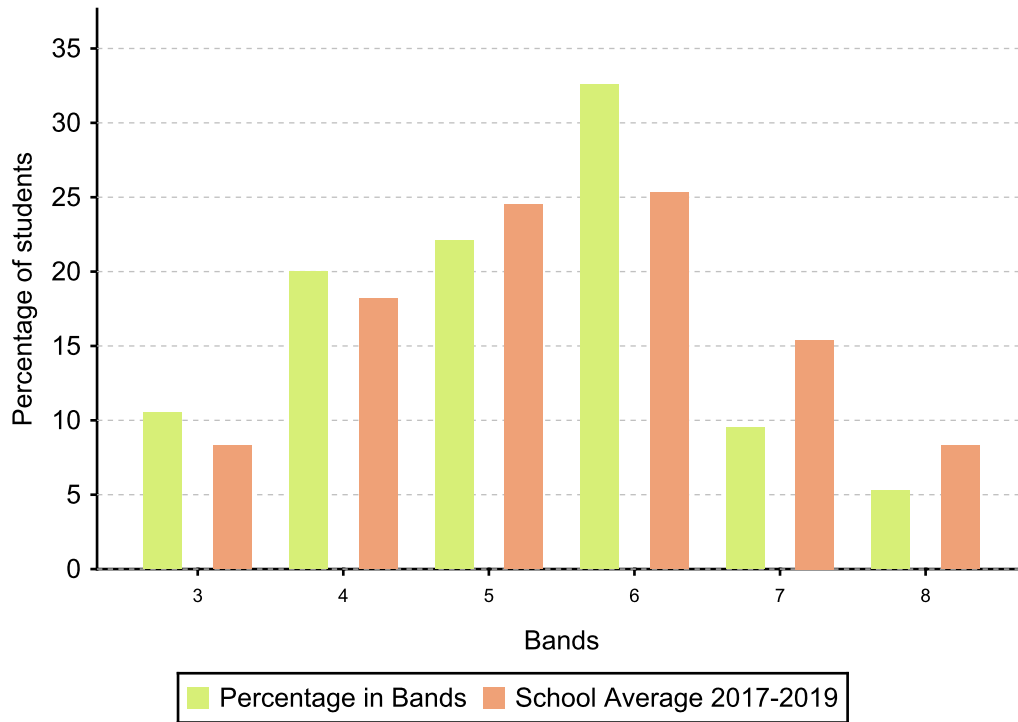
Band	1	2	3	4	5	6
Percentage of students	3.2	5.3	23.2	31.6	25.3	11.6
School avg 2017-2019	5.1	6.6	25.3	26	29.7	7.3

Percentage in bands: Year 5 Grammar & Punctuation



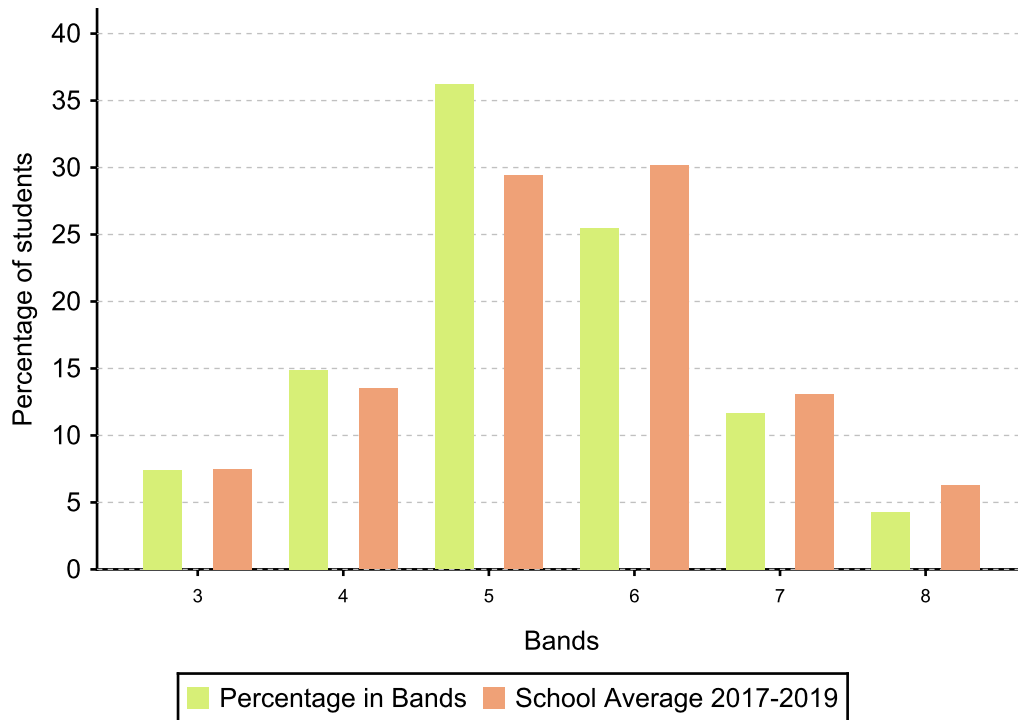
Band	3	4	5	6	7	8
Percentage of students	16.0	24.5	23.4	17.0	16.0	3.2
School avg 2017-2019	11.1	24.6	20.2	22.6	15.1	6.3

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	10.5	20.0	22.1	32.6	9.5	5.3
School avg 2017-2019	8.3	18.2	24.5	25.3	15.4	8.3

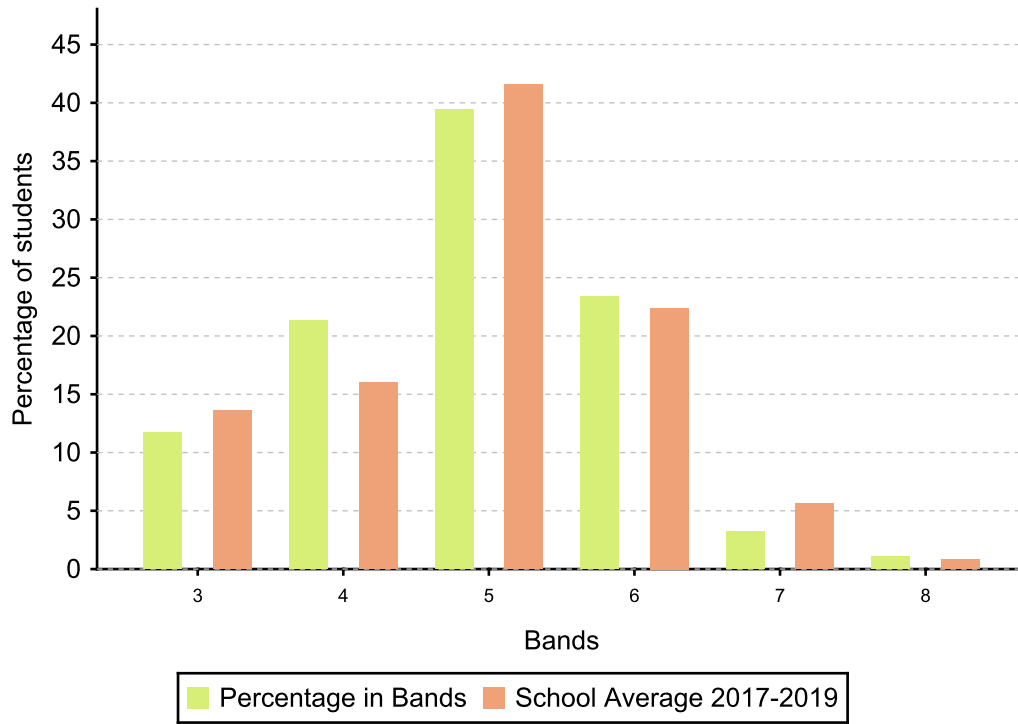
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	7.4	14.9	36.2	25.5	11.7	4.3
School avg 2017-2019	7.5	13.5	29.4	30.2	13.1	6.3

Percentage in bands:

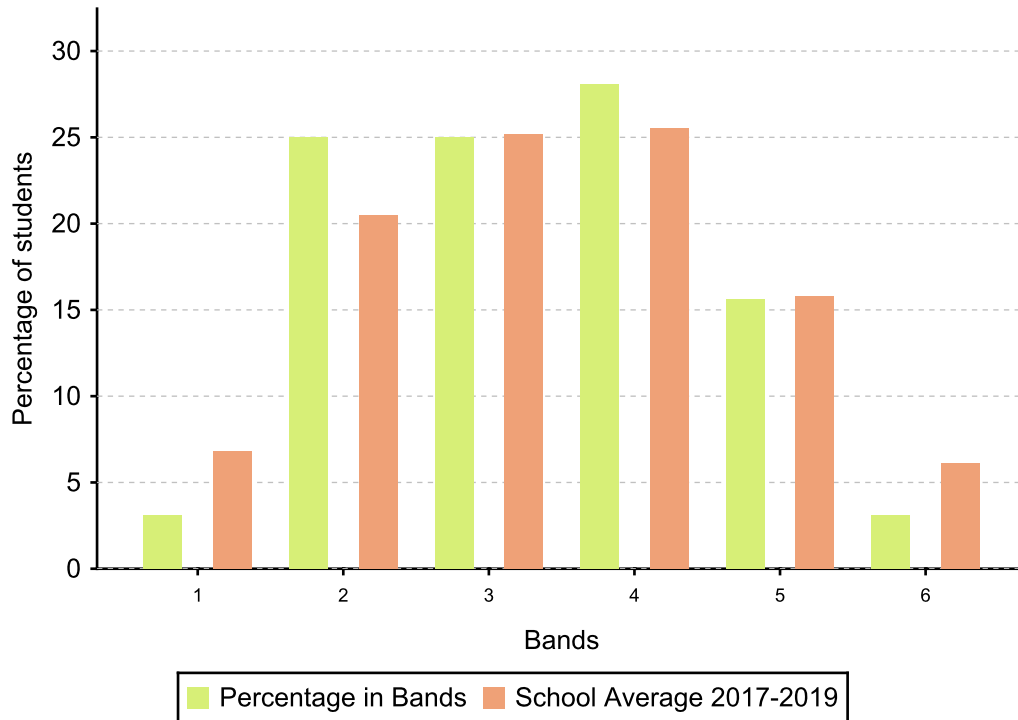
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	11.7	21.3	39.4	23.4	3.2	1.1
School avg 2017-2019	13.6	16	41.6	22.4	5.6	0.8

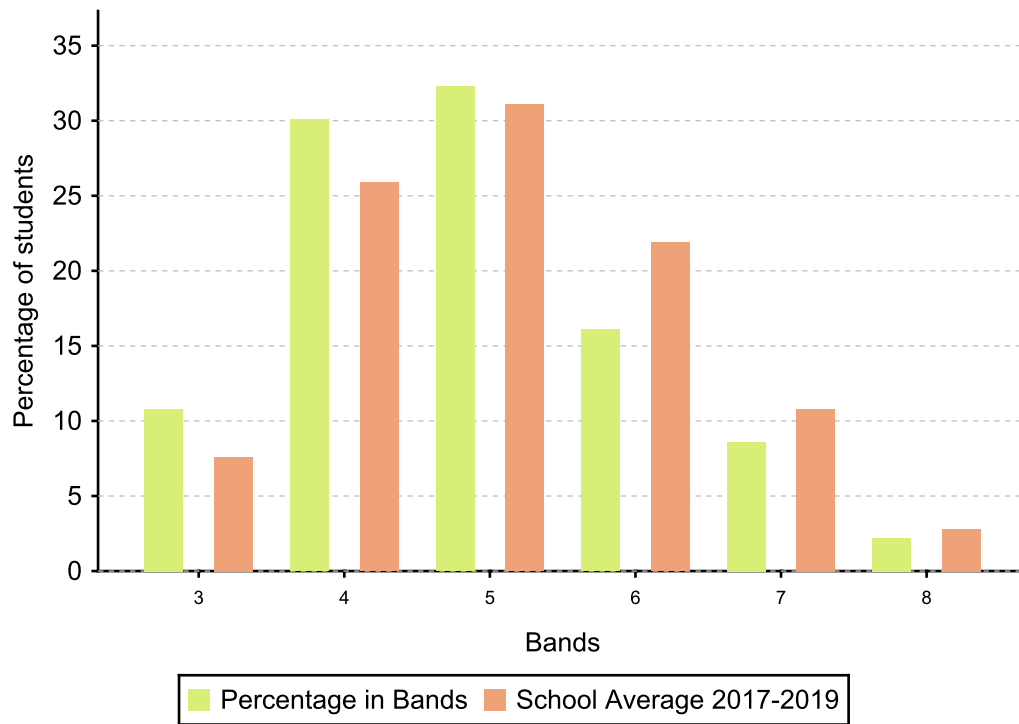
Percentage in bands:

Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	3.1	25.0	25.0	28.1	15.6	3.1
School avg 2017-2019	6.8	20.5	25.2	25.5	15.8	6.1

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	10.8	30.1	32.3	16.1	8.6	2.2
School avg 2017-2019	7.6	25.9	31.1	21.9	10.8	2.8

Parent/caregiver, student, teacher satisfaction

In 2019 Thornton Public School sought community feedback.

School Culture

Question: What is positive about the school?

"The opportunities the school has for the kids"

"Great teachers who care for the students, awards based on merit and good behaviours"

"Staff at the school and the facilities, my child is always happy to go along to school and the new app is up to date with everything that is going on so it makes me feel comfortable when my child is at school"

"My child feels happy to go to school and I feel confident with the teachers and staff that if anything happened it would be addressed appropriately"

"The schools values we have for our children and the focus we have toward our students"

"TPS has a friendly environment"

I like how hands on the teachers are and there anti bullying strategies.

"Class dojo and communication with parents, also the new app for communication is great"

"Communication has improved, young enthusiastic teachers and sporting opportunities"

"Effective communication with the community and the new app"

"Communication has improved this year"

"Approachable and friendly staff and lots of opportunities for kids to be involved in extra-curricular activities"

"Teachers and all the staff very friendly and approachable this year"

"Communication this year is great so we can organise ourselves and the way teachers handle unsettled children is also fantastic"

Question: What can we do more of?

"Parent involvement and events for parents to be involved in"

"Information to parents regarding what's on offer such as band, choir, dancing, and cultural groups that students can join"

"Letting the children be involved in a variety of different activities and parents to be involved as well"

"More excursions off site my child would love that"

"Consistent communication"

"More communication with parents about their child's learning"

"More feedback in the first few weeks for kindy parents so they know their child is ok"

"Keep being proactive and not reactive"

"Increased parent involvement"

"Fix the parking situation out the front of the school"

"Interaction with parents"

Question: What can we do better?

"Communicate with parents if their child requires extra help instead of waiting till parent teacher interviews"

"Parking around school pick up time is a nightmare"

"Nothing my child is very comfortable and happy at the school"

"Consistent communication"

"Buddy system for kindy kids with another child so they have a friend"

"More involvement for parents of kindy kids"

"More notice of events that parents can come to so they can take time off work"

"Don't split classes as too disruptive, perhaps have the same regular casual for absent teachers"

"Put more thought into parent teacher night too rushed"

"Events to be held in the afternoon so parents can attend rather than in the morning"

"Give more notice of events"

What could we do less of?

"Nothing we are happy with the school"

"Nothing! Keep doing such a great job!"

"Not so much fundraising when we are on tight budget"

"We are happy with how things are progressing with our child at school"

"Disruptions to class when teacher is assistant principal"

School Communication

Question: What do people want to keep, tweak and chuck from the newsletter?

"Tweak the logo"

"More stuff about individual classrooms"

"Add canteen menu changes"

"Make it shorter, it is too long"

"Promote the P&C more"

"Include dates of key events"

"Keep parents updated on what school week we are in and the school events for the fortnight"

"Include a sport try out section"

"Include profiles on teachers, students, etc."

Question: A key focus of our school plan is to build on community engagement. What did you enjoy about Education Week activities and did you feel welcome in the school?

"I felt welcome"

"Loved the open classroom"

"Loved everything"

"I always feel welcome in the school"

"Very well organised"

"Good to see Grandparents day back again this year"

"Longer time in classrooms – hard when you have more than 1 child in the school. But, I feel very welcome!"

"The functions at the school are great"

"Morning tea for Grandparents day was not well organised"

"I tend to feel a bit shut out of the classrooms as doors and blinds are always closed"

Question: How can we improve communication at TPS?

"Get on twitter"

"Lots of emails get missed"

"Use an app"

"Use the sign out the front more"

"More social media presence"

"More communication"

"One consistent platform"

"More sharing of P&C"

"Knowing who to talk about with an issue and then making them accessible"

"It has dramatically improved I am happy with where it is at".

"Communication is perfect".

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.