

# 2020 Annual Report

## Thornton Public School



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# Introduction

The Annual Report for 2020 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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Thornton Public School

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## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
LEARNING: Student performance measures	Delivering
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>Question:</p> <p>Have 100% of students demonstrated expected growth in literacy and numeracy?</p> <p>Data: NAPLAN (SCOUT), PLAN2 (Progressions), monitoring graphs (L3), PAT</p> <p>Analysis:</p> <p>K-2 (monitoring graphs) and SCOUT (3-6)</p> <p>After analysing 3-6 NAPLAN data from 2018 and 2019, it has been determined that students have not attained 100% expected growth in both Literacy and Numeracy. In 2018, 58% of students achieved at or above expected growth in Reading, in comparison to 49% in 2019.</p> <p>In 2018 Numeracy, 45% of students were at or above expected growth and 30% in 2019. Due to the circumstances surrounding the 2020 school year, NAPLAN was not conducted and therefore, students growth was unable to be determined.</p> <p>Implications:</p> <p>The decrease in student data raised a consensus that an effective intervention strategy be employed immediately. This targeted approach aligned with K-2 systems and processes and in particular, targeted intervention. Bump-it Up initiative was commenced as a whole school approach in line with our other significant initiative, EAfS. Intervention processes were targeted to the Tier 2 students in K-2 and the top middle bands of students in years 3 and 5. Due to the impact of the events of 2020, growth data has been either unable or challenging to source or track. However, year 3 and 5 Check-in Assessments has been administered and analysed and an action plan developed for future intervention.</p>	<p>Self funded Instructional Leader Literacy and numeracy Early Action for Success. L3 Trainer providing initial training and ongoing professional learning K-2. Data collected over time 2016-2020 Building Numeracy Leadership team is representative of K-6. Ongoing Professional Learning is funded annually.</p>

##### Process 2: School Based Systems

## Progress towards achieving improvement measures

**Process 2:** • School based systems will support effective tracking and monitoring the teaching of students.

Evaluation	Funds Expended (Resources)
<p>Question:</p> <p>Is a school based tracking system embedded in the school culture?</p> <p>Data: Every 5 weeks K-2 enter literacy and numeracy data into PLAN2 as well as submit a reading level monitoring graph. 3-6 used Sentral Markbook to record initial assessment in Term 1. In Terms 2-4, we made the shift to PLAN 2 and 3-6 entered data in weeks 6 of each term.</p> <p>Analysis: K-6 school executive track and monitor PLAN2 data and this drives individual student learning goals in the classroom, in align with agreed upon TPS Teaching and Learning Handbook time frames.</p> <p>Implications:</p> <p>A consistent approach to teaching and learning in K-6 classrooms saw the development of the Teaching and Learning Handbook, whereby all teachers collaboratively developed a key document outlining clear guidelines of teaching practices. The Handbook included an assessment and data timeline for accountability, leading to a whole school approach with data collection. It is hoped through these changes in processes and practices that a positive shift in student outcomes is evident in future data collections. Data is triangulated with other sources and utilised for targeted intervention LST referral and meetings, IEP and PLP goals, PLSP plans, reporting and parent/teacher interviews and visible learning in the classroom. A greater emphasis on a more consistent approach to data collection and analysis K-6 will be a future priority in our future School Improvement Plan. A greater emphasis that will be continued in 2021 will be to build the capacity of teachers around their own data literacy skills. This includes collaboration sessions in stage groups, participation in Learning Sprints PL, tighter accountability measures for K-6 data collection periods and a focus on formative assessment to drive teaching and learning.</p>	

**Process 3: Lesson Reflection and Observation**

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

Evaluation	Funds Expended (Resources)
<p>Question: Have class programs and teacher observations reflected differentiated best practice pedagogies which are both flexible, responsive and reflective?</p> <p>Data: A stage based tracking system has been utilised for accountability measures and has assisted APs in their ability to provide targeted support where needed. Using a consistent lesson observation proforma, has allowed for consistency and reflections against teaching standards. Analysis: PL this term has been targeted towards greater consistency and building the capacity of all staff in two areas, Running Records and Number Talks. This has been the focus for stage based collaboration sessions taking place each Friday fortnight whereby staff are asked to bring evidence from a lesson taught, linked to the PL, then reflect and refine on their practice with colleagues. All staff have participated in their annual review as part of their PDP process, including participation in a peer lesson observation. Targeted PL, linked to PDP goals have been limited due to COVID-19. Programs have been collected and feedback has been provided to all classroom teachers regarding strengths and areas for development. Instructional Leadership has provided staff with intensive 1:1 support in their classroom to improve practice and work towards co-constructed goals set following shoulder to shoulder work on a weekly basis. Four staff members have been provided</p>	<p>Google surveys Written and verbal feedback PDPs My PLSchool based timetables Intervention Team AP/DP meetings for planning and meeting minutes PL RFF Class programs and reflection sheets Samples of evidence for accreditation</p>

## Progress towards achieving improvement measures

with the opportunity to participate in QTR and 2 ES1 and 5 S1 teachers have successfully completed their first year of L3. A number of teachers have worked towards their accreditation and beginning teachers have been provided with BT funding with a mentor. Two teachers have achieved their accreditation at proficiency level.

Implications: As a result teachers are more confident to take a RR to inform their Guided Reading lessons and analyse reading behaviours. Number Talks have been embedded into school based systems that at least 3 number talks are taught per week. This will become part of the norms written into the T&L Handbook for 2021. The change in Friday communication to PL has created a culture for ongoing improvement across K-6 whereby colleagues engage in rich collegial discussions. The sharing of best practice has created a shift in mindset for staff where they are open to and act upon constructive feedback provided by their colleagues. Instructional Leadership has provided teachers with the targeted support, using data, to improve practice. Goal setting has allowed teachers to refine and reflect on what is working well and what changes are needed to enhance their current practice. Due to the impact of COVID-19, the PDP process of seeking opportunities for PL linked to the school plan and teaching standards has been limited. The systems and process put in place this year will be carried over with the focus of the 2021-2024 SIP.

## 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>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>Tell Them from Me Survey NAPLAN School diagnostic assessments L3 assessment data Progressions of Learning data Surveys School produced videos, posters and message boards.</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)
<p>Is there a positive culture of respect between staff and students? Is there 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?</p>	<p>The Wellbeing Framework for Schools Policy PBL Restorative Practises Zones of Regulation 1-2-3 Magic in the Classroom</p>



## Progress towards achieving improvement measures

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.

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>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 in to the school. Students enrolled in 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>Tell Them From Me survey School surveys School engagement measures such as videos, posters and message boards</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>Have TPS implemented best practice communication strategies to engage the community?</p> <p>From 2019- 2020, Thornton using one consistent form of communication delivery to the school community.</p> <p>Data</p> <p>Engagement rates for message delivered on the SZ app are high and meet the targeted audience needs. Office staff have reported that calls from parents/carers requesting more information has dramatically reduced.</p> <p>Analysis</p> <p>The data suggests that parents/carers are well-informed of key events, messages and other information.</p> <p>Impact</p> <p>Thornton PS is using best practice tools to effectively communication and engage the parents/carers.</p>	<p>School infrastructure to cater for 21st Century communication</p> <p>Professional Learning to support staff implement 21st century communication</p>

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

Evaluation	Funds Expended (Resources)
<p>What percentage of parents/community are actively involved in the school? Has this been an increase?</p> <p>What activities are parents/carers/volunteers involved in within the school?</p> <p>Data</p> <p>Due to Covid restrictions we have been unable to actively engage parent/community in school based activities and as a result have not collected data.</p> <p>Analysis</p>	<p>PATCH</p> <p>Parent Pals</p> <p>Community displays - shopping centre, library, Church groups, medical centre</p> <p>P&amp;C</p>

## Progress towards achieving improvement measures

Covid restrictions have prevented parent engagement.

Impact

When Covid Restrictions are lifted TPS will need to actively engage parents

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

Evaluation	Funds Expended (Resources)
<p>What programs are funded by local community/businesses within the school? How is student learning impacted by community based programs? Are there other opportunities/programs and partnerships that could be developed and delivered across the school?</p> <p>Data</p> <p>Very limited data has been collected due to Covid Restrictions not allowing genuine relationships to be effectively built between the school and local businesses/community groups.</p> <p>Analysis</p> <p>When Covid-19 restrictions are lifted the school will need to forge partnerships with the community to utilise the community skill set and increase opportunities for students learning.</p> <p>Impact</p> <p>The beginning relationships we have started to develop with Carrie's Place and the local nursing home provide a meaningful opportunity to give back to the wider community.</p>	<p>surveys local businesses/knowledge/skill set newsletter school sign social media</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b>  Aboriginal Background Loading  (\$75 911.00)	<p>Our school has approximately 11% of students and 8% of staff members who identify as Aboriginal and Torres Strait Islander. Our school has an established Junior Aboriginal Educational Consultative Committee that meets weekly to provide student voice in relation to key initiatives and building student leadership capacity. Cultural Groups, Personalised Learning Pathways and celebrations for significant events including NAIDOC, Reconciliation Week and Indigenous Literacy Day foster respectful relationships and a sense of belonging within an inclusive community. We value our partnership with the local AECG, with a number of staff attending meetings, one staff member being the elected secretary of the Maitland AECG and another staff member the elected Maitland representative of the Hunter AECG.</p> <p>Funding was used to provide additional time for Teachers to develop personalised learning plans for Aboriginal students, and for the Learning and Support Teachers to deliver literacy and numeracy support programs. Additionally in 2020 we have released an Aboriginal teacher from class to work with students using the Quick Smart Literacy and Numeracy programs. We also commissioned a renowned local Aboriginal artist to paint a mural in collaboration with our students and teachers costing \$3,500. 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.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b>  English Language Proficiency  (\$7 497.00)	<p>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.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b>  Low level adjustment for disability  (\$322 128)	<p>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.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b>  Quality Teaching Successful Students (QTSS)  (\$126 339.00)	<p>In 2020 QTSS funding was utilised to allow our two Deputy Principals to engage with staff in an Instructional Leader capacity.</p> <p>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.</p>

<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p><b>Funding Sources:</b></p> <p>Quality Teaching Successful Students (QTSS)</p> <p>(\$126 339.00)</p>	<p>Collaboratively engaging teachers in coaching, instructional leadership and for mentoring early career teachers.</p> <p>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.</p> <p>Professional learning was targeted and its impact on the quality of teaching and student learning outcomes evaluated. There are explicit systems for collaboration and feedback to support a culture of high expectations, resulting in sustained and measureable whole school improvement.</p> <p>Thornton Public School has a strong partnership with the University of Newcastle and connection to its Quality Teaching Academy. 51% of teachers have participated in the Quality Teaching Rounds, research, building reflective practices and driving improvement in teaching and learning through the QTA. All teachers engage with the Quality Teaching Model and the Assessment Practice Guide. A number of teachers have contributed to the development of the QTA and its research-based pedagogy. This has led to our school leadership team driving the QTR initiative across the Gateway Learning Community to build teacher collective efficacy, improve student outcomes and continuity of learning for all students at transition points. 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.</p>
<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <p>Socio-economic background</p> <p>(\$376 977.00)</p>	<p>Thornton PS has 5% of students with additional needs who receive funding support to enable them to access the best educational and social outcomes possible. We have established a wellbeing hub, sensory room and sensory playground to cater for students with additional support needs. There are currently no support classes housed within the school.</p> <p>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. 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</p>

<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <p>Socio-economic background</p> <p>(\$376 977.00)</p>	<p>improvement for students.</p> <p>In 2020 funds were utilised to enhance our attendance program aimed at improving all students attendance. A staff member was provided additional RFF to develop our Attendance Policy, monitor the amount of students arriving late and leaving early and work with our HSLO to develop strategies to increase the Attendance rate across the school for all students.</p> <p>Funds were again allocated to further develop and enhance our well-being hub. The hub was developed to increase relational capacities in staff and students. 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> <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> <p>The school has a <i>Transition Support Teacher - Early Years (TST-EY)</i> employed in partnership with the Gateway Learning Community of schools. The TST-EY is a pre-emptive, cross-sector position, engaged to work with staff and families across children's and community services and schools. The</p>
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<b>Socio-economic background</b>	<b>Funding Sources:</b>  Socio-economic background  (\$376 977.00)	focus is on supporting optimal transitions through early identification and support of children and families with additional learning and support needs. The role initiates and leads contact with feeder children's and community services to foster positive partnerships with children and families in the 12-months prior-to-school entry, with an emphasis on all stakeholders "working together" to build capacity and create success for school. This key strategy has recently been recognised with grant funding through the Fair Education, Schools Plus projects, received a 2020 Secretary's Award for Excellence as an Outstanding School Initiative, and was acknowledged in a Parliamentary Mention, by Ms Sonia Hornery, in the form of a Community Recognition Statement.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b>  Support for beginning teachers  (\$37 721 .00)	One beginning teacher was provided with two hours extra Release from Face to Face teaching in his first year of teaching. Four beginning teachers were provided one hour extra Release from Face to Face teaching in their second year of teaching. This was funded as part of continuing beginning teacher funding to ensure development in their early career. 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. Mentors were carefully selected to support early career teachers develop, enhance and evaluate the implementation of teaching strategies.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	306	333	358	403
Girls	305	325	344	360

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95	93.2	93	94.2
1	92.8	93.7	91.9	92.4
2	93.4	93.3	92	92.8
3	93.1	91.6	92.2	92.5
4	91.8	92.5	89.1	93.3
5	92.1	93	91.7	92.3
6	91.9	91.1	91	92.5
All Years	93	92.7	91.6	92.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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)	2
Assistant Principal(s)	4
Classroom Teacher(s)	27.66
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.2
School Administration and Support Staff	4.47

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	157,446
<b>Revenue</b>	7,024,987
Appropriation	6,901,202
Sale of Goods and Services	9,329
Grants and contributions	110,758
Investment income	399
Other revenue	3,300
<b>Expenses</b>	-7,094,849
Employee related	-6,466,089
Operating expenses	-628,760
<b>Surplus / deficit for the year</b>	-69,862
<b>Closing Balance</b>	87,583

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	408,025
<b>Equity Total</b>	782,513
Equity - Aboriginal	75,911
Equity - Socio-economic	376,977
Equity - Language	7,497
Equity - Disability	322,128
<b>Base Total</b>	5,029,879
Base - Per Capita	168,834
Base - Location	0
Base - Other	4,861,045
<b>Other Total</b>	299,177
<b>Grand Total</b>	6,519,594

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

In 2020 Thornton Public School sought student & community feedback through the Tell Them From Me survey (TTFM).

### Parent Survey

**Our school question I:** What are the things you really like about Thornton Public School?

Teachers support their students needs. TPS has a very friendly staff.

Happy friendly staff. Kids are so happy every morning when they are dropped off and they see the teacher on the crossing and at the gate welcoming everyone. Love it!

My kids love TPS. The teachers are vibrant and very approachable.

The communication is regular and clear. I feel like I know what is happening. I like the extra support the school has, especially with off class teachers.

TPS has friendly & helpful teachers & staff. The transition programs available for children commencing kindergarten are very good.

The teachers and staff are most welcoming and open towards students and members of public. The school offers plenty of programs for interest and learning.

**Our school question II:** What are the things you would like to see improved at Thornton Public School?

More classrooms to cater for the ever increasing number of kids in the area. Increase staffing to prevent teacher overload and alleviate unnecessary pressures to both student and teachers.

Better communication and stronger implementation of school values.

Improved parking area and longer drop off zone.

Pre-covid as a parent I felt we were part of a great school fostering inclusion, community, togetherness & working towards achieving learning outcomes. Now I feel like I'm dropping my child off into the unknown & I'm just a bystander behind locked gates, hoping the school are meeting her needs. She says year 3 is hard but how can I support her when I don't know what she is doing?

Better anti-bullying program.

More community feel. With a school this big its hard to feel part of the school community.

Car parking!

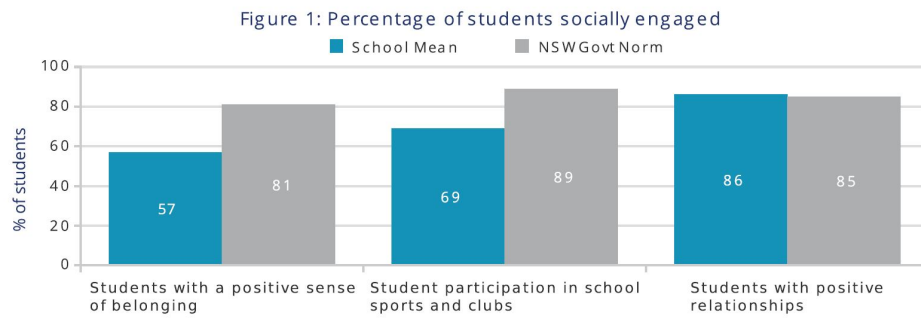
Better communication with working parents who cannot attend school during business hours.

### Student Engagement Results

Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success.

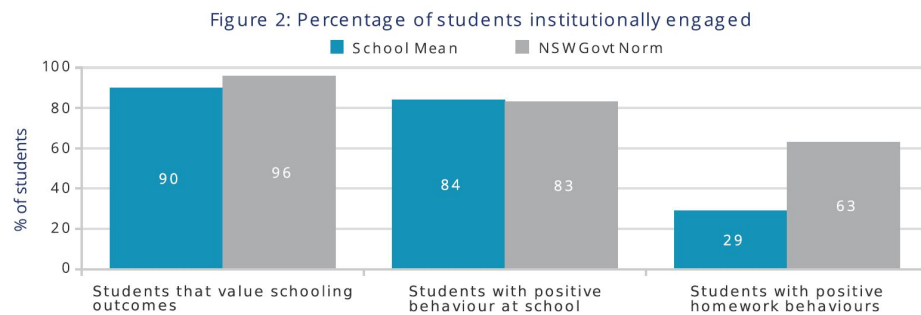
## Social Engagement

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation [4]. Figure 1 shows the percentage of students in Thornton Public School that were socially engaged compared with NSW Govt norms for students at the year levels assessed in this school.



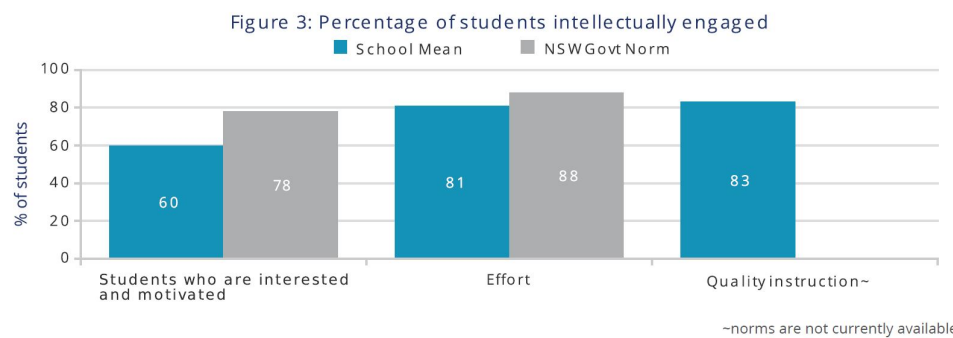
## Institutional Engagement

Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. Levels of institutional engagement in Thornton Public School are shown in Figure 2.



## Intellectual Engagement

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge [5]. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation. Figure 3 shows the results for Thornton Public School on the three measures of intellectual engagement.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.