

2022 Annual Report

Thornton Public School



3204

Introduction

The Annual Report for 2022 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 Strategic Improvement 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

Thornton Public School

Government Rd

Thornton, 2322

<https://thornton-p.schools.nsw.gov.au>

thornton-p.school@det.nsw.edu.au

4964 1369

School vision

In partnership with our community, we are committed to providing a high performing and inclusive public school where every student is known, valued and cared for. Students learn in a safe and supportive environment, which develops respectful, responsible and resilient learners, underpinned by quality teaching and leadership practices.

Teachers work within a culture underpinned by data analysis and high expectations where professional learning is focused on continual improvement of teaching and learning. Instructional leadership drives effective evidence based practice leading to strong outcomes in literacy and numeracy for all students.

School context

Thornton Public School, situated North West of Newcastle in the lower Hunter, is set on 22 acres with large green spaces, playing fields and a stand of old growth forest cared for by community land-care initiatives. Our school is an inclusive primary school that caters for students from Kindergarten to Year 6 and in 2022 had 769 students in 32 classes with one support class. Our teachers cater for the individual educational, social and emotional needs of all students.

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.

Within our student population, on average 12% of students come from families with one or more parents working for the Defence Force predominantly from Williamstown RAAF base. We have a significant Defence Housing community within our drawing area. Students from defence families typically attend a number of schools during their school life as a result of regular postings to other bases around the country. Students can also be impacted by parents being deployed overseas throughout the school year. The school employs a Defence School Mentor to assist children and families to integrate into our school and the community and provides a link to defence support services. The mentor also helps to organise commemorative events such as ANZAC Day and Remembrance Day.

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.

The school encourages students to meet high social and behavioural expectations of respect, responsibility and resilience. A well-being hub has been established, 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. A non-teaching executive member 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.

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 de-escalation 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.

The school has a *Transition Support Teacher - Early Years (TST-EY)* 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 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.

The school continued to use aspects of the Bump It Up Strategy and is self-funding additional learning and support teachers as well as additional Assistant Principals Curriculum and Instruction to support the NSW State Literacy and

Numeracy Action Plan. 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.

The school delivers strong programs in music, performing arts, sport and our Aerobics team won the National title in 2018 and 2019. We provide a challenging and creative environment where technology enhances student learning and an effective Bring Your Own Device Program is implemented.

We are committed to working with our community to meet their aspirations as identified in our Tell Them From Me data. The school works to embrace ties with the wider community and have developed a range of programs in partnership with and acknowledging community, cultural and individual student needs. We have an established partnership with Rotary who run the school canteen and also provide funding and support for school BBQs. Maitland Baptist Church are in partnership with TPS to provide Out Of School Hours care to Thornton families. We also have significant partnerships with local businesses who sponsor programs for music and transition to school programs. A Peace Garden has been established as part of our 100 year celebrations recognising the service of many of our families in the defence of our country and is sponsored by the Defence Force Australia.

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.

Following a thorough situational analysis in 2021 we have identified areas of improvement to implement into our strategic improvement plan. The key areas for improvement have been determined as follows:

Collaboration - Time allocated into staff professional learning schedules to promote collaborative planning and build collective teacher efficacy.

Evidence-based practice - Integrate professional expertise with evidence-based research to improve quality teaching and learning. This integration of professional expertise will be consistently applied across K-6 and will target expected growth in Numeracy.

Effective use of data and assessment - There will be a focus on developing teacher capacity through professional learning to clearly understand how to analyse, interpret and extrapolate data. This process will collaboratively inform teaching practice and direct individualised student learning.

Wellbeing - There will be a continued focus on implementing evidence-based practices that promote the positive wellbeing of students and staff. We need to develop opportunities to establish student voice across K-6.

Leadership - The core aim of the leadership domain is to focus on implementing and maintaining a consistent and sustainable model of leadership across K-6 that supports a culture of high expectations. Thornton Public School will provide students with the opportunity to be part of a high performing and inclusive school that establishes and builds on genuine positive partnerships with the community.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 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	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: Student growth and attainment

Purpose

Improve student learning outcomes in literacy and numeracy through developing and sustaining whole school processes, which incorporate evidence-informed strategies and embed high expectations. High quality explicit teaching and learning is driven by the use of data-informed practice to attain and promote continuous student growth.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy
- Numeracy

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$240,913.60
Professional learning: \$20,000.00
Socio-economic background: \$95,365.26
Low level adjustment for disability: \$330,091.02
QTSS release: \$22,286.14
Aboriginal background: \$91,466.51
Integration funding support: \$416,000.00
Per capita: \$80,000.00
Refugee Student Support: \$992.70
English language proficiency: \$5,910.00

Summary of progress

Our focus in 2022 was on utilising both internal and external datasets to triangulate areas of need in both Literacy and Numeracy.

As a result of this analysis it was determined that there would be a whole school focus on vocabulary and multiplicative thinking.

This involved a comprehensive analysis of student progress and achievement data to inform teaching practices. High impact professional learning was designed and delivered with a focus on vocabulary and multiplicative thinking.

The evaluation of professional learning was utilised to measure the impact on classroom practices:

- Professional Learning Surveys
- Exit Tickets
- Classroom Coaching and Mentoring
- Data analysis
- Teaching & Learning Programs underpinned by evidenced based practices
- Consistency of Quality Learning Environments

Evidence based teaching practices including the use of vocab walls, explicit teaching of Tier 2 & 3 words in all areas of the curriculum, Talk Moves & Number Talks incorporating multiplicative thinking. The successful implementation of these practices was led and supported through the use of instructional leadership. The processes resulted in all staff having a consistent understanding of evidence-based instruction of literacy and numeracy practices.

As a result there is engagement with ongoing research and evidence based practices. Teachers are developing a robust understanding of best practice across literacy and numeracy.

Next year our focus will be around further developing school wide data and assessment collection practices linked to vocabulary and multiplicative thinking to track and monitor student progress. This will enable teachers to adjust and revise teaching and learning practices to address individual student needs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN reading will increase 6% by 2022.	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 46% of Year 3 students were in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 2% • 2022 NAPLAN data indicates 29% of Year 5 students were in the top two skill bands for reading indicating 1% of students performed above the system negotiated target.
The percentage of Year 3 and 5 Aboriginal students achieving in the top three bands in NAPLAN reading will increase 4% by 2022.	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 26% of Year 3 Aboriginal students were in the top three skill bands for reading indicating the school did not achieve the system negotiated target. • 2022 NAPLAN data indicates 77% of Year 5 Aboriginal students are in the top three skill bands for reading indicating 46% of students exceeded the system negotiated target.
The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy will increase 6% by 2022.	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 26% of Year 3 students were in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target. • 2022 NAPLAN data indicates 12% of Year 5 students were in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
The percentage of Year 3 and 5 Aboriginal students achieving in the top three bands in NAPLAN numeracy will increase 5% by 2022.	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 43% of Year 3 Aboriginal students were in the top three skill bands for numeracy indicating the school did not achieve the system negotiated target. • 2022 NAPLAN data indicates 44% of Year 5 Aboriginal students are in the top three skill bands for numeracy indicating the school exceeded the system negotiated target by 18%.
The percentage of students achieving expected growth in NAPLAN reading will increase 4% by 2022.	<ul style="list-style-type: none"> • Student growth cannot be calculated for 2022 as NAPLAN test was not sat in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.
The percentage of students achieving expected growth in NAPLAN numeracy will increase 4% by 2022.	<ul style="list-style-type: none"> • Student growth cannot be calculated for 2022 as NAPLAN test was not sat in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.

Strategic Direction 2: Well-being & Collaboration

Purpose

Create and sustain a teaching and learning environment that promotes a proactive and positive approach to wellbeing in which every student is known, valued and cared for. Our shared vision is to support students to connect, succeed and thrive within a safe and supportive learning environment. Strong collaborative partnerships underpin all aspects of our school's operation and combine to produce effective citizens of the future.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and Engagement
- Positive Behaviour for Learning
- Strong Collaborative Practices
- Attendance Strategy

Resources allocated to this strategic direction

Socio-economic background: \$205,577.00

QTSS release: \$72,859.08

Professional learning: \$12,859.08

Integration funding support: \$413,202.00

Per capita: \$20,000.00

Summary of progress

Our focus for 2022 in Wellbeing & Collaboration was to embed consistent whole school practices that promote a proactive and positive approach to a safe and supportive learning culture.

The Wellbeing Framework assessment tool was utilised to guide a thorough investigation of existing practices in Positive Behaviour for Learning, student wellbeing and engagement.

We applied proven and effective evidence-based classroom and school-wide strategies, to plan a consistent approach to develop and enhance the social, emotional, cognitive, spiritual and physical wellbeing of all students.

Relevant professional learning was delivered to staff, to develop a shared understanding that wellbeing is dynamic and is integral in ensuring that all students connect, succeed and thrive.

This involved professional learning experiences in:

- Positive Behaviour for Learning
- Trauma Informed Practice
- Verbal De-Escalation Strategies (identifying triggers, behaviours observed in a heightened emotional state as well student-specific strategies to de-escalate behaviour)
- LifeSkills Go (identifying current emotional states of students and teaching students to identify and manage their own emotions)
- Ready to Learn Plans & Calm-Down Plans

Also involved was:

- Positive Behaviour for Learning lessons being taught in all classes K-6 and clearly-defined behavioural expectations continue to promote a positive, safe and supportive school environment.
- Collaborative partnerships between students, staff and families have strengthened and continue to be built upon, with the common goal that all students have a sense of belonging and connectedness.

As a result students, staff and families have a growing understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

Next year our focus will be to continue to develop consistent school wide data collection practices to track and monitor progress around the wellbeing and engagement of students. This will enable staff to adjust and revise teaching and learning practices to address individual student needs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Highly effective whole school 'Positive Behaviour for Learning' strategies, which promote a positive, safe and supportive learning culture, leading to a 5% uplift in students reporting positive wellbeing.	<ul style="list-style-type: none"> • Data analysis from Sentral and Tell Them From Me indicates increased positive wellbeing reflecting significant improvement towards a 5% uplift.
Classroom and whole-school strategies are effectively implemented to promote well-being in an attempt to improve academic success and increase relational capacities between staff and students.	<ul style="list-style-type: none"> • Tell Them From Me data shows that students have a sense of belonging with the school mean higher than the norm. indicating that students feel known, valued and cared for by the staff. • Tell Them From Me data shows that positive teacher-student relations are at state average indicating significant progress towards achievement.
Students, staff and community recognise that student wellbeing is fundamental to student learning and engagement. Executive plan for and monitor whole school strategies for student wellbeing and engagement.	<ul style="list-style-type: none"> • Tell Them From Me data shows that steady progress has been made towards students, staff and community recognising that student wellbeing is fundamental to student learning.
The percentage of students attending school 90% of time or more will increase 5% by 2022.	<ul style="list-style-type: none"> • Practices by staff at Thornton Public School reflect consistent improvement towards an increase of percentage of students attending school 90% of time or more.

Strategic Direction 3: Leadership & Innovation

Purpose

Cultivate highly effective leadership to create a learning environment where every student has access to high-quality education. Deliver strategic leadership based on analysis, evaluation and monitoring to build efficacy, raise productivity and efficiency in teaching and learning. Research based innovative practices will underpin a culture where teaching practice is flexible, relevant and dynamic to ensure every student, teacher and leader strives for continuous improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Leadership
- Innovation

Resources allocated to this strategic direction

Socio-economic background: \$66,786.40

Aboriginal background: \$20,000.00

Professional learning: \$21,100.00

QTSS release: \$50,000.00

Summary of progress

Thornton PS has continued to show improvement in the areas of Leadership and Innovation with staff having engaged in a number of activities and initiatives that have occurred throughout 2022. Our Assistant Principals Curriculum & Instruction have worked in class with teachers modeling quality lessons and providing coaching and support. Teacher professional learning has focused on developing teacher capacity to deliver high quality vocabulary & multiplicative strategies in their teaching and learning programs and instruction. We have implemented targeted intervention utilising data to support teachers and student growth. Quality Teaching Rounds have again been a key feature within our school and promote leadership opportunities for aspiring leaders and establish strong professional learning communities. Our executive team engaged in the LEED Project with our key focus on the implementation of success criteria to support student growth and differentiation and established groups norms in the areas of Learning Intentions & Success Criteria. All teachers and staff completed an evaluation; QDAI and tweak, enhance and plan process for future directions re SD3.

Our students have benefitted in the area of student voice and leadership capabilities through our Student Representative Council consisting of school captains and prefects, Junior AECG representatives and elected class representatives. We established the Junior PBL team which has students tracking wellbeing data to drive student led improvement through PBL initiatives, affirmations and lessons for teachers and students. Student leaders were given the opportunity to engage in our Positive Playgrounds program as playground mentors to support students requiring additional support and student with HPGE potential in the social and emotional domain. Our school leaders (captains, vice captains, sport leaders) engaged in development programs for student leaders to build capacity for future leadership opportunities and build confident citizens of the future.

Staff at Thornton PS have engaged in initiatives that support leadership capabilities in our teachers and across networks of schools. The Quality Teaching Rounds have benefitted our teachers as well as teachers across the Gateway Learning Community. Thornton PS has maintained close ties with the Newcastle University Quality Teaching Academy with leaders from Thornton PS presenting at the first annual Quality Teaching Academy conference discussing best practice implementation of Quality Teaching Rounds at our school. Assistant Principal Curriculum & Instruction network meetings were initiated by Thornton PS to build APCI capacity at our school and across the Gateway Learning Community. Thornton PS is part of the Gateway Learning Community High Performing & Gifted Education leadership initiative to embed best practice systems for High Performing & Gifted Education policy reform and participated in the Hunter Network High Potential Gifted Education professional development.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

<p>The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.</p> <p>The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.</p>	<p>Leadership professional development, sustainability and capacity building have been a focus at TPS in 2022 with significant progress made towards achievement.</p>
<p>Focus on developing leadership skills and knowledge of Student Leadership group and Junior AECG.</p>	<p>Student Leadership opportunities at Thornton PS have increased in 2022 with Covid restrictions being lifted enabling significant progress towards achieving our goals.</p>
<p>The school is a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.</p>	<p>Thornton PS has had a strong focus on improving effective practices that deliver continuous improvement within our school and across other learning communities, including the Gateway Learning Community (GLC) enabling significant progress towards achievement.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$992.70</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning <p>The allocation of this funding has resulted in the following impact: A small number of students were given individualised support from our Learning and Support teachers to enable them to access the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Implement professional development for staff around additional English language learning and literacy support.</p>
<p>Integration funding support</p> <p>\$829,202.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Thornton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement • Numeracy • Literacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Support for students requiring assistance with special needs in the mainstream. Interventionist's have provided individualised and small group support to students with identified support needs in literacy and numeracy. Additionally SLSO provide teacher assistance within the mainstream classroom to support the engagement and inclusion of students identified with additional support needs.</p> <p>After evaluation, the next steps to support our students will be: Continue to use IFS to support funded students to meet their academic, social and wellbeing needs.</p>
<p>Socio-economic background</p> <p>\$367,728.66</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Thornton Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement • Leadership • Innovation • Numeracy • Literacy • Strong Collaborative Practices • Attendance Strategy <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$367,728.66</p>	<p>include:</p> <ul style="list-style-type: none"> • professional development of staff through Lifeskills Go and the Berry Street Education Model to support student learning. • employment of additional staff to support Learning and Support program implementation. • employment of additional staffing 1.4 FTE to support Assistant Principal Curriculum & Instruction program implementation. • resourcing to increase equitability of resources and services • additional staffing to employ Assistant Principal Wellbeing to provide support to identified students with additional needs. • staff release to implement school attendance strategy. • employment of a Transition Support Teacher - Early Years to engage with external pre-school providers to support student engagement and transition to school. <p>The allocation of this funding has resulted in the following impact: The school has self-funded an additional 1.4 Assistant Principal Curriculum and Instruction to build the capacity of our teachers in the key areas of literacy and numeracy. The APC&I work with individual teachers and deliver professional learning and development that promote reflection on best practice, evidence-based teaching pedagogy. Funds were utilised to enhance our attendance program aimed at improving all student's attendance. Two staff members were provided additional RFF to embed practices related to 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. 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. 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. The school has a Transition Support Teacher - Early Years (TST-EY) 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 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.</p> <p>After evaluation, the next steps to support our students will be: The strategies implemented have demonstrated impact in the areas of improved attendance data, wellbeing data and literacy & numeracy data as measured through Check In Assessment and NAPLAN. These strategies will be refined in 2023 to enhance the strategies developed to meet our new negotiated targets.</p>
<p>Aboriginal background</p> <p>\$111,466.51</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Thornton Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leadership • Numeracy • Literacy

<p>Aboriginal background</p> <p>\$111,466.51</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Employment of an Aboriginal teacher to work as a Learning and Support Teacher with students using the Quick Smart Literacy and Numeracy programs leading to improved engagement and outcomes in literacy and numeracy for Aboriginal students. Our Junior Aboriginal Educational Consultative Committee met regularly 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 fostered respectful relationships and a sense of belonging within an inclusive community. We have introduced Wonaruah language lessons in our Kindergarten classes with students learning from a local Aboriginal Elder.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide additional Learning & Support Teacher to implement Quick Smart Literacy and Numeracy programs. Provide opportunities for staff to engage in quality professional learning in relation to Aboriginal eight ways of learning pedagogy.</p>
<p>English language proficiency</p> <p>\$5,910.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Thornton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: A small number of students were given individualised support from our Learning and Support teachers.</p> <p>After evaluation, the next steps to support our students will be: Funding will be used to establish consistent practices K-6 for supporting students learning English as an Additional Language.</p>
<p>Low level adjustment for disability</p> <p>\$330,091.02</p>	<p>Low level adjustment for disability equity loading provides support for students at Thornton Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Three additional Interventionist teachers supporting students requiring assistance with special needs in the mainstream. Interventionist's provided individualised and small group support to students with identified support needs in literacy and numeracy leading to improved learning outcomes for targeted students.</p>

<p>Low level adjustment for disability</p> <p>\$330,091.02</p>	<p>After evaluation, the next steps to support our students will be: Continue to use low level adjustment for disability funding to employ additional Learning and Support Teachers who support students to meet their academic, social and wellbeing needs.</p>
<p>Professional learning</p> <p>\$53,959.08</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Thornton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement • Leadership • Innovation • Numeracy • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • APC&I unpack evidence-based approaches to teaching in the key areas of literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: All teachers engaged in professional learning in targeted areas; assessment, Quality Teaching, literacy and numeracy, Lifeskills Go and Berry Street Education Model - Trauma Informed Practice. Ten teachers participated in the Quality Teaching Rounds professional learning bringing the number of staff at Thornton PS who have engaged with QTR to thirty teachers. TPS staff led QTR across the Gateway Learning. All executive engaged in Leading Evaluation, Evidence and Data professional learning.</p> <p>After evaluation, the next steps to support our students will be: Embed and sustain Quality Teaching Rounds across the school as an evidenced based professional learning that enhances collaboration and builds capacity of school teams to analyse their teaching practice and improve student outcomes.</p>
<p>QTSS release</p> <p>\$145,145.22</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Thornton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement • Leadership • Innovation • Numeracy • Literacy • Strong Collaborative Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Leadership time being 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. Funds were also targeted for our aspiring leader's strategy and used to provide</p>

<p>QTSS release</p> <p>\$145,145.22</p>	<p>leadership time to stage coordinators to participate in mentoring and to work collaboratively with their Assistant Principal. Experienced teachers were also provided leadership time to lead key projects and initiatives to enhance quality teaching as part of our aspiring leader's strategy. 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.</p> <p>After evaluation, the next steps to support our students will be: These strategies will be maintained and refined in 2023 to enhance the strategies developed to meet our negotiated targets.</p>
<p>COVID ILSP</p> <p>\$285,227.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: 2.5 additional Interventionist's providing small group support to students with identified support needs in literacy and numeracy leading to improved learning outcomes for targeted students.</p> <p>After evaluation, the next steps to support our students will be: Continue to use Covid ILSP to employ additional Interventionist Teachers who support students to meet their academic, social and wellbeing needs.</p>
<p>Per capita</p> <p>\$187,993.69</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Thornton Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement • Numeracy • Literacy • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of key online programs to support learning • provide whole school technology resourcing to ensure teachers and students have access to effective technology to support future focused learning <p>The allocation of this funding has resulted in the following impact: The school has funded additional learning and support staff to support teachers in the key areas of literacy and numeracy and to provide wellbeing support to students. Funds were utilised to enhance resourcing of all classrooms and to upgrade school technology. Funds were also allocated to further develop and enhance our wellbeing strategies.</p> <p>After evaluation, the next steps to support our students will be: The strategies implemented have demonstrated impact in the areas of improved wellbeing data and literacy & numeracy data as measured through Check In Assessment and NAPLAN. These strategies will be refined in 2023 to enhance the strategies developed to meet our new negotiated targets.</p>
<p>AP Curriculum & Instruction</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional</p>

<p>\$240,913.60</p>	<p>leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • Literacy <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of 1.6 Assistant Principal Curriculum and Instruction to work with all staff to create a culture of evidence based reflective teaching. <p>The allocation of this funding has resulted in the following impact: APC&I have developed and implemented our strategy to embed quality evidence-based teaching methods and mentored teachers to implement consistent and effective practices K-6.</p> <p>After evaluation, the next steps to support our students will be: Develop and sustain a culture that supports meaningful teacher collaboration, observations, co-teaching and planning, reviewing evidence and reflecting on practice.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	358	403	385	386
Girls	344	360	359	367

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.0	94.2	92.9	88.7
1	91.9	92.4	92.2	87.5
2	92.0	92.8	93.5	89.1
3	92.2	92.5	91.0	87.5
4	89.1	93.3	91.0	87.7
5	91.7	92.3	92.0	86.4
6	91.0	92.5	87.6	87.4
All Years	91.6	92.9	91.5	87.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5.6
Classroom Teacher(s)	29.99
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.2
School Administration and Support Staff	5.67

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	55,151
Revenue	8,654,872
Appropriation	8,340,381
Sale of Goods and Services	10,536
Grants and contributions	301,708
Investment income	1,947
Other revenue	300
Expenses	-8,364,316
Employee related	-7,569,920
Operating expenses	-794,396
Surplus / deficit for the year	290,556
Closing Balance	345,707

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.

	2022 SBAR Adjustments (\$)
Targeted Total	830,195
Equity Total	815,196
Equity - Aboriginal	111,467
Equity - Socio-economic	367,729
Equity - Language	5,910
Equity - Disability	330,091
Base Total	5,542,298
Base - Per Capita	187,994
Base - Location	0
Base - Other	5,354,304
Other Total	599,652
Grand Total	7,787,340

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent / Caregivers

Surveys conducted by the school have indicated a supportive and caring attitude towards Thornton Public School. Internal datasets around 3 Way Conferences within the school have indicated several factors have helped to engage and build a partnership with the classroom teacher and students.

- 89.5% - 3 Way conferences have strengthened communication between teacher and parent.
- 81.6% - Parent has an understanding of how my child learns.
- 71.1% - My point of view is welcome and considered about my child's education.

Thornton Public Schools participation in the 2022 Tell Them From Me survey indicated the following positive outcomes by our parents in Years 4 to 6:

- At state average - My child feels safe at school
- Above state average - My child is encouraged by their teacher to do their best work
- Above state average - If there are concerns with my child's behaviour, the teachers inform me immediately.
- Above state average - Teachers help students develop positive relationships.
- Significantly above state average - School Admin Staff are helpful when I have a question or problem.

Staff

Thornton Public Schools participation in the Quality Teaching Academy, Staff Wellbeing Survey (baseline data) indicated the following positive outcomes by our teaching staff:

- 100% of teachers say they have complete trust in other teachers at the school.
- 96% of staff feel connected to the school and community.
- Staff collaboration is significantly higher than average school scores with over 90% of staff saying collaboration is high.
- Leadership trust is higher than the average school with over 80% having complete trust in the school leadership and 20% having some trust.

Students

Thornton Public Schools participation in the 2022 Tell Them From Me survey indicated the following positive outcomes by our students in Years 4 to 6:

- 89% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 87% of students do not get in trouble at school for disruptive or inappropriate behaviour.
- 80% of students feel teachers are responsive to their needs and encourage independence.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.