

# School plan 2018-2020

## Thornton Public School 3204



# School background 2018–2020

## School vision statement

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

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

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

## School context

Thornton Public School, situated North West of Newcastle in the lower Hunter, has 651 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.

## School planning process

In 2017, feedback and reviews from stakeholders were obtained to inform the next three year cycle. Feedback and direction was sought through meetings, online surveys, randomised phone surveys, Tell Them From Me data, class discussion and playground surveys during school events. Information was sought on the values, skills, educational outcomes and attitudes. Community perception was also addressed during the surveys. Surveys required participants to identify the skills they identified as most beneficial to students on completion of their schooling at Thornton Public School. Through the identification of key educational skills, social competencies, values and community perceptions the school vision statement emerged and the strategic directions for the next 3 year cycle were developed.

The strategic directions for 2018–2020 are:

- Quality Teaching and Learning.
- Engaged Responsible Successful Students
- Strong Community Partnerships

Through ongoing review and evaluation the school plan will continue to build on the priorities and directions relevant to the Thornton Public School community and changing context.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Quality Teaching and Learning

### Purpose:

To create a stimulating, engaging and challenging learning environment underpinned by high expectations and explicit teaching practices to deliver learning with a differentiated curriculum that is flexible, reflective, responsive and relevant to meet the needs of our students, staff and community.

## 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.

## 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.

# Strategic Direction 1: Quality Teaching and Learning

Purpose	People	Processes	Practices and Products
<p>To create a stimulating, engaging and challenging learning environment underpinned by high expectations and explicit teaching practices to deliver learning with a differentiated curriculum that is flexible, reflective, responsive and relevant to meet the needs of our students, staff and community.</p>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Increase their capacity to have high expectations and be engaged in their learning and achieve to the best to their ability.</li> </ul>	<p><b>Research Informed Pedagogy for Literacy and Numeracy</b></p> <ul style="list-style-type: none"> <li>• The school executive lead and support all staff in adopting a targeted and focused approach to literacy and numeracy teaching with the clear expectation of improvement in literacy and numeracy pedagogy and standards across the school.</li> </ul>	<p><b>Practices</b></p> <ul style="list-style-type: none"> <li>• All teachers use data to inform their planning and teaching to provide differentiated and individualised learning based on best practice pedagogy.</li> <li>• Student progress is tracked and aligned with the syllabus and learning progressions.</li> <li>• Teachers participate in observations and mentoring to improve pedagogical practices in the classroom.</li> <li>• All teachers and students utilise effective feedback to improve their teaching and learning.</li> </ul>
Improvement Measures	<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively to design and implement quality teaching and learning experiences and assessment that encompass deep thinking and high expectations.</li> <li>• Establish a program of personalised professional learning increase the use of research based innovative strategies and participate in professional learning that will increase their skills and capacity.</li> </ul> <p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>• A collaborative approach to literacy and numeracy improvement based on high expectations, explicit teaching, ongoing evidence collection/substantiated teacher judgement and evaluative thinking.</li> <li>• Continue to initiate specific and whole school programs to lead successful quality teaching and learning programs.</li> </ul> <p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>• Increase understanding of high expectations for learners and engage with learning forums and opportunities to support students achieve to the best to their ability.</li> </ul>	<p><b>School Based Systems</b></p> <ul style="list-style-type: none"> <li>• School based systems will support the effective tracking and monitoring and teaching of students at their point of need.</li> </ul> <p><b>Lesson Reflection and Observation</b></p> <ul style="list-style-type: none"> <li>• Devise and implement a range of staff and student feedback models to increase guidance, reflection and improve student outcomes, incorporating self, peer and colleague evaluation of performance.</li> </ul>	<p><b>Products</b></p> <ul style="list-style-type: none"> <li>• All class programs will be tailored to individual need and demonstrate how these are addressed through effective assessment.</li> <li>• School based, observations, feedback and mentoring are embedded in staff professional learning plans and throughout the quality teaching and learning cycle.</li> <li>• Improved leadership capacity and professional standards achieved.</li> <li>• School wide systems effectively monitor and track student progress.</li> </ul>
<ul style="list-style-type: none"> <li>• Increase to 100%, students who demonstrate expected growth in literacy and numeracy.</li> <li>• Increase number of Aboriginal and non-Aboriginal students who achieve in the top 2 bands in literacy and</li> <li>• Every student makes expected growth as measured by internal data and the literacy and numeracy progressions.</li> <li>• Class programs and teacher observations increasingly reflect differentiated best practice pedagogies which are both flexible, responsive and reflective.</li> </ul>		<p><b>Evaluation Plan</b></p> <p>NAPLAN</p> <p>Progressions</p> <p>Internal School Data</p> <p>Program Analysis</p> <p>PDP's and class observations</p> <p>Collegial Mentoring reflections and staff reflections</p> <p>Minutes from Instructional Leader Feedback</p>	

# Strategic Direction 1: Quality Teaching and Learning

## Processes

Professional Learning Feedback and reflection

Staff and Student surveys

# Strategic Direction 2: Engaged Responsible Successful Students

Purpose	People	Processes	Practices and Products
<p>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.</p>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Develop capabilities of our students to implement strategies to enhance their personal wellbeing.</li> <li>• Develop their emotional resilience, social skills and leadership behaviours through the explicit teaching of wellbeing strategies, expectations, universals and self regulation. (eg.PBL, Zones of Regulation, peer support and Rock and Water) and providing the foundations that will support and engage students with their learning.</li> <li>• Students are confident and resilient learners. They have positive self esteem, are self aware and regulate their own behaviours and emotions.</li> </ul>	<p><b>Responsible Students</b></p> <ul style="list-style-type: none"> <li>• Implement specific, well researched programs to develop respectful behaviour in all students..</li> </ul> <p><b>Successful Staff</b></p> <ul style="list-style-type: none"> <li>• Deliver professional learning to assist teachers to identify and meet the needs of all students in their care.</li> </ul> <p><b>School Culture</b></p> <ul style="list-style-type: none"> <li>• Research best practice in building a positive school culture and implement appropriate strategies.</li> </ul>	<p><b>Practices</b></p> <ul style="list-style-type: none"> <li>• Data collections will inform directions for explicit wellbeing lessons and revision of school wide systems</li> <li>• Wellbeing programs and initiatives support student's growth in self-regulated behaviour.</li> </ul> <p><b>Products</b></p> <ul style="list-style-type: none"> <li>• Increased number of students demonstrating positive, resilient and responsible behaviours.</li> </ul>
Improvement Measures	Staff	Evaluation Plan	
<ul style="list-style-type: none"> <li>• Increase the number of students demonstrating respectful behaviour in all school contexts.</li> </ul> <p>2018 – 75% of students achieving top PBL targets 2019 – 85% of students achieving top PBL targets 2020 – 95% of students achieving top PBL targets</p> <ul style="list-style-type: none"> <li>• Increasing number of students who are successful in self managing their behaviour and remaining engaged in the classroom.</li> <li>• School culture evaluation reflects an increasing appreciation of respectful relationships and pro-social behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop staff capacity to build stronger understandings of behavioural expectations and self regulation strategies and implement these strategies to support engagement and wellbeing of the school community.</li> <li>• To facilitate dynamic systems and support structures through the explicit teaching of behavioural expectations that will increase the capabilities of students to use effective emotional, social and self regulation behaviours in the school community and beyond.</li> <li>• Explicitly link behaviour expectations and universals to lessons and consequences</li> <li>• Develop a shared understanding of wellbeing, behaviour and mental health issues impacting on resilience in students and work collaboratively to</li> </ul>	<p>TTFM data</p> <p>PBL/Wellbeing/Welfare Data</p> <p>Staff reflections around student self management of behaviour</p> <p>Staff evaluations on the professional learning</p> <p>Internal and external surveys</p> <p>Focus groups – parents, students</p>	

## Strategic Direction 2: Engaged Responsible Successful Students

### People

teach students how to connect, succeed and thrive.

### Parents/Carers

- Families will understand the school's behavioural expectations, self-regulation strategies and support their child's learning and wellbeing.

### Community Partners

- Parents and the broader community actively participate in supporting and reinforcing student learning and wellbeing.

# Strategic Direction 3: Strong Community Partnerships

Purpose	People	Processes	Practices and Products
<p>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.</p>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Student learning plans are developed in consultation with stakeholders to strengthen the shared responsibility and ensure students needs are addressed.</li> <li>• Are engaged as quality learners through collaborative planning and individual learning plans.</li> <li>• Student leadership is developed, supported and encouraged through student led programs</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• Strive to build a highly collaborative and cooperative culture in the school community and wider community.</li> </ul> <p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>• Collaboratively work with staff to improve the quality of educational programs through community learning sessions on strategies used within the school.</li> </ul> <p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>• Encourage and manage the effective use of school facilities by the community.</li> <li>• Build strong connected teams.</li> </ul>	<ul style="list-style-type: none"> <li>• Research best practice on communication strategies and implement them across all school settings.</li> <li>• Implement strategies to build involvement and engagement of parents in all school activities.</li> <li>• Deliver programs in partnerships with local businesses and community groups to create programs which directly impact in student learning.</li> </ul> <p><b>Evaluation Plan</b></p> <p>Research findings</p> <p>Parent surveys</p> <p>TTFM data</p> <p>Attendance/engagement with school events</p> <p>Local business partnerships/sponsorship of programs</p> <p>Staff evaluations on parent engagement with learning and educational activities</p> <p>Internal and external surveys</p> <p>Focus groups – parents, staff, students</p>	<p><b>Practices</b></p> <ul style="list-style-type: none"> <li>• School executive will build the capacity of staff to lead and support school initiatives and community partnerships</li> <li>• School teams and classroom teachers will actively encourage and source parent involvement across a broad range of educational activities and utilise parent skills and expertise to enhance learning and student engagement.</li> <li>• Communication strategies are reflective and responsive to school and community need.</li> </ul> <p><b>Products</b></p> <ul style="list-style-type: none"> <li>• Increased parent and community engagement and participation in school activities and student learning will be evident (teach the parent sessions)</li> <li>• All stakeholders actively support, engage with and contribute to the school priorities and positive, respectful relationships are evident among students, families and staff.</li> <li>• The school identifies expertise within and without the school and draws on this to develop its professional community</li> </ul>
Improvement Measures			
<ul style="list-style-type: none"> <li>• Parent satisfaction levels of communication strategies are increased on an annual basis.</li> </ul>			
<ul style="list-style-type: none"> <li>• Increased parent involvement in student learning activities and increased numbers of parents becoming informed of current educational trends.</li> </ul>			
<ul style="list-style-type: none"> <li>• Increase the impact of partnerships on student learning.</li> </ul>			