



Thornlands State School Strategic Plan 2022 – 2025



School Profile: Thornlands State School's Vision is- **MORE (Making Our Results Excellent)** – this means ensuring that every one of our students is reaching their full potential. It is the belief of this school community that all children can learn, improve and grow in an engaging, challenging and supportive environment, realising their potential through an enacted curriculum, rich learning experiences and structured opportunities - every day, every lesson. The strong focus on academic achievement, including a broad range of extension and support programs, has benefitted all students. A whole school approach to best practice in the teaching of Reading and Writing has been refined and embedded over the last 9 years, with all students having individual reading and writing goals. These are communicated to parents, who are seen as vital partners in achieving the best learning outcomes for each individual student.

Our **OUTSTANDING NAPLAN** results speak for themselves with Thornlands being one of the highest performing schools in the Redlands area, having demonstrated sustained improvement every year for the last 10 years. Both Year 3 and 5 outcomes are better than, or significantly better than, the Nation in all strands.

Thornlands State School also has a focus on "Growing the Whole Child", offering a broad range of extra curricula opportunities- Dance Team, choirs, bands and sport - with key events each year including the Prep Fairy Tale Ball, Cultural Evening, the School Musical and Art Show, the Prep Circus, ANZAC Day ceremony, camps and sporting events- such as Cluster Sports, Swimming, Cross Country and Track and Field days.

Thornlands SS is characterized by high expectations in every way and we expect students and parents to support our school values and strive at all times, as learners, to "Be Safe, Respectful and Responsible". Students, at Thornlands are encouraged to participate and strive for **MORE** in every aspect of their school experience.

A strength of our school is the sense of community as our extraordinary staff, wonderful parents and sensational students work together every day to achieve the best possible outcomes for all!!



2021 School Review Key findings: *(Review carried out by a review team from the Education Improvement Branch from 31 May- 2 June 2021)*

The School Vision – Making Our Results Excellent (MORE) is visible in all facets of school life.

School leaders and staff members celebrate an improvement journey continued over two consecutive strategic planning cycles.
The journey has resulted in sustained student improvement.

The school leadership team is driving the school's expectation that every student is able to learn and achieve.

This expectation is articulated in the school's conviction to living out the school motto of MORE in every facet of school life. This motto is underpinned by the values of *Excellence, Trust, Respect, Inclusion, Community and Teamwork*. Positive and caring relationships between students, staff and parents exemplify this welcoming school environment. Staff demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships across the school community.

Parents consistently articulate that staff members are welcoming, approachable and supportive, exhibiting care and concern for students. Students, parents, staff and community members display a strong sense of belonging and pride in the school.

The school has a range of long-established strategies and programs to support the school vision.

These strategies include explicit teaching of reading, writing and mathematics with whole-school programs developed for each area.

The leadership team has embedded a robust process that triangulates a range of student data for the purpose that 'no student is left behind'.
The school leadership team places a high priority on analysing and discussing student achievement data to monitor trends in student progress.

A strong level of professional commitment by school staff members exists, with high levels of professional energy and collegial support apparent across the school. A strong collegial culture is established, and staff members identify high levels of support and collegiality within year level teams and across the school. There is a shared commitment to the improvement of teaching and an openness to support offered by colleagues.

The leadership team identifies intentional collaboration as a cornerstone of the school for maintaining the momentum of the Explicit Improvement Agenda (EIA) and sustaining a collaborative school culture.

All teaching staff members identify that they value working in a collegial and collaborative manner supporting one another with teaching strategies. The leadership team identifies that collaboration is an identified way of working.

Teachers and leaders emphasise the quality professional learning that occurs through the shared discussions during curriculum planning days.
Collaborative curriculum planning at the school enables teachers to work with their year level teams to build an understanding of the expected standards of the Australian Curriculum (AC) and the teaching and learning sequence to support students to meet and exceed the standard.



Vision and Values

At Thornlands SS our Vision is: **Making Our Results Excellent (M.O.R.E.)** - this means ensuring that each and every one of our students is reaching their full potential.

At Thornlands SS our Values are: Trust, Respect, Inclusion, Community, Excellence and Teamwork

Our Vision and Values in Action

(Excellence, Trust, Respect, Inclusion, Community, Teamwork)

EXCELLENCE (*Teamwork, Inclusion, Community, Trust, Respect*)

At Thornlands State School our Vision is MORE. Making Our Results Excellent. This reflects our high expectation for the success of all students and staff who we believe, can and should, achieve their full potential. This is achieved through our community, students, parents and staff, working together and being committed to our Thornlands State School vision.

We highly value opportunities for our community to engage, learn and achieve across the "pillars" of education; Academic, Sporting, Arts/Cultural, Social/Emotional and Community as we "Grow the Whole Child". We embrace diversity and are inclusive of all, helping every student and staff member reach their full potential and excel to their personal best.

TRUST AND RESPECT (*Excellence, Inclusion, Teamwork, Community*)

As one of the oldest schools in the Redlands we are proud of our traditions, whilst at the same time reaching into the future to create a responsive curriculum, which prepares our children with lifelong skills. Students receive appropriate modelling and encouragement to demonstrate respect for and acceptance of a diverse range of learners and learning styles. As they engage in meaningful and purposeful learning they develop trust that they will be supported and challenged to reach their full potential and achieve at or above National standards. Learning takes place across a range of settings and situations, enhanced by the use of digital technologies which are used to support learning and engagement. Students are encouraged and challenged to have high expectations and the motivation to succeed and to learn individually as well as collaboratively. We challenge students to take risks in their learning, to strive for improvement, to set personal goals and learn from their mistakes. Commitment, excellence and achievement are acknowledged and celebrated at all levels

by our school community

INCLUSION (*Excellence, Teamwork, Trust, Respect, Community*)

Data is used to drive decisions at whole school, class and student levels. Rigorous identification of differing needs and abilities is combined with effective intervention and evidence based, best practice teaching, including a range of extension programs to challenge our most capable learners. The teaching of Higher Order Thinking skills promotes the development of learners who question, have the curiosity to seek answers and can apply skills and knowledge in a diverse range of contexts. In this way we strive towards Deep Learning for our students. Personal learning goals are designed and developed collaboratively between teachers, students and parents and are a valuable resource to provide explicit feedback to enhance our learning at Thornlands State School.

COMMUNITY and TEAMWORK (*Excellence, Trust, Respect, Inclusion*)

Both our teaching and non-teaching staff are highly skilled and knowledgeable. We engage in ongoing professional development to further enhance our abilities and work collaboratively in strong teams which regularly plan, reflect and share together. In this way we learn from, and are led by each other, as we strive for our personal best. Hence, Thornlands State School is constantly building our school's capacity to achieve our vision as we engage in a consistent whole school approach to teaching, learning, assessing and reporting. We consistently draw on our collective strengths and continuously grow the professionalism and knowledge of our staff.

Thornlands State School is proud to enjoy a very positive reputation in the larger community and students come from a broad geographical area, attracted by our strong academic outcomes as well as our reputation for a positive, supportive and safe learning environment. Students are happy at Thornlands State School, enjoying a sense of achievement and optimism which are the outcomes of our positive school culture. Our students and staff are always encouraged to strive to do their best both individually and as part of a team.

At Thornlands State School, we value our strong sense of community, our strong sense of belonging and commitment and our shared responsibility to ensure effective partnerships are built within and beyond our school. We provide a range of leadership opportunities for staff, students and parents as our highly valued partners in the learning process. We provide clear, timely and open communication with meaningful opportunities for active participation and consultation within our community. A range of whole school events provide a forum for sharing and celebrating our many successes. At Thornlands State School we embrace a culture of reflection, dialogue and feedback, where all opinions are valued and considered and are part of our continuously evolving, highly positive community spirit.



Priority 1

Collaborative Culture

A cohesive, collaborative leadership team

Collaboration as a way of working ("Use the group to change the group" -Fullan and Quinn)

Strategic HR management and teaming of teachers to maximise collegiality, support, capacity building, effectiveness of planning, and accountability

A shared commitment to the improvement of teaching and an openness to the support offered by colleagues.

High performance culture

Clarity of Vision and a few clear and consistent goals creating shared purpose and commitment

Data driven decision making, including targeted PD

Success Indicators:

- Staff SOS – >95% positive response to concepts of "Staff Wellbeing", Staff Development" and Workplace culture".
- SOS Data- maintain student, parent and staff satisfaction to >90% positive response to concepts of "Fairness/Clarity of Rules", "Safety" and "School Culture"
- School data profile and Headline Indicators. Sustained improvement in all indicators.
- 100% class teachers engaging with agreed pedagogies in their classrooms. Consistency of pedagogy - shared language and understanding, reflected in consistent classroom practice.
- 100% teacher participation in differentiated model for building teacher capacity - WOW, T'NTs, Mentoring, Data conversations (formal/informal)
- 100% Participation of teachers in team planning once per term. All teachers planning and assessment on One School
- Regular team meetings (formal and informal) and 100% participation in moderation. Observed consistency of planning and assessment tasks.
- SOS parent data - >95% "this is a good school", > 90% "my child's learning needs are being met at this school"

Strategies				
	2022	2023	2024	2025
Strategic workforce planning in response to the changing demographic of the staff and school needs.				
In response to retirement of key school leaders (2020-21), establishment and development of a new, effective, stable and cohesive Leadership Team (Principal, DPs, HOC, HOSES, STL&N, BM) who constantly monitor and review what is happening and how things are working (data informed decision making); continue to drive ongoing school improvement .				
"Intentional collaboration" of the Leadership team maintained as the vehicle for all strategic decision making, including HR.				
Maintenance of the school Vision through commitment to a few clear measurable goals over time (avoidance of "Initiatives" <i>Fullan</i>)				
Teachers as "curriculum team leaders" of professional year level learning teams (planning and moderating every term, peer observation and feedback (formal and informal), regular team meetings).				
Continue to implement a transparent whole school budget and resourcing process based on systemic and school data to align the EIA, AIP and associated Action Plans with strategic allocation of human and financial resources to meet the learning and wellbeing needs of all students.				
Maintain HOC as a leader of curriculum implementation.				
Maintain level of teacher aide staffing (14S funding source) to support successful maintenance of core programs to achieve goals eg Rally Reading and Turbo time.				
Targeted PD- implement a documented professional learning plan (including for support staff as paraprofessionals) – aligned to EIA, data cycles, data literacy and other identified and emergent priorities- including staff wellbeing.				
Continued development of a differentiated model for building capacity of a highly effective teaching team including WOW (Watching Others Work) opportunities to be provided every term, T'NTs (cycles of inquiry), formal and informal peer mentoring and coaching.				
Ongoing engagement with the MBT (Mentoring Beginning Teachers) program to support Early Career teachers.				
Embed a culture where performance data that does not meet expectation is treated as developmental and is "collectively owned" and where data that exceeds expectations is celebrated and "collectively owned".				
Ensuring school achievements are highlighted effectively, communicated and celebrated with staff and the broader whole school and larger community				

Priority 2:

Curriculum and Pedagogical Practices

A whole school, consistent approach to curriculum implementation, data driven decision making and shared accountability.

No student “falls through the cracks” - differentiation to maximise learning outcomes for all.

“Growing the Whole Child” – a balanced holistic approach in a supportive and disciplined school environment.

Teacher Teams

Enhanced Teacher Pedagogy- building capacity- targeted PD, including enhanced data literacy

Teacher aides as partners in the learning process

Success Indicators:

- School Data Profile and Headline Indicators - Sustained improvement in all indicators.
- Staff SOS – >95% positive response to concepts of “Staff Wellbeing”, “Staff Development”, “Workplace Culture” and “ICT issues are resolved promptly”.
- SOS parent data - >95% “this is a good school”, > 90% “my child’s learning needs are being met at this school”
- SOS student data - >95% “I can access computers and other technologies at my school for learning” – ‘my teachers motivate me to learn’, “my schoolwork challenges me to think”
- SOS Data- maintain student, parent and staff satisfaction to >90% positive response to concepts of “Fairness/Clarity of Rules”, “Safety” and “School Culture”
- Data Driven decision making- Targeted PD- implement a documented professional learning plan (including for support staff as paraprofessionals) – aligned to ELA, data cycles, data literacy, other identified and emergent priorities- including staff wellbeing.
- Maintain trend of enrolment growth and /or school at capacity – “school of choice”.



- 100% class teachers engaging with agreed pedagogies in their classrooms. Consistency of pedagogy - shared language and understanding, reflected in consistent classroom practice.
- Maintenance of embedded consistent practices in the teaching of writing (VCOP, Big Writes, Sheena Cameron strategies, STRIVE, individual student writing goals, feedback, explicit teaching)
- Maintenance of embedded consistent practices in the teaching of reading (Rally Reading, Minilit, QAR, Sheena Cameron Comprehension strategies, individual student reading goals).
- 100% students have writing and reading goals. Goal setting books.
- Consistency in the teaching of number and problem solving.
- 100% students have up to date assessment portfolios.
- 100% teachers have class data profiles. Teacher knowledge of low, high and under achievers.
- 100% teachers complete differentiation plan on One School.
- Whole School Data Wall – summary of school based diagnostic data, Naplan results, A-E data, attendance and behaviour.
- Regular team meetings (formal and informal) and 100% participation in moderation. Observed consistency of planning and assessment tasks.
- 100% teacher participation in differentiated model for building teacher capacity - WOW, T'NTs, Mentoring, Data conversations (formal/informal)
- Flexible structures and processes to enable the school to respond appropriately to the needs of individual learners.
- ICPs on One School for all students meeting the criteria
- Equitable distribution of SWDs in classrooms.
- Further development/embedded focus on higher order thinking (the skills of Deep Learning) through a range of programs, and pedagogies utilised across the school, including Turbo Time, Thornlands Thinkers, Digital Technologies and development of some inquiry-based units of learning eg in science, HASS, Health
- Min 25% students, across all year levels, participate in "Thornlands Thinkers" programmes throughout the year.
- Maintenance and ongoing development of enhanced ICT resourcing, including at a minimum, three working labs, a class set of Ipads for every year level, class set of laptops, enhanced resourcing in digital technologies eg robotics, digital technologies teacher in P-3 and fulltime technical support.
- 100% class teachers using IWBs, further PD in the use of ICTs for T&L and student engagement, Microsoft Teams for online/Home Learning and staff PD and communication, when required.



Strategies	2022	2023	2024	2025
Maintain HOC as a leader of curriculum implementation.				
Consistent whole school approach to pedagogy, assessment and reporting practices. Teacher teams planning and moderating every term. All teachers maintaining class/year level data profiles.				
To ensure sustainability, utilise unused support staffing FTE (SBS Credits) to fund planning, T'NTs and WOW				
100% Participation of teachers in team planning (min) once per term. All teachers planning and assessment on One School.				
Maintain and extend signature programs in reading and number which explicitly teach higher order thinking and take student learning from surface to deep- including Turbo Time and Rally Reading.				
Extend Rally Reading program to cover all year levels from P- 4.				
Data driven decision making ("know thy impact") - embedding a culture of self-evaluation and reflection. All teachers maintaining class/year level data profiles encompassing systemic and school data (mandated school minimum assessment schedule). Teacher knowledge of low, high and under achievers and differentiated approach to meet needs.				
Continued development of a differentiated model for building capacity of a highly effective teaching team including data conversations(formal and informal), WOW (Watching Others Work) opportunities to be provided every term, T'NTs (cycles of inquiry), formal and informal peer mentoring and coaching.				
T'NTs (Thornlands 'Nquiry Teams)- Teachers as instructional leaders participating in 8-10 week data cycles- team discussion of formative data, identify a focus for targeted teaching and intervention (aligned with EIA), implement and then review effectiveness of the teaching program.				
Focus areas determined by the Explicit Improvement Agenda (informed by whole school data analysis). Maintenance of Reading, Writing and Numeracy as ongoing School Improvement Priorities.				
Continue to build on the consistent school wide, high yield strategies in the key priority areas of reading, writing and number.				
Maintenance of embedded school assessment schedule (type and frequency) that is relevant, time efficient, and delivers data, both formative and summative that teachers use to inform future student learning and reporting to students.				
Strengthen external and internal moderation processes including within and across year levels. Further differentiate curriculum planning and support to assist teachers in the 'before, after, end' moderation processes.				
Use of data, goal setting and student feedback				
Maintain comprehensive student assessment portfolios.				
Class Differentiation Plan (support and extension) on One School.				
Intervention and supports for the full range of needs including all students with disability (as identified through NCCD) including Individual Curriculum Plans (ICPs) where appropriate.				

Continue to define the roles and expectations of all stakeholders in the development, delivery and review of ICPS.									
Embed inclusion of SWD in mainstream classrooms. Further enhance understandings and attitudes of true inclusive practice throughout the whole school community. Maintain equitable distribution of SWD across all classrooms.									
Balanced holistic approach- including focus on the core learning priorities- Reading, Writing, Numeracy and Science, as well as the Arts, Sport and Leadership. Valuing diverse strengths ("Growing the Whole Child").									
Maintenance of embedded Code of Conduct to enhance children's abilities as learners.									
Whole school implementation of a Resilience/Social Development program									
Provision of a range of extension opportunities for our most capable students- "Thorntlands Thinkers", including continued participation in a targeted range of IMPACT programs through the BSDE. Min 25% students, across all year levels, participate in "Thorntlands Thinkers" programmes throughout the year.									
Explore strategies and resource allocations to increase the student numbers undertaking this learning through inquiry and innovation under the school's STEM (Thorntlands Thinkers) and IMPACT framework.									
Further development of STEM programs across the whole school including PD on STEM based curriculum integration.									
Continue to refine the school's consistency of pedagogical practice, through building opportunities for professional conversations within and across year levels encompassing the IMPACT Framework, to ensure Higher Order Thinking is incorporated school wide in all teaching and learning and thereby ensuring consistency of pedagogical practices and a culture of innovation and inquiry.									
Leverage on school collaborative curriculum planning processes to support teachers to enhance units by including all elements of the AC (including the General Capabilities) and school IMPACT pedagogies; development of digital technology and inquiry based units of learning eg in science, HASS, Health									
Extend opportunities for teachers to explore student collaboration and extend the established goal setting strategies to support highly capable students to focus on the IMPACT pedagogies of apply, connect and transform as a means to extending their learning from surface to deep.									



Priority 3:

School and Community Partnerships

Parents as partners – actively engaged in their child's learning.

Focus on a holistic and supportive approach that is inclusive of all and universally shared by the whole school community.

High levels of student, parent, staff and broader school community confidence in the school's performance and achievement.

Success Indicators:

- Participation in, and a range of achievements in, sport and the Arts
- Active Student Council and leadership program
- Extensive range of extra curricula activities eg ICT club, photography club, running club and others
- High rate of attendance/involvement of parents, extended family and other community members in a broad range of school events- the arts , sport etc
- Effective use of School Website, School Facebook, SMS notifications, email, use of Q schools app for timely notifications and communication etc
- Effective feedback loops to facilitate communication between parents and school.
- Parent SOS parent- > 90% positive response to concept of "Partnerships"
- SOS parent data, >90% "school keeps me well informed", "school asks for my input", "school takes parents opinions seriously"
- Supportive School Environment team meeting regularly. Number of positive incidents on One School increasing. Reduction in major incidents. More consistent response to behaviour management overall.
- SOS Data- maintain student, parent and staff satisfaction to >90% positive response to concepts of "Fairness/Clarity of Rules", "Safety" and "School Culture"
- Attendance to increase to 95%
- Enrolment growth and/or school maintained close to capacity; "school of choice".
- Student reports to include suggestions for ways in which parents can support their children's learning
- Parent SOS data – >90% "school provides me with useful feedback about my child's progress"; "I understand how my child is assessed at school"
- Parent SOS data – >90% positive response to concept of "Teaching and Learning"
- Parent attendance at workshops, positive participant feedback, including Leap into Prep program.
- Induction program in place.

Strategies	2022	2023	2024	2025
Maintaining school pride and community confidence through engaging parents and effective and timely communication.				
Enhanced feedback and communication loops for parents to connect with the school.				
Ensure school achievements are highlighted effectively, communicated and celebrated with staff and the broader whole school and larger community.				
Continue to prioritise development of school instrumental program and performance ensembles ("Growing the Whole Child" and enhancing reputation of the school in the broader community).				
Continue to prioritise development of sporting program. ("Growing the Whole Child" and enhancing reputation of the school in the broader community).				
Student leadership framework ("Growing the Whole Child"). Develop a broader range of extra curricula activities				
Maintain broad P&C consultation in relation to their Strategic Plan and alignment with broader school priorities (including enhanced school environment eg A Block enhancement and Hall enhancement)				
Maintain high level of attendance (use of SMS messaging)				
Enhance face to face parent reporting cycle (via Teams where necessary) - Term 1 and 3 - three way reporting optional in Upper school.				
Provision of a broader range of parent information/workshop sessions utilising online platform to enhance access (including to support social/emotional development of students)				
Effective Transition to school- Provision of Pre- Prep program for all students enrolled for the following year- including a range of parent information sessions.				
Continue to develop partnerships with local ECECs that are mutually beneficial to transition arrangements and school expectations, including provision of PD for staff of local ECECs to enhance learning for Pre-Prep students and support a seamless transition to Prep.				
Collaboratively review and identify potential community partners on the basis of their capacity to contribute to improved student achievement, well being and social learning.				
Develop and foster support networks. to enable the school community to share ideas, discuss issues and advance best practice eg PLC, AQ, Qld Health, NDIS providers.				



Colour	Indicates:
	Examining
	Implementing
	Embedding

Endorsement

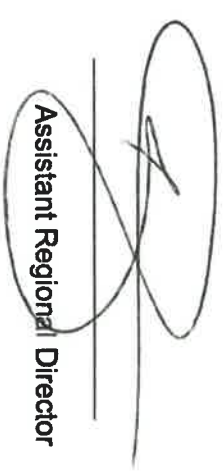
This plan was developed in consultation with the school community and meets identified needs and systemic requirements.



Principal



P&C President



Assistant Regional Director