



Thornlands State School Strategic Plan 2018 – 2021



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 5 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 6 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 is a Positive Behaviour for Learning (PBL) School and as such 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!!



2017 School Review Key findings: *(Review carried out by a review team from the School Improvement Unit from 20 to 24 April 2017)*

The school leadership team has established and is driving a strong improvement agenda that is consolidating reading and writing with a new focus on mathematics.

All school staff members are united, committed and enthusiastic about improving learning outcomes for all students. Staff members speak with confidence when describing whole-school strategies for reading and writing and the effect size on student outcomes in these areas.

The school vision of 'Making Our Results Excellent' (M.O.R.E) is central to all decision-making processes.

There are high expectations throughout the school for student engagement, attendance and learning outcomes. Staff members articulate these expectations as a feature of the school and parents and students express high levels of satisfaction with the behaviour of students and learning outcomes.

Teachers are confident in the collection and interpretation of class and school-wide data sets in the areas of reading and writing.

Data is viewed as a crucial component of the School Improvement Agenda (SIA) and members of the leadership team utilise expansive data sets to identify achievement levels over time, track cohort and individual student progress and build a collective understanding and commitment for change and improvements in school priority areas.

Staff members and parents value positive and caring relationships in order to foster successful learning.

There is a strong sense of collegiality amongst the staff members. Staff members report that morale is high and are optimistic regarding the continued development of a cohesive team.

Teachers are eager to expand their knowledge regarding how to improve their current teaching practice and they are highly committed to school priorities and their own professional learning.

Watching Others Work (WOW) is a recent addition to school strategies to assist teachers to continually expand their teaching repertoire. The principal articulates this is just one step towards developing a differentiated approach to Professional Development (PD) opportunities for staff members that will include mentoring and coaching arrangements.

The school leadership team establishes and communicates clear expectations regarding the use of effective research based pedagogies.

The school has a documented pedagogical framework combining the Dimensions of Teaching and Learning (DoTL) with IMPACT.

School moderation processes are a feature of Term 2 and Term 4 in weeks one and six.

Facilitators work with year level cohorts through a calibration process that includes moderation protocols.

It is apparent that teachers encourage students to achieve high standards with their learning.

All classes have established learning goals for students in reading and writing. Students are able to articulate their learning goal and receive regular feedback from their teachers regarding how they are progressing with the achievement of their goal. Students report high levels of satisfaction with teacher expectations and the level of challenge provided.

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. 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.

Improvement Priorities

Priority: Teaching Practice

Focus on teacher quality- achieved through building capacity.

Instructional leadership aimed towards consistency of practice.

Teacher Pedagogy

Teacher Teams

Success Indicators:

- 100% Participation of teachers in team planning once per term. All teachers planning and assessment on One School. 100% teachers moderating student work.
- Regular team meetings and moderation. Observed consistency of planning and assessment tasks.
- Consistency of pedagogy - shared language and understanding, reflected in consistent classroom practice.
- Staff SOS – >90% positive response to “good access to quality PD”.
- Data driven decision making- Evidence of differentiation in unit planning.
- ICPs on One School for all students meeting the criteria
- Whole School Data Wall – summary of school based diagnostic data, Naplan results, A-E data, attendance and behaviour.
- Growth in Prep- Year 2 - PM Reading levels
- 100% teacher participation in differentiated model for building teacher capacity - Admin data conversations, CWTs, WOW, T’NTs, Mentoring
- Use of WALT and WILF in 90% classrooms, student SOS data- >90% “teachers provide useful feedback about my school work”, “I get a good education at this school.”
- School Data Profile and Headline Indicators- Sustained improvement in Naplan, U2B and MSS in reading, writing and numeracy.



Strategies	2018	2019	2020	2021
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.				
Continue to refine the school's pedagogical framework encompassing the IMPACT Framework, to build opportunities for professional conversations within and across year levels thereby ensuring consistency of pedagogical practices and a culture of innovation and inquiry.				
Teachers as team leaders of professional year level learning teams (planning and moderating every term, peer feedback, regular team meetings)				
Strengthen external and internal moderation processes including within and across year levels.				
Targeted PD- a documented professional learning plan (including for support staff as paraprofessionals) – aligned to the EIA, data literacy and data cycles.				
Continued development of a differentiated model for building capacity of a highly effective teaching team including data conversations, WOW (Watching Others Work) opportunities to be provided every term, T'NTs (cycles of inquiry), formalised peer mentoring and coaching.				
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.				
Use of data, goal setting and student feedback				
Maintain comprehensive student assessment portfolios.				
Class Differentiation Plan (support and extension) on One School.				
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.				
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".				
Use of Learning Intentions (WALT) and Success Criteria (WILF)				
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.				

Priority:

Curriculum

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

Success Indicators:

- School Data Profile and Headline Indicators
- Ongoing improvement in Naplan data- U2B, NMS, MSS
- Data Driven decision making- Targeted PD- implement a documented professional learning plan (including for support staff as paraprofessionals) – aligned to EIA, data cycles, data literacy, other identified and emergent priorities- including staff wellbeing.
- Parent SOS data –maintain results - >90% “this is a good school”, “my child is getting a good education at this school”.
- Participation in and a range of achievements in sport and the Arts.
- Maintain trend of enrolment growth.
- 100% teachers planning in teams, 100% teachers planning on One School,
- Updated pedagogical framework in place; collectively understood and being implemented in all classrooms.
- Embedded consistent practices in the teaching of writing (VCOP, Big Writes, Sheena Cameron strategies, STRIVE, individual student writing goals, feedback, explicit teaching)
- Embedded consistent practices in the teaching of reading (QAR, Sheena Cameron Comprehension strategies, individual student reading goals).
- Consistency in the teaching number and problem solving.
- Student assessment portfolios, A-E data, reading benchmarks.
- SOS student data - >90% “use of ICTs for learning” – ‘teachers use a variety of resources to help me learn’, “my schoolwork challenges me to think”;
- G&T SNAC meeting once/term. 10% students, across all year levels, participate in “Thornlands Thinkers” programmes throughout the year.
- 100% teacher participation in differentiated model for building teacher capacity - Admin data conversations, CWTs, WOW, T’NTs, Mentoring
- SOS teacher data - >90% “access to resources I need to do my job well,” I receive useful feedback about my work in this school”.



Strategies	2018	2019	2020	2021
Maintain HOC as a leader of curriculum implementation.				
Continue to build on the consistent school wide, high yield strategies in the key priority areas of reading, writing and number.				
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").				
Ongoing development of an overarching school curriculum plan (developed with reference to the Australian Curriculum and utilising C2C materials as a resource) that ensures all elements of the school's curriculum, including vertical alignment, are identified and endorsed.				
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.				
Embed a 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.				
Targeting resources (human, financial and physical) to meet the curriculum priorities and the needs of every student.				
Whole school implementation of PBL (Positive Behaviour for Learning) to enhance children's abilities as learners- move towards Tier 2				
Whole school implementation of a Resilience/Social Development program				
Provision of Pre- Prep program for all students enrolled for the following year- including a range of parent information sessions.				
Student leadership framework "Growing the Whole Child". Develop a broader range of extra curricula activities				
Provision of a range of extension opportunities for our most capable students- "Thornlands Thinkers", including continued participation in a targeted range of IMPACT programs through the BSDE.				
Explore partnerships with universities to support the school's EIA and students learning and wellbeing.				
School's Gifted Education Framework implemented. G&T Action group part of the Student Needs Action Committee.				
Ongoing implementation of Digital Technologies including resourcing and PD to support this.				
Further development of STEM programs across the whole school including PD on STEM based curriculum integration.				
Enhanced awareness and consistent implementation of the IMPACT Learning Framework (whole school pedagogical framework) to ensure Higher Order Thinking is incorporated school wide in all teaching and learning.				

Priority:

Principal Leadership and School Capability

A focus on targeted teacher PD, enhanced teacher pedagogy, enhanced data literacy, data based decision making, differentiation to maximise learning outcomes for all, growing partnerships with local ECECs to build capability of learners entering school.

Success Indicators:

- 100% class teachers engaging with agreed pedagogies in their classrooms.
- 100% teacher participation in differentiated model for building teacher capacity - Admin data conversations, WOW, T'NTs, Mentoring
- 100% teachers have class data profiles. Teacher knowledge of low, high and under achievers.
- 100% teachers complete differentiation plan on One School.
- 100% students have writing and reading goals. Goal setting books.
- 100% students have up to date assessment portfolios.
- Equitable distribution of SWDs in classrooms.
- Flexible structures and processes to enable the school to respond appropriately to the needs of individual learners.
- Maintenance of three working labs, a class set of Ipads for every year level, effective level of technical support
- 100% class teachers using IWBs, staff proficiency in use of ICTs for T&L, student engagement.
- Sustained improvement in outcomes- Naplan (U2B, MSS); PM reading levels.
- School data profile and Headline Indicators
- SOS student data- >90% "use of ICTs for learning", 'teachers use a variety of resources to help me learn', "my schoolwork challenges me to think", " teachers provide useful feedback about my school work", "I get a good education at this school"
- SOS parent data - >90% "this is a good school", "my child is getting a good education at this school"
- SOS teacher data – >90% "good access to quality PD", "access to resources I need to do my job well" "I receive useful feedback about my work at this school", "I feel that staff morale is positive at this school"

Strategies	2018	2019	2020	2021
Strategic workforce planning in response to the changing demographic of the staff and school needs.				
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.				
Targeted PD- implement a documented professional learning plan (including for support staff as paraprofessionals) – aligned to EIA, data cycles, data literacy, other identified and emergent priorities- including staff wellbeing.				
To support consistency of practice and accountability, full implementation of a differentiated model for the development of a highly effective teaching team including: data conversations, WOW (Watching Others Work), T'NTs (cycles of inquiry), classroom walkthroughs, teacher feedback and formalised peer mentoring and coaching.				
Develop a feedback protocol that builds on WOW and focuses on modelling, evaluating and explicit feedback regarding classroom teaching on a needs basis.				
Ongoing engagement with the MBT (Mentoring Beginning Teachers) program to support Early Career teachers.				
Embed inclusion of SWD in mainstream classrooms. Further enhance understandings and attitudes of true inclusive practice throughout the whole school community. More widespread distribution of SWD across all classrooms.				
Targeted resourcing to enable ongoing focus on enhancing students' digital capability to enhance engagement and learning.				
Prioritise development of school instrumental program and performance ensembles ("Growing the Whole Child" and enhances reputation of the school in the broader community.				
Ensure school achievements are highlighted effectively, communicated and celebrated with staff and the broader whole school and larger community.				
Provision of PD for staff of local ECECs to enhance learning for Pre-Prep students and support a seamless transition to Prep.				

Priority:

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:

- High rate of attendance/involvement of parents, extended family and other community members in a broad range of school events- the arts , sport etc
- School Website, School Facebook, SMS notifications, use of Q schools app for timely notifications etc, SOS parent data, >90% "school provides useful information online", "school keeps me well informed"
- PBL team meeting regularly. Number of positive incidents on One School increasing. Reduction in major incidents. More consistent response to behaviour management overall. Maintain very high standard in SET data, Parent SOS data >90% "student behaviour is well managed at this school", Student SOS data >90% "student behaviour is well managed at this school", Staff SOS data >90% "student behaviour is well managed at this school".
- Attendance to increase to 96%; enrolment growth and/or maintained close to school capacity.
- 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".
- Parent SOS data maintained or improved; 'I understand how my child is assessed at this school'
- Parent SOS data – "the school works with me to support my child's learning", "school encourages me to take an active role in my child's education",
- Parent attendance at workshops, positive participant feedback.
- Induction program in place, increased number of volunteers (including Prep Reading Muster), end of year acknowledgement for all volunteers.
- Leadership Framework implemented- Active Student Council
- ICT club, gardening club, photography club and other extra curricula activities. Participation included on student report cards.

Strategies	2018	2019	2020	2021
Developing school pride and community confidence through engaging parents and effective and timely communication.				
Ensure school achievements are highlighted effectively, communicated and celebrated with staff and the broader whole school and larger community.				
Maintain broad P&C consultation in relation to their Strategic Plan and alignment with broader school priorities (including air-conditioning for the whole school, enhanced school environment eg oval, playground upgrades)				
Maintain high level of attendance (use of SMS messaging)				
Enhance parent reporting cycle- Term 1 and 3 - three way reporting optional in Upper school.				
Implementation of a more parent friendly report format				
Provision of a broader range of parent information/workshop sessions (including to support social/emotional development of students)				
Develop a broader range of parents and other volunteers in various roles across the school (eg Prep Reading Muster), including a more comprehensive induction/training program.				
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.				
Explore partnerships with universities to support the school's EIA and students learning and wellbeing.				
Develop and periodically review strategies to recognise, celebrate and monitor the relevance and effectiveness of key partnerships in meeting school and student needs.				
Develop and foster support networks, to enable the school community to share ideas, discuss issues and advance best practice eg PLC, AQ, Qld Health				

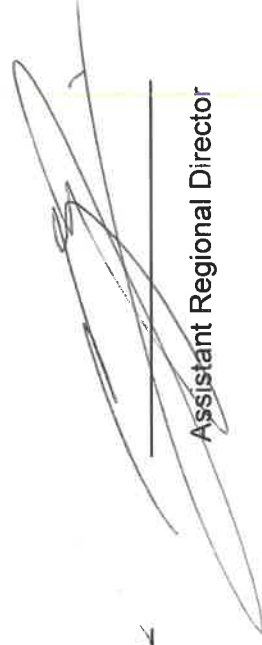
Colour	Indicates:
	Examining
	Implementing
	Embedding

Endorsement

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


Principal


P&C/ School Council Chair


Assistant Regional Director

