Thornbury High School 018797
Strategic Plan 2016-2019

School vision	School values	Context and challenges	Intent, rationale and focus
At Thornbury High School we believe that a safe and secure learning environment, high academic standards and opportunities for students to pursue individual interests are the essential elements of an outstanding education. At Thornbury High our purpose is to prepare students for a changing, diverse and sustainable world by: • Building knowledge and skills • Encouraging effort and excellence • Fostering resilience and integrity • Developing a caring and cooperative learning community	Staff, students and parents have identified the following core values; • Integrity, responsibility and respect – all community members are responsible for their own actions, treat others as they would want to be treated and are honest with each other. • Knowledge, skills and opportunity – all community members value knowledge, the development of new skills and we make the most of our opportunities. • Resilience and wellbeing – our community supports its members to adjust to change and encourages health and happiness. • Concern for others and community – our school welcomes community involvement and cares about the success and safety of others. • Excellence and persistence – we recognise the need to persist and put in the effort to achieve our best. • Inclusion and diversity – our school welcomes a range of cultures and respects their ideas and beliefs.	From the peer review Thornbury High School continues to be a high performing school of choice and has made considerable progress over the review period. The school continues to set high performance expectations of its leaders, teachers, staff, parents and students. The school, has met and in a number of cases exceeded, many of the goals and targets that it has set for itself in the School Strategic Plan (SSP) 2012-2015. Thornbury High School is a large single campus secondary school of approximately 1100 students, situated in northern suburban Melbourne. Students and staff reflect the many different cultural backgrounds present within the local community. Over the period covered by the review the school Student Family Occupation index (SFO) has fallen from 0.65 (2013) to 0.51 (2015). This indicates a less disadvantaged family cohort and is possibly linked to the growing number of higher achieving students with aspirational academic pathways The school predicts plateauing in student enrolments, but the school has transitioned from a medium size secondary school of 800 students in 2011 to a large secondary school (currently 1100). The gender balance of students has been predominantly male over the review period. However the school has noted an increase in girls choosing to enrol in Year 7, in 2016 the ratio is 50/50. The school has a diverse student population with 44% of students coming from a Language background other than English and a Koorie cohort of 4% (46 students). The school currently has approximately 50 full-fee paying international students. Thornbury High School has a strong record of achievement in the Victorian Certificate of Education (VCE) and provides a broad range of VCE subjects. The Victorian Certificate of Applied Learning (VCAL) is delivered at both the Intermediate and Senior level. Students have access to a wide range of VET courses. A strong Pathways counselling and support process has implemented from Year 10. Further school priorities include, enhancing a safe and secure environment that promotes positive relationships, development of student leadership, mutual respect and enhanced connectedness to school. Improving student transitions and access to productive pathways within and beyond the school is also a specific focus.	Recommendations from the peer review: There is a need to building staff understanding and capacity to gather and interpret performance data, and to use this to inform their teaching to the 'point of need'. The school investigates a consistent, explicit whole school approach to data collection and effective use. The development of a culture of data being used to identify the 'zone of proximal development', to track individual student growth and to highlight cohort learning become highly valued and ubiquitous across the school The introduction of the KLA leaders as Leading Teachers is in the early stages and as yet the effectiveness and impact is not being measured or tracked. The panel identified four elements of Performance and Development Culture as providing opportunities for future development, in particular: 1. induction for new staff 2. multiple sources of feedback 3. individual performance and development plans based on individual development needs, student learning and school priorities 4. quality professional learning The development of staff collective efficacy has the potential to be supported and tracked by Leading Teachers through the school's Performance and Development Plan (PDP) process An increased focus on improvements to course counselling not just at Year 10, but throughout the entire school is a positive move. Continuing focus on student leadership and student voice is important. Identification and support for 'students at risk' in academic or personal domains remains a priority across the school.

Four-year goals (for improving student achievement, engagement and wellbeing)	Targets (for improving student achievement, engagement and wellbeing)	Key improvement strategies
Student achievement Goal 1: To improve learning outcomes for all students	All students achieve a pathway into further study (university, TAFE, apprenticeships) or the workforce Achieve a median VCE study score of 30 Students will achieve at or above the GAT predicted level in at least 75% of Unit 3/4 subjects NAPLAN: Year 7 to 9 Learning gain – 75% of students make 'medium' or 'high' gain with greater than or equal to 25% in 'high'	Improve VCE results through a focus on moderation, formative assessment and increasing rigour in Year 10 and 11. Improve literacy and numeracy outcomes through the continued development of programs run within the mainstream curriculum (e.g. literacy coach, use of HRLTPs) and beyond (e.g. Concept program, Extend Program, numeracy intervention).
Student achievement Goal 2: Embed a common practice of highly effective teaching and learning	Universal use of the THS Lesson Model by teachers and students Attitudes to school survey – students to be in the top quartile in simulated learning. School staff survey (teacher/principal) staff opinion results, improve in academic emphasis and teacher collaboration	Continue the development of a guaranteed and viable curriculum through the KLA structure. Continue the use of the THS Lesson Model as part of the P&D process through teacher observation and co-planning.
Student engagement Goal 1: To Improve student engagement in their learning	All curriculum at 7 - 10 to be documented with differentiated tasks and activities Consistent improvement over the 4 years of the strategic plan on the parent and student survey results for 'School connectedness'	Documented curriculum with clear links to differentiated learning tasks and activities Improved communication with parents and students Developing engaging learning tasks
Student engagement Goal 2: To improve student connectedness with the broader school community.	Improve attendance at extracurricular activities To provide a broad and accessible range of extra-curricular activities	Monitor and Collate student attendance data for Extracurricular activities Broaden the House Points System
Student wellbeing Goal 1: Strengthen the school's capacity to provide a safe and inclusive learning and working environment.	Maintain equal male and female enrolments To achieve measures above the 85th percentile in the areas of **student safety** and **student distress** as identified in the student attitude to school survey	To implement and monitor programs that promote positive relationships among students
Student wellbeing Goal 2: Strengthen the school's capacity to provide an orderly and stimulating learning and working environment.	To achieve measures above 80% in the parent opinion survey in the area of student safety To reduce the percentage of students reporting themselves as experiencing bullying in the THS bullying survey (over the four years of the SSP)	To ensure the program provides for girls and that this is promoted to the broader community
Productivity Goal 1: Allocate resources to optimise the achievement, engagement and wellbeing of all students	Four year improvement trend for parent and student survey data. Parent (student engagement) and student (teaching and learning) Four year improvement trend growth in student behaviour (parent survey) and 'Student relationships' and 'Wellbeing' (Student survey)	Allocate resources to intervention strategies Effective transition of students to next year level. Maintain enrolment figures and school population of 1100. Maintain facilities and the learning environment. Continue to provide a high quality program for our international students
Productivity Goal 2: Allocate resources to optimise the professional development, engagement and wellbeing of all staff	Overall endorsement of school climate to be at or above 65% by 2019 (whole school staff survey) Four year improvement trend growth in staff trust and collaboration (whole school staff survey)	Staff Induction Develop an agreed PD approach Effective timetable development and time allocation for all staff Productive and targeted use of staff time (KLA meetings, PD afternoons)

Excellence in teaching and learning

Student achievement, engagement and wellbeing

Positive climate for learning

Community engagement in learning

Professional leadership

VICTORIA
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