

# School Strategic Plan 2019-2023

Thornbury High School (8797)



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# School Strategic Plan - 2019-2023

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<b>School vision</b>	<p>Thornbury High School champions innovation and academic excellence in a supportive, inclusive environment. An extensive academic and extra-curricular program aims to foster and inspire respectful, resilient young people ready to face a rapidly-changing world.</p> <p>Our vision centres around fundamental knowledge, skills and experiences:</p> <ul style="list-style-type: none"><li>Literacy and numeracy capabilities for lifelong learning</li><li>Rich science, technology and arts experiences</li><li>Leadership through humanities, languages and physical education</li><li>Success in a digital world</li><li>Enterprise skills to problem solve, think critically and creatively, communicate and collaborate</li><li>Our place in a global community</li></ul>
<b>School values</b>	<p>'Achievement and Excellence'. Our motto, visible in all our actions, represents what is critical to the education of the whole person. We value the fundamental attributes of a vibrant, quality education:</p> <ul style="list-style-type: none"><li>Effort and achievement in all aspects of school life</li><li>Active engagement in learning</li><li>Connectedness, resilience and wellbeing</li><li>Celebration of diversity</li></ul>
<b>Context challenges</b>	<p>Thornbury High is situated in the suburb of Thornbury 12 km north of central Melbourne. Classrooms are organised around learning communities. There is a separate senior area and year seven Centre. Facilities include specialist areas for Science, the Technologies, Arts, Music and a gymnasium. The school has tennis courts and a school oval. A performing Arts Centre (PAC) and refurbished gymnasium are nearly completed. Enrolments are approximately 1,070 students and have stabilised over the past three years. The Student Family Occupation Education (SFOE) index was 0.38 in 2019. The School has four principal class, seventy equivalent full time teachers including ten Leading Teachers and twenty Education Support Staff.</p> <p>The school provides VCE, VET and VCAL programs at years eleven and twelve with provision for year ten students to also</p>

	<p>commence VCE and VET programs where appropriate. The core curriculum in Years 7 to 8 includes instrumental music for all students. Elective studies are offered at year nine and ten to supplement the core curriculum. The school offers a High Achievers program at years seven, eight and nine and acceleration and extension programs in Mathematics and Science. The school has a relationship with Croxton Special School which has a campus called the Transition Learning Centre (TLC) situated on Thornbury High's site as part of an innovative inclusive education model. The school established an English Language Centre in the second half of 2018 to support the International students program, which makes up 6% of the school's population. 3% of the student population is indigenous.</p> <p>One of the key challenges identified as part of the review process is the use of data. There is more scope for the school to use data to monitor individual student progress, plan future interventions and track the progress of student cohorts. This will require a better understanding and more consistent use of data at the individual, small-team and whole-school level.</p> <p>Another continued challenge involves the review and embedding of our established instructional model. While teachers generally follow most elements of the lesson model, classroom observations and discussion with students suggest students are not consistently aware of a lesson model and their role with in it. Elements such as learning intentions and success criteria are not always understood by students.</p> <p>The review showed that the positive relationships between students and teachers and the observed levels of student engagement has provided a background where student voice and agency can be developed to a higher degree than is currently apparent. In Years 7 to 10 classroom observations, staff and student focus groups indicated that overall students did not consider they were given a lot of say in what they learnt but did have some say in how they approached and completed tasks. Students have observed that they know how they are progressing with their learning through teacher praise, encouragement and feedback on work completed. Students consider they usually receive good and constructive feedback from their teachers. This positive platform will support the school's focus on improving student voice and agency.</p>
<p><b>Intent, rationale and focus</b></p>	<p>In Thornbury High's 2019 School Performance Report, the school improved overall from the 'Renew' category to 'Stretch'. Our goal is to continue this improvement. To do this we need to build on the strengths identified as part of the review process and also address the key areas for improvement.</p> <p>Continuing to strive to build a culture of high expectations remains a challenge. The school's data currently indicates that student performance in some curriculum areas declines as students progress through the school. The review noted that this has been</p>

particularly evident in the previous SSP cycle in Senior English. The review recommended a whole-school focus on improved performance with a continued focus on literacy across the curriculum. 2020 will be the third year of the school's professional learning focus on literacy, however we feel we are much better prepared now to address this at the granular level having participated in the Department's formal Professional learning Community (PLC) training in 2019.

The school has established a positive climate for learning and strong student-teacher relationships, but this can be further strengthened. During the review process, student survey data and focus groups of students and teachers indicated that the level of student voice and agency with students having more involvement and awareness of curriculum content and assessment methods should be a key priority area.

The review also identified that student wellbeing needs to continue as a key priority to ensure the current standards are maintained and enable school progress in areas such as improving student voice and agency. One of the key SSP key improvement strategies in this area includes establishing an even more proactive whole-school approach to student management and wellbeing that fosters positive student experiences.

Underpinning much of this work is the need to continue to build the individual and collective capacity of school leaders to lead and develop a culture of continuous improvement.

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<b>Goal 1</b>	To improve student achievement in all areas of learning across the school
<b>Target 1.1</b>	The percentage of students who have medium and high growth in NAPLAN Reading and Numeracy between Year 7 and Year 9 will increase from <ul style="list-style-type: none"><li>• Reading:76.8% (2018) to 80% (2022)</li><li>• Numeracy: 71% (2018) to 80% (2022)</li></ul>
<b>Target 1.2</b>	The overall VCE median study score will increase from 30 in 2018 to 31 in 2022
<b>Target 1.3</b>	The percentage of students achieving VCE study scores of 40 and above will increase from 2.9% in 2019 to 6% in 2022
<b>Target 1.4</b>	90% of Senior and Intermediate VCAL students complete their certificates or enter employment or further training
<b>Key Improvement Strategy 1.a</b> Evidence-based high-impact teaching strategies	Build teacher capacity to use evidence-based strategies with a focus on literacy
<b>Key Improvement Strategy 1.b</b>	Embed an instructional model

Evidence-based high-impact teaching strategies	
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	Build teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of learning
<b>Key Improvement Strategy 1.d</b> Building leadership teams	Build the capability of the school leadership team to lead and develop a culture of continuous improvement
<b>Goal 2</b>	To increase the active engagement of all students in their learning
<b>Target 2.1</b>	Average number of whole days absent from 18 in 2018 to 14 in 2022
<b>Target 2.2</b>	<p>Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 47% positive response overall in 2018 to 60% in 2022</li> <li>• Student motivation and interest from 63.2% positive response overall in 2018 to 70% in 2022</li> <li>• High expectations for success from 58.9% positive response overall in 2018 to 65% in 2022</li> </ul>
<b>Target 2.3</b>	In the staff survey collective focus on student learning increases from 51% (Prin/Teach) positive response to 65%
<b>Key Improvement Strategy 2.a</b> Setting expectations and promoting inclusion	Build a whole-school culture of high expectations
<b>Key Improvement Strategy 2.b</b>	Embed student voice and agency in student learning

Empowering students and building school pride	
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Build teacher capacity to utilise student feedback to inform teacher practices
<b>Goal 3</b>	To develop the connectedness, resilience and wellbeing of all students
<b>Target 3.1</b>	<p>Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• School connectedness from 62% positive response overall in 2018 to 70% in 2022</li> <li>• Resilience from 65% positive response overall in 2018 to 70% in 2022</li> </ul>
<b>Target 3.2</b>	In the parent opinion survey, confidence and resiliency skills to be at or above 80% positive endorsement
<b>Target 3.3</b>	Increase the number of teacher positive posts regarding students on Compass during strategic plan timeline (new data initiative: benchmark to be established 2019).
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Establish a proactive whole-school approach to student management and wellbeing that fosters positive student experiences
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Develop a THS Wellbeing Framework scoped and sequenced with progression from Years 7–12

