

School Strategic Plan 2024-2028

Thornbury High School (8797)



Submitted for review by Lars Andersson (School Principal) on 29 October, 2024 at 04:44 PM

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Endorsed by Jessamy House (School Council President) on 03 December, 2024 at 04:42 PM

School Strategic Plan - 2024-2028

Thornbury High School (8797)

School vision	Thornbury High School champions innovation, inclusiveness and academic excellence. Through the extensive academic and extra-curricular programs THS aims to foster and inspire a new generation of respectful and resilient young people ready to face a rapidly changing world.
School values	Achieving - We have a culture of high expectations, engaging curriculum and emphasis on literacy. Engaging - Our students discover new passions outside the classroom. Connecting - Young people thrive when they feel safe, happy and connected. Our focus is on supporting all students to develop the habits necessary to face challenges and achieve success.
Context challenges	Thornbury High School (THS) is a co-educational secondary school situated approximately 8 kilometres to the north-east of Melbourne. Review panel members noted that a calm and orderly learning environment was consistently evident across the school. Key challenges included the lack of consistent focus on student voice and agency as a priority for the school. There was a strong focus on student leadership and representation as compared with agency in learning. Another challenge was related to an enabler – implementation of an instructional model. A key challenge faced by the school was getting consistency in implementation. Aboriginal and Torres Strait Islander students at the school were less likely to be assessed as 'strong' or 'exceeding' proficiency level when compared to other students in Reading or Numeracy. Equity-funded students were less likely to achieve 'strong' or 'exceeding' in Numeracy compared to non-equity funded students.
Intent, rationale and focus	The intent for the period of the next Strategic Plan is to strengthen student learning growth, student agency, and student resilience. This is important as our vision is to help develop resilient young people who are ready for the next step in their lives when they leave our school, so they need the agency to take ownership over their own learning. They need to experience success, and to develop the resilience to be able to handle setbacks and challenges, and to grow from such experiences. We are prioritising the building of staff capacity to teach, lead and support students effectively so that we achieve student learning growth, develop student agency, and promote student resilience.

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Goal 1	Optimise the learning growth of every student in all areas of the curriculum.
Target 1.1	By 2028, increase the percentage of equity-funded and First Nations students achieving high growth in Numeracy in NAPLAN from xx% to xx%. <i>*To be determined in 2025 when there are sufficient data to calculate benchmarks</i>
Target 1.2	NAPLAN benchmark learning growth target <i>*To be determined in 2025 when there are sufficient data to calculate benchmarks</i>
Target 1.3	By 2028, increase the percentage of VCE study scores of 40 or more from 8.3% (2023) to at least an average of 10%, calculated using an average of 2024 to 2027 study scores.
Target 1.4	By 2027, increase the mean of all VCE subjects' adjusted study scores from 0.48 (2021-2023 average) to be at or above 1.0 (2024-2027 average).
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the THS teaching and learning model for excellence.

<p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Collaboratively improve teacher practice through staff learning and professional learning communities.
<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	

Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Goal 2	Strengthen the agency and resilience of all students.
Target 2.1	By 2028, increase the percentage of Year 7 to 10 student positive endorsement to the Attitudes to School Survey factors of: <ul style="list-style-type: none"> • Self-regulation and goal setting from 57% in 2023 to 62% • Perseverance from 56% in 2023 to 61%.
Target 2.2	By 2028, improve student attendance rates: <ul style="list-style-type: none"> • Decrease the percentage of Year 7 to 12 students with 20 or more days absent from 35% in 2023 to 30% • Increase the Year 7 to 12 student attendance rate from 88% in 2023 to 93%. • Decrease the percentage of equity-funded Year 7 to 12 students with 20 or more days absent from 47% in 2023 to 42%
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build school capacity to activate student agency in learning within the THS teaching and learning model.

Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Continue implementation of the whole school tiered intervention model.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b	

<p>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
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