



Thorndon Park Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Thorndon Park Primary School Number: 1154

Partnership: Campbell

Name of School Principal:

Dora Iuliano

Name of Governing Council Chair:

Natalie Johnson

Date of Endorsement:

7/2/17 Chris Sheldon

School Context and Highlights

Thorndon Park Primary School is located in the eastern suburbs of Adelaide near Black Hill Conservation Park. It has a diverse community with the enrolment of 287 students, comprising of: 4 Aboriginal or Torres Strait Islanders, 27 students with disabilities, 164 students from EALD backgrounds, and 68 students are supported through school card. The steady increase of enrolments has led to overcapacity and 'zone of right' to ensure the access rights of families that live within the zone. A new leadership team and thirty staff provide students with the skills and knowledge to become confident resilient life-long learners. The school culture is underpinned by the values - Learning, Quality, Caring, Mutual Respect, Interdependence and Taking Responsibility. A safe and inclusive learning environment is created through social skills programs of Program Achieve, Circle Time, Play is the Way, What's the Buzz and Student Leadership. The school offers specialist learning in Performing Arts, Languages - Italian and Physical Education and opportunities for primary students to engage with the Stephanie Alexander Kitchen and Garden Program. Students represented the Campbell Partnership in the Nuclear Forum, explored Labs on Legs and STEM Works initiatives.

The highlights included: increased teacher confidence to implement the Australian Curriculum; staff using data to inform personalised learning (SMART) goals in Literacy and Numeracy, NEPs and Individual Learning Plans with more intentional teaching and reporting; Running records displayed on classroom data walls and student achievements are recorded, analysed and monitored by Scorelink; increased staff and student access to digital devices to enhance learning; implementing Results Plus activities to moderate student work in Mathematics; transforming learning and assessment tasks to challenge thinking; planning integrated units of work in Professional Learning Communities; all staff discussed their professional goals aligned with Site Improvement Plan priorities in Performance and Development meetings with written feedback; opportunities were provided for staff to attend Professional Development sessions in Mathematics, Growth Mindsets and Circle Time. The school community engaged in events where students performed in Assemblies; Dance, Choir, Harmony Day, Sports Day, Children's Week, Mud Brick Hut Celebrations, Mothers and Fathers' Day Breakfasts, Remembrance/ Grandparents' Day and End of Year Sing-along.

Governing Council Report

This year has seen the beginning of a new era at Thorndon Park Primary School with Dora Iuliano taking up the role as Principal. Dora is an incredibly hard working, dedicated and passionate Principal who has worked collaboratively with leadership, staff and the governing council to work towards a common goal, to make the school the best it possibly can be for the students. I would like to thank the many new and ongoing Governing Council members for their effort & time throughout the year. The group has been very motivated and passionate about a number of projects that have been or are scheduled to be done in the not too distant future. I would also like to thank the members of the sub-committees for their contribution, and all of the staff of the school who have provided tremendous support to the council throughout the year.

These are some of the exciting things that have happened in 2016. The new building work has finally begun and we will hopefully be able to use these classrooms early in the new year. We were also one of the schools selected to receive funding for STEM. Upon completion of the STEM works, the Nature Play that has been in the pipeline for quite some time will be able to be done. This year also saw the end of an era with the mud brick hut being dismantled. We have been able to keep the ruins and the mud bricks to use in future projects. New play equipment was selected by the school community and this has been well utilised by all students. The canteen has introduced a number of successful new lines and special lunches, namely pizza and pasta which were enjoyed by both volunteers and students. After school soccer and netball have been very popular and football goals will be erected on the oval in 2017.

Parents and Friends organised a soup night with lots of families attending as well as successful fundraisers held throughout the year: bulbs, BBQ, entertainment book sales and an end of year raffle. More exciting community events are planned for 2017. OSHC numbers have been continuing to grow throughout the year and the vacation care programs are always very popular with exciting excursions, incursions and theme days. The end of year sing along was well received with students and staff performing. The school community had an enjoyable evening. I would like to thank everyone's contributions to help build our school's community spirit and thank them for the positive impact that they have on our children's lives. Natalie Johnson Chairperson.

Improvement Planning and Outcomes

Progress to date in SIP strategies from evidence and data to meet ESR recommendations:

1. Collaboratively created and implemented SIP with a narrow focus and high yield strategies to: Personalise and connect learning and to measure increase in students' English and Mathematics outcomes

- Implemented Scorelink to track and monitor each learner's growth and follow the data collection schedule
- Leadership and PLC analysed achievement and qualitative data to drive change and improvements
- Improved the focus on individual learning plans and SMART Goals for targeted and personalised learning (SSO support and intervention intentional focus)

Implications for 2017 & future planning:

- PD reading comprehension and Jolly Phonics and Grammar, Natural Maths, Numicon and Back to Front Maths
- Intervention processes – one plan development

2. Use PLCs and whole school PD to ensure that task design provides opportunities for intellectual stretch and students to demonstrate high level learning

- Result Plus activities, transforming tasks and moderation of student work

Student Learning – How well are students achieving over time?

Trend data & evidence indicates: • Yr 3, 5, 7 Naplan Writing, Grammar and Punctuation – improvement

- Retention in upper bands – no change in 5; decline in Yr 7
- Running Records Rec – decline, Yr 1 and Yr 2- improvement
- Yr 3 and 5 Reading and Maths improvement
- Yr 7 Reading and Maths decline

- Student attendance – increase in lateness in early years, more family holidays

Implications for 2017 & future planning: • Self-regulation, growth mindset – productive failure attitudes, asking questions, problem solving with a range of approaches, increased access to a range of resources

- General Capabilities – Critical and Creative and ICT - with a STEM focus
- Reading Comprehension strategies
- Problematized situations and real world contexts

3. Evaluate current pedagogical work to determine the most effective strategies to improve student learning outcomes and implement these consistently across the school.

Effective Teaching – How effectively are teachers supporting students in their learning?

Trend data & evidence indicates: • Analysing and using data sets to effectively inform practice and interventions and accurate reporting – written student report demonstrates strengths and areas of improvement

- PLC planning to organise Term Overviews, Interdisciplinary units of work and assessment; TfEL domain 4 Personalise and connect learning strategies
- Classroom observations and Performance and Development feedback to inform professional goals

Implications for 2017 & future planning: • Task design – transforming tasks – tell to ask with formative assessment and differentiation of teaching and learning

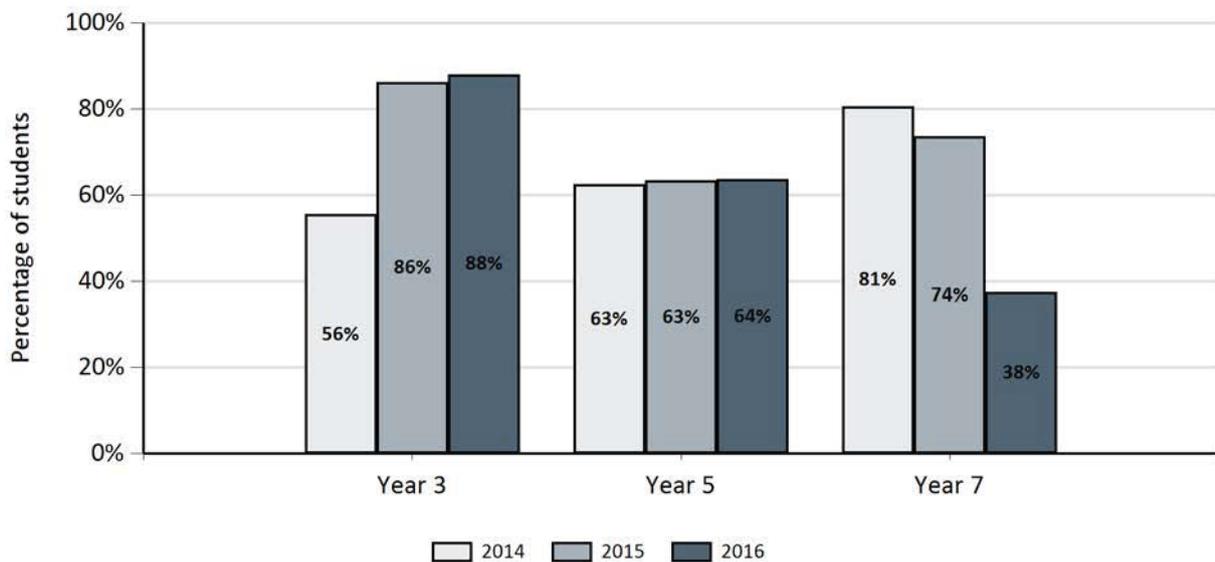
- Enactment of improvement cycle, Literacy and Numeracy Agreements with focus on learning intentions and success criteria with timely and relevant feedback for ongoing progress and intellectual stretch
- Increased student voice, choice and engagement with a focus on the values of respect, creativity, excellence and resilience
- One plans – SMART Goals for personalised learning for targeted teaching
- PD – Results Plus – Partnership - moderation of student work, transforming tasks; embedding formative assessment; Back to Front Maths; Numicon; R-7 Jolly Phonics; Jolly Grammar, Running Records, Powerful Learners with growth mindset; Visible learning – Hattie and Fullan – Coherence and Beyond the Data walls – parent workshops
- STEM initiatives
- Monitoring student progress – Scorelink – differentiation diamond - attendance

Performance Summary

NAPLAN Proficiency

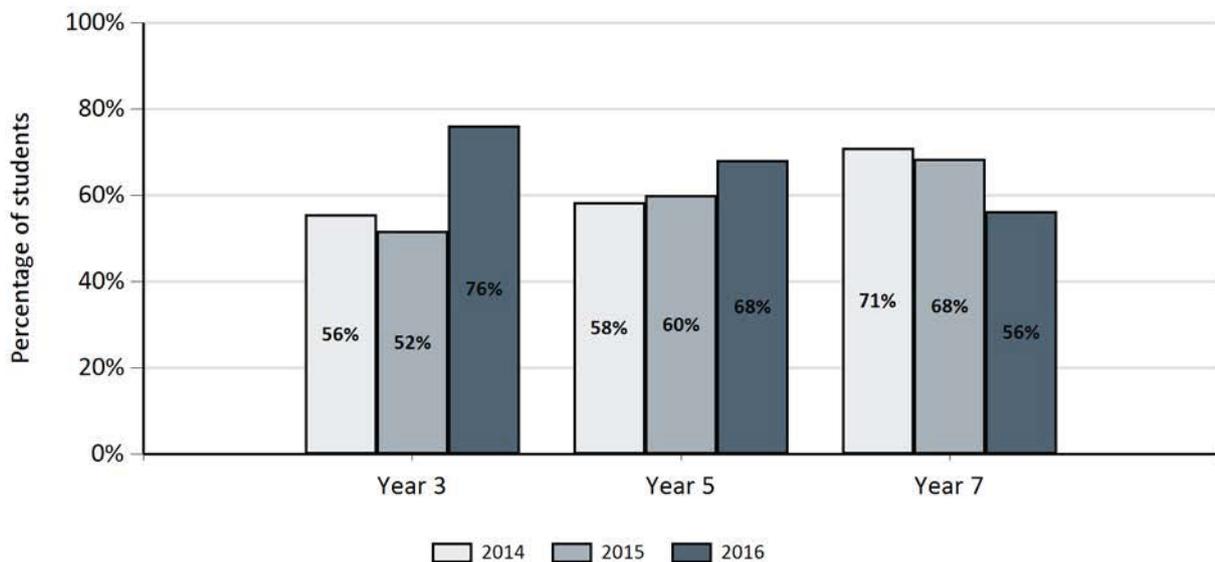
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	29%	38%	25%
Middle progress group	50%	38%	50%
Upper progress group	21%	23%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	29%	23%	25%
Middle progress group	50%	69%	50%
Upper progress group	21%	8%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	42	42	15	6	36%	14%
Year 3 2014-16 Average	29.7	29.7	9.0	4.3	30%	15%
Year 5 2016	22	22	6	3	27%	14%
Year 5 2014-16 Average	25.3	25.3	5.7	2.3	22%	9%
Year 7 2016	16	16	3	1	19%	6%
Year 7 2014-16 Average	22.0	22.0	3.7	3.0	17%	14%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

NAPLAN Writing - steady increase in year 3, 5 and 7 across two years due to whole school PD focus on Literacy - writing improvement with Stephen Graham. R-7 documentation of teaching practices and scope and sequence documents and the whole school Literacy Agreement with relevant resources.

NAPLAN Reading - year 3 and 5 made slight increases in performance of students meeting SEA. The year 3 reading performance is the highest to date.

NAPLAN Numeracy - significant improvement in the percentage of year 3 and 5 students meeting SEA. For year 3, the 2016 result breaks the decreasing pattern of results seen between 2013 and 2015. For year 5, the 2016 result is the third consecutive increase and the highest recorded to date.

Year 7 results in Reading and Numeracy showed a significant decrease in achievement, however due to a small cohort of students percentages in achievement can make it more difficult to use these percentages to draw reliable conclusions about changes in performance from year to year. The focus next year is to increase the percentage of students in the upper progress group in both Reading and Numeracy.

Reading - Running Records has declined in years 1 and 2. Teachers are now actively tracking, monitoring and responding to student achievement data through Scorelink and reviewing DECD SEA benchmarks with the expectation of ongoing assessment.

In 2016 we employed a Reading Support teacher to mentor early career teachers, run workshops for Early Years and Kindy parents and to update guided reading packs and resources. All teaching staff reviewed the Literacy Agreement and engaged in PD to develop skills in analysing running records, ensure consistency of practice and to use the diagnostic data to inform daily practice and student learning goals.

Reception students have engaged in the Early Years PAT trial in Literacy and Numeracy and years 1 to 7 students participated in PAT R and PAT M tests. Teachers were able to note individual students' testing behaviours and analyse results in year level teams to identify areas of growth and focus teaching strategies from the PAT resources. All staff engaged in Professional Development sessions in Natural Maths to help students address skills in comprehension and responding to problematised situations. The Campbell Partnership promoted further PD sessions for years 3-5 teachers to enrich their repertoire of teaching and learning skills in Mathematics by engaging in Tierney Kennedy Back to Front Mathematics and moderating student work with colleagues from other Partnership sites. Teaching and SSO staff participated in Numicon workshops and site visits to promote active hands-on teaching and learning strategies in Mathematics and complemented by appropriate classroom resources. To further develop teacher capacity and effectiveness of teaching and learning in Reading Comprehension and Mathematics, each classroom practitioner was provided with a teacher toolkit of essential resources to effectively implement the consistent practices and expectations of the R-7 Literacy and Numeracy Agreements.

Attendance

Year level	2014	2015	2016
Reception	93.4%	93.9%	93.3%
Year 01	93.2%	94.6%	91.3%
Year 02	92.9%	93.5%	93.7%
Year 03	94.1%	94.1%	91.7%
Year 04	93.7%	93.0%	90.1%
Year 05	88.0%	95.6%	93.1%
Year 06	93.5%	92.2%	92.1%
Year 07	94.8%	96.4%	91.2%
Total	93.0%	94.1%	92.2%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

There is a slight decline in attendance rates in year levels 1, 3, 4 & 7 due to particular individuals who are experiencing on-going non-attendance & lateness due to family issues. Leadership & office staff regularly monitors attendance policy & strategies: letters, phone calls, home visits in consultation with DECD Attendance & Engagement Officer, Family Focus, Pastoral Care Workers, SAPOL and other agencies to offer support to parents/carers, students & families. Incentives for punctual, regular attendance are provided by leadership and staff as well as mandatory notification as required.

Behaviour Management Comment

Analysis of behaviour data from 2014 - 2016 shows an increase in the number of lower level incidents recorded and a reduction of external suspensions from 4 to 3 students. This year 5 students were referred to DECD Behaviour Support Coach to support the high number of early career and contract teachers with behaviour management strategies and appropriate resources to encourage positive behaviour choices. Meetings with students, parents, leadership and teachers to develop and implement behaviour plans impacted positively on individuals and classes. In 2017 the new values, vision, student voice and Decision Making Policy, Behaviour Education policy and processes and social skills programs will be reviewed for whole school commitment and consistency.

Client Opinion Summary

49 parents responded to our Parent Opinion Survey with favourable results, with all areas rating 4 or higher with a maximum possible score of 5. Strengths included: teachers expecting students to do their best, school maintenance and being able to talk to teachers about concerns. A growth area is to ensure that all staff communicate to parents that they take their opinions seriously.

Student feedback showed a significant improvement in 'I like being at school' and 'in feeling safe in class'. 17% decrease of students being bullied. There was an increased number of students responsibly reporting bullying incidents to teachers rather than parents or friends which resulted in prompt interventions, restorative practices and negotiated consequences. The majority of bullying incidents were one off with a limited number of repeat offenders. Promoting skills of self-regulation and social skills development through consistent whole school implementation of Program Achieve, Growth Mindsets, Powerful learners, Circle Time, and Play is the Way - with targeted support through What's the Buzz, Strength Cards and Kimochi resources. The year 6/7 survey of well-being and student engagement identified three areas of growth - optimism, perseverance and emotional regulation in comparison to the 2015 AEDC Domain results were students were vulnerable in social competencies and emotional maturity.

Staff valued opportunities for team work on site and can rely on colleagues for support and assistance. Roles and responsibilities are clearly defined and school and DECD goals are well aligned. Staff were given explicit performance and development feedback to support their professional development. Areas of growth - strengthening levels of trust between leadership and staff; and promoting staff well-being. Staff are enthusiastic about teaching and feel involved in the development of the school's vision. Staff value the cultural diversity at the site and the manner in which all students are treated fairly regardless of their background.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	8	14.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	16	28.6%
Transfer to SA Govt School	32	57.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

As per Relevant History Screening Practical Guide (2016) volunteer parents, staff, contractors are required to apply for the DCSI screening and attend RAN sessions that are available each term both on site and at neighbouring sites. At the information session volunteers are provided with an information brochure and conversations regarding site agreements based on our school values and expectations as outlined in DECS Protective Practices.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	33
Post Graduate Qualifications	7

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	16.4	0.0	7.8
Persons	0	18	0	10

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$14996.80
Grants: Commonwealth	\$3000.00
Parent Contributions	\$83975.01
Fund Raising	\$35648.33
Other	

Data Source: Data Source: Education Department School Administration System (EDSAS).

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	Not applicable	Not applicable
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	Two part time EALD teachers were employed to improve students' writing standards, run staff workshops to assist with the leveling of writing samples and to provide classroom, individual and group support with text types	30 students received small group support + 6 teachers mentored in literacy
	Improved Outcomes for Students with Disabilities	0.4 leadership release to support SWD. SSOs employed to support students with disabilities meet specific goals in Negotiated Education Plans. Supplementary funding ensured student safety at playtime and in enrichment	28 students received individual and small group support
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	FMLD funding supported enrichment of oral & written language and cultural activities eg supporting students' successful participation in Italian Radio broadcasts.	66 Yr 1-7 students supported in Italian language/culture groups
Program Funding for all Students	Australian Curriculum	Australian Curriculum funding supported improving teacher pedagogy and curriculum knowledge through professional development in pupil free days moderating student work, transforming learning and assessment tasks. Collecting evidence and analysing achievement and qualitative data to inform practice with better alignment with AC achievement standards.	Staff collaborated in planning, programming and moderation aligned with AC
	Aboriginal Languages Programs Initiatives	Not applicable	Not applicable
Other Discretionary Funding	Better Schools Funding	Students were provided with increased access to a variety of digital devices and applications to enhance their learning and to increase their engagement levels.	The school has increased student access and use of devices from 1:6 to 1:3
	Specialist School Reporting (as required)	Not applicable	Not applicable
	Improved Outcomes for Gifted Students	Not applicable	Not applicable
	Primary School Counsellor (if applicable)	0.2 Counsellor position to address students' behaviour, social, emotional well-being issues in collaboration with Pastoral Care worker and DECD Behaviour Support Coach.	26 R -7 students participated in 'What's the Buzz' social skills program