

Thorndon Park Primary School 2019 annual report to the school community



Government
of South Australia
Department for Education

Thorndon Park Primary School Number: 1154
Partnership: Campbell

Name of school principal:

Dora Iuliano

Name of governing council chairperson:

Natalie Johnson

Date of endorsement:

11/2/2020

School context and highlights

Thorndon Park Primary School caters for 318 Reception to year 7 students and is situated 11 kms from the Adelaide CBD. Enrolment is increasing every year from 247 in 2015 to 318 in 2019. The school is classified as Category 6 on the Index of Educational Disadvantage. The school's ICSEA score is 882. The local Partnership is the Campbell Partnership. The school population includes 2 (0.63%) of Aboriginal students; 27 (8.52%) of students with a verified disability; 24% of students eligible for school card assistance; 142 (44.7%) of students of EALD background and 4 (1.26%) students in care.

The school leadership team consists of a Principal, Deputy - Powerful Learner and Student Wellbeing; Senior Leader - Leading teaching and learning in STEM and NIT Technologies. There are 15.3 FTE teachers including 8 in the early years of their career and 3 Step 9 teachers. The school has a total of 200 ancillary hours per week to include finance, administration, curriculum support, IT, a pastoral care worker and grounds/maintenance. The school values are: Respect, Creativity, Excellence and Resilience. Our school's motto is 'Learning today for the future' supports our vision to inspire our learners to become confident, creative and active global citizens of the future. Our diverse school community embraces inclusion and a sense of pride in our collaborative achievements. Through the promotion of students' powerful learner dispositions, growth mindsets, strategies of restorative practices and mindfulness, our students academic, social, emotional and physical skills have improved notably as evidenced by upward trend in Reading records, NAPLAN - Literacy and Numeracy, PAT tests and perception data and Well-being and engagement data. The school performed above the state in perseverance, optimism, emotional regulation. Staff identified the need to support students with peer belonging, friendships and sensory needs by creating a quiet space in the Library - Interception area with appropriate calming resources and the implementation of R-7 Wellbeing/social skills sessions, friendship surveys - educator toolkit resources, Kimochis with Deputy and PCW. Students' low academic concept was addressed through the active promotion of excellence awards, high expectations - learning intentions, questioning of students' learning - what, why and how - analysis of data sets to inform SIP goals, targets, PLC challenges of practice, staff and student SMART goals and personalised one plans.

Governing council report

2019 sees the end of an era for myself and my family with my youngest daughter going to high school next year. I have thoroughly enjoyed being part of the school community for the past six years, four of them as Governing Council Chairperson. We have a great team at Thorndon Park Primary School that are all very dedicated to providing fantastic learning opportunities for our children through their hard work, dedication and passion. Thank you to our leadership team, teaching staff, SSOs and office staff for yet another great year of supporting, encouraging and nurturing our children to develop new skills and knowledge as they continue to embrace new challenges and methodologies.

After many years of lobbying local council and government we have had our pedestrian activated traffic lights installed. School families, staff and the local community are all benefiting from the installation with safer road crossing and better traffic flow.

To our many volunteers, our school could not run without you. Our Governing Council members, sub-committee members and working party volunteers along with volunteers that have worked in classrooms, on excursions or in the canteen we thank you for your ongoing support.

The Canteen is open to students at lunch times, as this continues to be popular and continues to raise funds for our school.

Special lunch days were once again popular this year and continue to be a great success.

OSHC continues to be well utilised by our school community for before and after school care as well as during school holidays. The ongoing variety of excursion days offered are always popular and book out fast. Thanks to the team for providing such a great service.

Our fundraising committee held a number of new events this year that have been well supported by our school community including some great new events - Ladies Night, Schnitzel Night and our free Movie Night. Thank you to all of the families and staff that supported these events.

The end of year concert was a great success bringing our school community together to celebrate the end of the 2019 school year. Wishing everyone a well deserved break over the summer holidays.

Improvement planning - review and evaluate

SIP goals, targets, challenges of practice and success criteria were promoted through teacher and SSO PLCs in Literacy - Oral language, Writing and Numeracy supported by Maintain Momentum Guide Books - Foundation audits; Literacy and Numeracy Progressions and LDAM PD. With support from the Campbell Partnership LET team we addressed our 2015 ESR Directions: 1. Collaboratively create, implement SIP with a narrow focus and high yield strategies to promote powerful learner dispositions, collaborative team work to increase students' English and Mathematics achievements with a STEM focus. 2. Use collaborative PLC and LDAM practices to ensure that task design provides opportunities for intellectual stretch, formative assessment and student feedback to allow students to demonstrate high-level learning. Leadership has provided data sets for 3 wave intervention, PLCs are now to analyse student achievement to implement differentiated teaching, learning and reporting. 3. Evaluate current pedagogical work to implement the most effective strategies (Literacy Big 6 and Numeracy Big Ideas) consistently R-7 to improve student learning outcomes as agreed and documented in our Assessment, Intervention and Reporting and Numeracy Folders. Learning intentions, success criteria co-constructed with students when discussing assessment and providing feedback to inform SMART goals. Staff performance and development goals aligned with SIP. Leaders to observe lessons to ensure fidelity with staff implementation of effective strategies: R-7 Jolly Phonics/Grammar; Brightpath and 7 Steps to Writing Success, Numeracy – yrs 3-7 Back to Front Maths, and R-3 Numicon and to provide ongoing feedback and relevant professional development and leadership opportunities.

Track and monitor every learners' growth on Scorelink to identify student SMART goals and interventions that have a positive impact on learner achievement and well-being. Reading Support and EALD teachers played critical roles in mentoring staff to implement Jolly Phonics/Grammar strategies consistently and to target interventions students in reading and writing.

2019 Trend data & ESR evidence indicates: TPPS is a high functioning learning community with strong commitment from staff and leadership to ongoing improvement through comprehensive improvement agenda. Some aspects of SIP not achieved therefore 2020 SIP goals reduced from 3 to 2 goals ensuring a narrow approach to Writing and Mathematics achievement. Next steps are to devolve responsibility and monitoring of SIP to staff, thus strengthening collective ownership and responsibility for the progress of SIP.

Phonics Screening - 2018 - 67% of year 1 students met SEA 28 or higher; 2019 - 54% of students met SEA (cohort of students, more explicit teaching of phonics required)

Running Records – Early years upward trend - improvements in Rec-Yr 2

NAPLAN - Literacy - Yrs 3, 5, 7 Reading, Grammar and Punctuation, Spelling, Numeracy – upward trend and improvement Aim to move improvement in year 3 Reading, Writing and Numeracy and to increase and sustain % of students in higher bands in Reading, Writing and Numeracy across site especially Year 5. Staff identified the need to explicitly share how to design tasks at a higher level - what A, B and C tasks look like across a range of learning areas so that students were not only highly engaged, but regularly challenged in their learning. Focus next year is for staff and students to co-construct learning and develop common understandings in learning intentions, success criteria, feedback and assessment.

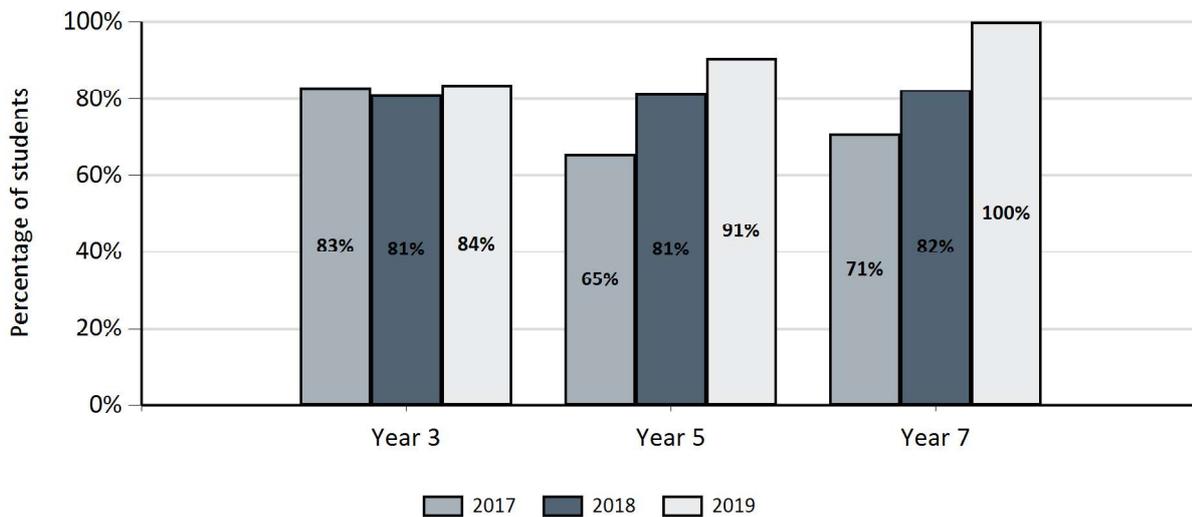
TPPS to develop whole school processes in supporting students to have authentic influence in their learning and to become partners with staff in collaborative planning and decision-making about their learning.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

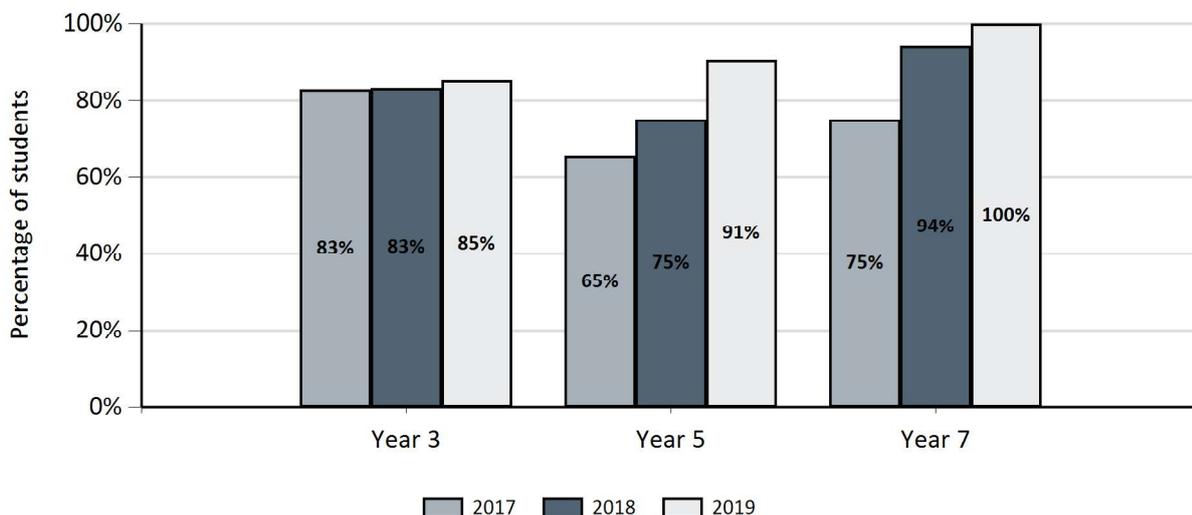
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

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NAPLAN progress

The data below represents the growth of students from 2017 to 2019 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)
Upper progress group	18%	33%	25%
Middle progress group	68%	67%	50%
Lower progress group	14%	0%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	36%	33%	25%
Middle progress group	54%	42%	50%
Lower progress group	11%	25%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	61	61	29	19	48%	31%
Year 3 2017-19 average	46.0	46.0	20.7	12.3	45%	27%
Year 5 2019	32	32	9	5	28%	16%
Year 5 2017-19 average	30.0	30.0	8.7	3.3	29%	11%
Year 7 2019	16	16	7	5	44%	31%
Year 7 2017-19 average	19.0	19.0	6.3	4.3	33%	23%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]includes absent and withdrawn students.

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

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

School performance comment

Our overall data in Reading and Numeracy show upward trends in improvement with increasing numbers of students reaching Standard of Educational Achievement (SEA). The majority of the upper and middle progress groups show above average growth in NAPLAN progression.

Reading data show increasing improvements from years 3 to 7 and there has been more than 2/3 progression in the middle progress group which is above the state average.

The focus will be to promote the middle progress group to the higher bands by devolving more responsibility to teachers to analyse and monitor student data and to differentiate Literacy lessons using effective Big 6 strategies in oral language, synthetic phonics knowledge, vocabulary development and guided reading comprehension exercises.

For Numeracy in the middle progress group in years 3-5 there is only about a 54% progression which is the same as the state average. In years 5-7 the result is below the state average. The focus will be to improve the NAPLAN Numeracy results in years 5-7.

Students not achieving the Standard of Educational Achievement (SEA) are receiving targeted support. For some this is as an identified student with a disability and for others it is with targeted EALD support or through targeted in classroom support with School Service Officers (SSOs), as directed by classroom teachers. Teachers analyse scorelink year level and class data to identify misconceptions and use PAT and Brightpath resources to target and personalise teaching and learning. Primary students in years 5-7 are identified for Quicksmart program and Maths extension problem-solving sessions for improvement.

R-7 teachers have engaged in Maths PD - Guide Books - Big Ideas, Back to Front Maths and Thinking Maths to build teacher content knowledge, confidence and expertise in teaching vocabulary and problem-solving strategies in Mathematics. Task design and moderation of student work will further teachers' competencies in differentiating Maths lessons and to challenge our learners to achieve higher levels of A and B.

Our 2020 SIP Literacy and Numeracy goals will go narrow and deep. We will continue implementing whole school strategies to build on the skills of oral language, synthetic phonics, increasing vocabulary to develop writing and inferential comprehension skills. Improving Math/Numeracy skills through strategies questioning, expectations that each student will be able to articulate their thinking and strategies used to solve problems. This is coupled with lessons demonstrating differentiated wave 3 tasks, explicit teaching of specific vocabulary, learning intentions, questioning, co-construction of success criteria, formative assessment, timely feedback to inform SMART goals and next steps.

Attendance

Year level	2016	2017	2018	2019
Reception	93.3%	91.6%	94.1%	93.1%
Year 1	91.3%	92.5%	94.7%	94.1%
Year 2	93.7%	93.0%	93.4%	94.4%
Year 3	91.7%	91.1%	94.9%	92.3%
Year 4	90.1%	88.7%	95.9%	93.2%
Year 5	93.1%	89.1%	92.3%	94.8%
Year 6	92.1%	92.7%	95.5%	90.6%
Year 7	91.2%	91.9%	92.5%	94.8%
Primary other			87.5%	
Total	92.2%	91.5%	94.1%	93.3%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Student attendance slightly decreased from 94.1% to 93.3% with all staff and students taking responsibility to monitor and improve regular attendance with negotiated rewards and celebration. Attendance for R-7 students is short of the State benchmark of 96%. Identification of non-attendance patterns and case by case support provided to students and families. Leaders and staff working together with families to support exemptions, consultation with outside agencies and implementation of attendance action plans.

Behaviour support comment

Behaviour data to date this year indicates a decrease in behaviours that require intervention and more significant consequences: Suspensions 2018 – 4 2019 – 2; Internal Suspensions 2018 – 10 2019 - 3; Time Out Admin 2018– 26 2019 -23
A strategic decision was made for Deputy and PCW to work in each class so each student has the opportunity to learn valuable wellbeing and social strategies that previously were available to students in small group sessions. Using data from Friendly Kids/Families' surveys teachers could identify students at risk. What's the Buzz, Kimochi and Interoception sensory resources helped individuals deal with their feelings in a proactive way to solve problems, restore relationships and build friendships in class and at playtime

Client opinion summary

School Survey results; Staff: top 3 - Teachers expect students to do their best 4.9; teachers provide students with useful feedback, parents can talk to teachers about their concerns and the school looks for ways to improve 4.8;
Lowest score: student behaviour is well-managed at this school 4.3 - Strategies to address these concerns include: Student Wellbeing Co-ordinator appointed for 2020 to review TPPS Behaviour Education, Antbullying policies, processes. Pastoral Care Worker support will be negotiated with staff, students and families to target students, classes and associated issues, concerns and to co-implement preventative, proactive and engaging initiatives in classes, in the yard and with the local and wider community. Together with leadership, PCW, Student Well-Being Co-ordinator, staff and GC members continue to build community spirit and engagement with our students, parents and families.
Parents: Top 3 - Students feel safe and like being at this school; student behaviour is well-managed at this school 4.5; lowest score: teachers provide students with useful feedback 4.3 - staff to improve formative assessment and a range of Tfel feedback strategies
Students: top 3 My teachers expect me to do my best, 4.6; the school looks for ways to improve and my teacher provides useful feedback 4.2; lowest score: student behaviour is well-managed at this school 3.4; the school is well-maintained 3.8 and my school takes student opinions seriously 3.9. Strategies explored to increase student voice - student audit cards, Voice IT and Community volunteering, GRIP leadership opportunities and student influence to co-construct learning tasks to increase engagement and learning in relation to stretch and challenge.
Teachers will encourage students to speak and act respectfully and to report incidents to teachers for a prompt response to restore positive relationships; accept responsibility for inappropriate, disrespectful or threatening behaviour; and to accept consequences in order to resolve conflict and subsequently to give back to the school community through negotiated acts of kindness and community service actions. We promote our school values and respectful relationships between teachers, students and families by creating safe, supportive and challenging environments, promoting powerful learner dispositions, enacting well-being and preventative interventions and encouraging effective communication between school and home.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	1	2.4%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	8	19.5%
Transfer to SA Govt School	32	78.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

To work with children in SA schools, a current working with children check (WWCC) is required and updated every 5 years. TPPS has updated their volunteer policy and procedures to include site induction and role statements. Reporting Abuse and Neglect (RAN) training complements our school values and DfE Protective Practices. The Admin Officer in consultation with leadership, maintains an up to date data base of the details of volunteers, TRTs, pre-service teachers, contractors etc and provides reminders of training dates and processes to ensure the safety and wellbeing of our students.

Qualifications held by the teaching workforce 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	26
Post Graduate Qualifications	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	17.4	0.0	6.6
Persons	0	20	0	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	\$2,970,658.56
Grants: Commonwealth	\$36,900.00
Parent Contributions	\$154,716.84
Fund Raising	\$9,526.46
Other	\$78,154.45

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

2019 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 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Counsellor support funding used to address student behaviour data priorities with individual and class interventions resulting in increased student engagement in supportive and challenging learning environments	Reduction of student behaviour incidents, improved R-7 SEA results
	Improved outcomes for students with an additional language or dialect	EALD teacher & BSSO work with teachers to moderate student writing, plan and implement 1:1 and small group student intervention strategies, co-construct SMART goals in writing aligned with SIP & EALD/Brightpath resources	Improvement of R-7 student achievement measured by EALD and Brightpath results
	Improved outcomes for students with disabilities	Students at risk are identified from testing, data sets to create one plans that are co-constructed with students, parents, teachers, SSOs outside agencies to closely monitor and revise SMART goals and achievements	Leadership and Student Review team monitor, track and report individual progress
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	ATSI student learning outcomes continue to improve in Literacy and Numeracy through one plan SMART goals and targeted support by teachers and SSOs Early years' testing identified more staff PD required in phonics teaching Teachers, SSOs and students record and track SMART goals based on SIP priorities, analysis of Literacy and Numeracy data and Progressions in PLCs. 3 wave classroom differentiation, learning intentions, negotiated success criteria, small group and 1:1 intervention strategies (Big 6 and Big Ideas) Quicksmart Maths to support years 4-7 students.	Monitoring and celebrating ongoing progress and improvements R-7 students' improved Literacy and Numeracy results in running records, NAPLAN and PAT tests
Program funding for all students	Australian Curriculum	LDAM PD - oral language, Literacy & Numeracy Progressions, learning design, formative assessment strategies, co-constructed success criteria, SMART goals, moderation of student work with focus to improve results in HB	Upward trend in R-7 student progress in Literacy and Numeracy & in HB
	Aboriginal languages programs initiatives	N/A	
Other discretionary funding	Better schools funding	Reading Support teacher to support staff to implement R-7 synthetic phonics program, Big 6 class, 1:1 and small group intervention, monitor student progress and provide literacy and reading resources across the site	Students show progress in phonics, running records, lexiles, NAPLAN, PAT results
	Specialist school reporting (as required)	N/A	
	Improved outcomes for gifted students	N/A	
	Primary school counsellor (if applicable)	Counsellor funding was used by the Deputy to conduct class lessons to promote our school values, teaching of emotional and social skills to better deal with conflict and to build positive work and play relationships.	The behaviour data of suspensions and consequences have decreased.