



Thorndon Park Primary School

2021 annual report to the community

Thorndon Park Primary School Number: 1154

Partnership: Campbell

Signature

School principal:

Mr Greg Johnston

Governing council chair:

Mr Wesley Hiscock

Date of endorsement:

28 February 2022



Government
of South Australia
Department for Education

Context and highlights

Thorndon Park Primary School is a category 6 school in the eastern suburbs of Adelaide. 329 students in 13 classes. The student population includes approximately:

- 19.1% school card holders
- 32% students with English as an Additional Dialect
- 7.5% students with disabilities
- 1.2% Aboriginal students.

It is our vision that all school community members – students, staff, and parents, live the school values of respect, excellence, resilience, and creativity. Our school's motto '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' global competencies, 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 achievement data and well-being and engagement data.

COVID19 continued to impact and interrupt many of the school structures, routines, opportunities, and anticipated highlights throughout 2021. In term 1 we were able to welcome the community back into our school for Sports Day. This enabled everyone to establish and consolidate acquaintances within the school.

Many events went ahead in a modified format. This often did not include audiences or families in attendance. Class teachers recorded their students' participation in various events to later be shared via online platforms. The students in Year 5-7 attended an outdoor education camp at Woodhouse Activity Centre. All classes performed an item for the End of Year Performance.

A significant moment for all South Australian schools was the graduation of our Year 6s and Year 7s. The former being our first ever Year 6 cohort to graduate and the latter being the final ever Year 7 cohort to graduate from Thorndon Park Primary School. We wish all students and their families a successful transition to high school.

In term 3, our staff planned to pivot to online learning when a state-wide lockdown was enforced. This required re-designing the delivery of how they would teach and how students would learn. I would like to acknowledge the commitment staff made to this process and how their students' needs were always considered.

Our staff, students and families have demonstrated patience, understanding and resilience this year. A challenging year but one in which we worked together to overcome those challenges and create meaningful learning opportunities and many great achievements and highlights.

Greg Johnston
Principal

Governing council report

Thorndon Park Primary School is a school where the teachers, administration staff and volunteers along with the leadership of our Principal, Greg, all dedicate their everyday life to achieving the best for our children. The Governing Council is made up of parents of current students who all have one thing in common and that is to ensure the best for our children under the guidance of Greg.

In 2020 we saw the emergence of Covid-19. We all saw projects cancelled, community activities cancelled, and we all saw a new way to teach and deal with the disruptions to our children's education. Even though Covid-19 is still playing havoc with the world, 2021 has brought some sort of normality back to school. Although we still have not been able to hold many events, the ones we have had (Sports Day, Slime Spectacular, and the End of Year Concert) were a tremendous success and a testament to the school and the community of what can happen when we all pull together.

While it has been another difficult year, it has also been the most rewarding. We continue to see students excel and thrive under the pandemic, we saw the trust the teachers and staff ensured with their students under the pandemic. We also saw a new bond form between students, teachers, volunteers, staff, and parents all there to help in any way they can.

This year we farewell not just the Year 7 cohort but also the Year 6 cohort. The school will be slightly smaller next year, but the work behind the scenes will continue just as it has this year. We also farewell some teachers and staff, especially Lindy. The GC would like to thank her for all the work she has done for the school.

As a parent of a child who started at TPPS in 2020 and soon to have my twins join in 2022, it has been an honour and privilege to serve as chairperson of the TPPS Governing Council. I am coming to the end of my 2-year tenure as Governing Council Chair and would like to thank all the Governing Council members from 2020 and 2021 for their continued support. I thoroughly enjoyed working with all of you. I would also like to thank all the teachers, support staff, administration staff and volunteer staff because without you all, our school would not be what it is today.

I am looking forward to what 2022 brings.

Wesley Hiscock
Governing Council Chairperson

Quality improvement planning

In 2021, the School Improvement Plan is in its third and final year of implementation. It has been an effective framework to steer the school improvement directions and has helped us to be very intentional about the way we continue to work towards achieving our school goals/targets and maintain the integrity of the work in Professional Learning Teams (PLTs).

This year PLTs have achieved: refinement of PLT structures and protocols, focus on collaborative approach to learning, analysis of student achievement data, PLT inquiry directly connected to SIP, facilitation of PLTs, engagement of the specialist teachers through Specialist PLTs, differentiated support from leadership, identifying and using high impact teaching strategies. Staff identified 6 focus students to track and monitor using a targeted approach to improve outcomes. Staff improved practice through identifying key high impact teaching strategies based on what students need. Collaboration of staff through PLTs was seen as having the greatest impact on improving teaching practice and contributing to consistency between classes.

Improve Practice and Monitor Impact processes were included regularly throughout the term to gather evidence of how well the actions in our School Improvement Plan are being implemented and the impact on student learning. We met regularly to answer the question, 'Are we making progress towards our improvement goals?' These meetings included leadership and staff. To answer this question, we gathered evidence of the impact on student learning of the implemented actions against the success criteria and summarise this evidence in the impact column of the school improvement plan template as documentation.

In 2022, our goals build upon the success of 2021. They are broad and can be realised by every leader, teacher, and student at Thorndon Park Primary School. Our targets and Challenge of Practice provide precision in our tracking and monitoring of key learning in literacy and numeracy. Literacy will focus on explicit teaching of reading comprehension strategies with particular emphasis on interpreting by making inferences, building the effective use of formative assessment strategies, increasing dialogic talk, and developing the joy of reading. Numeracy will focus on reasoning and problem-solving strategies, increasing mathematics vocabulary, building collaboration skills, building the effective use of formative assessment strategies, increasing dialogic talk, and reducing maths anxiety through growth mindsets.

PLTs will continue to be a key strategy to improving practice through more rigorous observations, coaching and mentoring processes. Staff will use student achievement data to identify focus students to track and monitor throughout the year. Focus students are identified as being close to high bands in NAPLAN Reading and Numeracy data. PLTs will become more fluent in teaching sprints – a process of analysing data, identifying areas for need, implementing high impact teaching strategies, designing tasks with multiple entry/exit points, reviewing the impact on student achievement.

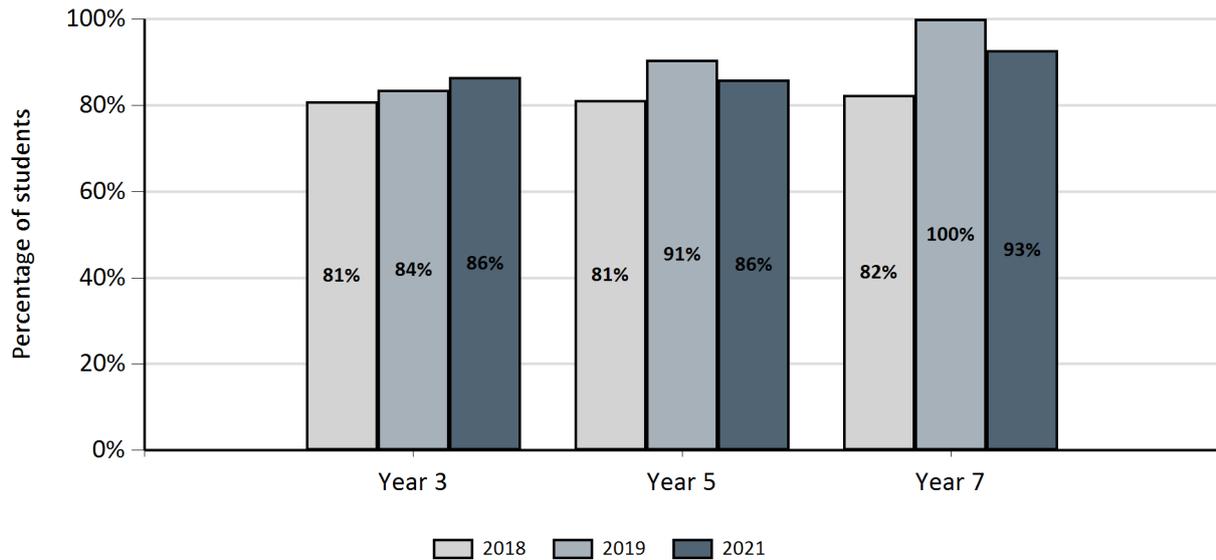
In 2022, we will implement a leadership structure that includes a Reading Support Teacher and Literacy and Numeracy Curriculum leaders. With the support of school leaders, teacher leaders will play an important part in coaching, mentoring, and observing staff to up-skill others through professional development, improving practice, narrowing the focus, and building consistency between classes.

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

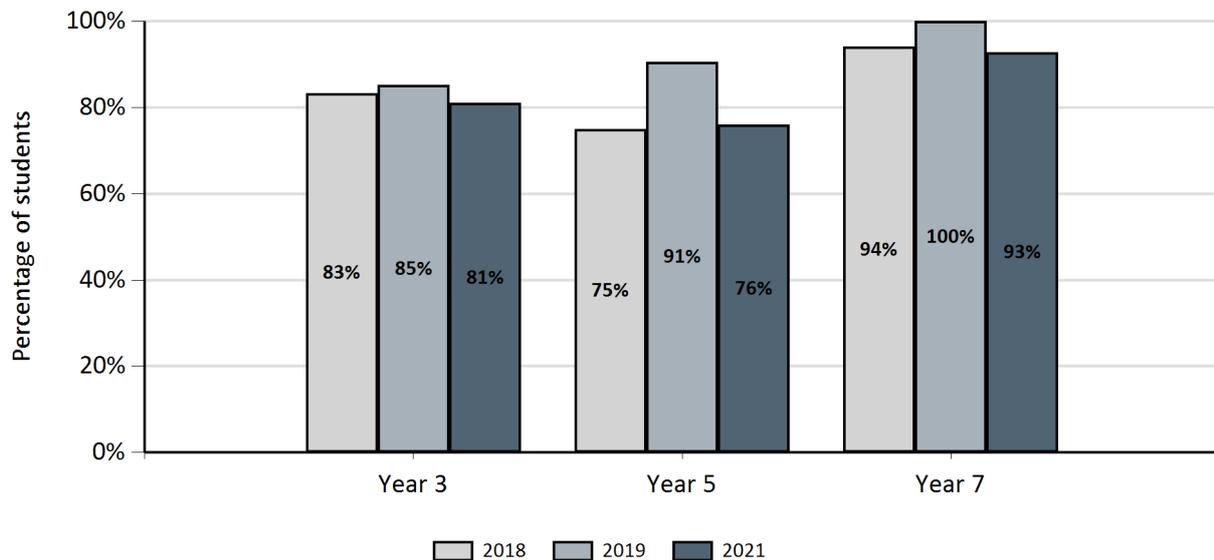


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

*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 2019 to 2021 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	27%	50%	33%
Middle progress group	45%	46%	48%
Lower progress group	29%	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	27%	*	33%
Middle progress group	55%	64%	48%
Lower progress group	18%	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	37	37	14	6	38%	16%
Year 3 2019-2021 Average	49.0	49.0	21.5	12.5	44%	26%
Year 5 2021	50	50	19	13	38%	26%
Year 5 2019-2021 Average	41.0	41.0	14.0	9.0	34%	22%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

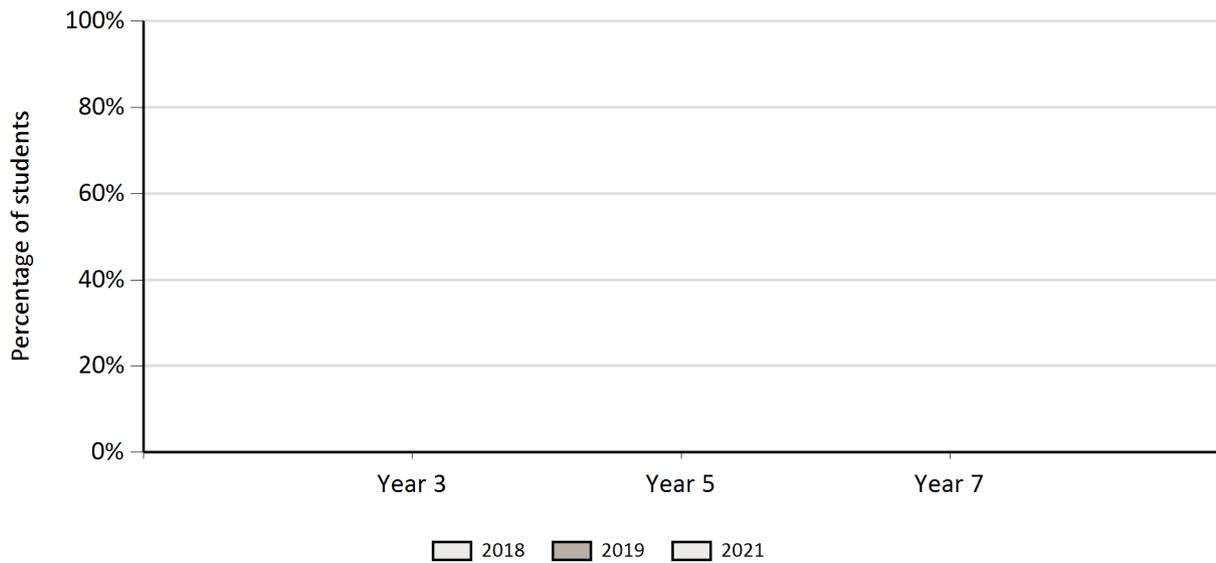
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



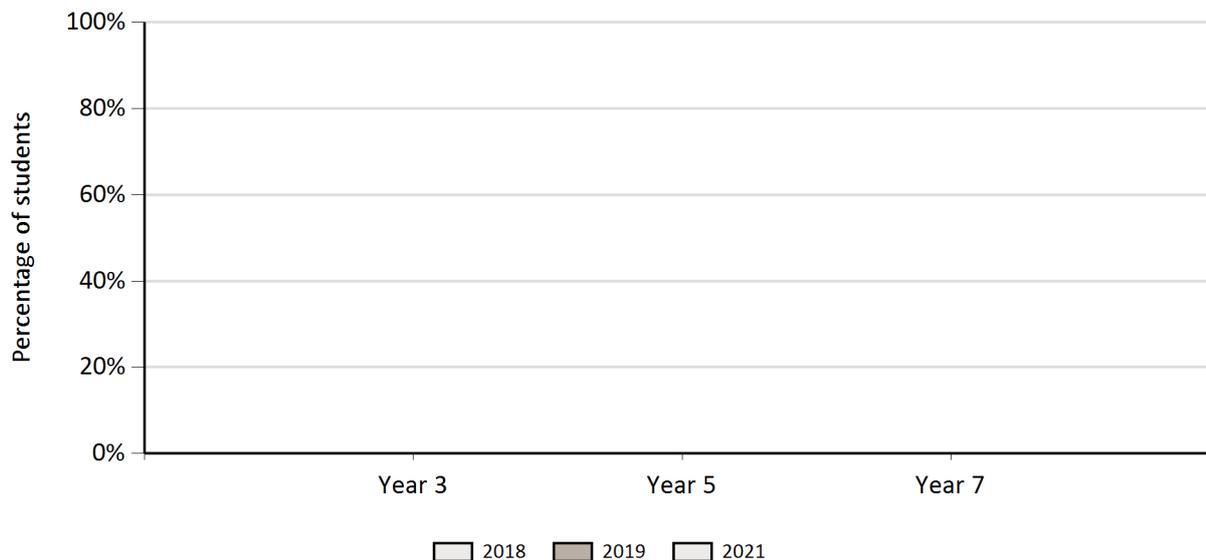
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	State (average)
Upper progress group	*	31%
Middle progress group	*	45%
Lower progress group	*	24%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 5-7	State (average)
Upper progress group	*	32%
Middle progress group	*	46%
Lower progress group	*	22%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Thorndon Park Primary School has 4 Aboriginal learners. The Quality Matrix was implemented, and Data Informed Planning was identified as an area of priority for 2021. There are four Aboriginal students currently attending Thorndon Park Primary School. Each student has a tailored, regularly updated One Plan including specific goals to support a successful, planned learning journey. These goals are then shared with the families/carers during our One Plan meetings and parents have an opportunity to provide input into the One Plan. These students are carefully monitored over the school year and learning achievement information recorded on the school's Sentral data system.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

100% of Aboriginal learners achieved SEA in NAPLAN Reading and Numeracy assessments.

School performance comment

NAPLAN Reading data has shown an upward trend in high band achievement over the past 5 data sets since 2015 with a small decline (8%) in 2021. Standard of Educational Achievement was maintained in 2021 at 88% achieving SEA. Year 5 NAPLAN Reading achievement in the high bands was the highest ever (38%). Despite an increase in the number of students in Year 5 and 7 who maintained achievement from their previous NAPLAN Reading result, we experienced a lower number of students in Year 5 and 7 who increased.

NAPLAN Writing data has shown an upward trend in high band achievement over the past 4 data sets including the highest since 2010 (33%). The increased number of students in the high bands in Year 3 and Year 5 contributed to this. Standard of Educational Achievement will show a slight decrease (9%) in 2021.

NAPLAN Numeracy data has shown an upward trend in high band achievement over the past 5 data sets since 2015 with a small decline (6%) in 2021. Standard of Educational Achievement will show a slight decrease (7%) in 2021. Year 5 NAPLAN Numeracy achievement in the high bands was the highest ever (26%). Despite an increase in the number of students in Year 5 and 7 who maintained achievement from their previous NAPLAN Numeracy result, we experienced a lower number of students in Year 5 and 7 who increased.

Phonics Screening Check data (Year 1) indicates that 67% demonstrated expected achievement. Running Record data (Year 1s) indicates that 63% have demonstrated expected achievement (SEA). This result is below the TPPS average over the past 5 years. Running Record data (Year 2s) indicates that 85% have demonstrated expected achievement (SEA). This result is above the TPPS average over the past 5 years and the highest ever result.

Attendance

Year level	2018	2019	2020	2021
Reception	94.1%	93.1%	92.4%	92.4%
Year 1	94.7%	94.1%	89.7%	92.7%
Year 2	93.4%	94.4%	92.8%	91.7%
Year 3	94.9%	92.3%	92.8%	95.3%
Year 4	95.9%	93.2%	92.3%	92.7%
Year 5	92.3%	94.8%	90.7%	93.2%
Year 6	95.5%	90.6%	93.1%	93.3%
Year 7	92.5%	94.8%	88.8%	93.5%
Primary Other	87.5%	N/A	N/A	N/A
Total	94.1%	93.3%	91.6%	93.0%

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

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

Attendance comment

Attendance remains strong at 92.8%. Illness without a certificate account for most absences (68%) and family reasons (19%) account for most absences.

The Well-being Leader provides ongoing support for families relating to attendance and ensures families understand the importance of regular & consistent attendance. Parents/Carers are notified daily via text regarding non-attendance and personalised phone calls or home visits may be employed as required.

Behaviour support comment

The Wellbeing Leader's role incorporates strategies to improve the wellbeing of all students to ensure positive outcomes. Training for staff has continued with the Berry Street Education Model to build common language and strategies across the school site to encourage positive behaviour choices.

Results from our 2021 Wellbeing & Engagement Survey showed that bullying decreased for all aspects (physical 6% lower, verbal 8% lower, social 4% lower and cyber 2% lower) of Year 4-7 students. Year 4-7 students indicated they had an important adult at school, high connectedness to school, and high emotional engagement with a teacher and strong relationships with peers. These positive indicators form the cornerstone of the behaviour support provided to the students at TPPS.

When students do wrong they are counselled using restorative practices. Logical consequences are used and this may include take home or suspensions (2021 – 3 suspensions).

Parent opinion survey summary

Just over 42% of families (143 out of 336) responded to the survey.

The survey items with the highest positive response included

- Parents talk regularly with their child about school
- Parents/carers think education is important
- Teachers and students are respectful
- As parents/carers they receive enough communication from the school
- Students have good home learning routines

The survey items with the lowest positive response include:

- Parents/carers have input into learning
- Parents/carers receive learning tips
- Parents/cares have useful discussions
- Parents/carers receive useful feedback
- Parents/carers know the standard of work required

This indicates that the school has families that value primary school education, there is a strength in demonstrating respect, and a strong sense of belonging. Parents also indicated that they would like more support from the school to help their child's learning and to communicate those expectations better. Improvement in this area will become a goal for 2022. We will consult with Governing Council regarding the parent survey results, with particular attention of the improvement areas listed above. Governing Council will be asked to conduct a survey within our school community seeking suggestions of what they see as our improvement points.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	20	32.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	38	62.3%
U - UNKNOWN	3	4.9%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All staff, contractors, non-department providers and volunteers are required to hold a current Working with Children Clearance (WWCC) which needs to be updated every 5 years as per the relevant legislation. Valid child related employment screening checks are recognised until they expire.

Screening can be organised through the school and outcomes are recorded in EDSAS. Clearances not conducted through the school are also recorded in EDSAS and added to the Registration of Interest section of the Department of Human Services Screening Unit portal. Monitoring of suitability of the persons concerned is ongoing in line with department requirements.

Reminders to renew screening clearances are sent out 6 months prior to expiry.

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	30
Post Graduate Qualifications	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	18.7	0.0	9.5
Persons	0	22	0	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$3,546,809
Grants: Commonwealth	\$13,334
Parent Contributions	\$174,780
Fund Raising	\$17,154
Other	\$48,745

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

2021 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 2021 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 wellbeing and engagement	Students supported 1:1 requiring social/emotional support to improve well-being and engagement through Learning/Social stories, interoception, developing goals and visible timetables, anchor charts and SMART goals.	Increased attendance and attitude connected to improved learning outcomes.
	Improved outcomes for students with an additional language or dialect	Focus on functional grammar and genre writing to improve students' knowledge and understanding of writing in the English language. EALD teacher working alongside class teachers in moderating writing samples using LEAP.	On average, students improved by up to 2 levels in their writing.
	Inclusive Education Support Program	Students received support in literacy and numeracy skills and/or social/emotional regulation. Support received was aligned to learning plans.	Student progress tracked, monitored and documented on One Plan using SMART Goals
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	Students are supported in speech and language, 1:1 phonics intervention, small group interventions including Macq Lit, Mini Lit and Quick smart and classroom support. Support for groups of students with Reading Support Teacher, Big 6 strategies, differentiation in Jolly Phonics R-2, Promoting Literacy Development (synthetic phonics program) in Years 3-7 – diagnostic phonics program to improve students' reading, spelling, and writing.	Student data shows increased achievement in reading, phonological knowledge, and mathematical fluency
Program funding for all students	Australian Curriculum	Focus on SIP priorities - literacy, and numeracy, and improve practice and learner outcomes. Developing challenging units of work with learning intentions, success criteria and formative assessment.	Improvement in writing and reading comprehension through PLTs.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Reading Support teacher worked with teachers and SSOs to implement consistent literacy strategies in Phonics in R-2 and PLD 3-7. Intervention programs; decodable readers; guided reading/reciprocal reading; Heggerty.	Student assessment data show progress to achieve benchmarks.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

