
THIELE PRIMARY SCHOOL ANNUAL REPORT 2014



1. CONTEXT

School Name:	THIELE PS	School Number:	1664
Principal:	SHAUN COGHLAN	Partnership	SOUTH VALLEY

Thiele Primary School is proudly part of the Aberfoyle Park Primary School Campus. As one of three schools on campus, we are committed to developing innovative, high quality, educational programmes through effective collaboration and by promoting and celebrating the rich diversity within the Campus to create a sustainable and optimistic future for all.

Thiele Primary School offers eight curriculum areas with specialist programs offered in Japanese, Music, Physical Education and Science. Music and Physical Education are Campus wide specialist programs and instrumental music is available for a range of instruments that make up a Campus Band. Junior and Senior Choir are available. Participation across Campus is encouraged through shared facilities and programs such as Pedal Prix, Tournament of Minds, Junior, Middle & Senior Choir, Campus Band, ICAS competition and Easter and Christmas religious celebrations. A Special Needs program provides intervention for all students. A Learning Assistance (LAP) and Fun and Games coordination program is well established. A Multi-sensory approach to learning is encouraged. The Campus Fair is the major fundraising event for the Campus and is held bi-annually. The student cohort consists of the following:

CATEGORY	Student Number	Percentage of student cohort
Student Enrolment	322	100%
School Card	69	21%
ASTI	4	1%
EALD	11	3.5
SWD	34	10.5%

2. REPORT FROM GOVERNING COUNCIL

Chairperson's Report for the year 2014

The start to Thiele Primary's 2014 school year was, as usual, a busy one. New staff, new students, and a change to the events calendar Campus-wide meant for many the charting of new waters.

The DeBelle Inquiry brought about changes in Child Protection. For schools the major change was in how volunteers were managed. No longer was it considered appropriate for parents, carers or in deed any family or school community member who wished to volunteer, to just roll up at any given time and offer their services. A more stringent process was required, with schools running mandatory RAN training (Responding to Abuse and Neglect), as well as the introduction of a new police check (DCSI). Up to date registers of appropriately screened and trained volunteers were regularly audited. I am pleased to say that our school community embraced this whole process with little trouble. The only issues were with the actual police screenings, and that was due to the sheer bulk needing to be assessed.

Over the course of any school year there are excursions, assemblies, and many class-based activities that could not happen without some input from home. Our school community approaches all of these with gusto, allowing our students to realise that education is not just about being in a classroom. Children are able to see that learning can happen at any time and in many different ways.

As Governing Council Chair I have the opportunity to experience first-hand many of the activities that make our school community such a success. When I speak with other school council chairs, I can truthfully say that the level of involvement in, and commitment to, Thiele and the Campus, by the Thiele community (parents/carers, students and staff) is envied by many.

We saw a shift back to Campus Sports Day being held in Term 1. Those of us with children who attended Heysen or Spence will remember first term Sports Days. Back then it was held over two days, a day each for Junior and Senior years. While the weather this time was unkind to begin with, once activities were under way it improved greatly. The attendance by family and friends was down on previous years, but that was due purely to the early weather conditions. Activity-wise the day was a great success.

Another change to the events calendar was the timing of the Campus Fair. The Fair had always been an annual event, a community highlight. Due to changing demographic and socio-economic issues, modifications were deemed necessary. To ensure continued community support, it became a bi-annual event. Reinvention when it is all said and done is another form of reinvigoration. Term 4 saw a successful event with expectations being surpassed. The Fair is a major source of funds for

Campus. It is also a great vehicle for the Campus ethos. The three schools working together emphasizes the most basic tenet held by Campus, that of separate groups coming together to form one community with a common goal.

Throughout 2014 our students and their families were involved in many activities; from the Campus Music Celebration to the Thiele Disco; from Green Day to the very well patronised Mother's and Father's Day stalls. These and other activities like them could not occur without the collaborative approach Thiele and Campus have fostered. Whether it is the Sustainability group, the fundraising committee, the Campus Events committee, staff or one of the Campus sports teams driving these events, it has long been acknowledged that much of the success can be attributed to our volunteers. These people give of their time and energy for one thing, for their children. In doing so, the whole school community benefits.

2014 saw the passing of Dr Bob Such, our state Member of Parliament. Bob was a fierce advocate for education. He took a frontline approach, believing that all tiers of government must each shoulder some responsibility in the formation and nurturing of this country's greatest asset, its youth. He also believed that education was not just for the young, that an education "could take you anywhere" and learning did not stop upon exiting the school gates. This was a man who gave so much of himself to and for our community, still stating in his later days that he had much more to do. Vale "Big Bob".

The issues facing a governing council are often varied. Anything from budget matters through to uniform, from determining pupil-free days to overall policy. Good governance involves the continual revisiting of current policy as well as the formulation of new. Much of what we do can be likened to general housekeeping. The matters before Governing Council in 2014 were mainly those of a following-up nature, determinations made in years prior that perhaps needed modification or fine-tuning. Uniform is an example of this. To aid the Campus Uniform committee in their quest for a better fabric for the school polo shirt, we agreed to the selection of a test group of students who would wear shirts of different fabric to determine the best wearing. At the other end of the scale is the ever-present matter of child protection. It is the role of Governing Council to ensure the day to day maintenance all policies pertaining to the safety of our student cohort. The matters leading to the Debelle Inquiry underlined how pivotal a governing council's input can be, and reiterated the level of responsibility and accountability that is necessary.

I wish to thank my fellow councillors for their time, energy, and amazing attention to detail. I also acknowledge the relationship we have built with the staff representative, Chris Gent. It is not an easy task to wear two hats, and we thank her for her diligence. The Thiele Leadership team, Shaun Coghlan and Sharon Willoughby, have again offered insight and guidance invaluable to Governing Council whenever and where ever necessary. We thank them for their counsel.

In closing, I must emphasise the importance of the relationships between Staff, students, and families. The coming together of these distinct groups is what forms our community. I use this term always when referring to those involved with Thiele, as that is what we are. Our continued success is due to that wonderful sense of community.

A strong and prosperous 2015 to you all,

Bernadette Cumming-Buntin

3. 2014 HIGHLIGHTS

Over the year, students were engaged in a comprehensive curriculum. All 8 Areas of Study were taught and there were many interesting and varied activities and events that enhance the curriculum delivery. Examples of these include:

- Year 6/7 Aquatics.
- Excursions (eg) and Incursions (eg)
- Music programs including the Junior and Senior Choirs and instrumental music lessons for guitar, flute, voice, violin, keyboard, voice, bass and drums.
- Campus Harmony Day, Green Day and Remembrance Day Celebrations
- R-5 swimming.
- Book Week.
- Asia Week and Asian Market Day
- Campus Sports Days.
- Campus Pedal Prix.
- Comprehensive PE program and SAPSASA events.
- ICAS Testing in English, Mathematics, Computing and Science.
- Premiers Reading Challenge (medallions presented by the Premier)
- Fortnightly assemblies

4. SITE IMPROVEMENT PLANNING AND TARGETS

Special Education

In 2014, Thiele Primary School had 33 students identified on the disabilities database. Of these 7 received A level support and 23 received D level support and 3 received an I level support. Students with English as a Second language (EALD) totalled 11. Individual Learning Plans (IEP)'s were developed for 2 Gifted students, 8 students under Guardianship of the

Minister (GOM) and 5 Aboriginal or Torrens Strait Islander (ASTI) students. In the majority of cases the support was converted to SSO time, which was utilised in a number of ways detailed below:-

- One on one support in or out of the classroom
- Small group support in or out of the classroom
- Yard supervision
- Implementation of programs designed by support services and agencies
- Construction of support materials and resources for teachers and students.

A further 11 students were involved in Early Intervention (EI) or Students at Risk (STaR) programs. These programs supported the literacy and numeracy needs of the students and largely planned by the classroom teacher. The Special Education SSO team were also responsible for implementing the EI and STaR programs. Students on these programs had one session per week and worked mainly in small groups.

2014 highlights included:-

- The continuation of effective Student Review Team meeting once a term with Regional Support Services
- Successful extended transition processes for identified students starting primary school and transitioning into secondary school
- Involvement of SSO's in testing students to assist in identifying and monitoring STaR
- Special Education SSO meetings to implement and review targeted programs on individual students
- Development of whole school data incorporating school based and external data
- Learning Assistance Program (LAP) for 5 students with some of our LAP volunteers being ex-students from Aberfoyle High School
- Kids Hope Mentors for 10 students
- Mentors for 3 students through volunteers from Flinders' University Inspire Program
- Individual swimming lessons for 4 students with disabilities
- ICAN Funding was granted to 4 students 2 of whom were case managed through Relationships Australia
- 40 students in Year 5, 6 and 7 students were involved in the "Go Girls" or "Game On" Programs conducted by the YMCA
- The purchase of online PAT-R and PAT-M tests enabled us to track and monitor our students in Maths and Reading Comprehension.
- The Thiele testing booklet was updated to align with DECD targets & Precinct Strategic Plan
- T 3 was developed into a Sensory and Support room
- Autism SA supported 3 students through the School Inclusion Program in the areas of transition and Social Skills

4.1 Junior Primary and Early Years Scheme Funding

Our Junior Primary and Early Years Scheme Funding for 2014 was \$68188. By committing extra funding from our school resources, we were able to establish an extra early year's class. This enabled class sizes to be reduced which was of great benefit with the implementation of the Same Day Start program and 4 year olds starting school for the first time.

4.2 Better Schools Funding

Our Better Schools Funding for 2014 was \$8496.53. This funding was used in the following ways:

- Supporting early career teachers through mentoring.
- Purchasing additional SSO hours to support literacy and numeracy learning of Students at Risk (STAR students).
- Provide some support to Junior Primary staff with training and development

5. STUDENT ACHIEVEMENT

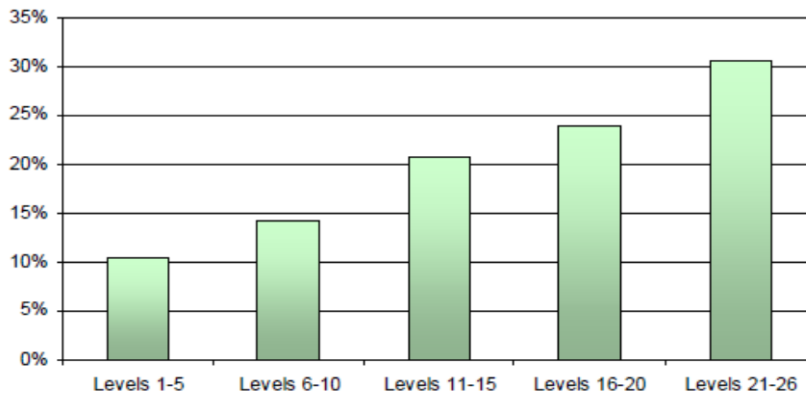
Running Records Year 1

At Thiele PS, all R-2 students have their Reading Recovery Levels assessed through Running Records which are tested and recorded at the end of Year 1 and 2.

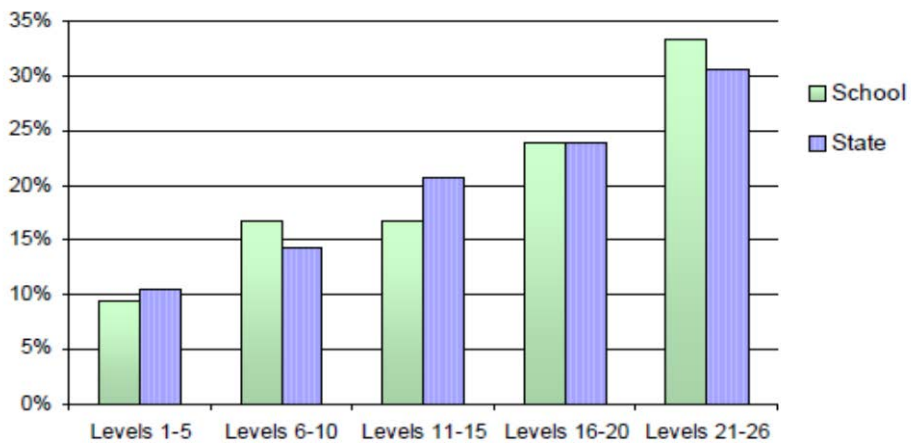
Reception to Year 2 Reading

1. An annually increasing percentage of students achieving a minimum standard of Reading Recovery Level 3-5 after 12 months at school, Level 12-15 after 24 months at school and Level 20-25 after 36 months at school.

Students by Reading Level



School Reading Levels compared to State

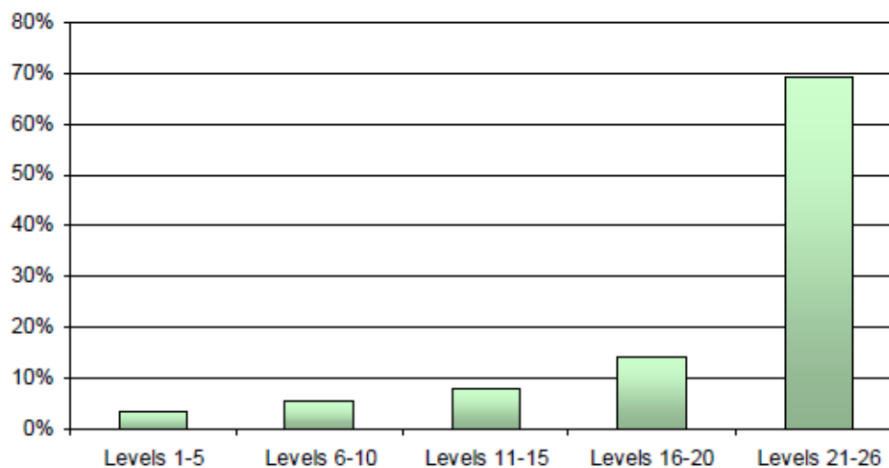


Year 1 outcomes show that:

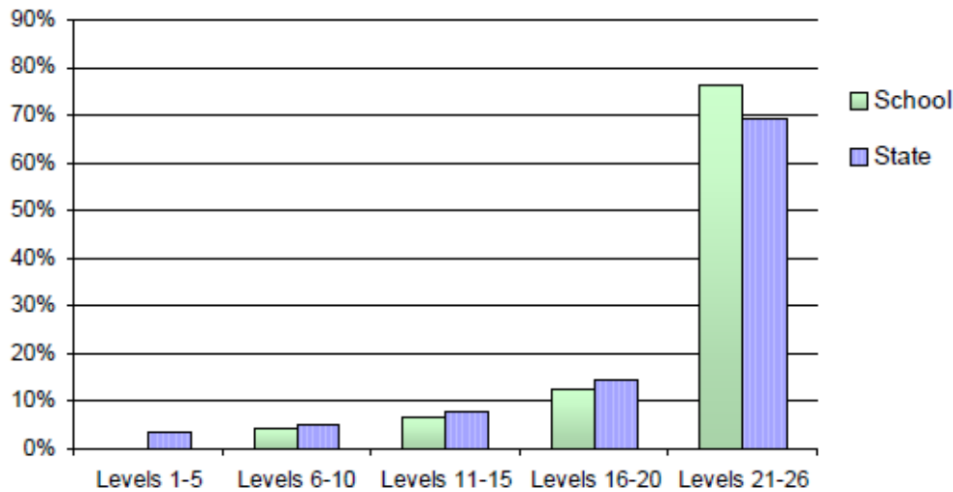
- The majority of students have reached their target of RR 12-15 after 24 months at school.
- There has been an increase of the % of students in the upper RR levels.

Running Records Year 2

Students by Reading Level



School Reading Levels compared to State



Year 2 outcomes show that:

- The majority of students have reached their target of RR 20-25 after 36 months at school.
- There has been an increase of the % of students in the upper RR levels.

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5.1 NAPLAN

Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

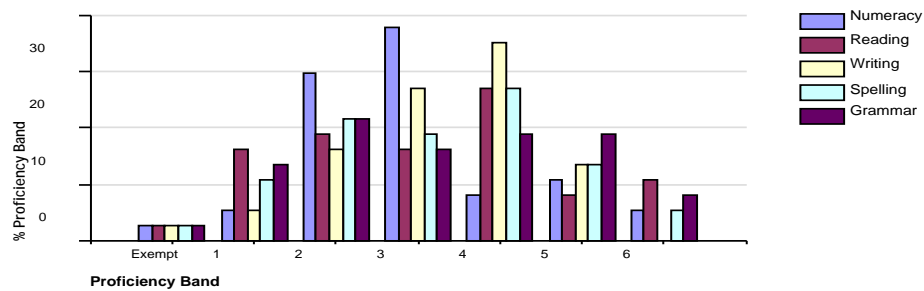


Table 1: Year 3 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy	2.7	5.4	29.7	37.8	8.1	10.8	5.4
Reading	2.7	16.2	18.9	16.2	27.0	8.1	10.8
Writing	2.7	5.4	16.2	27.0	35.1	13.5	
Spelling	2.7	10.8	21.6	18.9	27.0	13.5	5.4
Grammar	2.7	13.5	21.6	16.2	18.9	18.9	8.1

NAPLAN Numeracy Outcomes:

	2011	2012	2013	2014
Year 3 students achieved scores in the 2 highest Proficiency Skill Bands	40.7%	23.5%	16.7%	16.2%
Year 3 students achieved Proficiency Band 3 or above	59.2%	47%	77.8%	62.1%

NAPLAN Reading Outcomes:

	2011	2012	2013	2014
Year 3 students achieved scores in the 2 highest Proficiency Skill Bands	40.7%	47%	33.3%	18.9%
Year 3 students achieved Proficiency Band 3 or above	59.2 %	76.4%	74.9 %	62.1%

NAPLAN Writing Outcomes:

	2011	2012	2013	2014
Year 3 students achieved scores in the 2 highest Proficiency Skill Bands	48.1%	5.9%	27.8%	13.5%
Year 3 students achieved Proficiency Band 3 or above	74%	44.1%	72.2%	75.6%

NAPLAN Spelling Outcomes:

	2011	2012	2013	2014
Year 3 students achieved scores in the 2 highest Proficiency Skill Bands	40.7%	17.7%	27.8%	18.9%
Year 3 students achieved Proficiency Band 3 or above	62.9%	61.8%	80.6%	64.8%

NAPLAN Grammar Outcomes:

	2011	2012	2013	2014
Year 3 students achieved scores in the 2 highest Proficiency Skill Bands	29.6%	35.3%	36.1%	27%
Year 3 students achieved Proficiency Band 3 or above	74%	64.7%	80.6%	62.1%

Figure 2: Year 5 Proficiency Bands by Aspect

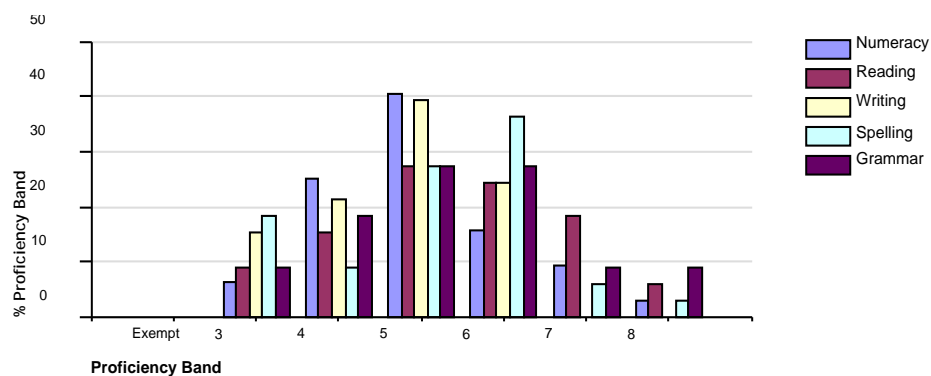


Table 2: Year 5 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy		6.3	25.0	40.6	15.6	9.4	3.1
Reading		9.1	15.2	27.3	24.2	18.2	6.1
Writing		15.2	21.2	39.4	24.2		
Spelling		18.2	9.1	27.3	36.4	6.1	3.0
Grammar		9.1	18.2	27.3	27.3	9.1	9.1

NAPLAN Numeracy Outcomes:

	2011	2012	2013	2014
Year 5 students achieved scores in the 2 highest Proficiency Skill Bands	40.7%	21.4%	0%	12.5%
Year 5 students achieved Proficiency Band 5 or above	59.2 %	64.2 %	75.9%	60.7%

NAPLAN Reading Outcomes:

	2011	2012	2013	2014
Year 5 students achieved scores in the 2 highest Proficiency Skill Bands	40.7%	30.9%	17.2%	24.3%
Year 5 students achieved Proficiency Band 5 or above	59.2 %	71.4%	86.2%	75.8%

NAPLAN Writing Outcomes:

	2011	2012	2013	2014
Year 5 students achieved scores in the 2 highest Proficiency Skill Bands	48.1%	4.8%	10.3%	0%
Year 5 students achieved Proficiency Band 5 or above	74%	59.6%	87.7%	63.6%

NAPLAN Spelling Outcomes:

	2011	2012	2013	2014
Year 5 students achieved scores in the 2 highest Proficiency Skill Bands	40.7%	21.9%	20.7%	9.1
Year 5 students achieved Proficiency Band 5 or above	62.9%	65.8%	79.3%	72.8%

NAPLAN Grammar Outcomes:

	2011	2012	2013	2014
Year 5 students achieved scores in the 2 highest Proficiency Skill Bands	29.6%	26.8%	31%	18.2%
Year 5 students achieved Proficiency Band 5 or above	74%	68.2%	86.2%	72.8%

Figure 3: Year 7 Proficiency Bands by Aspect

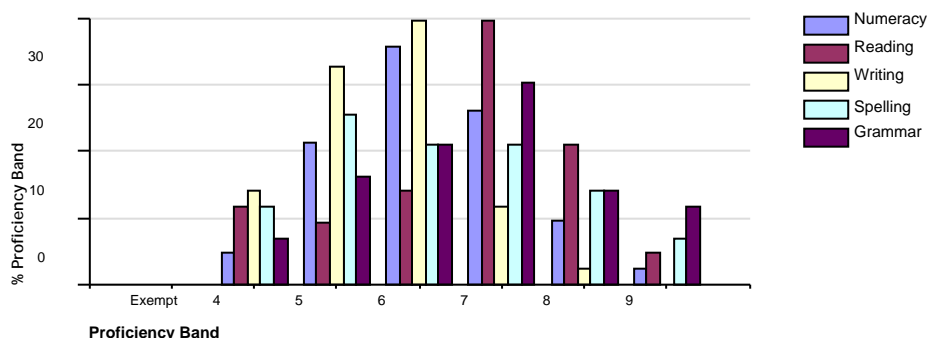


Table 3: Year 7 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy		4.8	21.4	35.7	26.2	9.5	2.4
Reading		11.6	9.3	14.0	39.5	20.9	4.7
Writing		14.0	32.6	39.5	11.6	2.3	
Spelling		11.6	25.6	20.9	20.9	14.0	7.0
Grammar		7.0	16.3	20.9	30.2	14.0	11.6

NAPLAN Numeracy Outcomes:

	2011	2012	2013	2014
Year 7 students achieved scores in the 2 highest Proficiency Skill Bands	40.7%	7.9%	18.9%	11.9%
Year 7 students achieved Proficiency Band 6 or above	59.2 %	62.8%	86.4%	73.8%

NAPLAN Reading Outcomes:

	2011	2012	2013	2014
Year 7 students achieved scores in the 2 highest Proficiency Skill Bands	40.7%	28.8%	18.9%	25.6%
Year 7 students achieved Proficiency Band 6 or above	59.2 %	80.7%	81%	79.1%

NAPLAN Writing Outcomes:

	2011	2012	2013	2014
Year 7 students achieved scores in the 2 highest Proficiency Skill Bands	48.1%	13.8%	8.1%	2.3%
Year 7 students achieved Proficiency Band 6 or above	74%	74.6%	64.8%	53.4%

NAPLAN Spelling Outcomes:

	2011	2012	2013	2014
Year 7 students achieved scores in the 2 highest Proficiency Skill Bands	40.7%	31.3%	18.9%	21%
Year 7 students achieved Proficiency Band 6 or above	62.9%	70.6%	86.5%	62.8%

NAPLAN Grammar Outcomes:

	2011	2012	2013	2014
Year 7 students achieved scores in the 2 highest Proficiency Skill Bands	29.6%	21.6%	21.6%	25.6%
Year 7 students achieved Proficiency Band 6 or above	74%	84.4%	81%	76.7%

Growth

Figure 7: Year 3-5 Growth

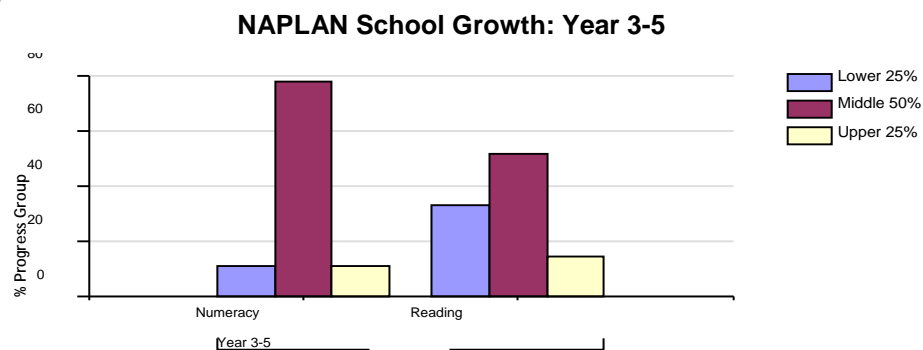


Table 7: Year 3-5 Growth

Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	11.1
	Middle 50%	77.8
	Upper 25%	11.1
Reading	Lower 25%	33.3
	Middle 50%	51.9
	Upper 25%	14.8

Figure 8: Year 5-7 Growth

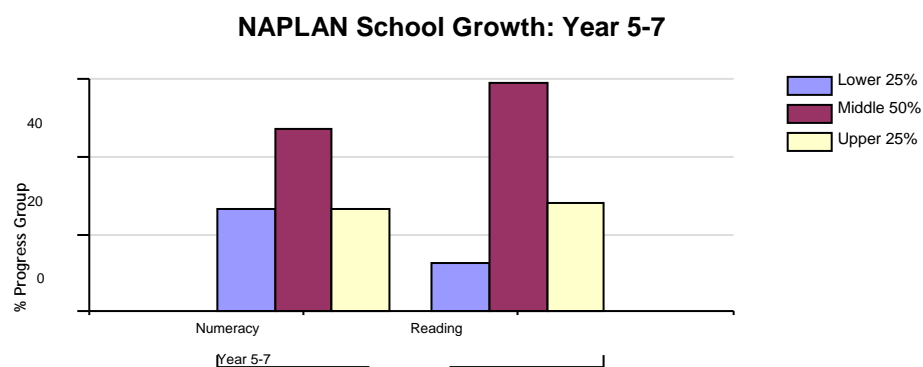


Table 8: Year 5-7 Growth

Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	26.3

	Middle 50%	47.4
	Upper 25%	26.3
Reading	Lower 25%	12.8
	Middle 50%	59.0
	Upper 25%	28.2

6. STUDENT DATA

6.1 Attendance

Figure 9: Attendance by Year Level

National Attendance Rates Semester 1

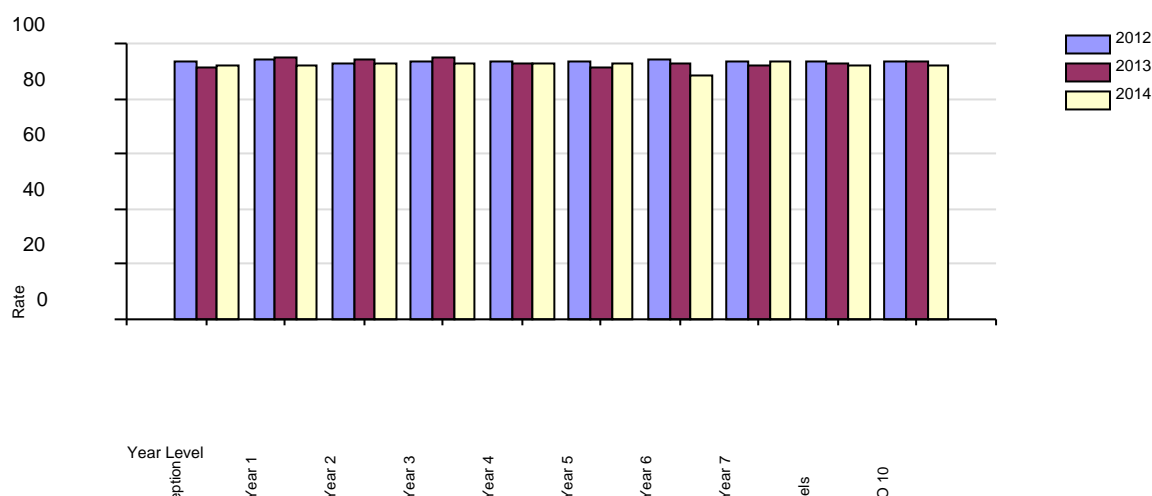


Table 9: Attendance by Year Level

Attendance by Year Level	% Attendance		
	2012	2013	2014
Reception	93.8	91.5	92.4
Year 1	94.1	94.8	92.0
Year 2	92.6	94.0	92.8
Year 3	93.5	94.6	92.8
Year 4	93.3	93.0	92.5
Year 5	93.3	91.2	93.0
Year 6	93.9	92.5	88.6
Year 7	93.6	92.1	93.5
Total All Year Levels	93.5	93.1	92.3
Total ACARA 1 TO 10	93.5	93.3	92.3

Implications for Planning:

- Our attendance rates over the last three years have been reasonable consistent.
- We need to ascertain why Year 6 attendance was down last year.
- We need to continue to work towards the DECD target of an attendance rate of 95% for 2014.
- This has implications on our attendance monitoring processes and support mechanisms for families.

6.2 Destination

Leave Reason	2013			
	School		Index	DECD
	No	%	%	%
Employment			2.0%	3.0%
Interstate/Overseas	4	5.8%	10.9%	10.1%
Other	1	1.4%	0.5%	1.4%
Seeking Employment			1.3%	3.6%
Tertiary/TAFE/Training			5.4%	4.6%
Transfer to Non-Govt Schl	13	18.8%	12.9%	9.7%
Transfer to SA Govt Schl	51	73.9%	46.1%	47.4%
Unknown			20.9%	20.1%

7. ACCOUNTABILITY

7.1 Behaviour Management

SOCIAL AND EMOTIONAL WELLBEING:

Thiele Primary School continues to strive to help students develop an awareness and management of their feelings and emotions and effective communication and conflict resolution skills. We aim for students to develop a sense of belonging, connectedness and resilience through our community spirit.

During 2014 the Coordinator for Student Wellbeing and Engagement has focussed on:

- Working with small groups of students to support the development of social skills and play skills. This has involved small group discussions, playing games and sports and participating in problem solving or conflict resolution activities.
- Working with individual students to help them develop appropriate social interaction and behaviour skills for the classroom
- Monitoring and supporting social and wellbeing programs throughout R-7 classrooms by providing resources and information to teachers upon request
- Working in classrooms alongside class teachers to facilitate and manage programs such as Circle Time and Play is the Way
- Being available to new students and their families to support transition to Thiele Primary School from other schools
- Linking with the Christian Pastoral Support Workers at Thiele Primary School and Aberfoyle Park High School

Other aspects of the Social and Emotional Program at Thiele Primary School during 2014 have been:

- Maintaining a strong wellbeing focus across Aberfoyle Park Primary Campus through the Campus Wellbeing Committee. This Committee is in a transition period with the key members from School of Nativity and Pilgrim Schools changing their work commitments. In 2015 it has been suggested that Thiele Primary School also has a separate Wellbeing Committee so that focus can remain on our school priorities.
- Professional learning in school-wide focus programs (e.g. Play is the Way) for new staff
- An expectation that class teachers are providing opportunities for students to participate in Play is the Way, Circle Time and Class Meeting activities
- A two-week program run at the beginning of the year in all classes to develop social and play skills as well as emotional literacy.
- Individual counselling (where appropriate) with the Christian Pastoral Support Worker for students requiring further assistance

- Student Representative Council and Student Leadership Team
- Senior students working as “Buddies” for younger students at recess and lunch times to assist with play and social skills and conflict resolution
- Senior and Junior classes working as Buddies and doing Peer Support activities

RESTORATIVE JUSTICE

Restorative Justice continues to be the main tool used across Campus for student disagreements and conflicts. This involves students coming together to discuss the issues and their individual feelings around the issues. The RJ process, although time-consuming, is a powerful tool for students because it encourages them to solve conflicts in a peaceful and fair way and to negotiate acceptable behaviours and consequences in a safe forum. The Aberfoyle Park Primary School Campus Yard Duty policy reflects Restorative Justice Principles.

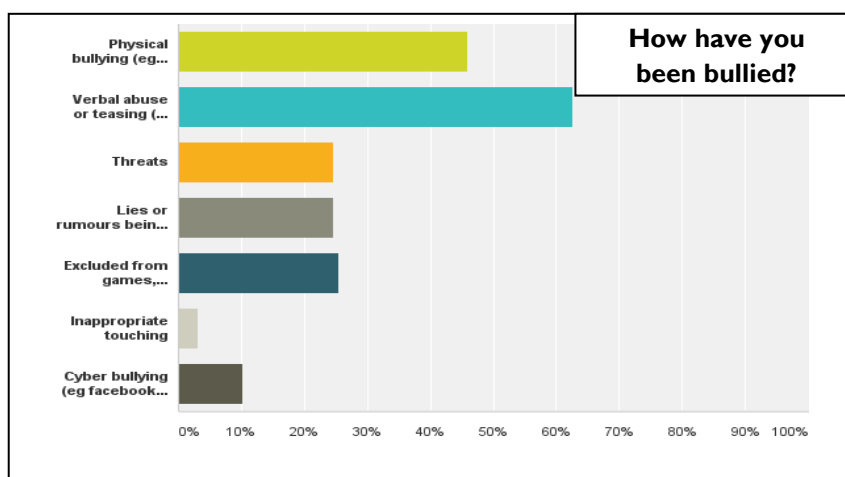
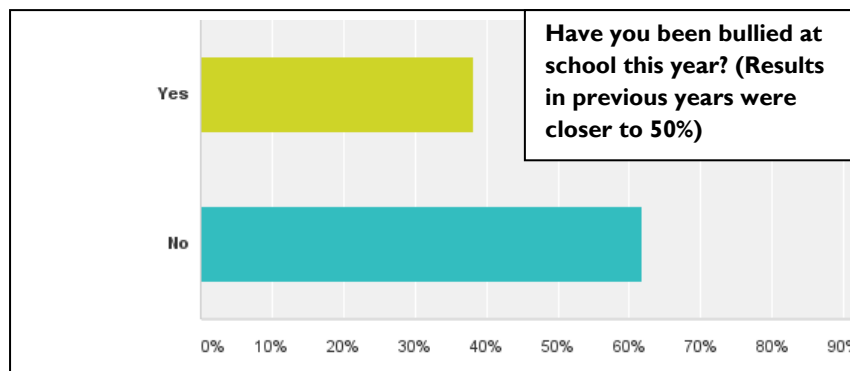
The Campus Wellbeing Committee continues to work on an agreed Behaviour Management/Anti-Bullying/Harassment Policy that will outline acceptable behaviours and consequences across Campus. This will involve:

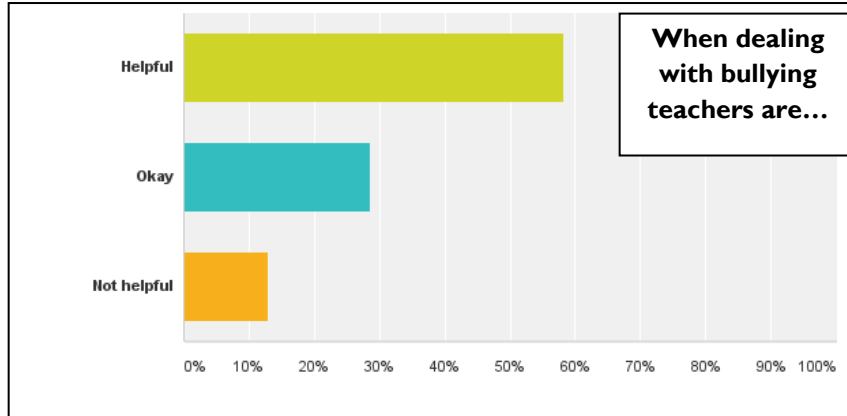
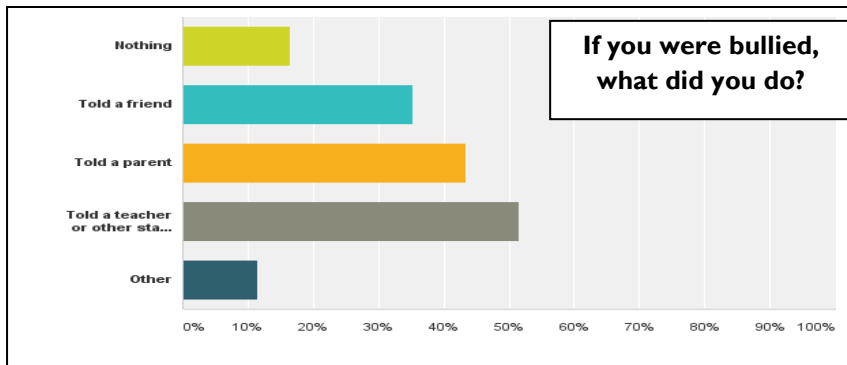
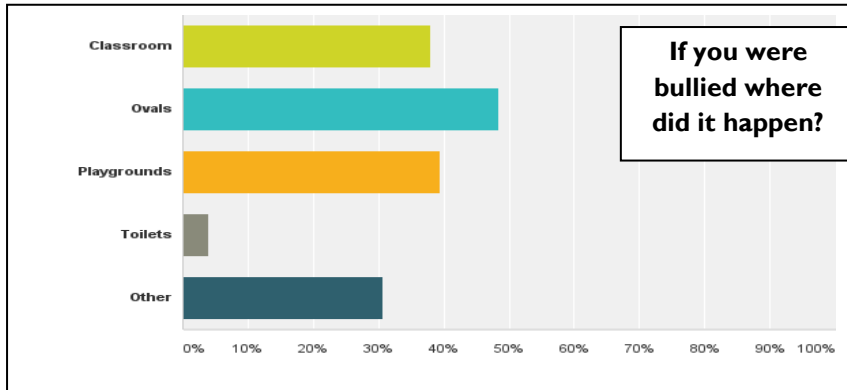
- Consistent knowledge about the Restorative Justice approach for all new staff
- A common understanding and consistent approach to behaviour developed and maintained.
- A common approach to behaviours...major, moderate and minor.
- Students increasingly develop problem solving and conflict resolution skills to restore relationships.
- Older students help younger students to solve issues and disputes.

Although the Restorative Justice process is a positive and beneficial one, there continues to be a concern amongst teaching staff at the school that there is no recess/lunchtime consequence for students who continually break school rules and put the health/safety/wellbeing of others (including staff) at risk. This will be further looked at in 2015.

ANTIBULLYING AUDITS

During 2014 we used an online survey (Survey Monkey) to gather data about incidents and views around bullying at Thiele School. Prior to students completing the survey in Term 4 class teachers completed lessons about bullying that focussed on the following elements: the difference between bullying and friendship issues; the difference between bullying and someone being mean one time; types of bullying; who can help if you are being bullied; and how to respond to bullies. We believe that this has given us a clearer picture of bullying at Thiele School.





In regards to **Cyber bullying**, we noticed a slight decrease in the incidents for 2014: 15.57% of students responded 'yes' to this question compared to 23.2% in 2013. This indicates that students are taking heed of the safety messages around cyber bullying and online safety. Most incidents of cyber bullying occur via Instagram, Texting or KIK. The concern for our school is that 72.73% of cyber bullying incidents take place at students' homes, so it is very difficult for school staff to manage and control.

Looking Ahead to 2015

- The Campus Wellbeing Committee continues to work on an agreed Behaviour Management/Anti-Bullying/Harassment Policy that will outline acceptable behaviours and consequences across Campus. This will involve:
 - Consistent knowledge about the Restorative Justice approach for all new staff
 - A common understanding and consistent approach to behaviour developed and maintained.
 - A common approach to behaviours...major, moderate and minor.
 - Students increasingly develop problem solving and conflict resolution skills to restore relationships.
 - Older students help younger students to solve issues and disputes.

- Establish a Thiele Wellbeing Committee. Tasks for the Thiele Wellbeing Committee will include: Annual review of the two week start of the year program, provide further strategies to develop stronger resilience in our students
- Thiele and Campus Wellbeing Committees to consider implementing a recess/lunchtime consequence for students breaking school rules e.g. Running on pavers, not wearing hats, speaking disrespectfully to teachers
- Begin an audit of Wellbeing-focussed training undertaken by staff e.g. Play is the Way, Circle time, Child Protection Curriculum, Restorative Justice
- Train staff in ways to deal with issues of cyber bullying

1664: THIELE PRIMARY SCHOOL
Behaviour Management Summary - by Behaviour Type

	WN	TC	TA	IS	TH	SU	SE	EC
Violence - Threatened Or Actual	1		86			2	2	2
Threatened Good Order	1	2	21	1	1			
Threatened Safety Or Wellbeing			49			2		
Interfered With Rights Of Others			17					
Persistent And Willful Inattention					1			
TOTAL	2	2	173	1	2	3	2	2

7.2 Relevant History Screening (formerly Criminal History Screening)

Criminal Screening Process

During 2014 the process of ensuring all our school volunteers had a relevant criminal check started with two induction meetings with the principal. Parents who were interested in volunteering at the school attended this meeting and were given the relevant information and received the Responding to Abuse and Neglect training. They were required to complete a form to obtain a Child-Related Employment Screening from the Department for Communities and Social Inclusion. These forms were verified by the Deputy Principal and then posted to the Department. The school received an email with the certificate attached to be saved by the school and a hard copy was posted to the volunteer.

An excel spread sheet was set up to keep a record of the Thiele volunteers and their details were saved on EDSAS. A folder was set up with a hard copy of the criminal check and this folder is stored in the secure storeroom. This process was also followed for volunteers in sport, the Library, canteen and the Governing Council. Records were also kept for paid employees working in OHSC and Instrumental Music teachers and Student Teachers undertaking their practical assessment at Thiele.

7.3 HUMAN RESOURCES - Workforce Data

7.3.1 Teacher Qualifications

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	35
Post Graduate Qualifications	5

Please note: Staff that 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.

7.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.00	17.80	0.00	6.79
Persons	0	20	0	10

8. FINANCIAL STATEMENT

2014 FINANCIAL REPORT

INCOME

Opening Cash Balance	507,144.83
Global Budget	2,853,478.13
Materials & Services Charge	73,608.00
Fund Raising Revenue	7,358.85
Other Income	363,747.59
Non-Budget Income	70,508.47
Total Revenue for 2014	3,875,845.87

EXPENDITURE

Regional Funds	56,867.26
Salaries	2,551,359.68
Site Learning Plans	24,931.92
Curriculum Maintenance	58,309.79
Administration	81,431.46
Campus Contribution	144,524.41
Site Funded Works	25,583.57
Asset Management / Facilities	35,650.11
Utilities & Maintenance	266,562.11
Fund Raising Expenditure	5,683.67
Non-Budget Expenditure	69,285.19
Total Expenses for 2014	3,320,189.17
Closing Cash Balance	555,656.70

Shaun Coghlan
Principal