

Thiele Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Thiele Primary School Number: 1664

Partnership: South Valley Precinct

Name of School Principal:

Shaun Coghlan / Sharon Willoughby

Name of Governing Council Chair:

Julieta Craker

Date of Endorsement:

20th February 2018

School Context and Highlights

Thiele Primary School is one of three primary schools combining together to form the Aberfoyle Park Primary School Campus. The Aberfoyle Park Campus opened in 1982 and comprises of schools cohabiting within the three systems of DECD, Catholic and Independent education systems. Thiele Primary school was formed after the two schools Heysen and Spence merged and was named after Colin Thiele the renowned South Australian author.

Together we provide relevant and purposeful learning opportunities that foster the greatest possible academic, social, emotional, physical and spiritual development of each child from Reception to Year 7.

Our school's behaviour and learning expectations are based on a set of agreed values:- Respect - valuing ourselves and others, Achievement - aspiring to your goals, Integrity - living to your highest values, Sustainability - meeting the needs of today without compromising the needs of future generations.

As a school community we are committed to:- providing a safe, caring learning environment, developing a positive relationship between child, teacher and parent, recognising and fostering the uniqueness and individuality of each child, respecting his/her social and cultural background, fostering positive self concept and self esteem, presenting children with an appropriate learning environment in which they experiment, manipulate, pose questions and seek their own answers, encouraging a healthy, positive involvement for parents in decision making and participating in their children's development and learning, pursuing personal excellence.

As one of three schools in the 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. This is achieved by sharing facilities, programs and staff members by the three schools on the Aberfoyle Park Campus. Specialist teachers teach in purpose built areas for Science, Japanese, Music and Physical Education. Participation across Campus is encouraged in Pedal Prix, Junior & Senior Choir, Campus Band, Recycling, Performance Arts Showcase, weekend sport and events throughout the year. Our Year 6/7 students attend a bi-annual excursion to Canberra.

Governing Council Report

This is my first report as Chair of Thiele Governing Council and I would firstly like to acknowledge my predecessor Bernadette Cummin-Buntin, who was Chair for over 10 years. Bernadette's dedication to the school community was second to none and I have had very big shoes to fill over the past year.

I would like to thank my fellow Governing Council members and sub-committee members who dedicate a significant amount of their time to ensure the ongoing governance and growth of our school.

I would also like to thank all the volunteers that have worked alongside Thiele staff during 2017. Volunteers are an integral part of our school community, without who our children would not receive the many benefits; things like additional classroom support for reading, after hours sports and fundraising activities.

Thiele once again ran the Volunteer for Outstanding Service Award in 2017 and this year Cathrine Curry was the recipient.

Thank you to Cathrine for all of her volunteer work last year, particularly in classroom support and Pedal Prix management.

2017 saw Thiele run several successful fundraising activities, both for our school and for the Aberfoyle Park Primary School Campus. Our Mother's Day and Father's Day stalls were very popular with students and raised a combined total of \$965.

The Campus Sports Day was held in Term 1. The cooler weather made being outside all day very pleasant and ensured a great day for all the students. Thank you to Maggie Stanley, our Campus Canteen Manager (and her band of helpers), who cooked the barbecue for all the hungry children and spectators. Thanks also to the members and volunteers of the Campus Events Committee who ran the coffee and cakes stall and to the school community for the overwhelming number of cakes donated for the stall. On the day, the canteen raised approximately \$1500 and the Campus Events Committee raised around \$970.00.

In Term 4, we held our very first Campus Colour Fun Run, where students, teachers and parents had a great time. Thank you to the Campus Events Committee, all the teaching staff and volunteers for their hard work in making this an extremely successful fundraising event. A special thank you to Wendy Looi-Penhall and Bianca Henderson for all their efforts in organising this event. More than \$13,000 was raised for the Campus Library upgrade.

Improvement Planning and Outcomes

Literacy Improvement - Enact changes in pedagogical practice by
Tracking monitoring and responding to every learner's growth

- * Linked presentation of data to the Precinct thinking using MARKIT
- * ASOT proficiency scales used in Performance Development meetings with a focus on learner's growth

Literacy improvement cycle by

- * developed a Guaranteed and Viable Curriculum Reception to Year 7
- * all staff enacting and agreeing to the Thiele Primary School English agreement

Enact changes in pedagogical practice by

- * linking to Design Question 1 - providing clear learning goals, tracking student progress and celebrating success
- * WALT - What are we learning today?
- * WILF - What am I looking for?
- * TIB - This is because..

Identify and enact clear intervention processes by

- * identifying that all students are identified in Tier 1,2 or 3
- * Engaging all students identified in Tier 3 in intervention programs

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Science , Technology, Engineering & Mathematics - STEM

Teaching through an integrated approach to make the learning more purposeful and connected to students lives by

- * eliminating duplication of content by teaching with a cross curricular focus
- * Developing a GVC in the areas of English and Maths to deliver quality, effective learning programs

2017 saw some upgrades to resources that provide significant improvements to our children's learning environment. There was a significant upgrade in the Thiele's IT resources with new technologies implemented in all classrooms. The old sports shed was demolished to make way for additional outdoor space around the Coorong building and a new sports shed is planned for 2018.

Hajnalka Molloy joined Campus as Leader of Library Information Services and has played an integral role in realising the upgrade of the Campus Resource Centre. Significant changes have already been implemented, such as improved IT resources, and the upgrade will continue through 2018.

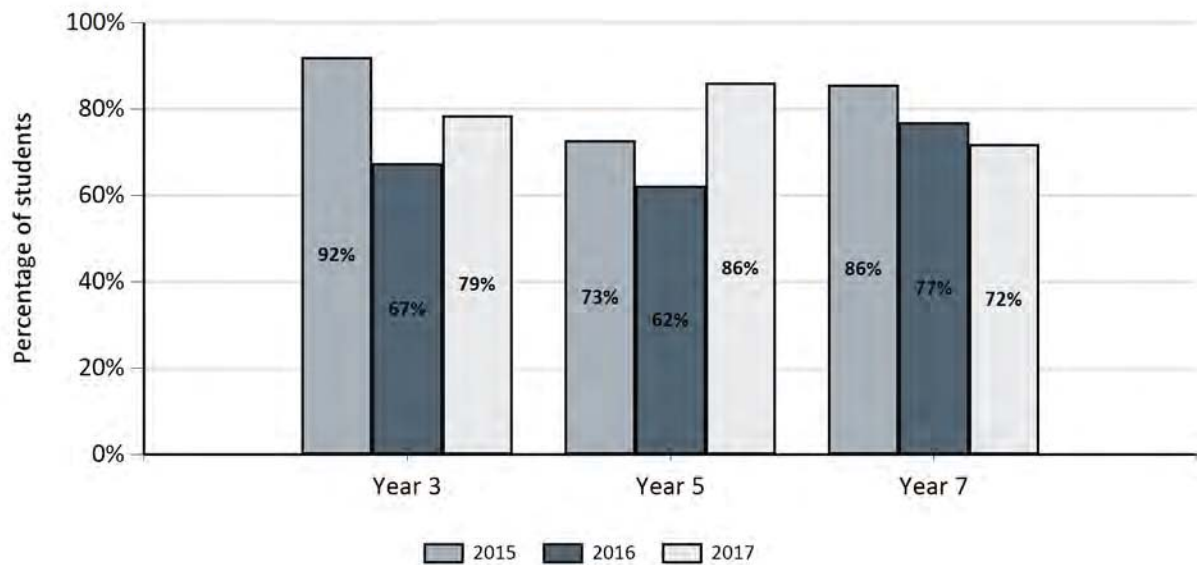


Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

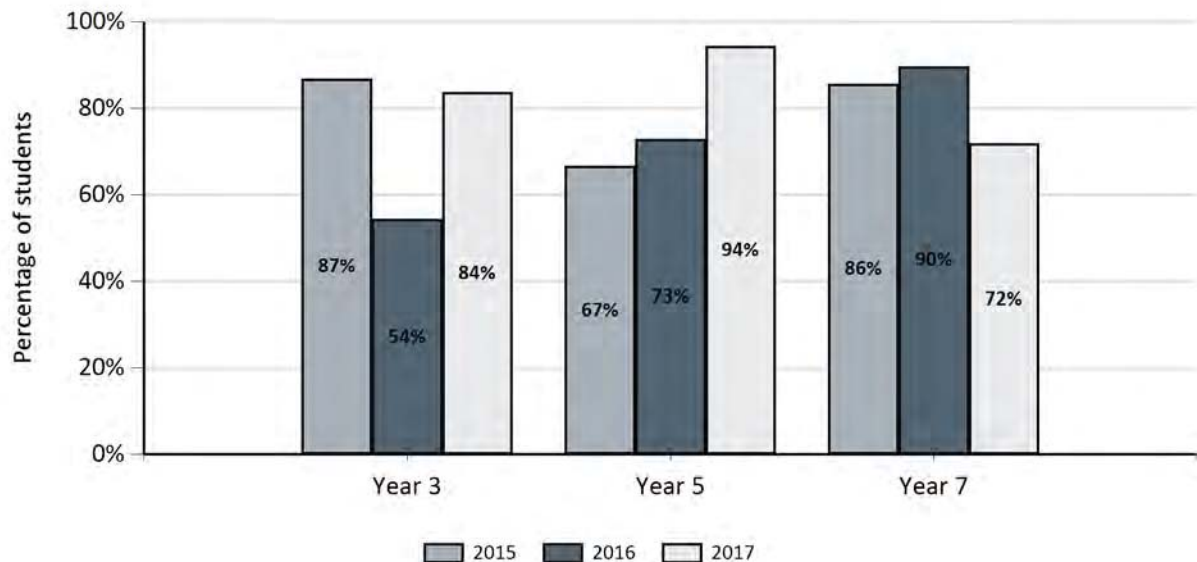
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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, July 2017.

*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 2015 to 2017 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	17%	17%	25%
Middle progress group	47%	55%	50%
Lower progress group	36%	28%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 5-7	Year 3-5	State (average)
Upper progress group	22%	14%	25%
Middle progress group	44%	53%	50%
Lower progress group	33%	33%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 2017	42	43	18	9	43%	21%
Year 3 2015-17 Average	42.0	42.3	18.0	10.7	43%	25%
Year 5 2017	36	36	11	9	31%	25%
Year 5 2015-17 Average	35.3	35.3	8.3	6.0	24%	17%
Year 7 2017	32	32	7	3	22%	9%
Year 7 2015-17 Average	35.3	35.3	9.0	4.0	25%	11%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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

Reading

Over the past year we have seen an increase in the achievement in NAPLAN proficiency bands at or above DECD SEA in the area of reading for our Year 3 students from 67% to 79% and Year 5 students from 62% to 86% and a slight decline in Year 7 students from 77% to 72%. Our progress in the lower band of students from Year 3 to Year 5 is above the state average and above the state average in both the lower and middle bands for the Year 5 to Year 7 students. This is because we have implemented intervention programs targeting the students needing additional support in our data analysis. Our next focus is on providing stretch and high expectations for the students in the upper bands to improve the growth of student progress in this area.

Interestingly our achievement in the upper 2 bands in reading for our Year 3 students met the state average and exceeded the state average for our Year 5 students. This is evidence that we on track to meet our target.

Numeracy

Over the past year we have seen an increase in the achievement in NAPLAN proficiency bands at or above DECD SEA in the area of numeracy for our Year 3 students from 54% to 84% and Year 5 students from 73% to 94% and a decline in Year 7 students from 90% to 72%. Our progress in the lower band of students from Year 3 to Year 5 is above the state average and above the state average in both the lower and middle bands for the Year 5 to Year 7 students. This is because we have implemented intervention programs targeting the students needing additional support in our data analysis. Our next focus is on providing stretch and high expectations for the students in the upper bands to improve the growth of student progress in this area.

Interestingly our achievement in the upper 2 bands in numeracy exceeded the state average for our Year 5 students and we are closing the gap of meeting the state average for growth in the upper and middle bands at both the Year 3 to Year 5 and Year 5 to Year 7 students. This is evidence that we on track to meet our target.

Attendance

Year level	2014	2015	2016	2017
Reception	92.4%	92.1%	91.8%	93.1%
Year 1	92.0%	91.0%	92.8%	92.7%
Year 2	92.8%	89.9%	92.7%	91.8%
Year 3	92.8%	93.8%	93.4%	93.3%
Year 4	92.5%	92.3%	94.7%	92.4%
Year 5	93.0%	90.2%	94.0%	93.6%
Year 6	88.6%	91.2%	89.5%	91.5%
Year 7	93.5%	86.5%	94.7%	89.5%
Primary Other		73.3%		9.1%
Year 8			4.4%	
Total	92.3%	90.9%	92.8%	92.3%

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

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

Attendance Comment

The attendance of students at Thiele Primary School has been steady in all year levels except Year 7. The attendance changes can be attributed to a small number of specific cases which are monitored and can be mainly attributed to alternative programs.

Behaviour Management Comment

Thiele Primary School along with the Aberfoyle Park Campus have a culture of respect and integrity which is reflected through the values of all three schools in the Campus way of respecting yourself, others and our place. Throughout the year a positive behaviour plan was endorsed by staff and is being trailed this year. The Signature Practices of Thiele Primary School outlines our vision, inclusive practices, pedagogies, programs and intervention. The Positive Behaviour Plan clearly defines the roles and responsibilities of leadership, teachers, SSO's, volunteers, students and parents along with expectations within the yard, classroom and play program with consequences, interventions and restorative practice questions to use when intervening.

Client Opinion Summary

Unfortunately the client opinion survey was not conducted in 2017, however, we did conduct Student Forums with the Year 3-7 students of each class. The students involved in the student forums were randomly picked and consisted of a mixed group of students both male and female from two Year 3/4 classes, a Year 4/5 class, a Year 5/6 class and two year 6/7 classes. the students were asked to bring a piece of work that they were proud of and were asked to explain what their piece of work was about, why they chose it and why were they proud of it? A range of pieces of work were shown from maths activities involving graphs, division and problem solving; writing activities explaining their favourite character in a novel study, recounts on activities the students had experienced and projects on a variety of countries. Most of the students said that they were proud of their pieces of work because they had received an A or a B. They could explain that they had put more effort into these pieces of work because they enjoyed the topic or the task. Rubrics had been used at the beginning of the task which assisted them in knowing exactly what they were required to do to achieve a good result. Each of the students knew what they needed to do to improve their result even more once their work had been assessed and returned to them. This was because the rubric had been used again. It was clear to see from these conversations that rubrics were being used but not as well as they could be. This will be a focus of our learning and assessment cycle in 2018.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	8	9.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	3.7%
Transfer to SA Govt School	71	86.6%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

Thiele follows DECD procedures to the letter to ensure children's safety at Thiele Primary School. DECD conducts regular audits to ensure processes are followed appropriately. Records are maintained as per DECD protocols.

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	35
Post Graduate Qualifications	11

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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 Equivalent	0.0	21.5	0.0	10.0
Persons	0	22	0	14

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$3197369
Grants: Commonwealth	\$33535
Parent Contributions	\$109514
Fund Raising	\$3923
Other	\$142351

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Wellbeing Co-ordinator, Play Program at recess and lunch times, Mentors SSO classroom support, Bree Pastoral Care Worker + Interception Room teacher, Attendance Officer support	
	Improved Outcomes for Students with an Additional Language or Dialect	EALD support teacher implemented small group program	
	Improved Outcomes for Students with Disabilities	SSO support in all classrooms until lunchtime, targeted intervention programs Interception room teacher, Too Smart, Quick Smart, Multi Lit + Reading Support teacher	
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	SSO support Literacy and Numeracy, Too Smart, Quick Smart, Reading support SSO supporting APAS students with 1-1 support SSO classroom support for all classes, Interception Room teacher Partnership focus on moderation GVC produced for R-7 curriculum areas of Literacy and Numeracy Engage for student taking alternative pathways Enrolment of home schooled students Too Smart, Quick Smart SSO support, Interception Room, MultiLit, Reading Support Program for students with learning difficulties ASOT, KAGAN, MARKIT, PAT R, PAT M, STEM, English and Maths GVC staff release, training and development opportunities for all staff and resourcing	
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
Other Discretionary Funding	Better Schools Funding	Additional SSO support in every classroom for all students to improve students learning outcomes Introduction of Interception Room to support emotional and wellbeing for all students	
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students	SPARK program for Year 4-7 students on a weekly basis with resources STEM focus in library	
	Primary School Counsellor (if applicable)	Pastoral Care Worker employed two days per week to support students and families	