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# THIELE PRIMARY SCHOOL ANNUAL REPORT 2015



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## 1. CONTEXT

<b>School Name:</b>	THIELE PS	<b>School Number:</b>	1664
<b>Principal:</b>	SHAUN COGHLAN	<b>Partnership</b>	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	327	100%
School Card	48	15%
ASTI	6	2%
EALD	11	3.5
SWD	32	10%

## 2. REPORT FROM GOVERNING COUNCIL

### Chairperson's Report for the year 2015

#### RESPECT                      ACHIEVEMENT                      INTEGRITY                      SUSTAINABILITY

Seven years ago the Thiele Primary School community was charged with possibly one of the most difficult yet rewarding challenges a young school must face, that of developing a set of values which would best embody its core tenets. Following the amalgamation of Heysen and Spence Primary schools in 2008, the Governing Council acknowledged that a new vision, a Thiele vision, was necessary to carry the school forward. And so a year-long process began to determine those values which our community believed most important in the development of good citizenry. Each subsequent year the parents, staff and students have built on these principles, providing those following with a strong, resilient school identity.

2015 saw the graduation of the first true "Thiele" cohort. From reception to Yr7, the majority of these students had known only Thiele, with Heysen and Spence the names of buildings rather than individual schools. It is in these students that we can truly begin to recognise and appreciate our four school values.

Each year brings highs and lows. 2015 was no different. It saw the implementation of technology such as the Skoolbag app for both Apple and android devices, along with provision to notify school admin of absentees via text. Audits and reviews in the form of *Safe Schools audit* and the *External School review* called for input from across our community, with outcomes that were pleasing while highlighting areas within the external review in need of follow-up. On behalf of the Governing Council I commend Jane Dye for her work with the volunteer register which involves the documentation and constant updating of DCSI screenings and RAN training across Campus.

Our Fundraising committee has performed at times under some duress and must be acknowledged and celebrated. Successful activities such as the Mother's Day, Father's Day and Christmas stalls, Bulb sales, and the Kytons' Winter Warmers and Christmas fundraisers continued while the committee itself disbanded (due to increasing work demands) and reformed with new personnel mid-way through 2015. Both groups worked very hard to make a success of their respective activities.

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In term 2 we said goodbye to a retiring Graham Palmer. He had come to us in the early days of Thiele, assisting our community with the forging of a new identity. His love of interesting classroom pets and the sounds and smells of Clipsal will be his legacy.

After the constant upheaval of construction and deconstruction which surrounded Thiele and the Campus for close to four years, it is pleasing to see such wonderful additions to our environs as the Japanese garden, the community fruit and vegetable garden, and the Junior Primary Nature Playground. Each has not only an aesthetic role, but also an application in the educational arena.

In selecting Thiele Primary, families not only have the resources of this school but also those of Campus to enhance their children's educational experiences. The Campus ethos of collaboration strengthens our community every day, and is most notable to the public in whole-Campus activities such as Green Day, Sports Day and the Campus Fair. From Book Week to the Performing Arts showcase, from the Drama club to the Campus choir's participation in the festival of music, Campus spirit is strong and self-perpetuating.

Campus Sports had its ups and downs in 2015. We no longer field teams for Australian Rules or basketball. However, participation in our soccer and pedal prix teams remains strong, as does netball and cricket. The sense of community which surrounds these sporting teams has a depth that cannot be equalled. It supports the students and their teams in both good times and bad.

Several years ago the School Dental Service was relocated, leaving a site in desperate need of redevelopment. Through the determined efforts of the Campus Development Officer and the Member for Fisher, the late Dr Bob Such, ANZAC Day 2015 was commemorated with a ceremony in our own ANZAC Memorial garden. Not only is this garden available to our families, but also to the wider community of Aberfoyle Park and surrounding areas. It is also our community's celebration and acknowledgement of a man who gave so much in service to us and our children. Vale Bob Such.

2015 marked 34 years on Campus for our longest serving employee. Carol Barons has been behind the Campus Front Office desk from the very beginning as Campus Administration Officer. After much laughter, tears and a massive archive, Carol traded the code to the photocopier for a much more relaxed retirement routine.

In late 2014 the then Minister for Education and Child Development, Jennifer Rankine, introduced an initiative to acknowledge the contribution of those who volunteer in South Australian schools. It is well documented that children whose families are present in their lives benefit from that involvement. It is also a fact that so much of what schools offer could not occur if not for volunteers. Acknowledging the effort and dedication of these people, no matter the activity, ensures they know they are valued as members of our community. These awards do not happen overnight. A sub-committee was formed to first develop the processes and selection criteria necessary, and then to oversee and steer said processes. On behalf of the Governing Council, I thank the sub-committee (Taimi Wall, Ann-Maree Lewis, Chris Gent) so ably lead by Wendy Looi-Penhall for their time and effort. The school community embraced this award, resulting in three nominations for the *Volunteering Award for Outstanding Service*. Lois Watson, Ros Mayfield and I were honoured at a Thiele assembly. The inaugural recipient of the award was myself. I was greatly humbled by this, not to mention a little surprised, as all three of us do what we do for no reason other than this – the children. It's not about personal gain, it is about what we can bring to the Thiele community.

In closing, I wish to thank my fellow councillors for their continued support and willingness to go the extra mile; the Member for Fisher, Nat Cooke, who has stepped in to a role so well defined by the previous Member and made it her own, and who has offered concrete support in the form of working at sausage sizzles and the like; and the whole of Thiele staff for their dedication to our children and school. Special mention must be made of our Leadership team of Shaun Coghlan and Sharon Willoughby, and our staff representative Chris Gent. Your support and guidance has been invaluable.

Finally, I am constantly amazed by and impressed with the levels of commitment shown by our families to this school. I refer constantly to the Thiele community because that is what we are, a group sharing a common interest and goal. I have been privileged to witness our strong sense of community every day in so many ways, and as Chairperson I value and applaud your time, effort and energy. I thank you for entrusting to us those that you hold most dear, your children, and wish you a strong and successful 2016.

Bernadette Cumming-Buntin

### 3. 2015 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.
- Introduction of a SHIP Program
- Book Week.
- Asia Day
- Campus Sports Days.
- Campus Pedal Prix.
- Comprehensive PE program and SAPSASA events.
- ICAS Testing in English, Mathematics, Computing and Science.
- Premiers Reading Challenge
- Fortnightly assemblies

### 4. SITE IMPROVEMENT PLANNING AND TARGETS

Our Site Improvement Plan (2015-2016) outlines the following key actions and targets for English.

#### Key Actions

- Identify students in Waves 1, 2 and 3 to support students in literacy.
- Investigate ICT programmes to support Wave 1, 2, 3 learners.
- Continue to provide an F-2 reading support teacher to support Wave 2 students (early intervention).
- T&D:
  - The Art and Science of Teaching (high order thinking skills).
  - Jolly Phonics and Jolly Grammar from F to MP.
- Develop an F-2 high-frequency word written assessment.
- Use the Australian Curriculum Genre maps

#### Targets

##### Educational Achievement Standards

Running Records (RR) at September	Australian Curriculum NAPLAN	PAT –R Comprehension Scale
<ul style="list-style-type: none"> <li>• Reception – Levels 5</li> <li>• Year 1 - Levels 15</li> <li>• Year 2 – Levels 21</li> </ul>	<ul style="list-style-type: none"> <li>• “C” or above at Year Level</li> <li>• Band 3 or above at Year 5</li> <li>• Band 5 or above at Year 5</li> <li>• Band 7 or above at Year 7</li> </ul>	<ul style="list-style-type: none"> <li>• Year 3: 100 or above</li> <li>• Year 4: 110 or above</li> <li>• Year 5: 115 or above</li> <li>• Year 6: 120 or above</li> <li>• Year 7: 124 or above</li> </ul>

Our Site Improvement Plan (2015-2016) outlines the following key actions and targets for Mathematics.

**Key Actions** Develop a whole school mathematics agreement.

- Increase teachers ICT capabilities
- Appropriately resource ICT into classrooms (eg. Tools to enable this to happen).
- Training and Development for teachers
- Shared professional learning opportunities
- To review common assessment data.
- To develop formative and summative assessment tools.
- To improve classroom based and school wide intervention strategies.
- To increase staff confidence and enjoyment of mathematics.
- PLCs will be a vehicle for professional learning.
- Increased deprivatisation and observation of each other's practice.

Assessments	Targets
<ul style="list-style-type: none"> <li>• PAT -M</li> </ul>	

<ul style="list-style-type: none"> <li>• NAPLAN</li> <li>• Rubrics</li> <li>• Anecdotal observations</li> <li>• Testing</li> <li>• Photographic evidence</li> <li>• Informal and formal questioning</li> <li>• Work samples</li> <li>• Students self-assessment</li> <li>• Open-ended tasks and questions</li> </ul>	<p><b>Educational Achievement Standards</b></p> <p>PAT Math Plus Scale Score</p> <ul style="list-style-type: none"> <li>• Year 3: 40 or above</li> <li>• Year 4: 45 or above</li> <li>• Year 5: 50 or above</li> <li>• Year 6: 54 or above</li> <li>• Year 7: 55 or above</li> </ul>
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### **External Review**

In 2015, Thiele Primary School was involved in an External School Review. The purpose of the External School Review is to support schools to raise achievement, sustain high performance and to provide quality assurance to build and sustain public confidence in DECD schools.

During the review process the review process, the panel focused on three key areas from the External School Review Framework:

- |                         |   |
|-------------------------|---|
| 1. Student Learning     | How well are students achieving over time?  |
| 2. Improvement Agenda   | How well the school make data does informed judgements about student learning?                                  |
| 3. Effective Leadership | How well does leadership facilitate the development of high quality curriculum planning and effective teaching? |

### **OUTCOMES OF EXTERNAL SCHOOL REVIEW 2015**

Thiele Primary School is working towards implementing a whole school approach to using the Australian Curriculum and to providing a coherent and engaging learning program for students. The development of a pedagogy that reflects the Teaching for Effective Learning Framework is included in the school's improvement agenda and supported by the work of the local Partnership. The strategic development of a continuous culture of improvement will support the school over time to realise the achievement of higher performance for all students Reception to Year 7.

The Principal will work with the Educational Director to implement the following directions:

1. Raise the level of achievement and growth in the early years (Reception to Year 3) by using developmental and diagnostic assessment information to regularly inform targeted teaching programs and monitor the impact of early intervention strategies.
2. Increase the proportion of students achieving at higher levels by designing assessment tasks that support and challenge all students to achieve the DECO Standard of Educational Achievement (SEA) and the DECO Strategic Objectives.
3. Build a focused culture of continuous improvement by developing processes to systematically use data and information to inform improvement planning, track student progress, determine programs, allocate resources and evaluate effectiveness of strategies.
4. Strengthen parent partnerships and increase learning outcomes for all students by establishing processes and opportunities to systematically gather, analyse and respond to the views and perceptions of parents.
5. The Principal, teacher leaders and other staff will implement teaching and assessment agreements and use a range of processes to enact the school's Performance and Development Policy.

Based on the school's current performance Thiele Primary School will be externally reviewed again in 2019.

### **4.1 Junior Primary and Early Years Scheme Funding**

Our Junior Primary and Early Years Scheme Funding for 2015 was \$77,412.

### **4.2 Better Schools Funding**

Our Better Schools Funding for 2015 was \$6289. This funding was used in the following ways:

- Purchasing additional SSO hours to support literacy and numeracy earning of Students at Risk (STAR students).
- Provide some support to Junior Primary staff with training and development

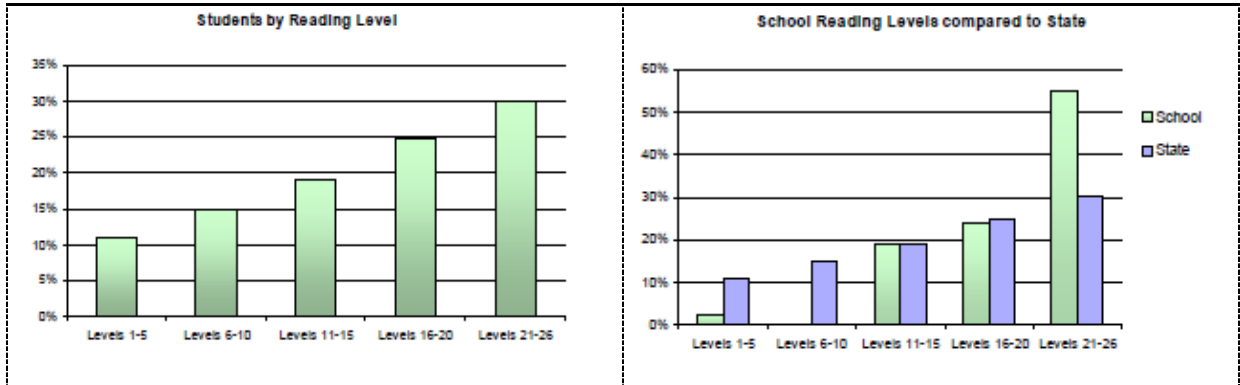
## 5. STUDENT ACHIEVEMENT

### 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

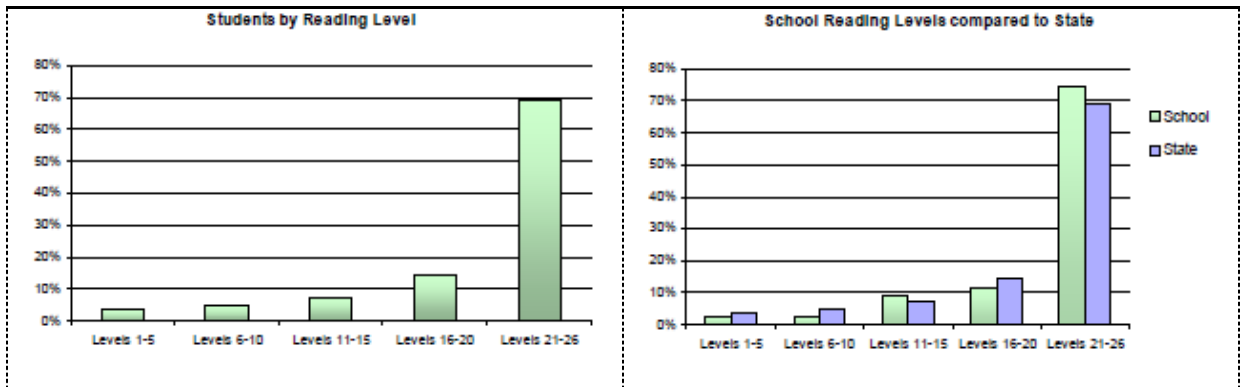
1. An annually increasing percentage of students achieving a minimum standard of Reading Recovery Level 3-5 after 12 months at school, Level 12-15 after 24 months at school and Level 20-25 after 36 months at school.



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.
- There is strong representation of students in the higher bands compared to the state.

### Running Records Year 2



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.
- There is strong representation of students in the higher bands compared to the state.

## 5.1 NAPLAN

### Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

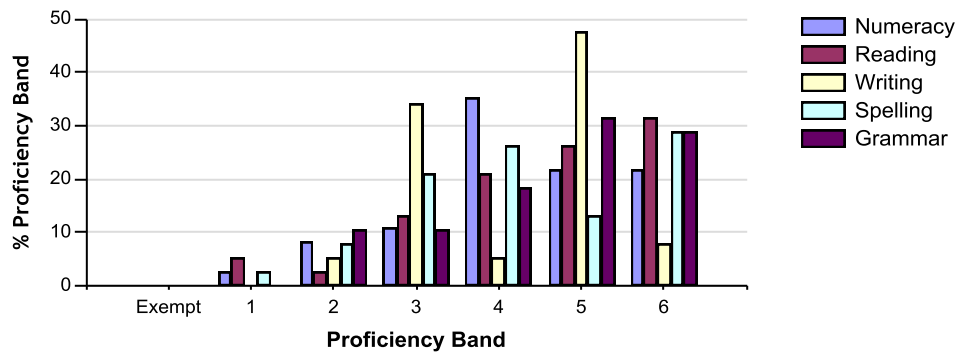


Table 1: Year 3 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy		2.7	8.1	10.8	35.1	21.6	21.6
Reading		5.3	2.6	13.2	21.1	26.3	31.6
Writing			5.3	34.2	5.3	47.4	7.9
Spelling		2.6	7.9	21.1	26.3	13.2	28.9
Grammar			10.5	10.5	18.4	31.6	28.9

Figure 4: Year 3 Mean Scores

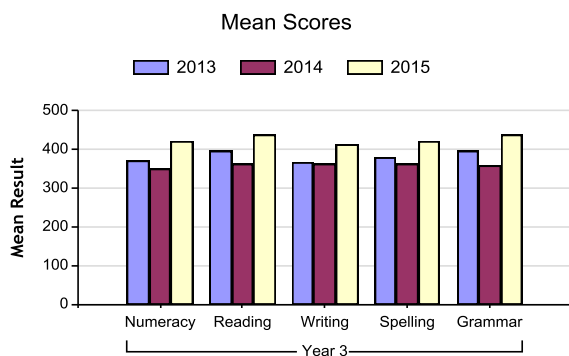


Table 4: Year 3 Mean Scores

Mean Scores by Test Aspect	Year 3		
	2013	2014	2015
Numeracy	370.9	352.0	422.1
Reading	397.0	362.3	439.8
Writing	366.5	362.3	414.6
Spelling	380.8	361.7	423.1
Grammar	397.7	358.7	438.1

Figure 7: Year 3-5 Growth

### NAPLAN School Growth: Year 3-5

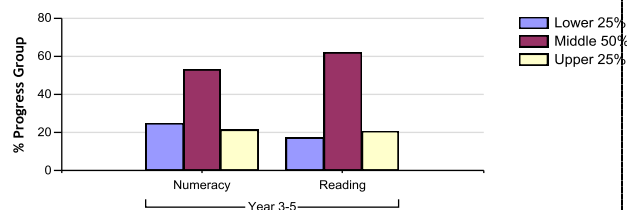


Table 7: Year 3-5 Growth

Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	25.0
	Middle 50%	53.6
	Upper 25%	21.4
Reading	Lower 25%	17.2
	Middle 50%	62.1
	Upper 25%	20.7

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**NAPLAN Numeracy Outcomes:**

	2011	2012	2013	2014	2015
Year 3 students achieved scores in the 2 highest Proficiency Skill Bands	40.7%	23.5%	16.7%	16.2%	43.2%
Year 3 students achieved Proficiency Band 3 or above (ie above National Minimum Standard)	59.2%	47%	77.8%	62.1%	89.2%

**NAPLAN Reading Outcomes:**

	2011	2012	2013	2014	2015
Year 3 students achieved scores in the 2 highest Proficiency Skill Bands	40.7%	47%	33.3%	18.9%	57.9%
Year 3 students achieved Proficiency Band 3 or above (ie above National Minimum Standard)	59.2 %	76.4%	74.9 %	62.1%	92.2%

**NAPLAN Writing Outcomes:**

	2011	2012	2013	2014	2015
Year 3 students achieved scores in the 2 highest Proficiency Skill Bands	48.1%	5.9%	27.8%	13.5%	55.3%
Year 3 students achieved Proficiency Band 3 or above (ie above National Minimum Standard)	74%	44.1%	72.2%	75.6%	94.8%

**NAPLAN Spelling Outcomes:**

	2011	2012	2013	2014	2015
Year 3 students achieved scores in the 2 highest Proficiency Skill Bands	40.7%	17.7%	27.8%	18.9%	42.1%
Year 3 students achieved Proficiency Band 3 or above (ie above National Minimum Standard)	62.9%	61.8%	80.6%	64.8%	89.5%

**NAPLAN Grammar Outcomes:**

	2011	2012	2013	2014	2015
Year 3 students achieved scores in the 2 highest Proficiency Skill Bands	29.6%	35.3%	36.1%	27%	60.5%
Year 3 students achieved Proficiency Band 3 or above (ie above National Minimum Standard)	74%	64.7%	80.6%	62.1%	89.4%



Figure 2: Year 5 Proficiency Bands by Aspect

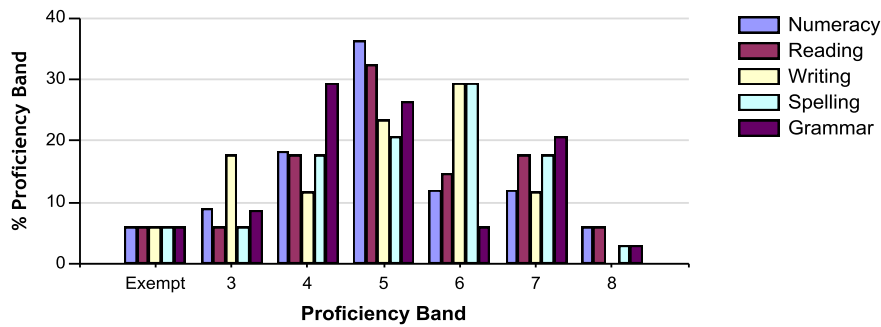


Table 2: Year 5 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy	6.1	9.1	18.2	36.4	12.1	12.1	6.1
Reading	5.9	5.9	17.6	32.4	14.7	17.6	5.9
Writing	5.9	17.6	11.8	23.5	29.4	11.8	
Spelling	5.9	5.9	17.6	20.6	29.4	17.6	2.9
Grammar	5.9	8.8	29.4	26.5	5.9	20.6	2.9

Figure 5: Year 5 Mean Scores

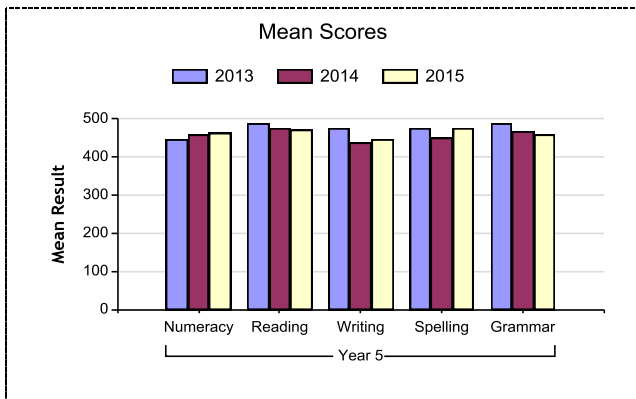


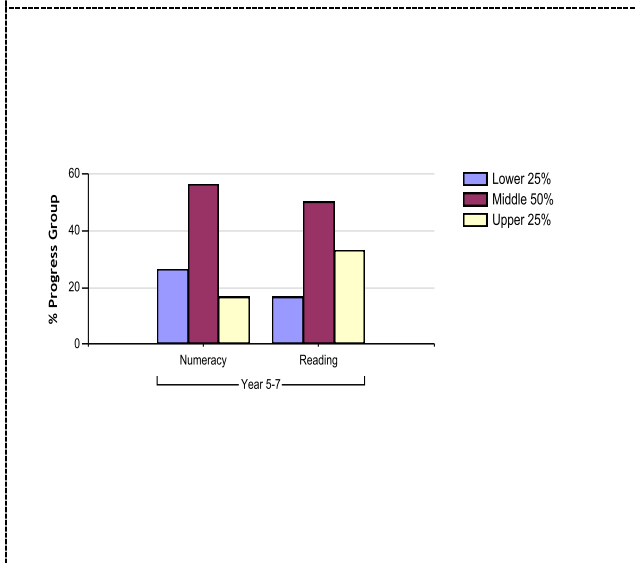
Table 5: Year 5 Mean Scores

Mean Scores by Test Aspect	Year 5		
	2013	2014	2015
Numeracy	448.2	456.9	463.6
Reading	488.0	474.3	470.8
Writing	475.5	439.0	448.0
Spelling	474.7	450.8	476.1
Grammar	488.0	466.4	459.3

**NAPLAN School Growth:  
Year 5-7**

Table 8: Year 5-7 Growth

Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	26.7
	Middle 50%	56.7
	Upper 25%	16.7
Reading	Lower 25%	16.7
	Middle 50%	50.0
	Upper 25%	33.3



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**NAPLAN Numeracy Outcomes:**

	2011	2012	2013	2014	2015
Year 5 students achieved scores in the 2 highest Proficiency Skill Bands	40.7%	21.4%	0%	12.5%	18.2%
Year 5 students achieved Proficiency Band 5 or above (ie above National Minimum Standard)	59.2 %	64.2 %	75.9%	60.7%	66.7%

**NAPLAN Reading Outcomes:**

	2011	2012	2013	2014	2015
Year 5 students achieved scores in the 2 highest Proficiency Skill Bands	40.7%	30.9%	17.2%	24.3%	23.5%
Year 5 students achieved Proficiency Band 5 or above (ie above National Minimum Standard)	59.2 %	71.4%	86.2%	75.8%	70.6%

**NAPLAN Writing Outcomes:**

	2011	2012	2013	2014	2015
Year 5 students achieved scores in the 2 highest Proficiency Skill Bands	48.1%	4.8%	10.3%	0%	11.8%
Year 5 students achieved Proficiency Band 5 or above (ie above National Minimum Standard)	74%	59.6%	87.7%	63.6%	64.7%

**NAPLAN Spelling Outcomes:**

	2011	2012	2013	2014	2015
Year 5 students achieved scores in the 2 highest Proficiency Skill Bands	40.7%	21.9%	20.7%	9.1	20.5%
Year 5 students achieved Proficiency Band 5 or above (ie above National Minimum Standard)	62.9%	65.8%	79.3%	72.8%	70.5%

**NAPLAN Grammar Outcomes:**

	2011	2012	2013	2014	2015
Year 5 students achieved scores in the 2 highest Proficiency Skill Bands	29.6%	26.8%	31%	18.2%	23.5%
Year 5 students achieved Proficiency Band 5 or above (ie above National Minimum Standard)	74%	68.2%	86.2%	72.8%	55.9%

Figure 3: Year 7 Proficiency Bands by Aspect

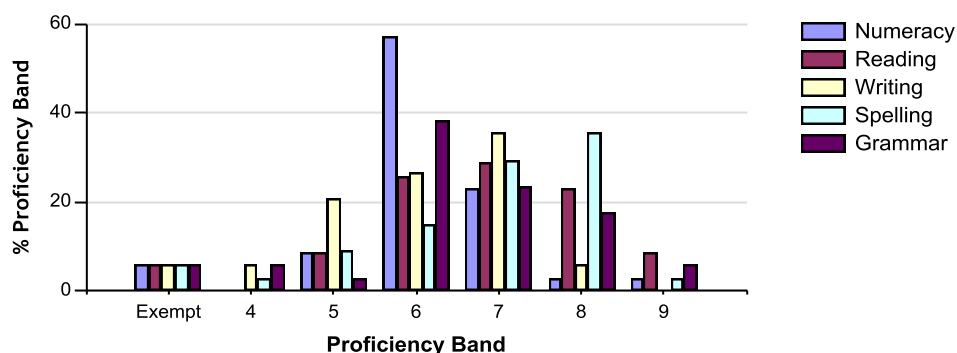


Table 3: Year 7 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy	5.7		8.6	57.1	22.9	2.9	2.9
Reading	5.7		8.6	25.7	28.6	22.9	8.6
Writing	5.9	5.9	20.6	26.5	35.3	5.9	
Spelling	5.9	2.9	8.8	14.7	29.4	35.3	2.9
Grammar	5.9	5.9	2.9	38.2	23.5	17.6	5.9

Figure 6: Year 7 Mean Scores

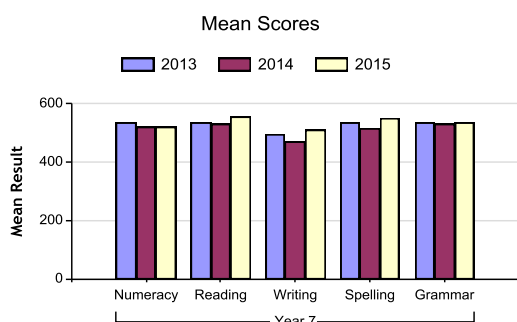


Table 6: Year 7 Mean Scores

Mean Scores by Test Aspect	Year 7		
	2013	2014	2015
Numeracy	533.7	519.1	521.4
Reading	535.6	532.7	557.9
Writing	496.7	472.5	511.6
Spelling	536.0	513.6	550.4
Grammar	533.6	529.0	536.2

**NAPLAN Numeracy Outcomes:**

	2011	2012	2013	2014	2015
Year 7 students achieved scores in the 2 highest Proficiency Skill Bands	40.7%	7.9%	18.9%	11.9%	5.8%
Year 7 students achieved Proficiency Band 6 or above (ie above National Minimum Standard)	59.2 %	62.8%	86.4%	73.8%	85.8%

**NAPLAN Reading Outcomes:**

	2011	2012	2013	2014	2015
Year 7 students achieved scores in the 2 highest Proficiency Skill Bands	40.7%	28.8%	18.9%	25.6%	31.5%
Year 7 students achieved Proficiency Band 6 or above (ie above National Minimum Standard)	59.2 %	80.7%	81%	79.1%	85.8%

NAPLAN Writing Outcomes:

	2011	2012	2013	2014	2015
Year 7 students achieved scores in the 2 highest Proficiency Skill Bands	48.1%	13.8%	8.1%	2.3%	5.9%
Year 7 students achieved Proficiency Band 6 or above (ie above National Minimum Standard)	74%	74.6%	64.8%	53.4%	67.7%

NAPLAN Spelling Outcomes:

	2011	2012	2013	2014	2015
Year 7 students achieved scores in the 2 highest Proficiency Skill Bands	40.7%	31.3%	18.9%	21%	38.2%
Year 7 students achieved Proficiency Band 6 or above (ie above National Minimum Standard)	62.9%	70.6%	86.5%	62.8%	82.3%

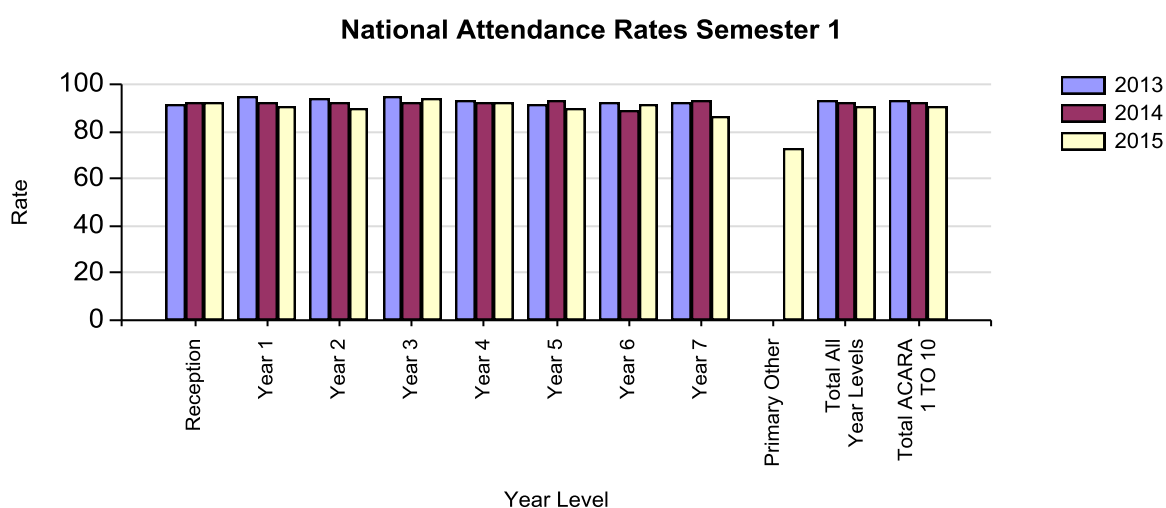
NAPLAN Grammar Outcomes:

	2011	2012	2013	2014	2015
Year 7 students achieved scores in the 2 highest Proficiency Skill Bands	29.6%	21.6%	21.6%	25.6%	23.5%
Year 7 students achieved Proficiency Band 6 or above (ie above National Minimum Standard)	74%	84.4%	81%	76.7%	85.2%

## 6. STUDENT DATA

### 6.1 Attendance

Figure 9: Attendance by Year Level



**Table 9: Attendance by Year Level**

Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	91.5	92.4	92.1
Year 1	94.8	92.0	91.0
Year 2	94.0	92.8	89.9
Year 3	94.6	92.8	93.8
Year 4	93.0	92.5	92.3
Year 5	91.2	93.0	90.2
Year 6	92.5	88.6	91.2
Year 7	92.1	93.5	86.5
Primary Other			73.3
Total All Year Levels	93.1	92.3	90.9
Total ACARA 1 TO 10	93.3	92.3	90.7

**Implications for Planning:**

- Our attendance rates over the last three years have been reasonably consistent.
- A downward attendance rate in certain year levels can be attributed to single students rather than the overall cohort.
- We need to continue to work towards the DECD target of an attendance rate of 95%.
- This has implications on our attendance monitoring processes and support mechanisms for families.

**6.2 Destination**

**Table 10: Intended Destination**

Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment			1.9%	2.9%
Interstate/Overseas	5	6.1%	11.3%	9.5%
Other			0.7%	1.4%
Seeking Employment			1.7%	3.8%
Tertiary/TAFE/Training			5.1%	3.6%
Transfer to Non-Govt Schl	7	8.5%	12.4%	9.8%
Transfer to SA Govt Schl	69	84.1%	47.3%	48.8%
Unknown	1	1.2%	19.7%	20.3%
Unknown (TG - Not Found)				0.0%

**7. ACCOUNTABILITY**

**7.1 Behaviour Management**

1664: THIELE PRIMARY SCHOOL

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## Behaviour Management Summary - by Consequence Type

	WN	TC	TA	YD	IS	TH	SU	SE	EC
Violence - Threatened Or Actual	0		74	2	4	2	6		
Threatened Good Order			64		2		3		
Threatened Safety Or Wellbeing	1		56	1	1	1	3		
Interfered With Rights Of Others			30	1	2				
Persistent And Willful Inattention			1			1			
<b>TOTAL</b>	<b>1</b>	<b>2</b>	<b>235</b>	<b>4</b>	<b>9</b>	<b>3</b>	<b>12</b>		

### **Implications for Planning:**

- There has been an increase of recorded behaviour requiring intervention.
- This increased rate can be attributed to single students rather than the overall cohort.
- Our target for 2015-2016 is a reduction of 10% of behaviour referrals.
- Well-being programs need to be intensified to those students with the greatest need.

### **SOCIAL AND EMOTIONAL WELLBEING:**

In 2015 Thiele Primary School's social and emotional wellbeing aims were for students to develop and maintain an awareness and management of their feelings and emotions, develop and maintain effective communication and conflict resolution skills, and feel a sense of belonging and connectedness with their classmates, teachers and the wider school community. Building our student's resilience and levels of social participation are also continued goals of the school.

During 2015 the Coordinator for Student Wellbeing and Engagement has spent time 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. In particular, a Boys Group was run during Terms Two and Three, with the focus being the development of social skills, leadership skills, resilience and impulse control.
- Counselling with individual students when required.
- 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 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 2015 have been:

- Maintaining a strong wellbeing focus across Aberfoyle Park Primary School Campus through the Campus Wellbeing Committee. In 2015 this Committee had a renewed membership of staff from Thiele Primary School, School of Nativity and Pilgrim Schools. The committee's focus initially was to review yard duty areas, yard behaviours and lunchtime programs. After some members attended a course about Building Positive School Culture late in the year it is planned in 2016 for a focus on staff wellbeing, establishing consistent yard expectations across Campus, and re-establishing effective use of Restorative Practice and Restorative Justice conferences.
- 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 'New Beginnings' 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 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 is the main tool used across Campus for student disagreements and conflicts, particularly those that occur at recess and lunchtimes. Restorative Justice Conferences involve 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.

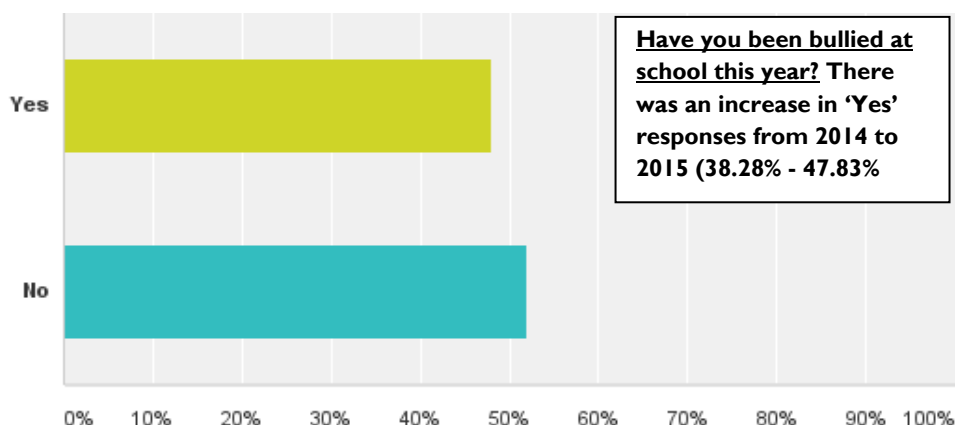
The Campus Wellbeing Committee continues to work on an agreed Behaviour Management/Anti-Bullying/Harassment Policy that will outline acceptable behaviours and consequences across Campus. To date this has been difficult to achieve due to the three very different schooling sectors in which we work. The Policy will incorporate:

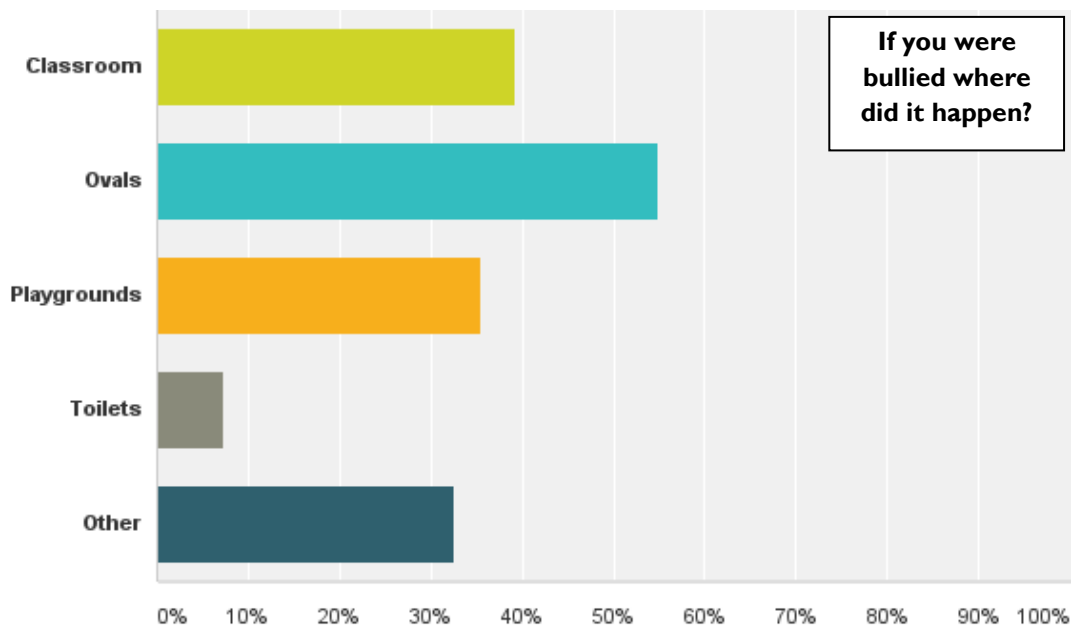
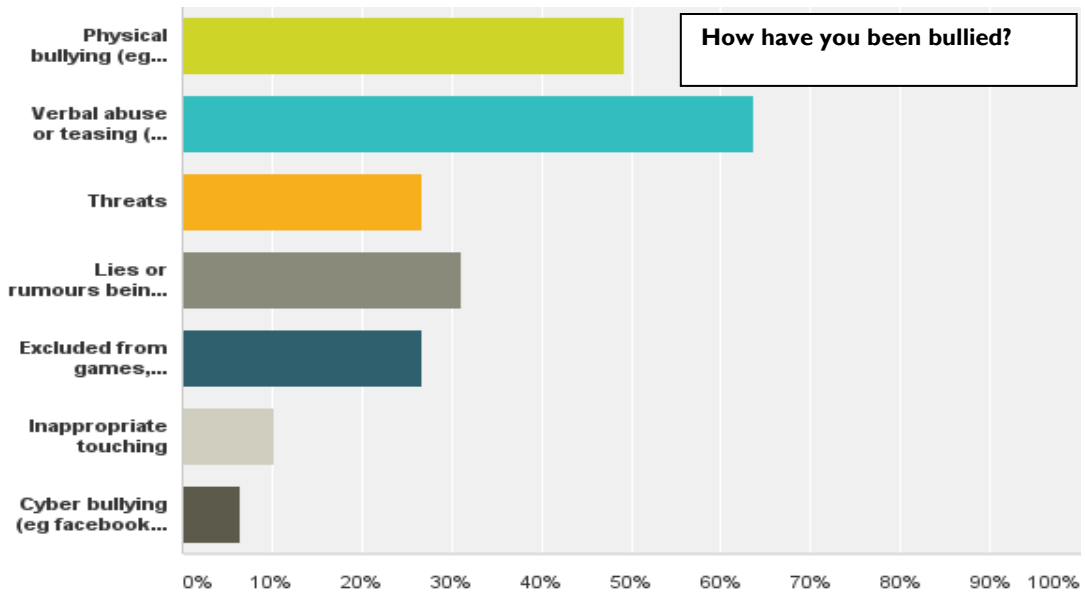
- Consistent knowledge about the Restorative Justice approach for all new staff
- A common understanding and consistent approach to behaviour developed and maintained.
- A common language used by all staff across Campus... 'The Campus Way'.
- A common approach to behaviours... major, moderate and minor.
- 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. Running RJ sessions at lunchtimes is also a major issue for many students, who see it as a punishment to miss out on their lunch playtime. This will be further looked at in 2016.

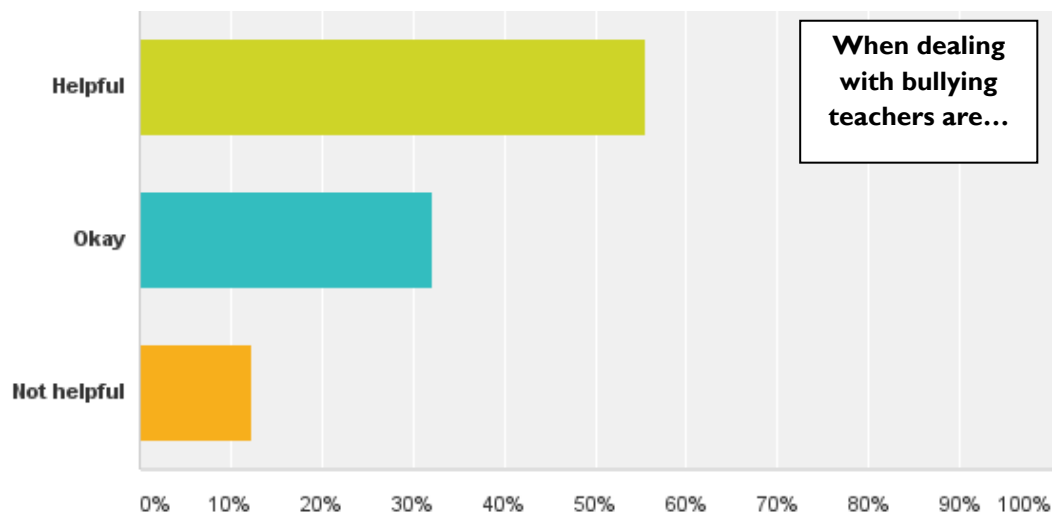
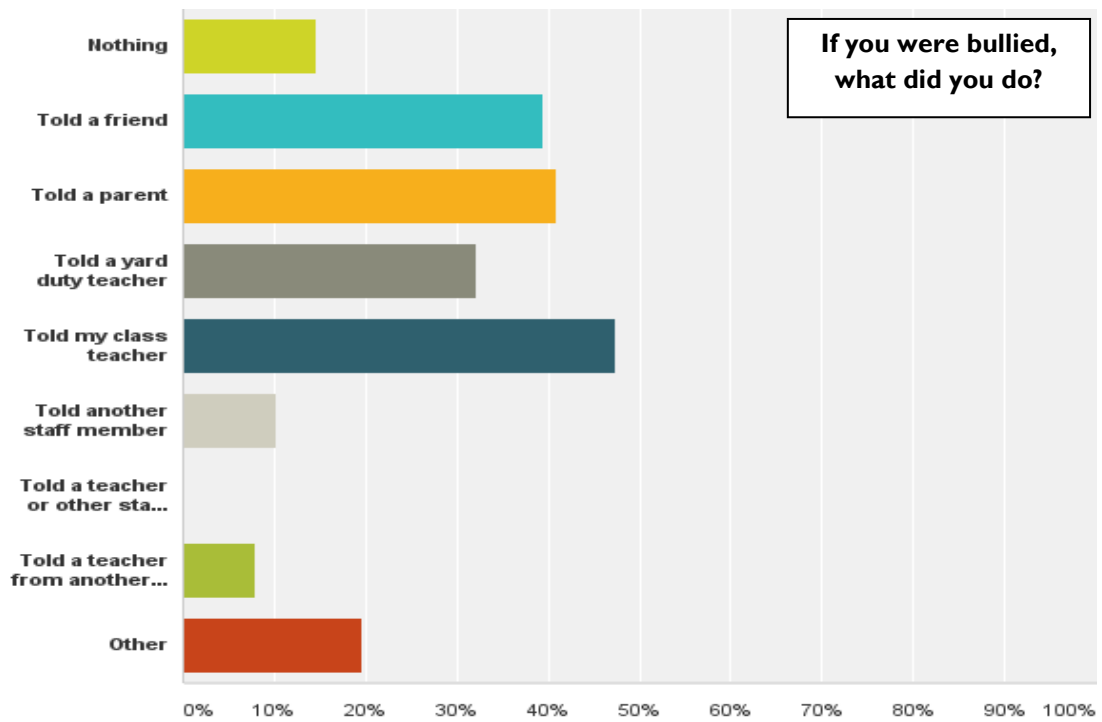
### **BULLYING AUDITS**

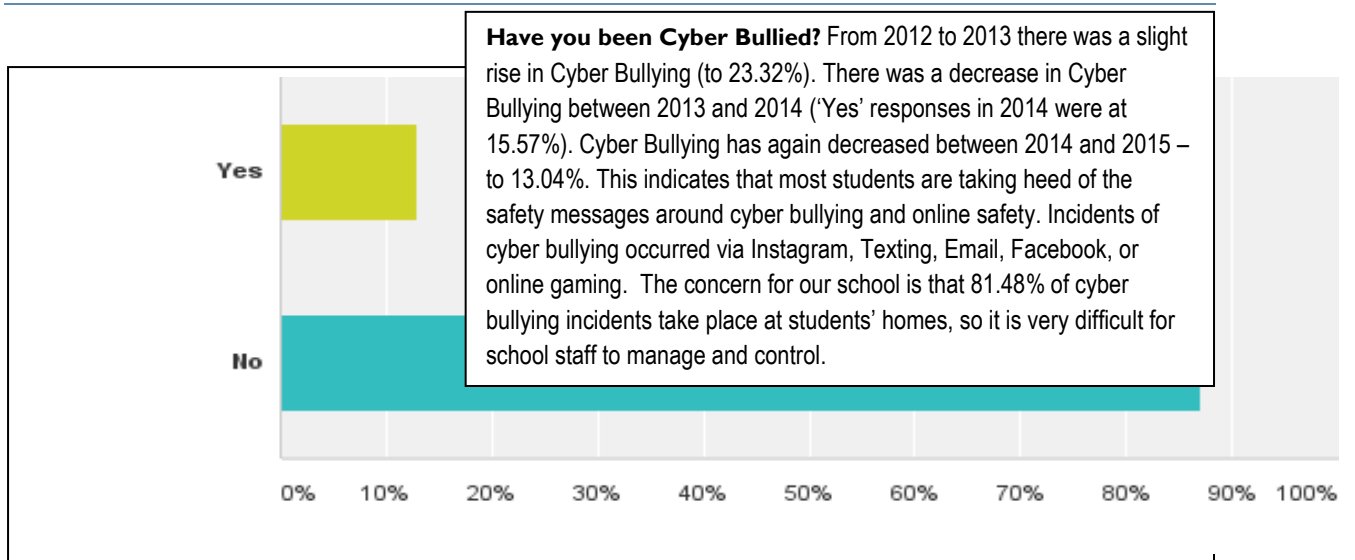
For several years Thiele Primary School has used an online survey (Survey Monkey) to gather data about incidents and views around bullying at Thiele School. Prior to students completing the survey in 2014 class teachers completed lessons about bullying that focussed on the following elements: the difference 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 gave us a clear picture of bullying at Thiele School at the time. In 2015 these lessons were encouraged but not specified. With significant rises in some percentages it has been deemed necessary for all students to participate in lessons about Bullying behaviours so that the data cannot be misconstrued from one year to the next.











### Looking Ahead to 2016

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 language used by all staff across Campus... 'The Campus Way' – Respect yourself, Respect others, Respect our place.
- 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.
- Campus Wellbeing Committee to consider implementing a recess/lunchtime consequence for students breaking school rules e.g. Running on pavers, not wearing hats, speaking disrespectfully to teachers
- Help students develop strategies to deal with setbacks e.g. positive self-talk, controlling anger
- Help students to develop self-control of their own behaviour and responses to outside stimulants
- 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, including DECD policies and legal issues
- Assist teachers and SSO's in developing effective classroom and behaviour management.
- Assist teachers in the use of Play is the Way, Circle Time and Class Meetings
- Educate parents in ways to deal with particular issues e.g. children being bullied, helping children cope with friendship issues, helping anxious children, managing behaviour.

## 7.2 Relevant History Screening (formerly Criminal History Screening)

### Criminal Screening Process

During 2015, Thiele Primary School had two audits from the Screening Audits for Educators (SAFE) Team. The first was a pilot audit followed by an actual audit later in the year. The outcome of the audits was that we were compliant with the DECD Relevant History Screening requirements.

## 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	33
Post Graduate Qualifications	5

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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

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## 8. FINANCIAL STATEMENT

# THIELE PRIMARY SCHOOL 2015 FINANCIAL REPORT

### INCOME

Opening Cash Balance	704,390.62
Global Budget	2,872,932.84
Materials & Services Charge	65,071.87
Fund Raising Revenue	6,466.80
Other Income	231,413.72
Non-Budget Income	275,539.51
<b>Total Revenue for 2015</b>	<b>4,155,815.36</b>

### EXPENDITURE

Regional Funds	39,260.72
Salaries	2,580,447.91
Site Learning Plans	26,563.14
Curriculum Maintenance	94,247.00
Administration (Inc: IT Equip)	78,191.07
Campus Contribution	92,337.24
Site Funded Works	66,437.49
Asset Management / Facilities	11,946.02
Utilities & Maintenance	304,658.40
Fund Raising Expenditure	4,863.18
Non-Budget Expenditure	20,345.22
<b>Total Expenses for 2015</b>	<b>3,319,297.39</b>

<b>Closing Cash Balance</b>	<b>836,517.97</b>
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Shaun Coghlan  
Principal  
16/2/16