Thiele Primary School
2016 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

Name of Governing Council Chair: Bernadette Cumming-Buntin

Date of Endorsement: 14/3/17

School Context and Highlights

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, Junior & 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 328 - 100%
School Card 63 - 19%
ASTI 8 - 2%
EALD 11 - 3.5%
SWD 35 - 11%

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.
• A SHIP Program
• Book Week.
• Asia Day
• Campus Sports Days.
• Campus Pedal Prix.

Governing Council Report

Modern educational institutions, by their very nature, are highly dynamic. The image of dour-faced teachers overseeing rows of times tables-chanting children sitting in rows of desks is as far from the contemporary classroom as the planet Neptune is from Earth. The classroom teacher of today faces more challenges than ever imagined in the 1960's, in deed since the "noughties".

The modern school has a responsibility to ensure not only the facilitation of educational experiences, but also the wellbeing of its community. This role is one that both Thiele and the Campus take very seriously. Thiele's four core values (Respect, Achievement, Integrity, Sustainability) underpin the Campus ethos of coming together to move forward.
With the 2017 school year into its third week, we are afforded the opportunity of revisiting 2016. As with other years, it began with the usual flurry of newness – uniforms, schoolbags, teachers, parents and students. The challenges to be met and surmounted had yet to rear their heads. With this in mind I will share with you the year that was.
The Thiele Leadership team of Shaun Coghlan and Sharon Willoughby was once again joined by Carly Nash in the role of Coordinator for Student Wellbeing and Engagement. In previous years, this had been a part-time position, with the incumbent dividing their week between this role and that of classroom teacher. Such was the changing makeup of the Thiele cohort the decision to create a fulltime position was taken with the full support of the Governing Council. This and the addition of a continuing SSO presence in each classroom has resulted in a better supported Thiele community.

Term 1 saw two very important events take place. The Campus Sports Day and the Campus Community Fair are the larger mainstays of the Campus calendar. They are at the very core of what the Aberfoyle Park Primary School Campus stands for, unity and cohesion. The coming together of three such diverse educational systems can be fraught with pitfalls, but somehow The School of the Nativity, Pilgrim and Thiele have achieved something to be envied. Perhaps this is a lesson for the wider community.

Our Pastoral Care Worker, Bree Johnstone, left us at the end of Term 1, and we welcomed Katrina Shedd to the role in Term 2. The Acquaintance night, A.G.M., Aquatics program and Parent-Teacher interviews along with the Easter weekend rounded out a fairly busy first term.

Improvement Planning and Outcomes

Our Site Improvement Plan (2015-2016) outlines the following key actions and targets for English in 2016.
Key Actions
• Identify students in Tier 1, 2 and 3 to support students in literacy.
• Continue to provide an F-2 reading support teacher to support Tier 2 students (early intervention).
• The refinement of our Whole Agreement in English
• Continued implementation of The Art and Science of Teaching

Targets
Educational Achievement Standards
Running Records (RR) at September
• Reception – Levels 5
• Year 1 - Levels 15
• Year 2 – Levels 21 Australian Curriculum
• "C" or above at Year Level

NAPLAN
• Band 3 or above at Year 5
• Band 5 or above at Year 5
• Band 7 or above at Year 7

PAT –R Comprehension Scale
• Year 3: 100 or above
• Year 4: 110 or above
• Year 5: 115 or above
• Year 6: 120 or above
• Year 7: 124 or above

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

Key Actions Develop a whole school mathematics agreement.
• Training and Development for teachers
• To review common assessment data.
• To develop formative and summative assessment tools.
• Increased deprivatisation and observation of each other's practice.

Assessments
• PAT -M
• NAPLAN
• Rubrics
• Anecdotal observations
• Testing
• Photographic evidence
• Informal and formal questioning
• Work samples
• Students self-assessment

Performance Summary

NAPLAN Proficiency

The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading
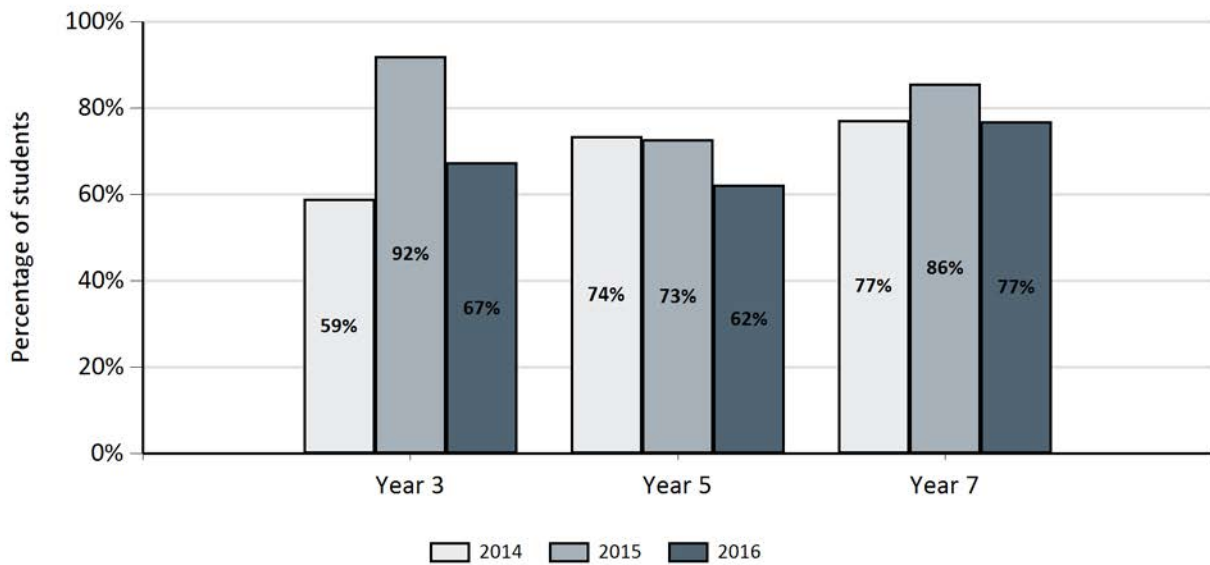
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
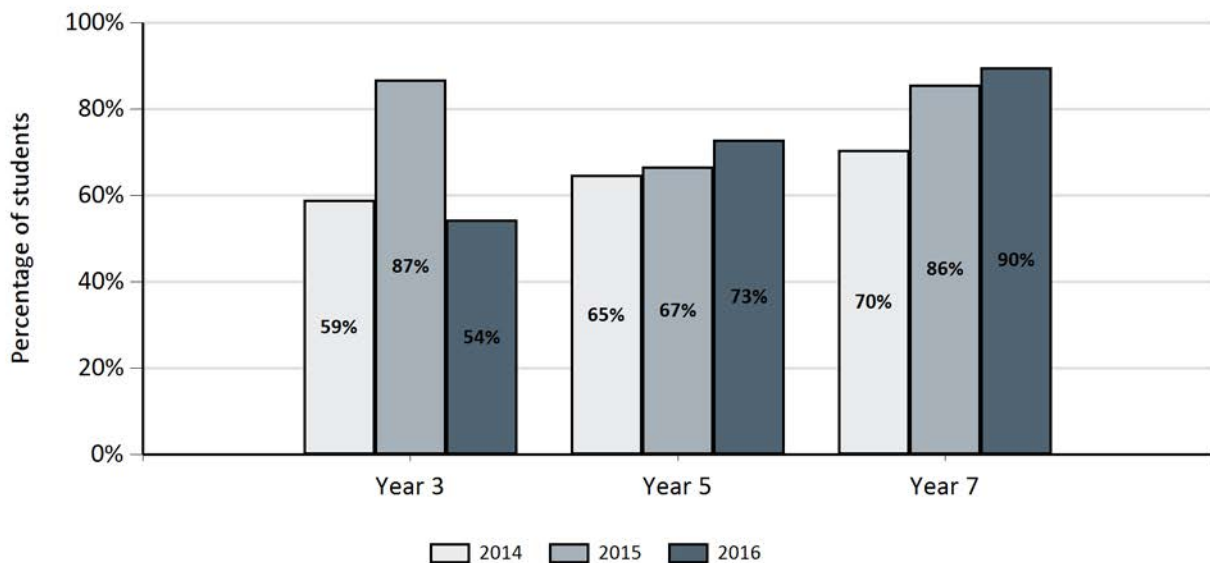
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 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)
Lower progress group	27%	24%	25%
Middle progress group	63%	52%	50%
Upper progress group	10%	24%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*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 3-5	Year 5-7	State (average)
Lower progress group	20%	12%	25%
Middle progress group	47%	64%	50%
Upper progress group	33%	24%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*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 2016	46	46	14	7	30%	15%
Year 3 2014-16 Average	41.0	41.0	14.3	9.7	35%	24%
Year 5 2016	37	37	6	3	16%	8%
Year 5 2014-16 Average	34.7	34.7	7.3	4.3	21%	13%
Year 7 2016	39	39	9	7	23%	18%
Year 7 2014-16 Average	39.3	39.3	10.3	4.7	26%	12%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.
**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

NAPLAN Reading Outcomes:
Year 3, 5 & 7
• The data indicates a trend showing an increase of students achieving the NMS over the last 3 years.
• Apart from a dip in 2015, there has been a percentage increase each year of students achieving the NMS over the last 3 years

NAPLAN Numeracy Outcomes:
Year 3, 5 & 7
• The data indicates a trend showing an increase of students achieving the NMS over the last 3 years.
• Apart from a dip in 2015, there has been a percentage increase each year of students achieving the NMS over the last 3 years

NAPLAN Progress

NAPLAN Reading Progression:
Year 3, 5 & 7
• The data indicates that the lower progress group remained reasonable steady trend (+ or – 2%) compared to the state average
• The middle progress group remained above the state average.
• The upper progress group was below the state average.

NAPLAN Progress

NAPLAN Numeracy Progression:
Year 3, 5 & 7
• The data indicates that the lower progress group reduced compared to the state average which is positive.
• The middle progress group increased above the state average which is positive.
• The upper progress group dipped slightly below the state average.

NAPLAN Upper two Bands Achievement

Year 3, 5 & 7
• In Reading and Numeracy, the percentage of students progressing to the upper two bands from 2014 – 2016 has declined in each case except for 2017 Year 7 Numeracy.

Attendance

Year level	2014	2015	2016
Reception	92.4%	92.1%	91.8%
Year 01	92.0%	91.0%	92.8%
Year 02	92.8%	89.9%	92.7%
Year 03	92.8%	93.8%	93.4%
Year 04	92.5%	92.3%	94.7%
Year 05	93.0%	90.2%	94.0%
Year 06	88.6%	91.2%	89.5%
Year 07	93.5%	86.5%	94.7%
Primary Other		73.3%	
Year 08			4.4%
Total	92.3%	90.9%	92.8%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Our school has a Coordinator: Student wellbeing and Engagement whose primary role is to implement and monitor classroom and school wide programs that develop engagement, resilience and protective practices for all our students. The school also has a strong intervention program to support all learners.

Daily attendance is record online by the Academy System which links to EDSAS. All teachers are required to record non-attendance by 9.00 am each day which is then down loaded to EDSAS. An SMS text is sent to the family of any student who is absent without explanation.

Behaviour Management Comment

SOCIAL AND EMOTIONAL WELLBEING:

In 2016 Thiele Primary School's social and emotional wellbeing aims continued to be:
• Students develop and maintain an awareness and management of their feelings and emotions
• Students develop and maintain effective communication and conflict resolution skills
• Students 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.

Restorative Justice is the main tool used across Campus for student disagreements and conflicts, particularly those that occur at recess and lunchtimes.

Client Opinion Summary

No data available

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	9	17.6%
Transfer to SA Govt School	41	80.4%
Unknown	1	2.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All volunteer positions must obtain a DCSI clearance. Jane Dye (SSO) is the Requesting Officer. Once DCSI clearance is approved, a copy is taken and stored at the school. The details are recorded on EDSAS and a spreadsheet which lists the volunteers for each group within the Aberfoyle Campus. RAN training is offered by the school several times across the year. All volunteers are monitored by Jane on an annual basis.

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	37
Post Graduate Qualifications	6

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	18.1	0.0	9.3
Persons	0	19	0	13

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	$16,200.00
Grants: Commonwealth	$87,588.43
Parent Contributions	$91,727.00
Fund Raising	$112.22
Other	N/A

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

2016 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 2016 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	Funding for 2016 was combined which enabled the school to have a 1.0FTE Coordinator: Student Wellbeing and Engagement. This role was designed to be developmental in delivering whole school programs.	Whole school programs were delivered (eg Play is the Way) Identified students
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities	All students are on IEP / NEP. Classroom SSO support was provided. Intervention programs undertaken (eg Speech). Tier 1,2 & 3 students identified and programs developed to support them. Staff T&D provided.	Growth in English and Maths was evident.
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		
Program Funding for all Students	Australian Curriculum	Whole school agreements in English and Maths were reviewed. Ongoing T&D for staff in learning design and moderation was undertaken.	Improved curriculum delivery.
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	This was combined with a range of other funding to create new intervention programs (eg TooSmart Maths and QuickSmart Maths), teacher release time and reading support programs.	RR levels improved. PAT Maths levels have improved.
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	This funding assisted with the 1.0 FTE Coordinator position.	