



Thorndon Park Primary School

2022 annual report to the community

Thorndon Park Primary School Number: 1154

Partnership: Campbell

Signature

School principal:

Mr Greg Johnston

Governing council chair:

Wesley Hiscock

Date of endorsement:

21 February 2023



Government
of South Australia
Department for Education

Context and highlights

Thorndon Park Primary School is a category 6 school in the eastern suburbs of Adelaide. 285 students in 11 classes.

The student population includes approximately:

16.8% school card holders

31.5% students with EALD

8.4% students with disabilities

0.4% Aboriginal students.

It is our vision that all school community members – students, staff, and parents, embody the school values of respect, excellence, resilience, and creativity. Our school's motto 'Learning today for the future' supports our vision to inspire our learners to become confident, creative, and active global citizens of the future. Through the promotion of students' global competencies, growth mindsets, strategies of restorative practices and mindfulness, our students' academic, social, emotional, and physical skills have improved notably as evidenced by the upward trend in achievement data and well-being and engagement data.

The introduction of Cassandra Giannone as our Student Wellbeing Leader transformed our approach to wellbeing. Classrooms implemented daily Morning Circles that built necessary language and skills to articulate students' readiness to learn. Our SWL further embedded social and emotional learning through programs including Berry Street Education and Play is the Way. Students from all Year 3-6 classes participated in a wellbeing forum to analyse Wellbeing data and identify ways we can improve.

We built the capacity of our teaching staff through the introduction of a new Deputy Principal, Anella Di Biase (Teaching and Learning/Inclusive Education) and literacy and numeracy coaches (two staff we released each week for half a day to explore best teaching practices and to mentor and coach colleagues). One of the major changes to our assessment schedule was the introduction of DIBELS. DIBELS is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in reception through to Year 6.

In term 1, students from Year 2-6 were learning from home. Teachers were asked to modify their approach to teaching. Reception to Year 1 students enjoyed a more traditional start to school being face to face with their teachers to establish important routines and expectations that set our students up for success. I would like to acknowledge the commitment our staff made to this process and how their students' needs were always considered.

Our Fundraising & Community Engagement Committee organised a successful Quiz Night and numerous sausage sizzles throughout the year. Our community rallied together for a successful working bee to improve the landscaping at the front of the school.

The Digital Technologies Committee together with staff, students and Governing Council explored the possibility of implementing a Bring Your Own Device program for our Year 4-6 students. Through analysing the needs of students to access the curriculum and develop digital literacy skills, purchasing Chromebooks will be an option in 2023. This will increase access to learning and give our students greater student agency with their learning. As of the start of 2023 school year, we have nearly 90% of Year 4 students involved in the BYOD program.

Our Year 6 students participated in our first Wakakirri National Story Dance Festival. Our wonderful performance received a nomination for the Cultural Diversity Award. The Year 6 students wrote the story, designed the props and developed the choreography with Ms Daniela and Miss Cassandra. All classes performed an item for the End of Year Performance.

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

Greg Johnston

Principal

Governing council report

Another year has gone by, and we welcome 2023. In 2022, we saw some normality return to the school community with a successful Sports Day and a fantastic End of Year Concert. A real sense of community came back in 2022, I had the pleasure of helping on one of the sausage sizzles and it was great to see so many families out enjoying themselves.

A special thank you must go to all the parents and GC members who volunteer their time all year round, especially those who cleaned up the front of the school, which by all accounts was back breaking work. Well done to all. Hopefully, with the nicer weather, the build works around Thiele Building will be completed soon.

Thorndon Park Primary School is thriving with 22 new families enrolled this year. It's a school where the teachers, curriculum SSOs, administration staff and volunteers along with the leadership of our Principal, Greg, all dedicate their everyday life to achieving the best for our children. The Governing Council is made up of parents of current students who all have one thing in common and that is to ensure the best for our children under the guidance of Greg.

We continue to see students excel and thrive, gaining good results across Literacy and Maths. Attending the Year 6 Graduation at the end of last year is always a highlight, especially when you hear of some of the achievements these young students have obtained.

As a parent of children who attend TPPS, it has been an honour and privilege to serve as chairperson of the TPPS Governing Council for the past 3 years. I thoroughly enjoy working with Greg, his team, and other members of the GC. I am looking forward to continuing in 2023.

Wesley Hiscock

Governing Council Chairperson

Quality improvement planning

In 2022, the 2022-2024 School Improvement Plan is in its first year of implementation. It has been an effective framework to steer the school improvement directions and has helped us to be very intentional about the way we continue to work towards achieving our school goals/targets and maintain the integrity of the work in Professional Learning Teams (PLTs).

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

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

In 2023, our goals build upon the success of 2022. They are broad and can be realised by every leader, teacher, and student at Thorndon Park Primary School. Our targets and Challenge of Practice provide precision in our tracking and monitoring of key learning in literacy and numeracy. Literacy will focus on explicit teaching of the Big 6 of Reading Comprehension - oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension with particular emphasis on interpreting by making inferences, building the effective use of formative assessment strategies, increasing dialogic talk, and developing the joy of reading. Numeracy will focus on reasoning and problem-solving strategies, increasing mathematics vocabulary, building collaboration skills, building the effective use of formative assessment strategies, increasing dialogic talk, and reducing maths anxiety through growth mindsets.

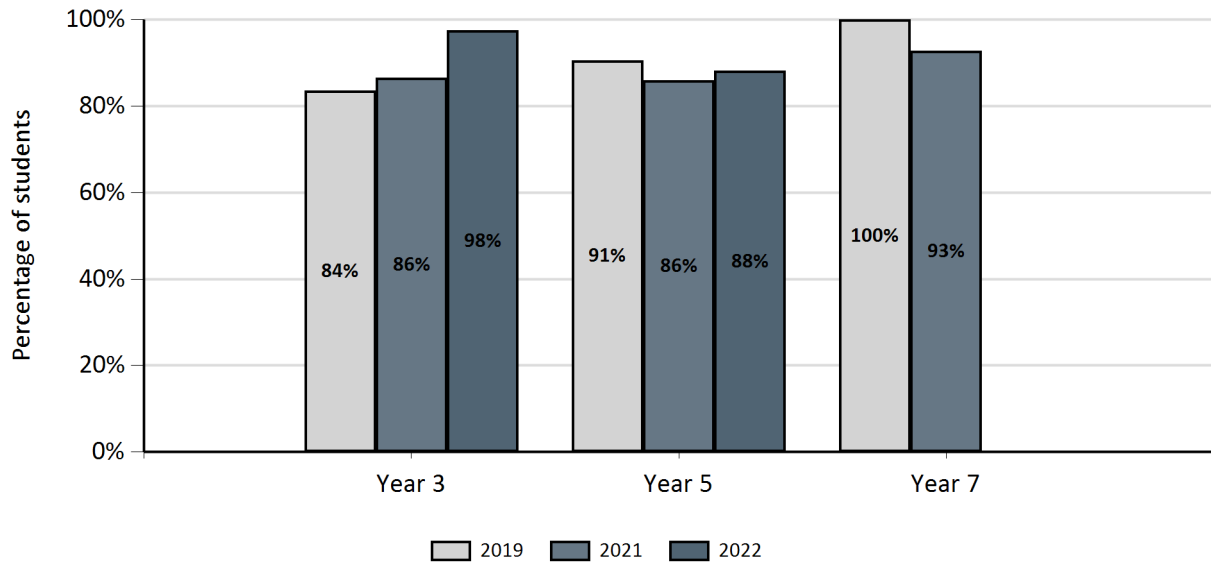
PLTs will continue to be a key strategy to improving practice through more rigorous observations, coaching and mentoring processes. Staff will use student achievement data to identify focus students to track and monitor throughout the year. Focus students are identified as being close to high bands in NAPLAN Reading and Numeracy data. PLTs will become more fluent in teaching sprints – a process of analysing data, identifying areas for need, implementing high impact teaching strategies, designing tasks with multiple entry/exit points, reviewing the impact on student achievement. In 2023, we will continue with a leadership structure that includes a Reading Support Teacher and Literacy and Numeracy Curriculum leaders. With the support of school leaders, teacher leaders will play an important part in coaching, mentoring, and observing staff to up-skill others through professional development, improving practice, narrowing the focus, and building consistency between classes. The impact of these roles in 2022 was measurable in terms of consistency across our school and improved outcomes for students.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

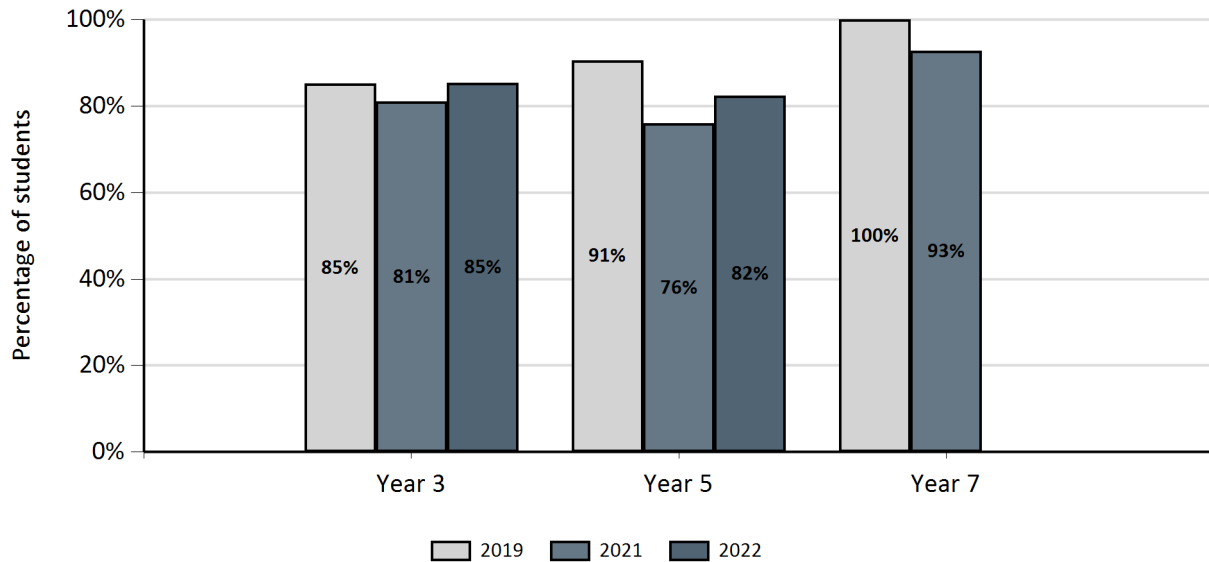


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*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 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 03 2022	41	41	24	12	59%	29%
Year 03 2021-2022 Average	39.0	39.0	19.0	9.0	49%	23%
Year 05 2022	34	34	9	9	27%	27%
Year 05 2021-2022 Average	42.0	42.0	14.0	11.0	33%	26%
Year 07 2021-2022 Average	28.0	28.0	5.0	5.0	18%	18%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

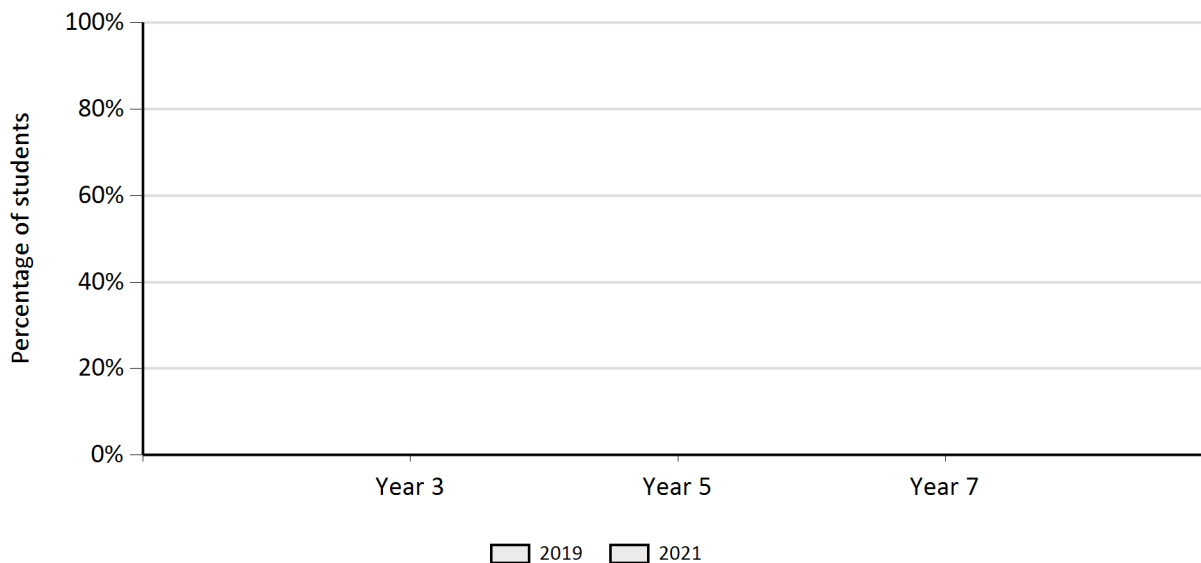
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



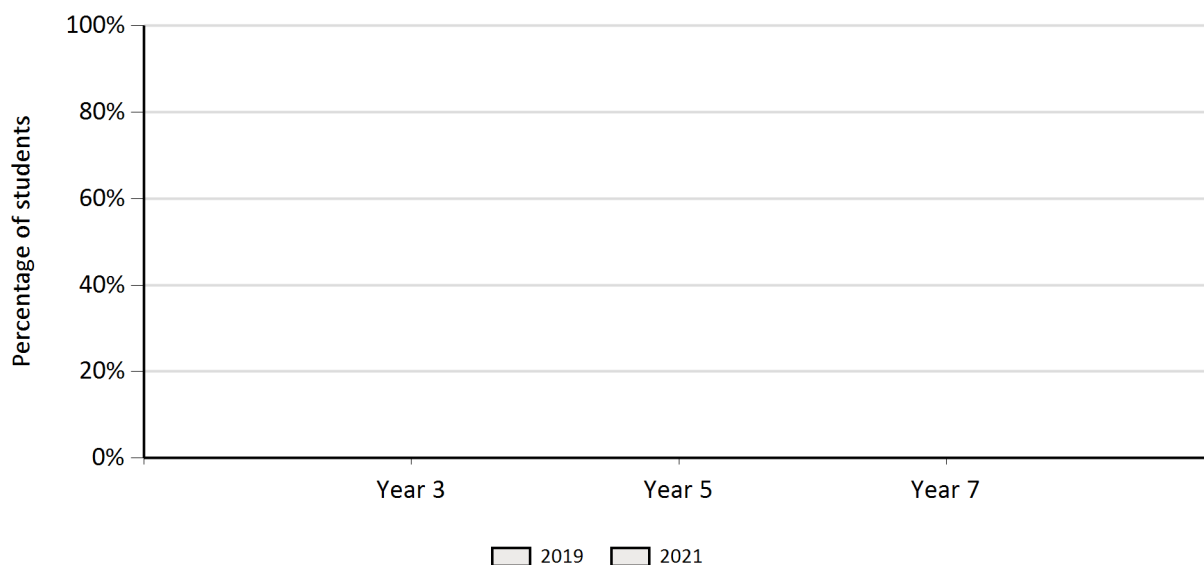
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2021-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]includes absent and withdrawn students.

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

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Data Informed Planning

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

Thorndon Park Primary School has one Aboriginal learner. The Quality Matrix was implemented, and Data Informed Planning was identified as an area of priority for 2022. Our student has a tailored, regularly updated One Plan including specific goals to support a successful, planned learning journey. These goals are then shared with the family/carer during our One Plan meetings and multiple stakeholders have an opportunity to provide input into the One Plan. The student is carefully monitored over the school year and learning achievement information recorded on the school's Sentral data system.

Support teachers in analysing and using learner data to determine and document appropriate literacy/numeracy goals and document these goals in each Aboriginal learner's One Plan and inform teaching practice. Provide the necessary resource allocation to ensure appropriate and effective support is received by Aboriginal learners.

Termly (sometimes more frequent) Team Around the Child meetings with stakeholders to discuss academic progress, social/emotional wellbeing and behaviour.

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

Our student has improved in his engagement with school and built strong relationship with teachers. He has demonstrated improvement in reading comprehension as evident in PAT Reading Comprehension (improving by 1 stanine).

School performance comment

NAPLAN Reading data has shown an upward trend in high band achievement over the past 6 data sets since 2015 with a small decline (33% ↓ 8%) in 2021 and increase (40% ↑ 7%) in 2022. Achievement of the Standard of Educational Achievement increased in 2022 to 93% achieving SEA. Year 3 NAPLAN Reading achievement in the high bands was the highest ever (59%).

NAPLAN Writing data has shown an upward trend in high band achievement over the past 5 data sets including the highest since 2010 (38% of students in the HB). The increased number of students in the high bands in Year 3 (54% ↑ 14%) and Year 5 (35% ↑ 7%) contributed to this. The Standard of Educational Achievement will show an increase (87% ↑ 5%) in 2022.

NAPLAN Numeracy data has shown an upward trend in high band achievement over the past 6 data sets since 2015 with an increase (29% ↑ 8%) in 2022. The Standard of Educational Achievement will show a slight increase (86% ↑ 4%) in 2022. Year 3 (29% ↑ 13%) and Year 7 (30% ↑ 12%) achievement in the high bands increased significantly. Year 5 NAPLAN Numeracy achievement in the high bands maintained the highest ever (26%).

Phonics Screening Check data (Year 1) indicates that 73% demonstrated expected achievement. This is an increase of 6% on the previous year.

In 2022, we implemented DIBELS (Dynamic Indicators of Basic Early Literacy Skills) for all students Reception to Year 6. This includes fluency in letter naming, phoneme segmentation, nonsense word, word reading, and oral reading and reading comprehension. Our mid-year data indicates a 6% increase in the high band (negligible risk) and a 1% increase in the minimal risk band whilst we have decreased the percentage of students in the significant risk band by 3%.

Attendance

Year level	2019	2020	2021	2022
Reception	93.1%	92.4%	92.4%	89.9%
Year 1	94.1%	89.7%	92.7%	89.4%
Year 2	94.4%	92.8%	91.7%	88.8%
Year 3	92.2%	92.8%	95.3%	87.4%
Year 4	93.2%	92.3%	92.7%	89.8%
Year 5	94.8%	90.7%	93.2%	87.7%
Year 6	90.6%	93.1%	93.3%	88.5%
Year 7	94.8%	88.8%	93.5%	N/A
Total	93.3%	91.6%	93.0%	88.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
 NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance is 89.19%. Explained illness (69%) and family reasons (19%) account for most absences. Only 3% of absences were unexplained. COVID-19 has had an impact on attendance due to government regulations. The Student Wellbeing Leader provides ongoing support for families relating to attendance and ensures families understand the importance of regular & consistent attendance. The Student Wellbeing Leader will work alongside outside agencies if necessary. Parents/carers are notified daily via text regarding non-attendance and personalised phone calls or home visits may be employed as required.

Behaviour support comment

The Student Wellbeing Leader's role incorporates strategies to improve the wellbeing of all students to ensure positive outcomes. Most staff have now been trained in the Berry Street Education Model. This, along with Play is the Way, has supported our staff to build common language and strategies across the school site to encourage positive behaviour choices.

Results from our 2022 Wellbeing & Engagement Survey showed that bullying decreased for all aspects of Year 4-6 students. Year 4-6 students indicated they had an important adult at school, high connectedness to school, and high emotional engagement with a teacher and strong friendship intimacy. These positive indicators form the cornerstone of the behaviour support provided to the students at TPPS.

When behaviour escalates, students are counselled using restorative practices. Some students require behaviour and risk management plans to assist us with working with the child and their families to manage 'at risk' behaviours. Logical consequences are used and this may include take home or suspensions.

Parent opinion survey summary

54% of families (111 out of 205 families) responded to the survey.

The survey items with the highest positive response included:

- * Parents talk regularly with their child about school
- * Parents/carers think education is important
- * Teachers and students are respectful
- * As parents/carers they receive enough communication from the school
- * My child is important to the school

The survey items with the lowest positive response include:

- * Parents/carers receive learning tips
- * Parents/carers have input into learning
- * Parent/carers are encouraged to help child learn
- * Parents/cares have useful discussions
- * Parents/carers receive useful feedback

This indicates that the school has families that value primary school education, there is a strength in demonstrating respect, and a strong sense of belonging. Parents also indicated that they would like more support from the school to help their child's learning and to communicate those expectations better. Improvement in this area will become a goal for 2023. We will consult with the Governing Council regarding the parent survey results, with particular attention to the improvement areas listed above. The Governing Council will be asked to conduct a survey within our school community seeking suggestions of what they see as our improvement points.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	57.1%
OV - LEFT SA FOR OVERSEAS	1	14.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	28.6%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All staff, contractors and volunteers are required to hold a current Working with Children Clearance (WWCC) which needs to be updated every 5 years. Valid child related employment screening checks are recognised until they expire. All volunteers are required to undertake the department's volunteer application and induction process prior to commencing in the role.

During 2022 there were limited opportunities for volunteers to come onto the school grounds due to COVID 19 social distancing requirements. When we were able to invite them back onsite they performed a number of roles including Governing Council, sub committees, canteen, attending excursions, coaching sports teams and listening to reading.

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	30
Post Graduate Qualifications	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	18.7	0.0	9.5
Persons	0	22	0	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$3,154,361
Grants: Commonwealth	\$6,000
Parent Contributions	\$116,273
Fund Raising	\$20,827
Other	\$31,471

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

2022 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 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Students supported 1:1 requiring social/emotional support to improve well-being and engagement through Learning/Social stories, interoception, developing goals and visible timetables, anchor charts and SMART goals.	Increased attendance and attitude connected to improved learning outcomes.
	Improved outcomes for students with an additional language or dialect	Focus on functional grammar and genre writing to improve students' knowledge and understanding of writing in the English language. We were unable to find an EALD teacher in 2022. We utilised one of our highly skilled SSO2's to work in this space. She has been working with small groups of students to bridge the gaps in their phonological awareness and functional grammar knowledge to support their writing. She has also been working alongside class teachers to support their learning programs.	We were not required to retest our EALD students in 2022 due to COVID. Only new EALD students were assessed.
	Inclusive Education Support Program	Students received support in literacy and numeracy and/or social/emotional regulation. Support received was aligned to learning plans.	Student progress tracked, monitored and documented on One Plan and documentation booklet using SMART Goals.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	Students are supported in speech and language, 1:1 phonics intervention, small group interventions including MacqLit, MiniLit and Quicksmart and classroom support. Support for groups of students with Reading Support Teacher, Big 6 strategies, differentiation in Jolly Phonics R-2, Promoting Literacy Development (synthetic phonics program) in Years 3-6 – diagnostic phonics program to improve students' reading, spelling, and writing.	Student data shows increased achievement in reading, phonological knowledge, and mathematical fluency.
Program funding for all students	Australian Curriculum	Focus on SIP priorities - literacy, and numeracy, and improve practice and learner outcomes. Developing high quality units of work with multiple entry points, learning intentions, success criteria and formative assessment.	Improvement in Maths vocabulary and problem solving through PLTs. Improvement in most student reading ability through structured Literacy block following an instructional routine.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Reading Support teacher worked with teachers and SSOs to implement consistent literacy strategies in Phonics in R-2 and in the year 3-6 reading program. Intervention programs; decodable readers; guided reading/reciprocal reading; Heggerty.	Student assessment data show progress to achieve benchmarks.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
--	---------------------------------------	-----	-----