THORNLIE PRIMARY SCHOOL

Annual Report 2020

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From the PRINCIPAL

Dear Parents, Carers and School Community Members

It is with great pleasure that I present the 2020 Annual School report to the Thornlie Primary School Community.

This report is designed to provide key information across many areas of our school including our progress in relation to key strategic initiatives and priorities. This report will also detail changes we have made in relation to curriculum delivery and planning, teaching and assessment at Thornlie Primary School.

As part of the school reporting and accountability process, this report provides you with a snapshot of how our school performed in 2019. These results help us to determine our strengths as well as the areas of concern so that we can plan for future teaching and learning experiences.

Specific Highlights in 2020 included:

- Year 6 Graduation
- Camps in mainstream
- Athletics Carnival
- NAIDOC Week celebrations
- IEC Open Days
- School Art Exhibition

I trust that you find this report to be a practical and informative summary of our 2020 school year.

Additional information can be found on the Department of Education's **'Schools Online'** website at http://www.det.wa.edu.au/schoolsonline or the My School website at www.myschool.edu.au.

Lee Woodcock
PRINCIPAL
April 2021

From the SCHOOL BOARD CHAIR

The Thornlie Primary School Board is part of the school's governance structure, providing oversight and monitoring performance. During meetings we are provided with information about how the school is progressing to meet its strategic targets and business plan.

It's encouraging to see how hard the staff work to provide the best learning environment for each child and help students to be the best they can be. A special thankyou to the teachers who have adapted over the past year to the challenges and adjustments that COVID19 has brought.

The Board would like to acknowledge the P&C contributions to the school in 2020. The P & C successfully manage and operate the breakfast club, canteen, run the uniform shop and raise funds to donate to the school. Events such as raffles and stalls require significant effort in planning, organising and running. These events are so successful because of the efforts of many volunteers. We have a strong and diverse school community which is great to see and to ensure this continued success new volunteers are encouraged. Thank you to the Board and Staff at Thornlie for all the hard work and support provided during 2020.

Tamba Matusch
SCHOOL BOARD CHAIR

Our SCHOOL COMMUNITY

Thornlie Primary School was the first primary school to be established in the suburb of Thornlie in 1960. Thornlie Primary School is designed with classrooms built around a quadrangle. Surrounded by many tall eucalypts, it has extensive grounds for students to enjoy.

As a school we are very keen to involve our parents and community within the school and enjoy forging ongoing partnerships between parents, staff and students. Our school is very culturally diverse including students from Indigenous backgrounds and representatives from approximately 40 different ethnic groups. Our school has an Intensive English Centre onsite which caters for newly arrived families to Australia and an Integrated Service Centre.

Our Vision

Providing a high quality education to every student, every day.

Our Values

Growth · Respect · Opportunity · Worth

ENROLMENT & ATTENDANCE DATA

ENROLMENT

Student Numbers (as at 2020 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	TOTAL
Full Time	(20)	41	79	49	47	43	49	44	372
Part Time	40								

Note: The Kin Full Time students figure represents the Full Time equivalent of the Part Time students

	Kin	PPR	Pri	Sec	TOTAL
Male	23	26	172		221
Female	17	15	139		171
TOTAL	40	41	311		392

	Kin	PPR	Pri	Sec	TOTAL
Aboriginal	2	3	30		35
Non-Aboriginal	38	38	281		357
TOTAL	40	41	311		392

Our overall student enrolment has increased in 2020.

ATTENDANCE

Primary Attendance Rates

	Non-Aboriginal			Aboriginal			Total		
Year	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	93.6%	92.3%	93.8%	78.7%	82.3%	81.2%	92.1%	89.6%	92.7%
2018	94.2%	91.9%	93.7%	78.4%	81.7%	80.8%	93.1%	90.0%	92.6%
2019	93.2%	91.4%	92.7%	80.7%	80.9%	79.5%	92.3%	89.9%	91.6%

CONCLUSION

Overall attendance data from 2019 was 92.3 %. This indicates better attendance than like school data by 2.4% points which is very pleasing. Our school's overall attendance was also 0.7% higher when compared to the WA Public School average. Attendance for Aboriginal students at Thornlie PS in 2019 was 80.7% which is better than the WA Public School average of 79.5%. Aboriginal attendance for like schools was 80.9% in 2019. Our 2020 target will be to achieve at or above like school attendance for Aboriginal students. *NB: 2020 data unavailable.*

NB: Attendance Data for 2020 is not available from DoE WA due to the COVID 19 interruption

In 2018 after discussion and consultation with staff and consideration of available data. Our school identified 6 Priority Areas in our school Strategic Plan 2018-2020.

PRIORITY 1. TEACHING
Excellence in Teaching

PRIORITY 2. LEARNING
Maximising Student Achievement

PRIORITY 3. ENVIRONMENT
Safe, Supportive and Values Oriented

PRIORITY 4. LEADERSHIP
Committed and Innovative

PRIORITY 5. PARTNERSHIPS
Positive Partnerships

PRIORITY 6. RESOURCES
Resource Rich and Capacity Building

NAPLAN Comparative Performance Summary

Below is an analysis of current achievement in NAPLAN.

Reading	Year 3			Year 5		
	2017	2018	2019	2017	2018	2019
Numeracy	0.4	0.8	-0.7	2.3	2.0	0.7
Reading	-0.3	0.7	-0.7	1.6	2.9	0.9
Writing	0.2	0.5	0.2	1.7	2.7	0.8
Spelling	0.4	1.0	0.7	2.0	2.1	0.6
Grammar & Punctuation	0.4	1.1	-0.4	2.5	2.4	0.8

Above Expected - more than one standard deviation above the predicted school mean

Expected - within one standard deviation of the predicted school mean

Below Expected - more than one standard deviation below the predicted school mean

If blank, then no data available or number of students is less than 6

STUDENT ACHIEVEMENT

YEAR 3

The Comparative Performance Summary shows student performance in Numeracy, Reading and Writing to be at expected levels. Spelling and Grammar & Punctuation show student results to be above expected levels. This result is pleasing and consistent with the expected performance of students in 2019.

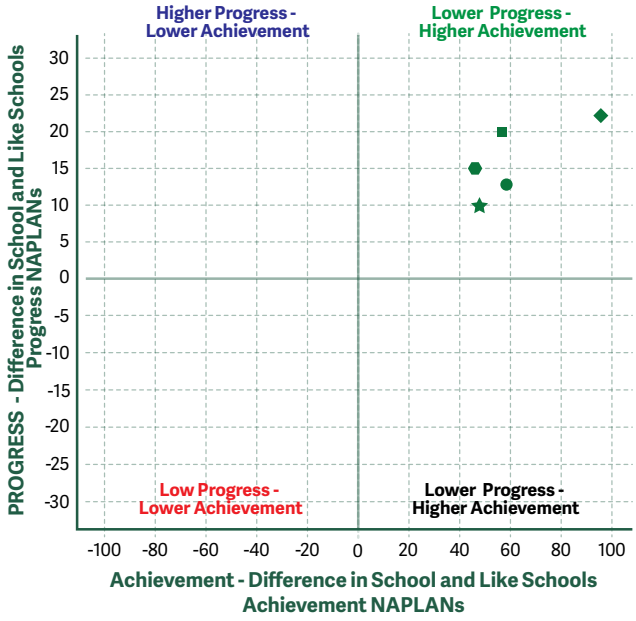
YEAR 5

The Comparative Performance Summary shows that students tested in 2019 performed above the expected level in all areas. This is a pleasing result, showing a maintenance of the expected levels of achievement in 2019.

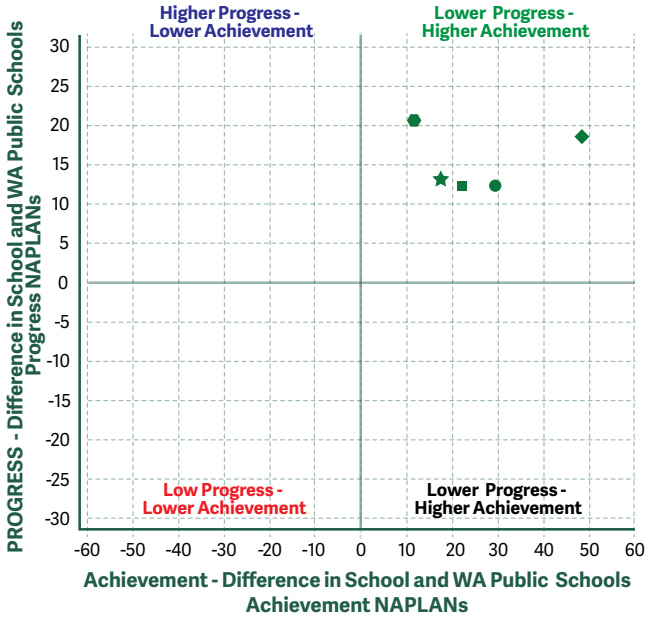
SUMMARY

Overall, the 2019 NAPLAN results affirm the positive impact of our whole school approach to curriculum improvement in the areas planning, teaching and assessing at TPS. In conjunction with the continued use of data analyses, this positive approach to leading curriculum improvement will continue to underpin staff professional learning and the further development and application of evidence based approaches. In addition, teacher accountability for these improvement measures through Performance Management, classroom observations and feedback, and ongoing self-reflection will continue to take place in the 2020 school year.

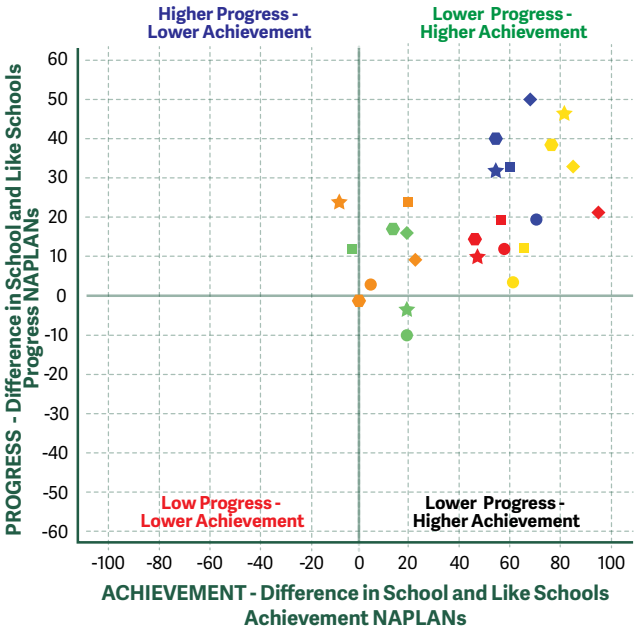
Student Progress and Achievement Compared with Like Schools NAPLAN Year 3 2017 to Year 5 2019



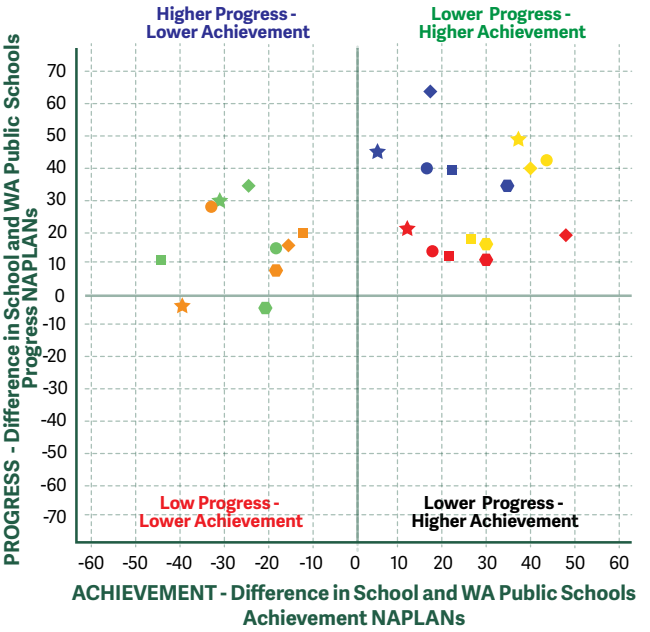
Student Progress and Achievement Compared with WA Public Schools NAPLAN Year 3 2017 to Year 5 2019



Student Progress and Achievement Compared with Like Schools NAPLAN Year 3 to Year 5 Longitudinal



Student Progress and Achievement Compared with WA Public Schools NAPLAN Year 3 to Year 5 Longitudinal



Legend

Numeracy Spelling Reading
G & P Writing

2015 2016 2017 2018 2019

BUSINESS PLAN TARGETS 2018 - 2020

TARGETS 2018-2020	SCHOOL PROGRESS	ACHIEVED ✓ ✗
ON ENTRY Increase the percentage of Pre-primary – Year 2 students reaching recommended end of year points in both Literacy and Numeracy (PP-1.0, YR1-1.5, and YR2-2.0) Increase the percentage of Pre-primary – Year 2 students reaching results comparable with the 'state wide group' Increase the percentage of students progressing 0.5 Progression Points in the school year.	Due to the change of scoring methodology targets relating to progression points are no longer measurable.	
NAPLAN Students at Thornlie Primary School will achieve equal or better results than the Like Schools in the areas of Numeracy, Reading, Writing, Spelling, and Punctuation and Grammar Year 3-Numeracy, Reading, Writing, Spelling, and Punctuation & Grammar Maintain the percentage of students achieving Band 3 or above in line with like schools Year 5-Numeracy, Reading, Spelling, and Punctuation & Grammar Maintain the percentage of students achieving Band 5 or above in line with like schools Year 5-Writing - Maintain the percentage of students achieving Band 4 or above in line with like schools	**Year 3 Numeracy** Band 3 Like Schools Average 373 Band 4 TPS Average 387	✓ Yes
	Year 3 Reading Band 4 Like Schools Average 382 Band 3 TPS Average 374	✗ No (close)
	Year 3 Writing Band 4 Like Schools Average 382 Band 3 TPS Average 374	✗ No (close)
	Year 3 Spelling Band 3 Like Schools Average 370 Band 4 TPS Average 394	✓ Yes
	Year 3 Grammar & Punctuation Band 4 Like Schools Average 385 Band 4 TPS Average 382	✓ Yes
	Year 5 Numeracy Band 5 Like Schools Average 451 Band 6 TPS Average 488	✓ Yes
	Year 5 Reading Band 5 Like Schools Average 463 Band 6 TPS Average 488	✓ Yes
	Year 5 Writing Band 5 Like Schools Average 437 Band 5 TPS Average 465	✓ Yes
	Year 5 Spelling Band 5 Like Schools Average 466 Band 6 TPS Average 503	✓ Yes
	Year 5 Grammar & Punctuation Band 5 Like Schools Average 444 Band 6 TPS Average 503	✓ Yes
NQS Staff survey rates show 'Meeting' for all seven quality areas within the National Quality Standard across mainstream and IEC settings	Meeting all seven quality areas	✓ Yes

ATTENDANCE Maintain high levels at or above like schools	Overall attendance data from 2019 was 92.3 %. This indicates better attendance than like school data by 2.4% points which is very pleasing. Our school's overall attendance was also 0.7% higher when compared to the WA Public School average. Attendance for Aboriginal students at Thornlie PS in 2019 was 80.7% which is better than the WA Public School average of 79.5%. Aboriginal attendance for like schools was 80.9% in 2019. Our 2020 target will be to achieve at or above like school attendance for Aboriginal students. Increase the number of students attending the Attendance Reward Activities (Minimum rates 85%) Attendance rates are maintained at an overall level of 92%	✓ Yes
IEC • **Students with Prior Schooling** Early Childhood students will achieve EAL/D EC Progress Map Level 4 within 12 months Middle and Senior students will achieve EAL/D Middle Childhood Progress Map Level 4 within 12 months • **Students with Limited Schooling Backgrounds** Early Childhood students with will achieve EAL/D EC Progress Map Level 3 within 24 months Middle and Senior students with will achieve EAL/D Middle Childhood Progress Map Level 3 within 24 months	Please refer to Annual Report 2019 Data Analysis	Please refer to Annual Report 2019 Data Analysis
ATTITUDE BEHAVIOUR **EFFORT** Data relating to student behaviour reflects positive and pro-active strategies	% of students suspended – 1.0%	No change
Decreases in the percentage of students receiving negative behaviour consequences as part of the BMP	TBA	
Increase percentage of students achieving 'Consistently' or 'Often' across all eight reporting ABE descriptors on the Semester Reports for all students	Consistently 73.3% (2018) Consistently 62.9% (2019) Often 18.2% (2018) Often 23.9% (2019)	✗ No ✓ Yes

STAFF

Staff satisfaction survey data reflects a rise in work satisfaction

Staff engage in whole school teaching and learning practices as indicated in Classroom Observations and Walk-throughs

The number of staff undertaking leadership roles and delivering PL increases within the school

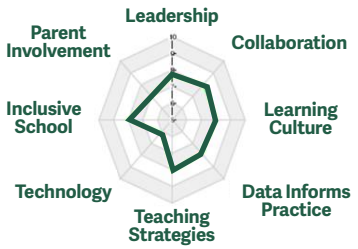
✓ Yes

Thornlie Primary School overall health comparison: 2016 vs 2018

Source: McKinsey, 2018. All Staff Responses

Eight Drivers of Student Learning

Thornlie Primary School



Source: The Learning Bar (thelearningbar.com/) Teacher Survey Results

PARENT & COMMUNITY

Maintain positive parent satisfaction data as indicated in the TTFM and NSOS 2018 surveys in relation to the school's capacity to effectively meet the academic needs of their child - Parent attendance at whole school events increases

Outcome: Results /5

✓ Yes

Q1. Thornlie Primary School provides high quality instruction to my child – 4.65

Q2. Thornlie Primary School has high expectations for all students – 4.75

Q3. I feel welcome to participate in this school – 4.53

Q4. School staff treat me with respect – 4.84

Q5. School staff take my concerns seriously – 4.59

Q6. School staff welcome my suggestions – 4.45

Q7. School staff respond to my queries and needs in a timely manner – 4.75

Q8. School staff are helpful – 4.81

Q9. My child's background (race, religion, ethnicity) is valued at this school – 4.83

Q10. This school is explicit about rules, responsibilities and consequences – 4.84

Q11. At this school discipline is fair and consistent – 4.69

Q12. My child is safe on school grounds – 4.81

LEARNING AREA SUMMARIES 2020

TECHNOLOGIES

In 2020 the school continued to develop our ICT resources and the infrastructure to ensure that our students have access to desktop computers and iPads to further their learning journey. **Specific strategies and highlights in this area included:**

- The increased provision of classroom devices across the school.
- The increased use of web-based applications in classrooms.
- The ongoing development of using our iPads in the classrooms.
- The continued upgrading of hardware: iPads, desktop computers and Interactive Whiteboards.
- The creation of a Scope & Sequence for Digital Technologies Curriculum for our staff to use from 2021.
- The continued development of our staff in ICT Capabilities and Digital Technologies.

MATHEMATICS

In 2020, Numeracy continued to be a school priority area. The school continued to develop and utilise a whole school approach to the delivery of curriculum in this area. **Specific strategies in Numeracy in 2020 included:**

- The continued use of the Thornlie Primary School whole school planning document as a planning reference.
- The inclusion of a year overview Numeracy planner in the curriculum document that provides each year level with a comprehensive overview of the content descriptors, achievement standard, automaticity, mental maths and warm-up content to be covered during the year.
- The introduction of a whole school mental math program focussing on automaticity of the four operations. Trailed by Year 5 and 6 in 2020.
- The inclusion of a learning intention and success criteria document to the curriculum document to refocus teaching on this aspect of the iStar model.
- The inclusion of a warm up document to the curriculum document to refocus teaching on this aspect of the iStar model.
- PLC day focussed on Numeracy warm up, lesson intention and success criteria, mental maths and explicit numeracy teaching at all phases of learning.
- PLC day focussed on unpacking Numeracy data collected from all available sources (standardised testing, anecdotal evidence, Reporting to Parents and teacher assessment.
- Professional learning of all school staff in effective instructional strategies to teach place value across all phases of learning and including Intensive English Centre students.
- PLC day focussing on differentiated numeracy teaching.
- The purchase of maths resources to support and encourage learning through the use of concrete materials.
- Effectively pivoting to learning from home during the Covid-19 pandemic to ensure students maintained access to differentiated, appropriate numeracy curriculum.

ENGLISH

In 2020, Literacy continued to be a school priority area. The school continued to develop and utilise a whole school approach to the delivery of curriculum in this area. **Specific strategies in Literacy in 2020 included:**

- The continued use of the Thornlie PS curriculum document as a planning reference.
- The inclusion of a learning intention and success criteria document to the curriculum document to refocus teaching on this aspect of the iStar model.
- The inclusion of a warm up document to the curriculum document to refocus teaching on this aspect of the iStar model.
- PLC day focussed on unpacking Literacy data collected from all available sources (standardised testing, anecdotal evidence, Reporting to Parents and teacher assessment.
- Professional learning of all school staff in effective differentiated instructional strategies to teach literacy (with a focus on guided reading)
- The purchase of a comprehensive range of guided reading books for students reading at the upper PM Benchmark levels.
- Effectively pivoting to learning from home during the Covid-19 pandemic to ensure students maintained access to differentiated, appropriate literacy curriculum.

The implementation of a wide range of classroom strategies including:

  - Rainbow sight words
  - Di Rigg strategies and resources for spelling/literacy Years PP-2
  - Soundwaves Year 3-6
  - PM Benchmarking and levelled texts for guided reading
  - Brightpath writing
  - Talk 4 Writing
  - Reading Eggs
- An effective home reading program facilitated by parent volunteers under the guidance of a Senior Teacher for all students in PP-Year 6.
- The promotion of the school library, Book week and dress up assembly with engaging incursions to promote engagement in literacy.

HASS

In 2020 teachers across the school implemented the West Australian Curriculum using the Thornlie PS curriculum documents to guide the plan, teach and assess cycle in HASS. **Specific highlights in HASS included:**

- Professional learning to all staff members around engagement and embedding the Aboriginal Cultural Standards Framework in the school culture.
- Funding allocated to support an Aboriginal Education Coordinator (Level 3 teacher)
- Administration and school leaders maintaining focus on embedding the Aboriginal Cultural Standards Framework.
- Planning and designing a four seasons Indigenous garden for construction in 2021.
- Commemoration and celebration of significant cultural days such as ANZAC Day, Harmony Day and NAIDOC Day.
- Implementation of Inquisitive across Years PP-Year 6 to support teachers to use a rich collection of resources to support their teaching.
- Use of the Inquisitive scope and sequence to support the cumulative and sequential teaching and learning of the HASS curriculum.
- Implementation of Inquisitive to support the integration of HASS across the curriculum to support holistic teaching and learning and effective moderation of HASS.

SCIENCE

Science is a key learning area. Over the period of 2019 and 2020, the Science Program across the school has been conducted by a Science Specialist Teacher.

CURRICULUM

The program is oriented towards achieving the outcomes outlined within the Western Australian Curriculum. The taught content is selected from a range of sources including Primary Connections, Teach Starter, Twinkl and R.I.C. Publications.

Except Kindergarten, all other classes use this purpose built space and its resources. It is specifically designed and set up to conduct simple investigations and provide engaging audio-visual and academic support using a variety of tools, teaching aids and displays.

FOCUS

During 2020, the major strategies and highlights in science have involved:

- continued implementation of an interactive science specialist program
- integration of science across the curriculum with other subjects specifically within the Intensive English Centre
- organisation of relevant incursions to generate interest in science and support learning outcomes
- engagement of the wider school community during special events such as excursions and incursions, when possible
- communication of science activities with the whole school staff by the specialist teacher
- use of Primary Connections science tubs to support lesson delivery
- integration of sustainability education within the science curriculum
- ongoing development of resources to support student learning
- differentiation in learning outcomes to support students with special needs

LANGUAGES - ITALIAN

In 2020, the Languages program at TPS was Italian.

Students engaged in a dynamic and contemporary learning program, which utilized a range of current and available digital technologies, including IWB, ICT and YouTube resources, to deliver a varied and stimulating program, accommodating diverse intelligences and learning styles. The teaching goal was to respond to students' needs with 'differentiation'.

Semester 1 began with a focus on *My House,* which covered: new vocabulary(nouns), sentence structure, verbs, adjectives, pronouns and prepositions.

In Semester 2 we moved from *My House to My Home, The Earth* – in support of the new school focus on *Recycling and Sustainability.*

A highlight of 2020, was the performance by all three Year 3/4 classes of 'Riciclare Fai Cosi' for the Book Awards Assembly.

THE ARTS: VISUAL ARTS 2020

The Art Committee met regularly for the purpose of:

- Completing the upgrade of storage shelving in the art storeroom to enable the reorganisation of the storage and borrowing systems.
- Keeping the storeroom fully stocked by regular orders being made.
- Sourcing and liaising with a local artist, Mrs Annette Appleby, to undertake a whole school art project in 2020. This was not implemented due to COVID -19 restrictions. The proposed art project is planned for implementation in 2021.
- Organising the annual Art Show, "Through the Decades" held during Term 4. This was held in conjunction with the school's 60th Anniversary.
- Assisting with art activities and displays during NAIDOC Week.
- Ensuring classroom teachers had the resources to undertake the Visual Arts Curriculum with their classes.

THE ARTS: PERFORMING ARTS / MUSIC

Students in Pre-Primary to Year 6 benefitted from another outstanding year of choir taught by Dr Nazareth & Ms Boyer.

Highlights in 2020 included:

- Choir performances at assemblies.
- A number of students participated in an instrumental music program.
- Instrumental performances at school assemblies

HEALTH & PHYSICAL EDUCATION

Physical Education continued to be a specialist subject in 2020. All students in Years K-6 participated in the appropriate level of physical activity each week, in line with the Public Schools' policy. **Some of the highlights of 2020 included:**

- Interschool participation in cricket, volleyball, AFL, netball, soccer and cross-country running.
- Facilitation of Learning from home packs sent to students with basic sporting items and activity cards, to allow students to participate in physical activities during school closures.
- Faction athletics carnival.
- Lunch time clubs for Dodge Ball and Netball.

In Health, some of the highlights of 2020 included:

- Explicit teaching of the WA Health Curriculum
- Explicit teaching of protective behaviours
- BUZ (Build Up Zone)
- Aussie Optimism
- Heath activities included as part of the Learning from home packs
- Targeted use of the School Chaplain to facilitate wellbeing, social skills education, conflict resolution skills and care at point of need.

STUDENT SERVICES & STUDENTS AT EDUCATIONAL RISK – MAINSTREAM

Students at educational Risk were identified by:

- enrolment interviews with parents and provision of student background information
- consultation with psychologist class teachers, parents, school nurse, Child Development
- Services, Child Protection and Family Services, SSEN: Disability/Hearing/VT/Behaviour, Therapy Focus, Skillbuilders, Bkids Psychology Services, PCH staff
- staff observations and liaison and intervention recorded and discussed with Student Services Deputy Principal
- information from previous schools

Students at risk were supported through:

- Development of a new case management approach (3 tier pyramid system) for the whole school
- Supportive classroom learning environments
- Use of visuals, timetables, social stories & sensory breaks
- Implementation of differentiated curriculum
- Individual and Group Education Plans
- Individual Behaviour Management Plans
- Ongoing communication with parents
- Placing of additional special needs assistants in classrooms where support required for individual students (diagnosed and imputed)
- Transitioning procedures to new classrooms or new schools
- Provision of breakfast, morning snack and lunch at school

SUMMARY

Imputed or diagnosed disability/physical impairment/ learning difficulty	School Psychologist Involvement	No School Psychologist Involvement Chaplain/ Visiting Teacher SSEN	Outside agency referral:
			• Social worker • SSEN • School Nurse • Therapy Focus • CPFS • Skillbuilders • CDS • Bkids Psychology • PCH • Assets
No of Students	**No of Students**	**No of Students**	**No of Students**
27	12	8	43

INTENSIVE ENGLISH CENTRE

The Intensive English Centre (IEC) provides a specialist English as an Additional Language/Dialect (EAL/D) program for Stage 1 students, newly arrived to Australia and students entering Year 1 who were born in Australia and who speak a language at home other than English.

Classes are organised into multi age grouping classes: Junior, Middle and Senior with Phase One and Phase Two classes in each level. Phase One classes cater for students with limited or no English language skills, while Phase Two classes build on, and extend the English language skills developed in Phase One.

The IEC commenced the 2020 school year with 109 students and throughout the 2020 school year, additional students enrolled. The student population consisted of culturally and linguistically diverse students representing 22 countries and 25 languages.

Throughout 2020, a total of 87 students transitioned from the IEC to mainstream schools. Student transition to mainstream schooling is based on EAL/D PM levels achieved and / time (determined by student visa) in the IEC.

In 2020 the IEC was staffed by EAL/D specialist staff comprising an IEC Deputy Principal, 9 classroom teachers, 0.5 Curriculum Leader, 0.5 Support teacher, 6 Ethnic Education Assistants, 1 Special Needs Assistant and 1.0 School Officer. Specialist teachers for Science, Music and Physical Education provided DOTT for the IEC classroom teachers. A School Psychologist (0.2) assisted the IEC Deputy Principal with the IEC Students at Educational Risk program.

The Multicultural Community Centre located at Thornlie Primary School, provides assistance to newly arrived students and families from refugee backgrounds, through services provided by a Multicultural Liaison Officer, Senior Social Worker and Refugee Health Nurse. The IEC Deputy Principal and IEC Psychologist, work collaboratively with these service providers to meet the educational, social, emotional, behavioural and health needs of students.

For parents who speak a home language other than English, communication is conducted using interpreters and where possible information is translated for parents.

DATA

STUDENTS FROM REFUGEE BACKGROUND AND/ OR LIMITED / INTERRUPTED SCHOOLING

EXITING Students who exited the program throughout 2020				SaER Students enrolled in the Intensive English Centre in 2020			
Total number of students from **refugee and / or limited schooling** backgrounds who exited IEC program	Students who **completed** IEC program and **reached** the **achievement target**	Students who **completed** IEC program and **did not reach** the **achievement target**	Students who **did not** complete IEC program and **did not reach the achievement target**	Imputed or diagnosed disability / physical impairment / learning difficulty	Psych involvement	**Outside agency referral:** ◦ **CAMHS Social Worker** ◦ **ASeTTS** ◦ **CPFS** ◦ **CDS** ◦ **PCH Refugee Clinic** ◦ **SSEN**	Total number of **SaER students**
40 students	**23 students**	**11 students**	**6 students**	**0**	**0**	**9 students**	**26 students**

REFUGEE background / limited schooling
EALD Progress Map Levels Expected Target Level 3 (after 8 terms in an IEC)

Data Analysis

Of the **11 students** who completed the IEC program and did not reach the achievement target:

- **11 students** arrived during 2020 and were Year 6 age. They completed one year or less at TIEC and went to a High School IEC in 2021.

Of the **6 students** who did not complete IEC program and did not reach the achievement target:

- **2 students** moved interstate and 4 students moved from the TIEC catchment area & attended a mainstream school

STUDENTS FROM PREVIOUSLY SCHOOLED BACKGROUNDS (NON REFUGEE)

EXITING Students who exited the program throughout 2020				SaER Students enrolled in the Intensive English Centre in 2020			
Total number of students from **previously schooled backgrounds** backgrounds who exited IEC program	Students who **completed** IEC program and **reached** the **achievement target**	Students who **completed** IEC program and **did not reach** the **achievement target**	Students who **did not** complete IEC program and **did not reach the achievement target**	Imputed or diagnosed disability / physical impairment / learning difficulty	Psych involvement	**Outside agency referral:** ◦ **Social Worker** ◦ **Nurse** ◦ **Asetts** ◦ **CPFS** ◦ **CDS** ◦ **PCH Refugee Clinic** ◦ **SSEN**	Total number of **SaER students**
47 students	**23 students**	**15 students**	**9 students**	**2 students**	**7 students**	**8 students**	**11 students**

PREVIOUSLY SCHOOLED
EALD Progress Map Levels Expected Target Level 4 (after 4 terms in an IEC)

Data Analysis

Of the **15 students** who completed the IEC program and did not reach the achievement target:

- **1 student** had ongoing health problems and hospitalisation while enrolled in the IEC
- **10 students** achieved 1 level below the achievement target (across 3 - 4 language modes)
- **2 students** achieved more than 2 levels below the achievement target in one or two language modes
- **2 students** had undiagnosed learning difficulties

Of the **9 students** who did not complete the IEC program and did not reach the achievement target:

- **8 students** moved from the TIEC catchment area & attended mainstream schooling te and 4 students moved from the TIEC catchment area & attended a mainstream school

Students at Educational Risk were identified through:

- student background information provided on enrolment and updated when provided
- ongoing consultation with parents/carers
- consultation with Red Cross Case Workers, IEC psychologist, class teachers, Multicultural Community Centre, Perth Children's Hospital Refugee Clinic, Association for Services to Torture and Trauma Survivors, Child Development Services, SSEN: Disability/Sensory, speech therapists, school nurse
- staff observations and intervention recorded and discussed with Learning Support Coordinator
- information from previous schools
- monitoring students' EAL/D Progress Map Levels and social and emotional wellbeing

Students at risk were supported through:

- supportive classroom environments
- implementation of a differentiated curriculum and learning program
- Individual and Group Education Plans
- Individual Behaviour Management Plans
- ongoing communication with parents
- transitioning procedures between the IEC and mainstream schools
- outside agencies support and intervention from: Senior Social Worker and Multicultural Liaison Worker, Association for Services to Torture and Trauma Survivors, Child Development Services, SSEN: Disability/Sensory, Multicultural Community Centre.
- provision of breakfast, morning snack and lunch at school
- Racism and Prejudice, Protective Behaviours and Being Healthy, Safe and Active programs, Cyber Safety, Aussie Optimism program
- provision of classroom equipment through partnership programs with Santa Maria College and St Andrews Church, subsidies for camps, incursions and excursions, provision of school uniforms.

Excursions and incursions provided students with opportunities to:

- build positive relationships, develop self-confidence and cooperative strategies with peers
- develop independent skills and learning how to learn skills
- develop English language skills and confidence across a range of contexts and audiences
- develop sociocultural understandings within the Australian environment through a range of activities

Due to Covid 19 restrictions, the IEC senior and middle camps were cancelled.

Support for newly arrived culturally and linguistically diverse parents:

- Teacher – parent reporting interviews were held using interpreters (as required)
- Teacher – parent meetings were held to provide parents with information regarding IEPs, GEPs and IBMPs

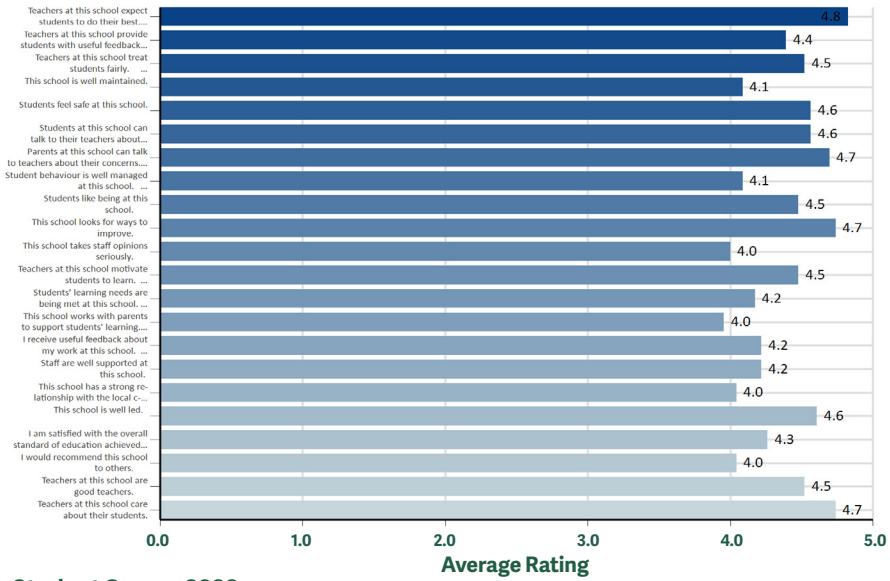
Due to Covid 19 restrictions, IEC parent Open Days and parent information sessions were not held during 2020.

PARENT OPINION SURVEY

The National School Opinion Survey was run in 2020. The overall feedback was very positive.

Parent & Carer Survey 2020

Staff Survey 2020



Student Survey 2020

Rating	Score
Strongly agree	5
Agree	4
Neither agree or disagree	3
Disagree	2
Strongly disagree	1

ACTIONS TO BE TAKEN IN 2021:

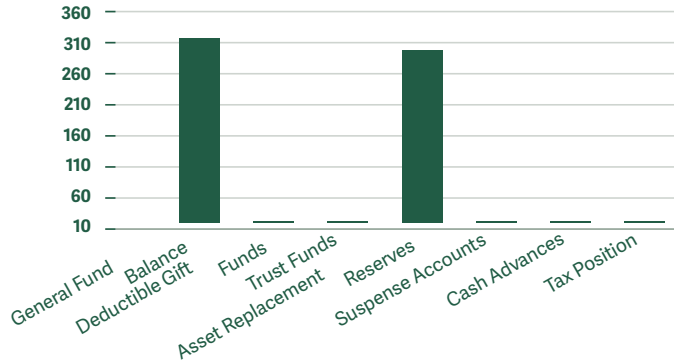
1. Commence new Business Plan Cycle 2021 – 2023.
2. Provide staff with professional learning on High Impact Teaching Strategies (HITS).
3. Establish a Tier pyramid system for student case management.
4. Strengthen, establish and distribute curriculum leadership roles, responsibilities and accountabilities.
5. Develop and embed whole staff understandings and capacity in lesson delivery, planning and assessment using the Australian Curriculum through ongoing PL & collaboration.
6. Continue and consolidate the function / purpose of Professional Learning Teams (PLC).
7. Continue and consolidate the function and purpose of collaborative planning teams and DOTT.
8. Embed, support and consolidate the use of the Thornlie curriculum and assessment planning documents.
9. Consolidate and embed lesson delivery whole school approach (I STAR).

SCHOOL FINANCES

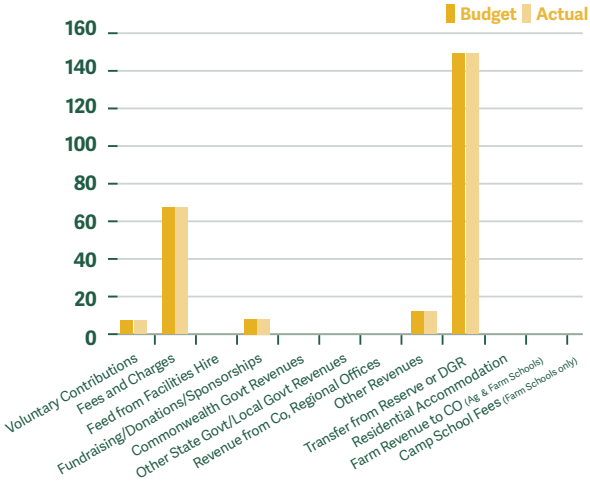
	EXPENDITURE - CASH AND SALARY	Budget	Actual
1	Administration	$93,635.35	$64,446.01
2	Lease Payments	$-	$-
3	Utilities, Facilities and Maintenance	$171,819.00	$162,615.92
4	Buildings, Property and Equipment	$548,978.52	$362,712.71
5	Curriculum and Student Services	$231,636.85	$146,848.23
6	Professional Development	$15,462.00	$15,606.71
7	Transfer to Reserve	$67,599.00	$67,599.00
8	Other Expenditure	$4,059.00	$3,197.54
9	Payment to CO, Regional Office and Other Schools	$-	$-
10	Residential Operations	$-	$-
11	Residential Boarding Fees to CO (Ag Colleges only)	$-	$-
12	Farm Operations (Ag and Farm Schools only)	$-	$-
13	Farm Revenue to CO (Ag and Farm Schools only)	$-	$-
14	Camp School Fees to CO (Camp Schools only)	$-	$-
	Total Goods and Services Expenditure	**$1,133,189.72**	**$823,026.12**
	Total Forecast Salary Expenditure	**$-**	**$-**
	Total Expenditure	**$1,133,189.72**	**$823,026.12**
	Cash Budget Variance	**$0.16**	

	REVENUE - CASH & SALARY ALLOCATION	Budget	Actual
1	Voluntary Contributions	$7,680.00	$7,679.50
2	Charges and Fees	$64,821.50	$64,821.36
3	Fees from Facility Hire	$-	$-
4	Fundraising/Donations/Sponsorships	$8,089.00	$8,088.95
5	Commonwealth Govt Grants	$-	$-
6	Other State Govt/Local Govt Grants	$-	$-
7	Revenue from Co, Regional Office and Other Schools	$-	$-
8	Other Revenues	$12,780.75	$12,779.86
9	Transfer from Reserve or DGR	$141,337.97	$141,337.97
10	Residential Accommodation	$-	$-
11	Farm Revenue (Ag and Farm Schools only)	$-	$-
12	Camp School Fees (Camp Schools only)	$-	$-
	Total Locally Raised Funds	$234,709.22	$234,707.64
	Opening Balance	$394,258.66	$394,258.66
	Student Centered Funding	$504,222.00	$504,222.15
	Total Cash Funds Available	$1,133,189.88	$1,133,188.45
	Total Salary Allocation	$-	$-
	Total Funds Available	$1,133,189.88	$1,133,188.45

Current Year Actual Cash Sources

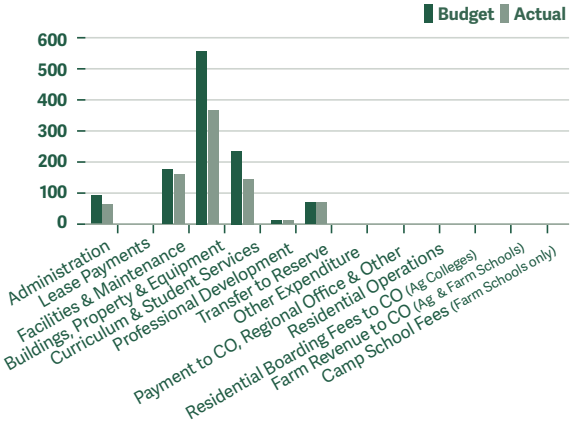


Locally Generated Revenue - Budget vs Actual

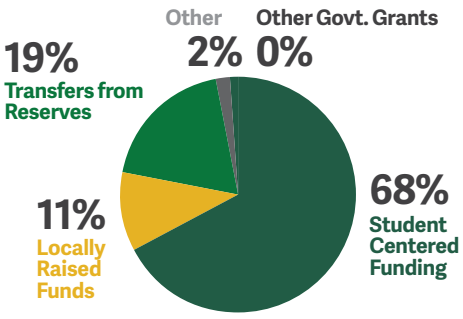


	CASH POSITION AS AT:	
	Bank Balance	$596,155.85
	Made up of:	$-
1	General Fund Balance	$310,162.33
2	Deductible Gift Funds	$-
3	Trust Funds	$-
4	Asset Replacement Reserves	$290,722.92
5	Suspense Accounts	$513.60
6	Cash Advances	$-
7	Tax Position	$(5,243.00)
	Total Bank Balance	**$596,155.85**

Goods and Services Expenditure - Budget vs Actual



Cash Position



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