

THORNIE PRIMARY SCHOOL



ANNUAL REPORT 2015

INTRODUCTION

Parents, Carers and School Community Members

It is with great pleasure that I present the 2015 Annual School report to the Thornlie Primary School Community. Last year was my first year as Principal of Thornlie Primary School.

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 2015. 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 2014 included:

- Year 6/7 Graduation
- Citizenship Ceremony
- Harmony Day celebrations
- Athletics Carnival

I trust that you find this report to be a practical and informative summary of our 2015 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 2016



OUR VISION

Thornlie Primary School is committed to providing an inclusive educational environment that fosters individual strengths, accomplishments and values for each and every student. All staff are committed to delivering a high quality education, building the capacity of all students and ensuring adherence to high quality academic, ethical and behavioural standards. Parents and the school community are viewed as partners in their child's education. Students are treated as individuals and supported by staff in order to develop strong social skills, value their own learning and continually strive for improvement. All staff actively support the rights of students to equity, access, inclusivity and acceptance. Our Staff, students and parents take pride in our school to maintain a positive school culture where the child is central. Staff lead by example every day by regularly engaging in regular communication with all stakeholders across the school.

Leadership at Thornlie Primary School is characterized by a strong, supportive, dynamic and inspiring leadership team who welcomes and is able to adapt to ongoing change. At Thornlie teachers build classroom environments that set clear expectations, engage students in purposeful, relevant, differentiated learning experiences with clear well planned learning outcomes. Staff set high expectations for all students and believe they can achieve excellent outcomes. Decision making processes are collaborative and transparent. Staff support a school environment that creates strong opportunities for success and risk taking which in turn allows students to develop confidence in their learning.

All teachers at Thornlie have a good understanding of and use of contemporary practices in teaching and learning, planning and assessment using the Western Australian Curriculum. Teachers are reflective and open to feedback and collaboration with colleagues. Teachers use a variety of pedagogical approaches that include modelling, scaffolding, explicit and intentional teaching.

We believe that assessment is an integral part of the teaching and learning cycle. We will collect assessment data both formative and summative, that is valid, fair, consistent and educative to monitor student progress and achievement.



Thornlie Primary School staff are committed to seeking, receiving, providing and acting on feedback from all stakeholders to enable their own professional growth and development and the growth and development of all students.

June 2015

OUR CORE VALUES

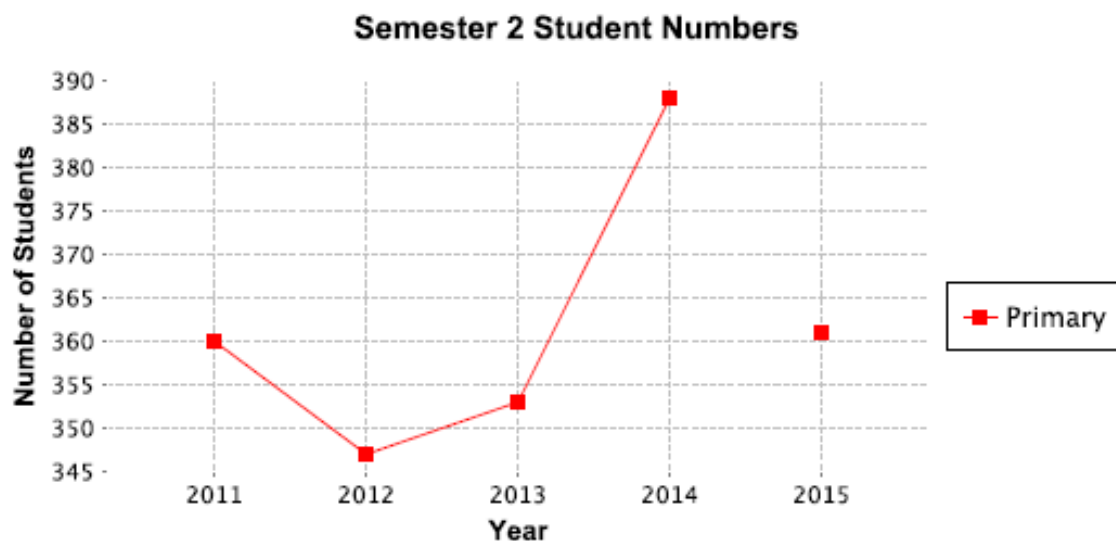
Growth Respect Opportunity Worth

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.

ENROLMENT PATTERNS



ATTENDANCE



Thornlie Primary School (5434)

Attendance Overall

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2013	95.2%	92.4%	93.7%	84.4%	85.0%	80.7%	94.3%	91.7%	92.6%
2014	92.9%	91.9%	93.2%	77.2%	81.2%	80.4%	91.5%	90.5%	92.1%
2015	94.3%	92.6%	93.8%	79.8%	84.4%	81.2%	93.0%	91.2%	92.7%

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Student Type : All Students ▼

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2013	83.7%	9.9%	5.2%	1.0%
2014	73.9%	14.9%	6.7%	4.3%
2015	77.8%	14.7%	3.8%	3.5%
WA Public Schools 2015	78.0%	15.0%	5.0%	2.0%

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OUR PRIORITIES

In 2015 after discussion and consultation with staff and consideration of available data. Our school identified 3 Priority Areas in our school Strategic Plan. These include

- Excellence in Teaching and Learning
- Optimum Learning Environments
- Partnerships

Below is an analysis of current achievement in NAPLAN.

STUDENT ACHIEVEMENT

Comparative Performance Summary

	Year 3			Year 5		
	2013	2014	2015	2013	2014	2015
Numeracy	-1.4	-2.1	-1.1	-0.6	-1.2	-0.7
Reading	-1.4	-3.1	-2.4	-1.3	-0.4	-2.5
Writing	-2.6	-2.3	-0.8	0.8	-0.6	-1.3
Spelling	-1.3	-1.1	-0.4	0.0	-0.3	-2.4
Grammar & Punctuation	-2.2	-2.4	-1.6	0.7	-0.5	-1.7

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	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

ANALYSIS:

Year 3 - The Comparative Performance Summary shows students that student performance in Numeracy, Reading and Grammar & Punctuation have been below expected levels of achievement for the past 3 years.

Writing and Spelling results were at the expected level in 2015, however require further attention as achievement is not consistently at appropriate levels.

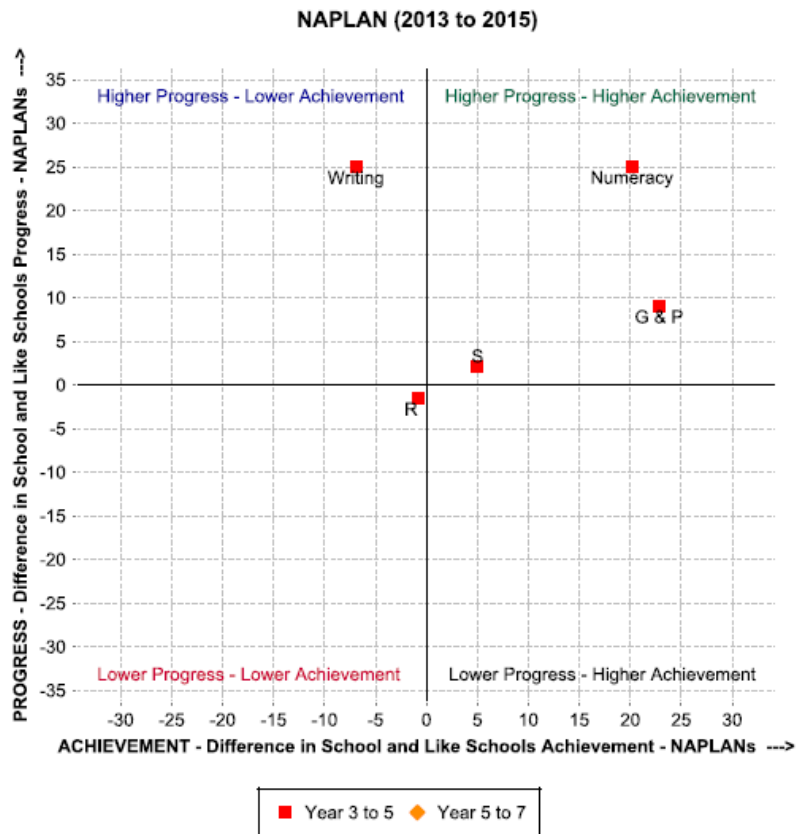
Year 5 – The Comparative Performance Summary shows that students tested in 2015 performed below the expected levels reading, writing, spelling and Grammar& Punctuation. Students performed at the expected level in Numeracy.

Analysis Summary:

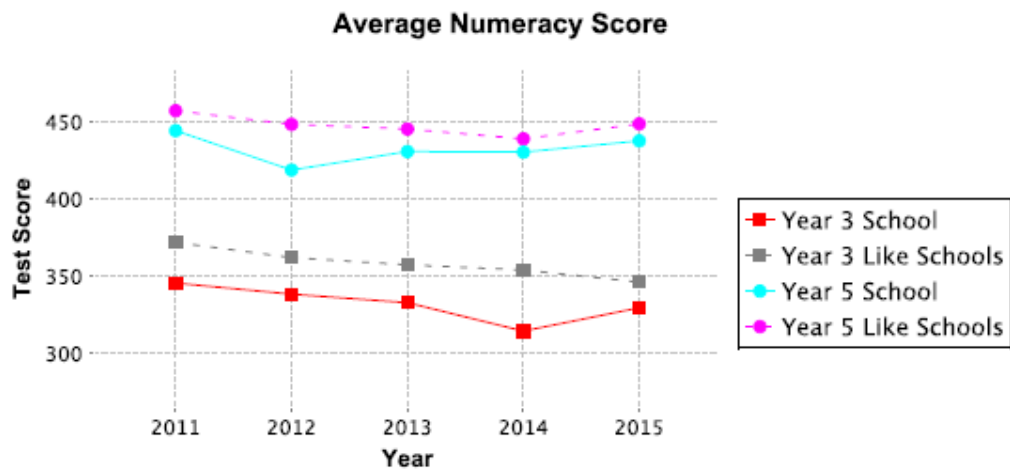
Overall NAPLAN results indicate the need for a sustained whole school approach to improvement in the planning, teaching and learning program at Thornlie. This needs to be underpinned by appropriate professional learning, application of evidence based approaches and teacher accountability for these improvement measures through Performance Management, class observations and ongoing self-reflection.



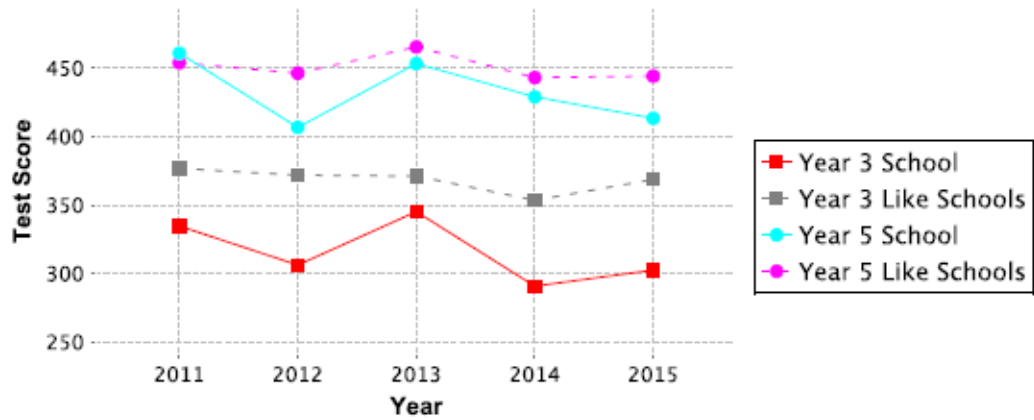
Student Progress and Achievement Compared with Like Schools



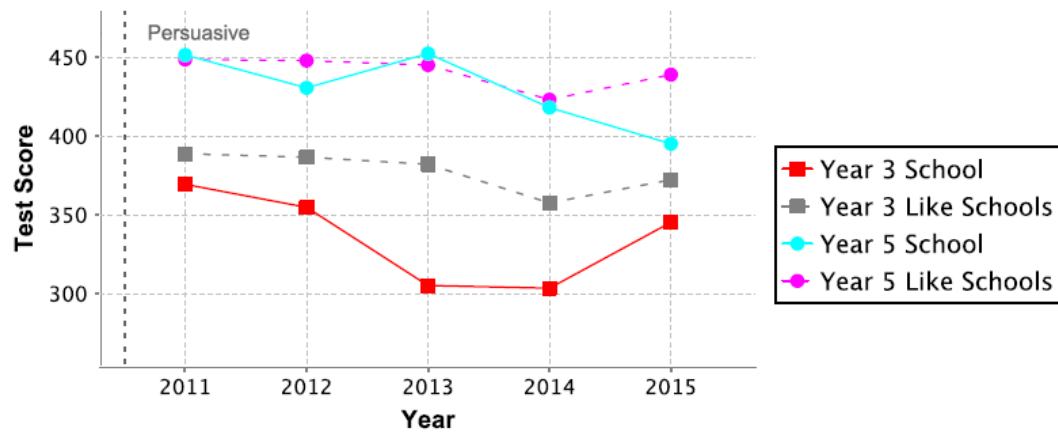
Student Progress and Achievement between years 3-5 demonstrate both High Achievement & Higher Progress in Spelling, Numeracy and Grammar & Punctuation, this a pleasing result. Student Progress and Achievement between years 3-5 demonstrate Higher Progress but Lower Achievement in Writing. Student Progress and Achievement between years 3-5 demonstrate Lower Progress and Achievement in Reading which requires further action and attention..



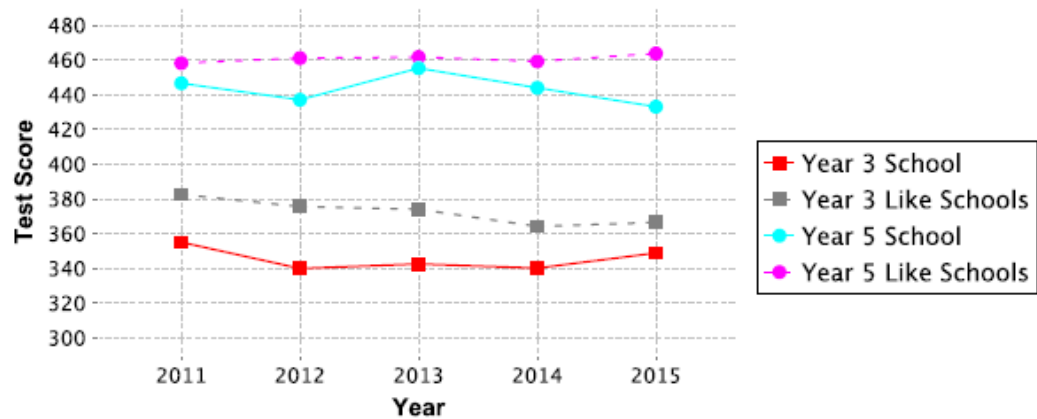
Average Reading Score

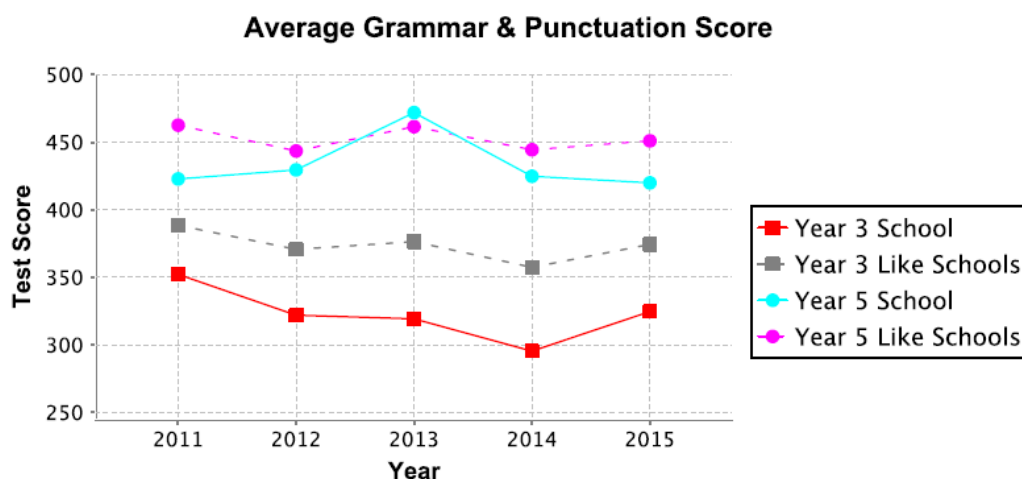


Average Writing Score



Average Spelling Score





Actions taken in 2015:

1. Develop & establish a set of shared beliefs and values about students learn at Thornlie PS
2. Strengthen and establish curriculum leadership roles, responsibilities and accountabilities.
3. Develop whole staff understandings and capacity in lesson delivery, planning and assessment using the Australian Curriculum.
4. Establish a whole school regular Professional Learning Teams (PLC)
5. Establish Collaborative planning teams and DOTT
6. Establish clear accountability processes for all staff using the AITSL Framework.
7. Establish a clear ethos of follow up and follow through to maintain consistency of content sequencing, target setting, assessment and reporting.
8. Create a whole school Thornlie curriculum and assessment planning documents.
9. Establish lesson delivery whole school approach (I STAR)

Early Childhood

1. Establish an Early Years regular Professional Learning Teams through PLC's to build teacher capacity, expertise, insight and improvement
2. Establish an Early Years Collaborative planning teams and DOTT to build teacher capacity, expertise, insight and improvement
3. Develop an evidence based approach to effective teaching and learning throughout the early years (kindergarten – year 2) including the effective use of resources.
4. Use the Western Australian Curriculum & Assessment outline as the framework for the schools K-2 program of learning.
5. Develop teacher understanding of Early Years systemic student assessment and performance data.
6. Establish clear guidelines for early years teaching to guide teaching, learning and assessment (Thornlie Planning Document)

7. Establish the “Early Years of Schooling”, “Early Years Learning Framework and “National Quality Standards” as core reference points for decisions relating to planning and assessing the advancement of K-2 teaching and learning.

Actions to be taken in 2016:

Develop & embed the set of shared beliefs and values about students learn at Thornlie PS
Strengthen, establish and distribute curriculum leadership roles, responsibilities and accountabilities.

Develop and embed whole staff understandings and capacity in lesson delivery, planning and assessment using the Australian Curriculum **through ongoing PL & collaboration.**

Continue and consolidate the function / purpose of Professional Learning Teams (PLC)

Continue and consolidate the function and purpose of collaborative planning teams and DOTT

Clarify and embed clear accountability processes for all staff using the AITSL Framework.

Establish and further expand a clear ethos of follow up and follow through to maintain consistency of content sequencing, target setting, assessment and reporting.

Embed, support and consolidate the use of the Thornlie curriculum and assessment planning documents

Consolidate and embed lesson delivery whole school approach (I STAR)



Early Childhood

1. **Continue and develop the** Early Years regular Professional Learning Teams through PLC's to build teacher capacity, expertise, insight and improvement.

2. **Continue and develop the function and purpose of** Collaborative planning teams and collaborative DOTT to build teacher capacity, expertise, insight and improvement.

3. **Continue to develop** an evidence based approach to effective teaching and learning throughout the early years (kindergarten – year 2) including the effective use of resources.

4. **Continue to develop the knowledge and use** the Western Australian Curriculum & Assessment outline as the framework for the schools K-2 program of learning.

5. **Continue to develop the knowledge and use** of Early Years systemic student assessment and performance data.

6. **Continue to develop knowledge and use** of guidelines for early years teaching to guide teaching, learning and assessment using the Thornlie Planning Document.



PARENT OPINION SURVEY

The National School Opinion Survey was run last year in 2015. Only a single response was recorded. The survey was made available online and in print version. In light of this the NSOS will be conducted again in 2016. ***NB: a 2014 parent survey was published in the 2014 Annual School report.***

Parents, staff and students will also be invited to participate in the Tell Them From Me survey in 2016 as part of our involvement in the Fogarty EDvance school improvement program.

INTENSIVE ENGLISH CENTRE

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

Classes were organised into multi age groupings in Junior, Middle and Senior levels with phase one and phase two classes within each level. Phase one classes catered for students with limited or no English language skills. While phase two classes further target the English language development of students.

The IEC commenced the 2014 school year with 91 students and enrolled 86 students throughout the year. 109 students transitioned from the IEC to mainstream throughout the year. Transition of students to mainstream schooling is based on EAL/D PM levels achieved and / or time.

The student population consisted of a culturally and linguistically diverse cohort representing 15 ethnic groups and 21 different Home languages. 65 of students enrolled came from refugee / limited schooling backgrounds and 42 were migrants.



The IEC was staffed by EAL/D specialist staff comprising an IEC Deputy Principal, 9 teachers, 0.5 Curriculum Leader, 6 Ethnic Education Assistants, 1.0 Student Support Worker and 1.0 School Officer. Specialist teachers (Music and Physical Education) provided some of the DOTT for IEC teachers.

EALD/L Progress Map Levels:

Time required to reach the expected target is dependent on students' age, prior educational background and home language competence. Some students need more time in the IEC than others, while some require ongoing support in mainstream to reach the EAL/D PM target (See EAL/D PM for additional information re expected achievement levels).

Data Analysis:

REFUGEE / LIMITED SCHOOLING	Students enrolled who were from refugee /limited schooling backgrounds	35
	ISC Referred to ISC MCLW, nurse, CAMHS	43 %
	SaER no psych involvement	67%
	Schools Plus	3%
	SaER with Psych involvement	22 %
	Students who didn't complete program at TIEC	21.5 % (most exited to a high school IEC)
	Students who completed program at TIEC that <u>did not</u> reach achievement target	9 %
	Students who completed program at TIEC and reached achievement target	91 %
REFUGEE / LIMITED SCHOOLING ESL/D Progress Map Levels Expected Target Level 2 / 3 (after 8 terms in an IEC)		

PREVIOUSLY SCHOOLED	Students who completed program at TIEC and reached achievement target	Students who completed program at TIEC that <u>did</u> <u>not</u> reach achievement target	Students who didn't complete program at TIEC	SaER with Psych involvement	Schools Plus	SaER No psych involvement	ISC Referred to ISC MCLW, nurse, CAMHS	Total Student enrolment
	88%	12%	23% (most exited to a high school IEC)	11%	2 %	15%	N/A	53
	PREVIOUSLY SCHOOLED ESL/D Progress Map Levels Expected Target Level 3 / 4 (after 4 terms in an IEC)							

Students at Educational Risk:

Students identified through:

- Parent enrolment interviews (using interpreters)
- Monitoring students' EAL/D Progress Map Levels
- Student background and current information collated and updated regularly
- Staff observations recorded and discussed with Learning Support Coordinator
- Consultation with psych, Integrated Service Centre staff and other agencies (PMH Refugee Clinic, Humanitarian Entrant Clinic, Communicare, Centrecare, Asetts, Save The Children, RUAH, DCP, previous school.

Students at risk addressed through:

- Provision of supportive learning environment across all classes
- Implementation of differentiated curriculum across all classes
- Individual and Group Education Plans, Individual Behaviour Management Plans
- Referrals to outside agencies
- Ongoing communication with parents
- Transitioning from the IEC to appropriate placements (Education Support / EAL/D programs)



Provision of additional services and programs:

- Referral to Integrated Service Centre (Health and Well Being)
- School Breakfast Club and IEC provision of breakfast, recess snack and lunch as needed
- Student Support Worker provided positive play and social skills programs, cyber safety and social network education
- Protective Behaviours program
- Growth and Development
- SSW provided



- Provision of school uniforms through Manna Kids
- Provision of school equipment through St Andrews church
- Community donations provided subsidies for camps, incursions and excursions



Middle and Senior Camps provided students with opportunities to:

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

Support for newly arrived culturally and linguistically diverse parents:

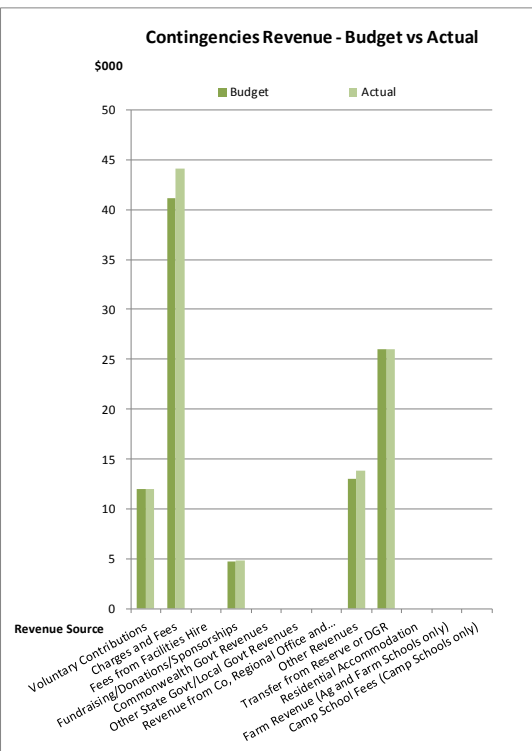
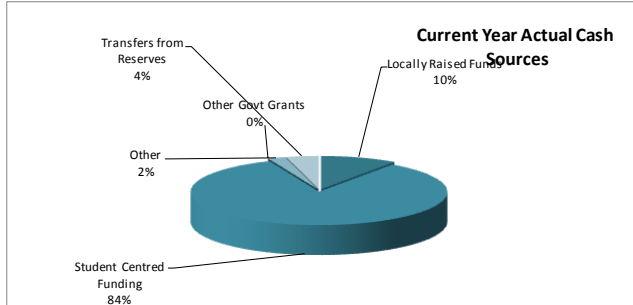
- 2 x Parent Open Days: Parents were provided with information regarding their child's specific learning program and observed their child's teaching learning program. Additional information sessions were also provided to parents on Open Days regarding Helping Your Child Learn at Home, Water Safety in the Australian Environment and School Camps.



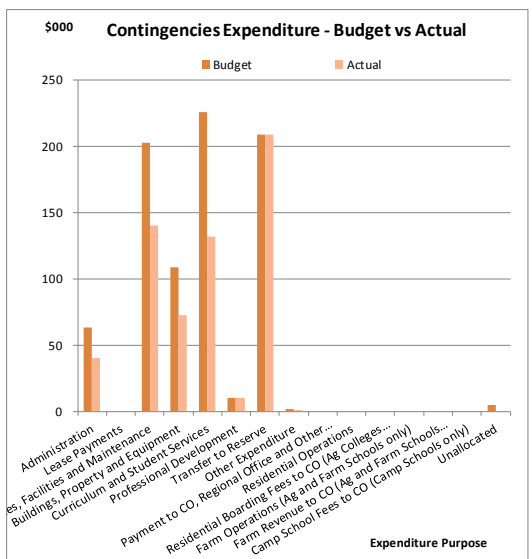
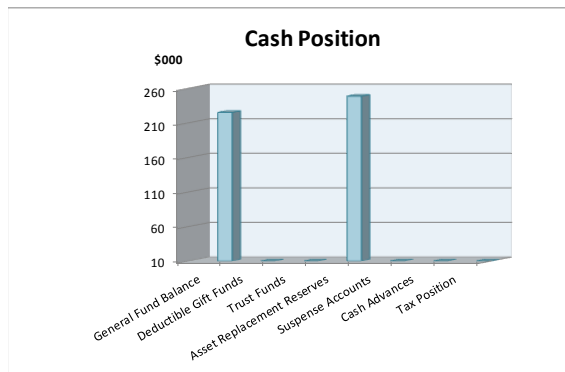
SCHOOL FINANCES

Thornlie PS Financial Summary as at 31 December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 12,039.00	\$ 12,039.00
2	Charges and Fees	\$ 41,167.00	\$ 44,137.95
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 4,760.00	\$ 4,810.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 13,056.27	\$ 13,801.11
9	Transfer from Reserve or DGR	\$ 25,988.91	\$ 25,989.30
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 97,011.18	\$ 100,777.36
	Opening Balance	\$ 198,953.91	\$ 198,953.91
	Student Centred Funding	\$ 528,103.08	\$ 528,103.08
	Total Cash Funds Available	\$ 824,068.17	\$ 827,834.35
	Total Salary Allocation	\$ 4,067,950.00	\$ 4,067,950.00
	Total Funds Available	\$ 4,892,018.17	\$ 4,895,784.35



	Expenditure	Budget	Actual
1	Administration	\$ 62,902.55	\$ 40,121.10
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 202,334.00	\$ 139,887.69
4	Buildings, Property and Equipment	\$ 108,707.35	\$ 71,957.66
5	Curriculum and Student Services	\$ 225,114.80	\$ 131,500.88
6	Professional Development	\$ 10,258.00	\$ 10,360.91
7	Transfer to Reserve	\$ 208,114.11	\$ 208,114.00
8	Other Expenditure	\$ 1,833.00	\$ 889.99
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)	\$ -	\$ -
15	Unallocated	\$ 4,804.36	\$ -
	Total Goods and Services Expenditure	\$ 824,068.17	\$ 602,832.23
	Total Forecast Salary Expenditure	\$ 3,987,196.00	\$ 3,987,196.00
	Total Expenditure	\$ 4,811,264.17	\$ 4,590,028.23



Cash Position as at:	
Bank Balance	\$ 473,019.60
Made up of:	
1 General Fund Balance	\$ 225,002.12
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 248,537.32
5 Suspense Accounts	\$ 3,205.16
6 Cash Advances	\$ -
7 Tax Position	\$ 3,725.00
Total Bank Balance	\$ 473,019.60