

THORNIE PRIMARY SCHOOL



Annual Report 2022

***Growth
Respect
Opportunity
Worth***

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From the Principal

Dear Thornlie Primary School Community,

It is with pleasure that I present Thornlie Primary School's 2022 Annual School report to our 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 2022. 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 2022 included:

- Confirmation from the Deputy Director General of Education that Thornlie Primary School's (TPS) performance in the Public School Review (PSR) process was deemed exceptional by the PSR review team
- Year 6 Graduation
- Year 6 mainstream camp
- Welcome Back Family Picnic
- Book Week Dress Up Assembly
- NAIDOC Week celebrations
- IEC Open Days
- School Art Exhibition
- P&C Student Book Awards
- School Community Carols Evening
- Sport Events: Athletics Carnival, Winter Carnival, Interschool Cross Country, Lynwood Soccer Program

I trust that you find this report to be a practical and informative summary of our 2022 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.

April 2023



Lynette Deane-Spread

Principal

From the School Board Chair

The Thornlie Primary School Board exists to provide a level of governance to the school and ensure it uses resources effectively to meet the main goal of the school - students learning! As a parent I have found being part of the school board a rewarding experience as I have learned how the school works and understood the rationale behind the decisions that are made. It has also been satisfying being able to contribute to our school.

I would strongly encourage other parents to consider joining the school board for at least part of your child's time at Thornlie Primary.

Why not come along to a meeting and check it out?

Our staff put in a big effort to get the best out of each child. For this we are grateful. Also, a very big thank you to all our volunteers who work hard to make Thornlie Primary School an enriching place for our kids.



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. The school has a linguistically, culturally, ethnically and religiously diverse school community with 52 languages and 14 religions represented within the school and with 76% of students who have a language other than English spoken in the home.

The school's student population comprises Aboriginal students, English as an Additional Language/Dialect (EALD) students at various stages of English language development, students whose home language is English, students with learning difficulties and students with special needs. The school hosts an Intensive English Centre (IEC) that provides a specialist program for Stage 1 EALD students newly arrived to Australia from migrant or refugee backgrounds or students who are entering the IEC in Year 1 with limited or no English language skills.

The school has onsite a Multicultural Community Centre (MCC) that provides support to families on humanitarian visas in the IEC and mainstream school. The school values the diversity within our school community and works closely with parents, carers and the local community to develop and sustain respectful and inclusive relationships and partnerships that support families and enhance learning outcomes for all students.



Our Vision

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

Our Values

Growth, Respect, Opportunity, Worth

School Priorities

Following staff feedback and consideration of available data, our school identified two priority areas and four key support areas that would inform our School Business Plan 2021 – 2023 whole school priorities:



Priority 1. TEACHING – High Quality Teaching

Priority 2. LEARNING – Success for all Students

Key Supports

ENVIRONMENT	–	Safe and Supportive
LEADERSHIP	–	Committed and Innovative
PARTNERSHIPS	–	Meaningful and Inclusive
RESOURCES	–	Targeted to Support Student Achievement

Enrolment & Attendance

Enrolment

Student Numbers (as at 2022 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(20)	54	71	48	52	44	48	46	403
Part Time	40								

Note: The Kindergarten full time student figure represents the full time equivalent of the part time students

	Kin	PPR	Pri	Sec	Total
Male	21	30	167		218
Female	19	24	142		185
Total	40	54	309		403

	Kin	PPR	Pri	Sec	Total
Aboriginal	0	4	21		25
Non-Aboriginal	40	50	288		378
Total	40	54	309		403

The overall student enrolment numbers increased in 2022 by 20 students.

Student numbers in the IEC began to increase once the international borders opened early in 2022.



Attendance

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
2020	92.5%	91.3%	93.2%	72.6%	79.6%	77.6%	90.9%	89.3%	91.9%
2021	92.6%	90.8%	92.4%	69.2%	80.8%	76.8%	90.6%	89.1%	91%
2022	88.8%	85.8%	88.3%	62.9%	72.2%	69.5%	86.7%	83.4%	86.6%

Overall attendance data from 2022 was 57.3%. This indicates attendance was slightly higher than like schools by 16.6% which is pleasing. Our school's overall attendance was 6.3% higher compared to the WA Public School average. 2022 attendance for Aboriginal students at Thornlie PS was 62.9% which was lower than like schools by 9.3% and lower than the WA Public School average of 69.5%. Our 2023 target will be to achieve at or above like school attendance for Aboriginal students. The appointment of an AIEO in 2023 will provide additional support for our Aboriginal students and families and will support the school to implement strategies to target Aboriginal students with low attendance.

Mainstream

TARGETS 2021 - 2023	SCHOOL	ANALYSIS
ON ENTRY PP On Entry Pre-primary (PP) scores are included to enable TPS to analyse historical data, monitor progress and set targets for Year 1 2023, Year 2 2024 and Year 3 NAPLAN in 2025.	PP Reading Like Schools 456 Our School 409 PP Writing Like Schools 210 Our School 141 PP Numeracy Like schools 435 Our school 393	No targets set, baseline data only. Comparisons can be made against like schools
TARGETS 2021 - 2023	SCHOOL PROGRESS	ACHIEVED
ON ENTRY Year 1 and 2 Students will make above average progress between modules in Reading, Writing and Numeracy in Years 1 and 2.	Year 1 Reading Like Schools 515 Our School 510 Year 1 Writing Like Schools 469 Our School 372 Year 1 Numeracy Like schools 503 Our school 508 Year 2 Reading Like Schools 545 Our School 556 Year 2 Writing Like Schools 556 Our School 507 Year 2 Numeracy Like Schools 588 Our School 626	X No Below Like Schools X No Below Like Schools X No Below Like Schools ✓ Above Like Schools X No Below Like Schools ✓ Above Like Schools



TARGETS 2021 - 2023	SCHOOL PROGRESS	ACHIEVED
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<p>NAPLAN</p> <p>-Students at TPS will achieve equal or better results than the Like Schools in the areas of Numeracy, Reading, Writing, Spelling, and Punctuation and Grammar</p> <p>-Year 3-Numeracy, Reading, Writing, Spelling, and Punctuation & Grammar</p> <p>-maintain the percentage of students achieving Band 3 or above in line with like schools</p> <p>-Year 5-Numeracy, Reading, Spelling, and Punctuation & Grammar</p> <p>-Maintain the percentage of students achieving Band 5 or above in line with like schools</p> <p>-Year 5-Writing - Maintain the percentage of students achieving Band 4 or above in line with like schools</p>	<p>Year 3 Numeracy Band 3 Like Schools Average 370 Band 4 TPS Average 379</p> <p>Year 3 Reading Band 4 Like Schools Average 402 Band 4 TPS Average 414</p> <p>Year 3 Writing Band 4 Like Schools Average 399 Band 4 TPS Average 401</p> <p>Year 3 Spelling Band 4 Like Schools Average 392 Band 4 TPS Average 407</p> <p>Year 3 Grammar & Punctuation Band 4 Like Schools Average 396 Band 4 TPS Average 408</p> <p>Year 5 Numeracy Band 5 Like Schools Average 449 Band 5 TPS Average 455</p> <p>Year 5 Reading Band 5 Like Schools Average 476 Band 5 TPS Average 493</p> <p>Year 5 Writing Band 5 Like Schools Average 457 Band 6 TPS Average 487</p> <p>Year 5 Spelling Band 5 Like Schools Average 484 Band 6 TPS Average 513</p> <p>Year 5 Grammar & Punctuation Band 5 Like Schools Average 465 Band 6 TPS Average 502</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
<p>NATIONAL QUALITY STANDARD (NQS)</p> <p>-Meet all seven quality areas within the NQS across mainstream and IEC settings</p>	<p>Staff NQS survey indicated Thornlie Primary School met all seven quality areas</p>	<p>Yes</p>

Student Achievement

Mainstream

Year 3

The comparative performance summary shows student performance in Numeracy, Reading, Writing, Spelling and Grammar is at expected levels as compared to like schools. This is slightly below the 2021 results but are within the expected range.



Year 5

The comparative performance summary shows that the students tested in 2022 performed well above the expected level for writing, spelling and grammar, above the expected level for reading and at the expected level for numeracy as compared to like schools. This result is slightly better than we anticipated, considering the 2021 results.

Summary

Overall, the 2022 NAPLAN results demonstrate the importance of maintaining our whole school approach to curriculum improvement, planning, teaching and assessing at TPS. In conjunction with continued data analysis used to inform teaching, continued proactive curriculum improvement will underpin staff Professional Learning (PL) and the further development and application of evidence-based approaches. In addition, teacher accountability for these improvement measures through Performance and Development (P&D), classroom observations, feedback and ongoing self-reflection will be a renewed focus for the 2023 school year. Sustained school improvement through reflection and staff engagement will encourage revision of the effective strategies that have led to previous success and the embedding of these strategies in every classroom in the school.

Student Progress

Mainstream

Below is an analysis of current achievement in NAPLAN.

NAPLAN

Comparative Performance Summary

	Year 3			Year 5		
	2019	2021	2022	2019	2021	2022
Numeracy	-0.7	1.1	0.0	0.7	1.6	0.0
Reading	-0.7	1.0	0.0	0.9	0.5	0.0
Writing	0.2	1.1	0.0	0.8	1.0	0.0
Spelling	0.7	1.2	0.0	0.6	-0.2	0.0
Grammar & Punctuation	-0.4	1.1	0.0	0.8	0.9	0.0



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

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

NAPLAN

Comparative Data

Due to NAPLAN 2020 being cancelled, as a result of COVID-19, the comparative longitudinal data of student progress and achievement as compared with WA Public schools from Year 3 to Year 5 is not available.

Students at Educational Risk (SaER)

Mainstream

Students at educational risk were identified through:

- interview parents/carers on enrolment to obtain student background information and updated as needed
- consultation with class teachers, parents, School Psychologist, school nurse, Child Development Services, Child Protection and Family Services, SEN: D & B, Therapy Focus, Skill Builders, PCH staff
- staff observations and liaison and intervention recorded and discussed with DP Student Services
- information from previous schools
- monitoring students social and emotional well-being, monitoring EALD Progress Map Levels and consultation with IEC teachers.

Students at educational risk were supported through:

- case management approach (3 Tier Pyramid) and SaER Overviews sent to class teachers once a term for review and updating
- supportive classroom learning environments
- use of visuals, timetables, social stories and & sensory breaks
- implementation of differentiated curriculum and learning programs
- Individual and Group Education Plans, Individual Behaviour Management Plans
- student escalation profiles and emotional regulation plans
- Mini Lit Intervention program for Year 1 students
- ongoing communication with parents/carers
- flexibility with placement of special needs assistants in classrooms to address students requiring support (diagnosed and imputed) and for academically weak students (small group work)
- transitioning students to new classrooms and new schools
- Protective Behaviours and Aussie Optimism, Cyber Safety Programs
- outside agencies support and from: SEN: Disability, Behaviour and Engagement, Therapy Focus
- Provision of breakfast, morning snack and lunch at school
- Chaplaincy support program

Summary

Imputed or diagnosed disability/physical Impairment/learning difficulty	School Psychologist Involvement	No School Psychologist Involvement Chaplain/ Visiting Teacher SEN/BE	Outside agency referral:
			<ul style="list-style-type: none"> • Social worker • School nurse • CPFS • CDS • PCH • SEN • Therapy Focus • Skill Builders • NDIS
No of students	No of students	No of students	No of students
65	21	27	50

Aboriginal Education

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Staff at TPS were provided with ongoing PL regarding the Aboriginal Cultural Standards Framework (ACSF). Embedding of the ACSF continued in 2022 as did funding to continue the AEC role.

Highlights of 2022 were:

- Planting of bush tucker plants into the Aboriginal Seasons Garden.

- Erecting and painting of the six totem poles that represent the six Noongar seasons (painting to be completed in 2023)
- ACSF PL: review sessions to determine where we currently are and what needs to be done to improve outcomes for Aboriginal students
- Continuation of Koorlangka Club and purchasing new resources for student activities during Koorlangka Club and for building relationships between students and students and staff.
- Excursions to CREEC for the Aboriginal students to learn about Aboriginal culture and history.
- Purchase of HaSS resources related to Aboriginal education.
- Purchase of new Dreaming stories, cultural decodable texts and non-fiction books
- Purchase of Aboriginal artefacts to be used in the teaching and learning programs
- Continuation of ear health screening for Aboriginal students
- NAIDOC Week activities; making damper, Aboriginal story-teller, Aboriginal games, assembly
- Cataloguing of all Aboriginal school resources: fiction, non-fiction texts and artefacts
- Kaya Koorda newsletter distributed to families once a term to inform parents/carers of school events relating to Aboriginal students and their education.
- Review of the Aboriginal student profile documents to include student grades and attendance.



Intensive English Centre Program

2022 INTENSIVE ENGLISH CENTRE

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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 entering Year 1 who were born in Australia and who speak a language at home other than English.

The IEC commenced the 2022 school year with **84 students**. As a result of international border closures, enrolments did not begin to increase until after May. At the end of the 2022 school year student enrolments were at **134**.

The student population consisted of culturally and linguistically diverse students representing: 23 countries, 42 cultural groups, and 42 languages.

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

Class Structure:

Throughout 2022, the IEC classes changed to accommodate the newly arrived students, new classes were formed, as student numbers grew.

Classes were structured in multi age group classes: Year 1-2, Year 3-4, and Year 5 - 6.

Early childhood classes:

- one Phase one class to cater for students with limited or no English language skills, and
- three Phase Two classes where the focus is to build on and extend the English language skills developed in Phase One.

Middle & Senior classes:

- two Phase One classes to cater for students (Year 3-4 & Year 5-6) with limited or no English language skills, and
- two Phase Two classes where the focus is to build on and extend the English language skills developed in Phase One.

IEC Staffing:

The IEC was staffed by EAL/D specialist staff comprising an

- IEC Deputy Principal,
- 7 teachers,
- 0.5 Curriculum Leader,
- 0.5- 0.8 Support teacher,
- 7 Ethnic Education Assistants
- School Officer.
- Specialist teachers for Science, Music and Physical Education provided DOTT for IEC classroom teachers.

A School Psychologist (0.3) assisted the IEC Deputy Principal with the IEC Students at Educational Risk program.

Business Plan Targets 2021-2023

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Intensive English Centre

TARGETS 2021 - 2023	SCHOOL PROGRESS	ACHIEVED
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INTENSIVE ENGLISH CENTRE Students with Prior Schooling -Early Childhood: will achieve EAL/D EC Progress Map Level 4 in Speaking, Listening, Reading/Viewing and Writing within 12 Months -Middle and Senior: will achieve EAL/D Middle Childhood Progress Map Level 4 in Speaking, Listening, Reading/Viewing and Writing within 12 months	EALD PM 26 % of students achieved EALD PM Level 4 in all language modes. 12% of students achieved EALD PM Level 4 in 3 language modes. 15% of students achieved EALD PM Level 4 in 2 language modes. 35% of students achieved EALD PM Level 4 in any language modes.	Analysis Target was not met. The trend is consistent with previous years, with some indication that Year 1 students in 4 terms are not reaching Level 4 in Reading and Writing. In Mid/Snr years Covid school interruption overseas impacted on levels of schools prior to arrival in Aust.
Students with Limited Schooling Backgrounds -Early Childhood: will achieve EAL/D EC Progress Map Level 3 in Speaking, Listening, Reading/Viewing and Writing within 24 months - Middle and Senior: will achieve EAL/D Middle Childhood Progress Map Level 3 in Speaking, Listening, Reading/Viewing and Writing within 24 months.	EALD PM 70 % of students achieved EALD PM Level 3 or above. 25% of students achieved EALD PM target with additional time in IEC. 5 % did not achieve target in Reading & Writing	Target was met, for majority of students. 2 students, identified needs, one with a diagnosed disability.
- Mathematics: develop age / year level appropriate mathematical concepts and related mathematical language in order to begin to access the Western Australian Curriculum on transition to mainstream schooling in: -Number / Algebra -Measurement and Geometry -Statistics and Probability	Measurable targets were not set.	Not applicable



Student Achievement **Intensive English Centre**

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Student categories	Total exited in 2022	Achieving expected achievement targets	Achieving expected achievement targets	Achievement targets in either Reading or Writing
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		completed IEC program	with additional time in IEC program	or both were not met,
8 terms in the IEC program Students with limited / no schooling, entering Australia on Humanitarian, Family reunion or Protection visas.	28 students	70 % 19 students	25 % 7 students	5% 2 students
4 terms in the IEC program Students with equivalent schooling to same aged Aust peers, entering on migrant visa or born in Australia (Year 1).	33 students	88 % 29 students	2 % 1 student	9 % 3 students
Did not complete IEC program Students exited IEC without completing IEC program: relocation to other IEC, state, and / or Highschool IEC.	15 students			
EALD PM LEVELS Expected Achievement Targets	8 terms in the IEC program Students with Limited / No schooling experience entering Australia on Humanitarian, Family reunion or Protection visas.		4 terms in the IEC program Students with equivalent schooling to same aged Aust peers, entering on migrant visa or born in Australia (Year 1).	
	EALD PM Levels 3-4 all language modes		EALD PM Levels 3-4 all language modes	

Data Analysis:

Students with Limited / No schooling experience entering Australia on Humanitarian, family reunion or Protection visas:

- 9 students were granted additional time in the IEC, in 2021 for 2022, all had no schooling prior to arrival in Australia
- 3 were only entitled to 1 year in an IEC due to their settlement history and no prior access to an IEC program when arriving in Aust.
- 1 student has a disability and exited into an Education Support Centre,
- 1 students due to individual circumstances was granted an additional year in a primary IEC context, before exiting Year 7 in 2023.
- All experienced trauma, prior to arrival in Australia.

Data Analysis:

Students from previously schooled backgrounds:

- Of the students who completed the IEC program and **did not reach the achievement target**:
- 3 achieved more expected achievement in 2 language modes, however due to their lack of access to schooling due to Covid school lockdowns, these students did not reach achievement levels in both Reading and Writing.
- Targets for Reading and Writing were adjusted for Year 1 students, recognising that due to the developmental stage of these students Level 3 was an adjusted target for achievement.

Students at Educational Risk Intensive English Centre

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Students at risk were identified through SaER processes:

- student background information provided on enrolment and updated when provided, EALD Student Profile

- consultation with IEC psychologist, class teachers, parents, Multicultural Community Centre, PCH Refugee Clinic, Association for Services to Torture/Trauma Survivors, Child Development Services, CAMHs, SSEN & Red Cross
- 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 learning environments
- implementation of differentiated curriculum
- differentiated learning program
- Individual and Group Education Plans
- Individual Behaviour Management Plans
- ongoing communication with parents
- transitioning procedures between the IEC and mainstream schools
- provision of breakfast, morning snack and lunch at school (when required).
- provision of school equipment & uniforms: St Andrews church, Santa Maria College and subsidies for incursions and excursions
- STEP's program: MCC program Years 4-5 and Year 6
- Targeted programs: Protective Behaviours and Being Healthy, Safe and Active programs, Aussie Optimism program, Cyber Safety and Legal Aid (Years 5-6)



Outside agencies support and intervention from:

- MCC: Multicultural Liaison Worker,
- Association for Services to Torture and Trauma Survivors,
- Child Development Services,
- SSEN: Disability/Sensory, Community Nurse,
- Community Health/CAHS, Clinical Nurse, Refugee Health Team,

Support for newly arrived culturally and linguistically diverse parents:

- Parent Open Days: Parents were provided with information regarding their child's learning program and to observe the learning program: (due to Covid restrictions only one Open Day occurred Semester 2)
- parent information sessions were held to support parents with: Cyber Safety
- MCC involved parents in a range of programs targeted to parent needs: citizenships, learners permit etc.

Learning Area Summaries

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English

In 2022, 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 2022 included:

- In 2022 teachers across the school implemented the West Australian Curriculum using the TPS curriculum documents to guide the planning, teaching and assessment cycle in Literacy.
- iStar framework used for lesson delivery across all phases of learning.
- The inclusion of a learning intention for all literacy lessons.
- The inclusion of a literacy warm-up in every literacy lesson.
- A balanced literacy block including explicit teaching of phonics, rainbow words, vocabulary, reading, handwriting and text types across all phases of learning.
- The allocation of collaborative planning time each week to ensure opportunity is provided for moderation, sharing of practice informed differentiation and access to relevant professional learning.
- Staff focus on analysing literacy data collected from all available sources; standardised testing, anecdotal evidence, NAPLAN, Reporting to Parents (RTP) and teacher assessment, EdCompanion, On-Entry).
- Data analysis informed the tracking of targeted students/groups of students.
- PL of teaching staff in High Impact Teaching Strategies (HITS) with Shaping Minds Coaching and a focus on differentiation.
- The allocation of an Education Assistant (EA) for whole school PM Benchmark assessments for PP-Year 6.
- The purchase of a comprehensive range of guided reading books for students' guided and home reading.
- Synthetic Phonics program embedded into daily literacy lessons (Phonic International K-2, Soundwaves Year 3 – 6).
- Brightpath Writing used for moderation of writing and goal setting for students across all phases of learning.
- Diana Rigg strategies and resources for oral language development Years PP-2
- Talk for Writing embedded across all phases of learning to explicitly teach writing.
- Reading Eggs continues to be used for all students PP – Year 6.
- An effective home reading program facilitated by parent volunteers under the guidance of a Senior Teacher for PP-Year 6 students.
- The promotion of the school library through Book Week and engaging incursions to promote engagement in literacy.

Mathematics

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In 2022, 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 2022 included:

- In 2022 teachers across the school implemented the West Australian Curriculum using the TPS curriculum documents to guide planning, teaching and assessment cycle in Numeracy.

- iStar framework used for lesson delivery across all phases of learning.
- The inclusion of a learning intention for all numeracy lessons.
- The inclusion of a numeracy warm-up at the beginning of every numeracy lesson.
- Explicit teaching of all mathematical concepts across all phases of learning.
- The allocation of collaborative planning time, for each phase of learning team, each week to ensure opportunity is provided for moderation, sharing of practice, informed differentiation and access to relevant professional learning.
- Staff focus on analysing Numeracy data collected from all available sources (standardised testing, anecdotal evidence, NAPLAN, Reporting to Parents and teacher assessment, EdCompanion, On-Entry).
- Data analysis informed the tracking of targeted students/groups of students.
- PL of teaching staff in High Impact Teaching Strategies (HITS) with Shaping Minds Coaching and a focus on differentiation.
- Maths resources continue to be purchased to support and encourage learning through the use of concrete materials.
- Athletics continues to be used for all students PP – Year 6.



The Arts

Performing Arts - Music

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In 2022 the school continued to provide a performing arts program for all mainstream students through music and all IEC students for music and drama. Some highlights from 2022 included:

- The instrumental programs including the recorder, xylophone and djembe drums.
- The Instrumental Music School Service program involving lessons in guitar and clarinet for selected students.
- Senior and Junior Choir offered to all students with practises held each week.
- Senior and Junior Choir performances at school assemblies.
- Senior Choir and Djembe Drum Group performance at the Year 6 Graduation Ceremony.
- One Big Voice was cancelled this year due to Covid, but the Senior Choir has been registered to perform in 2023, along with an Interschool Music Festival for both Senior and Junior Choir.



Visual Arts

The Art Committee met regularly for the purpose of:

- Ensuring classroom teachers had the resources to undertake the Visual Arts Curriculum with their classes.
- Consulting with teachers, making regular orders of art resources to keep the storeroom fully stocked.
- Continuing the organisation of these materials on the upgraded storage shelving and borrowing systems.
- Organising the annual Art Show, “Colours” held during Term 4. The Art Committee worked collaboratively with the P&C to organise this event.
- Assisting with art activities and displays during NAIDOC Week.

Technologies

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In 2022 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:

- increased provision of classroom devices across the school.

- increased use of web-based applications in the classrooms.
- ongoing development of using iPads in the classrooms.
- continued upgrading of hardware: iPads, desktop computers and Interactive Whiteboards to support student outcomes.
- continued development of staff in ICT capabilities and digital technologies.
- ongoing use of Connect for teachers to communicate with parents/caregivers.
- continued development of teachers in using Connect to support student learning.
- ongoing development of Science, Technology, Engineering & Mathematics (STEM) resources for staff and students.

Science

Thornlie Primary School's Science program is aligned to the Science Achievement Standards outlined within the Western Australian Curriculum. In 2022, the Science program from PP to Year 6 maintained a focus on facilitating knowledge and understanding of science concepts through real life experiences, hands-on labs, investigations, content-oriented incursions, online interactive resources, and journals. To counter the effect of absence from school due to COVID-19, online Science lessons and resources were regularly made available to support students with remote learning.

As with previous years, Science lessons were planned using the iSTAR framework. HITS that were presented to staff in PL from Shaping Minds were incorporated into Science lessons during 2022.

To create a safe learning environment for students at educational risk (SaER), use of sensory equipment during lessons and differentiated tasks and/or expected learning outcomes were integrated into the science lessons.

To accommodate the diverse educational needs of our EALD students in the IEC, there was ongoing differentiation in the range of science conceptual knowledge students were exposed to in each phase of learning. Integration of science conceptual knowledge and skills with content and skills from other learning areas continued in 2022 for these students.

The upgrade and maintenance of teaching-learning aids and resources to assist students to better understand the taught science content was another priority area in science in 2022. Over the year, the content for various science topics was selected from a range of online sources including Primary Connections, Twinkl.com, Inquisitive.com and R.I.C. Publications.

Lastly, the successful implementation of the science program was made possible by support from the school administration for a range of science activities to occur as well as support from non-teaching staff in supporting students to successfully engage in the Science learning program.

Sustainability

During 2022, at TPS, we continued to reinforce the integration of sustainable practices with our educational goals. School Waste Sorted incursions were organised through Waste Wise Schools in Term 1. The sustainability committee met once a semester to review the school's:

- Sustainability Policy and Program,
- Maintenance of our school garden
- The success of our recycling programs.

To check the efficacy of our waste wise practices such as composting food scraps and collecting 10 cents containers, with the help of Waste Wise Schools, our annual waste audit was conducted in early 2022. The results highlighted a significant decrease in our school's waste output both from individual classes as well as from the school.

The Year Student Leaders continued to play an important role in supporting the recycling of wastepaper and cardboard from classrooms. The recycling of bottle lids and discarded writing tools was more successful compared to the recycling of used batteries, glue sticks and used masks.

The recycling stations minimised the need for extra bins across the school. However, to ensure their appropriate use by the students, need for regular education through incursions, notices during assemblies and continued reinforcement by teachers continued.

The soft plastic collection and disposal for recycling continued throughout the year with the help of Terracycle Soft Plastic recycling bins, even though the recycling facility in WA had shut down.

The recycling bins in office spaces were well utilised within the IEC but their use within the staffroom and the main office needed more effort from the staff. The recycling of coffee pods through Terracycle program continued.

The school's Waste Wise Wednesday has been partially successful in encouraging students to cut down on the amount of plastic rubbish in their lunch boxes. Many times, some of the rubbish is left by students who are unaware of the waste free day in the compost and 10 cents buckets. This was identified as another area that needs to be addressed regularly.

At the end of the year, Year 6 Student Leaders and Green Team volunteers who regularly helped manage the recycling bins were presented with certificates of appreciation at the end of the year. Classroom teachers identified students who diligently followed our waste free initiative, and these students were also awarded certificates of appreciation by the principal, Ms Deane- Spread.

To create a more welcoming and useful learning space within the school's vegetable garden, a plan was developed and a grant applied for, to create a learning area within the vegetable garden. This initiative was done in consultation with the principal and school gardener. It is hoped that the plan will be completed by the end of 2023.

Physical Education

In 2022, a structured Physical Education (PE) program was provided that met the physical, social and emotional needs of all our students. All students received at least 60 minutes of PE per week, with Year 5 & 6 students receiving 120 minutes of PE through participation in the Senior Sport program. In 2022, school teams competed in:

- Term 2: Winter Carnival in Soccer, Netball, AFL.
- Term 3: Athletics Faction Carnival
- Term 3: Interschool Cross Country Carnival
- Term 4: Interschool Athletics carnival

- Term 4: Lynwood Soccer Carnival

In Term 4, students participated in a 6 week Sporting Schools program. Students developed their skills, knowledge and understanding of cricket and tennis. The program also provided our school with a \$3200 grant. The grant was used to buy new tennis and cricket equipment for our students to use.



Health and Well-Being

In 2022 all students were involved in health lessons involving the explicit teaching of the WA Health Curriculum. Highlights of 2022 included:

- Staff PL in Protective Behaviours
- Explicit teaching of Protective Behaviours across the school
- Staff PL for Zones of Regulation and implementation of the strategies across all classrooms
- Aussie Optimism integrated with Protective Behaviours
- Health outcomes integrated into school excursions e.g. water and sun safety in the context of an excursion
- BUZ (Build Up Zone) across mainstream classes; targeting self-esteem, emotional regulation, friendships and conflict resolution, reconciliation and bullying.
- Targeted use of the school Chaplain to facilitate wellbeing, social skills education, conflict resolution skills and care at point of need across the school community.
- Year 5 and 6 students and their parents/carers information sessions regarding vaping and the associated health risks and legal implications associated with vaping.

Humanities and Social Science (Ha-SS)

In 2022 teachers implemented the West Australian Curriculum using the TPS curriculum... Annual Report 2022 – Page 20
planning, teaching and assessment cycle in HaSS.

- All year levels embedded resources and learning programs from Inquisitive, Scootle and Connect learning programs to support the teaching of Civics and Citizenship, Economics and Business, Geography and History skills, knowledge and understandings.
- All year levels planned using the HaSS scope and sequence for sequential teaching of the HaSS Curriculum.
- Integration of HaSS into other curriculum learning areas, in particular Noongar Seasons and Technology - development through time.

- SCASA judging standards assessment tasks for moderation were used to inform reporting.
- All staff received PL in engaging in and embedding the Aboriginal Cultural Standards Framework (ACSF) in the school culture.
- Funding was allocated to support an Aboriginal Education Coordinator (AEC).
- The school's Aboriginal Seasons Garden had indigenous plants planted and the totem poles are in position awaiting painting.
- Commemoration and celebration of significant and cultural days; ANZAC, NAIDOC, Easter and Harmony Day through participation in whole school events related to these days.
- Through Civics and Citizenship students learned about cultural celebrations (e.g. Ramadan and Diwali).
- Year 5 and 6 students were provided with a learning session from Legal Aid on Cyber Safety the law and legal implications.
- Staff were provided with PL from Legal Aid on Cyber Safety the law and legal implications.

Languages – Italian

In 2022 the Italian program planned for the creative adaption of the WA Curriculum to suit the learning needs of students. One priority was to ensure the program delivered a balance of all four language functions: Communicating, Understanding, Interpreting and Creating.

Three areas of development were identified for 2022:

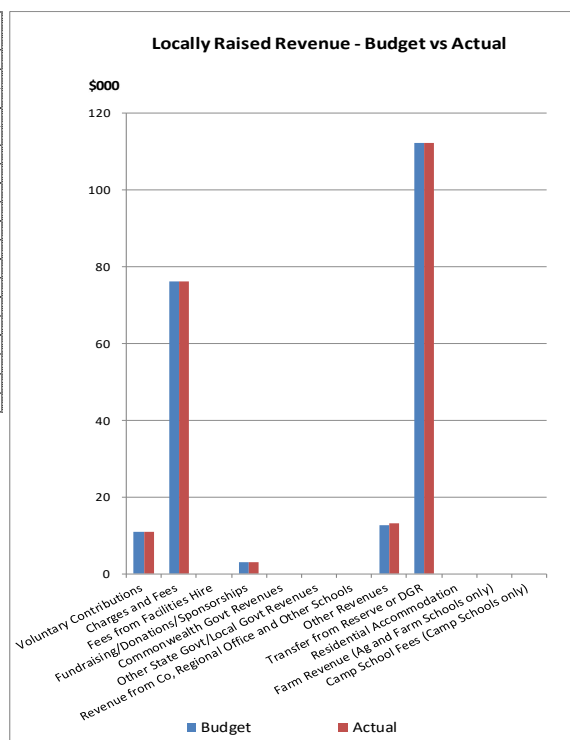
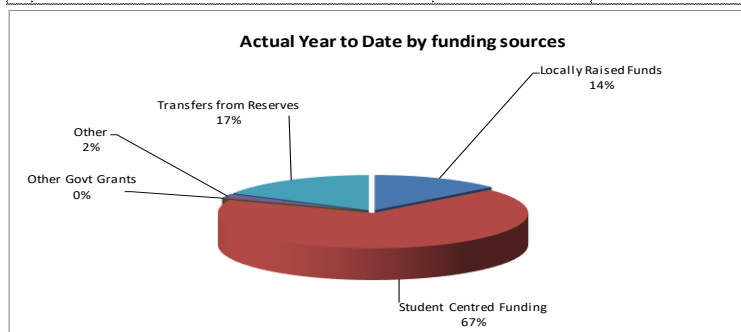
1. Encourage students to become independent learners and develop confidence in the use of oral language. iPads were used as an integral part of lesson engagement and students were encouraged to:
 - Record each other's oral communication on the iPads.
 - Research and extend their vocabulary through oral interaction on the iPads.
 - Develop confidence in using the target language in a safer scenario – working in pairs with a friend.
2. Plan for and implement effective teaching and learning programs.
 - Use the iSTAR model of lesson delivery with explicit teaching techniques.
 - Hattie's Visible Learning techniques.
 - Shaping Minds - HITS – Worked Examples/ Multiple Exposures/ Feedback.

The language program aims to engage students in a dynamic, interactive program, using technology to provide a diversity in the learning experience.

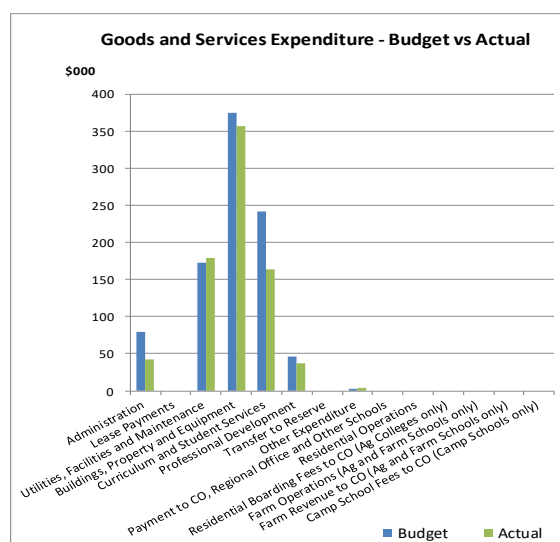
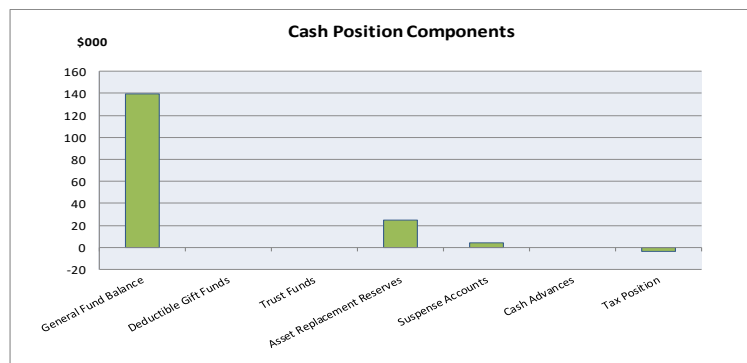
3. Create and maintain supportive and safe learning environments.
 - Implement effective classroom behaviour management strategies for all classes.
 - Implement effective questioning strategies for all classes.

School Finances *(as at December 2022)*

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 10,832.00	\$ 10,831.85
2	Charges and Fees	\$ 76,124.00	\$ 76,123.62
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 3,123.00	\$ 3,123.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 12,662.04	\$ 13,201.60
9	Transfer from Reserve or DGR	\$ 112,248.00	\$ 112,248.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 214,989.04	\$ 215,528.07
	Opening Balance	\$ 259,995.00	\$ 259,995.13
	Student Centred Funding	\$ 442,749.00	\$ 445,948.99
	Total Cash Funds Available	\$ 917,733.04	\$ 921,472.19
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 917,733.04	\$ 921,472.19



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 79,908.80	\$ 41,884.08
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 172,987.10	\$ 178,751.64
4	Buildings, Property and Equipment	\$ 374,045.80	\$ 357,183.77
5	Curriculum and Student Services	\$ 241,504.34	\$ 163,235.10
6	Professional Development	\$ 46,015.00	\$ 37,797.57
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 3,272.00	\$ 3,636.65
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	\$ 917,733.04	\$ 782,488.81
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 917,733.04	\$ 782,488.81
	Cash Budget Variance	\$ -	\$ -



Cash Position Components	
Bank Balance	\$ 164,556.32
Made up of:	
1 General Fund Balance	\$ 138,983.38
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 24,623.92
5 Suspense Accounts	\$ 4,689.02
6 Cash Advances	\$ -
7 Tax Position	\$ (3,740.00)
Total Bank Balance	\$ 164,556.32

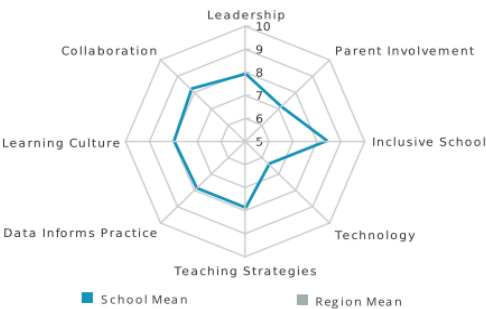
Staff & Parent/Carer Survey 2022

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TARGETS 2021 - 2023

SCHOOL PROGRESS

ACHIEVED

<p>STAFF</p> <p>- The school continues to build a culture that enables the school to be successful.</p>	<p>OCCUPATIONAL HEALTH INDEX (OHI)</p> <p>In 2022 the Occupational Health Index (OHI) survey indicated a drop of 10 points from 91 in 2021 to 81 in 2022, however the overall health score of 81 lies in the top quartile of the global benchmark. The school has:</p> <ul style="list-style-type: none"> • a strong outcome profile with all outcomes above the global median • a strong practice profile with 35 out of 37 practices above the global median <p>The outcome and the practice profile are mostly comparable to last year.</p> <p>When reflecting on the past 12 months 43% of staff felt that things were better and 37% felt that things were the same: Quotes from the survey are:</p> <ul style="list-style-type: none"> • More collaborative planning: staff to staff and leadership to staff • More friendly, collaborative and caring • Admin team working hard for positive change and improvement • Strong leadership team, firm and consistent • Different but still working at a high level • Student outcomes are of the utmost importance • Clear focus, good leadership • Innovative teaching ideas introduced, excellent PL and PDs • More of a focus on quality teaching practice • School well managed during Covid 	<p>Yes</p>
<p>STAFF</p> <p>-Strong responses across all eight drivers of student learning.</p>	<p>TELL THEM FROM ME (TTFM)</p> <p>Staff responses in relation to the 'Eight Drivers of Student Learning' were strong across 7 of the 8 drivers (10 = strong response). In 2022 Technology was 6.4 which was an increase from 4.5 in 2022.</p>  <p>Source: The Learning Bar (http://thelearningbar.com/)</p>	<p>Yes, however a focus on Technology is still required.</p>
<p>PARENT & COMMUNITY</p> <p>The 'Tell Them From Me' survey provides parents the opportunity to feedback the perceptions of theirs and their children's experiences at school. The target is to obtain parent feedback that indicates:</p> <p>-Parent satisfaction with the school</p>	<p>TELL THEM FROM ME (TTFM)</p> <p>Score of 0 = strong disagreement / score of 10 = strong agreement. Scores shown below are the school mean for each response. There were strong responses for 6 of the 7 areas (from J. Epstein's framework for fostering positive relations between the school and the community).</p> <p>Thornlie Primary School parent/carer responses were:</p> <ul style="list-style-type: none"> • I feel welcome at Thornlie PS = 8.1 • Parents are informed = 7.8 • Parents support learning at home = 6.3 • School supports learning = 7.7 • School supports positive behaviour = 7.8 • Safety at school = 7.7 • Inclusive school = 7.8 	<p>Yes, however further support for parents in supporting learning at home is needed in 2022.</p>

Actions To Be Taken In 2023:

1. Continue with the implementation of the Business Plan Cycle 2021 – 2023.
2. Provide staff with workshop (4) PL on High Impact Teaching Strategies (HITS) and related mentoring / coaching from Shaping Minds presenters to complete the 4 Shaping Minds modules
3. Identify teaching staff to undertake Instructional Coaching roles within the school and provide these staff with PL from the Shaping Minds coaches
4. Remodel the vegetable garden area to create an outdoor learning area for students and include an edible garden
5. Appoint an AIEO who will work collaboratively and consultatively with staff to further support the school's Aboriginal students and families
6. Appoint an EALD Coordinator who in consultation and collaboration with admin, will provide advice to mainstream teachers in addressing the learning needs of EALD students and PL in relation to the EALD Progress Map.
7. Fortnightly meetings with AIEO, AEC and EALD staff to discuss aboriginal or EALD students who are at risk – educationally, socially and emotionally and with attendance concerns.
8. Phase of Learning Leaders to lead collaborative teams and meet regularly with Deputy Principals (mainstream) to feedback PL and support needed by teachers.
9. Provide ongoing PL to mainstream teachers in the use of EdCompanion to capitalise on the capabilities of Edcompanion for student data analysis.
10. Resume ICT Cafes to continue the upskilling of staff in data analysis and assessment to ensure staff are supported in a multi-faceted style whilst reinforcing, embedding and supporting learning and understandings.
11. DP Curriculum will review contemporary assessments to further data analysis and ensure current assessments provide diagnostic data.

Family Picnic



New Undercover Area



Nature Playground



NAIDOC Author Visit



Faction Carnival



Quadrangle Upgrade



Science Eco Incursion



Tree Planting Grant



Bush Tucker Garden



Year 6 Camp

