

**SOUTH THORNIE
PRIMARY SCHOOL
2020
ANNUAL SCHOOL
REPORT**



2020 Annual Report

This Annual Report for 2020 provides a summary of the school's performance and progress throughout the year. It presents details of student performance in both academic and non-academic areas as well as the school's performance in the focus areas of the School's Business Plan. Additional information has been provided to the school community through newsletters, school displays, notice boards, the school website, reports to the School Board and P & C. Further to this, information of a more individual nature has been reported or communicated to parents through school reports, interviews and Individual Education Plans (IEPs) when appropriate.

Our school delivers a unique and stimulating educational environment, where your child is valued, nurtured and encouraged to reach their full potential.

School Context

South Thornlie Primary School was first opened in 1976 and has since grown into a vibrant and diverse school with strong community links. South Thornlie Primary School became an Independent Public School in Term 3 2020.

We currently have a campus of five teaching blocks accommodating Kindy, Pre Primary, Junior, Middle and Senior classes. Our grounds are well maintained with three large play areas including playgrounds and a sporting oval. There are two enclosed assembly areas, STEAM (Arts), Science and Music rooms, Library and a Computer lab. Our school runs a local dental health program and has a Dental Clinic and Outside School Hours care (OSH Club) located within the school grounds.

South Thornlie Primary provides specialist programs to its students including Languages Other Than English (LOTE) - Italian, Physical Education, Science, Art and Music/Drama. We embrace technology and sustainability with a number of ICT and environmental support programs running at the school to enrich students' learning experiences. Each classroom is equipped with an interactive whiteboard or smart TV and has access to surface pros, iPads and the computer lab.

Our school currently has over 454 students from Kindergarten to Year 6. We celebrate multiculturalism with approximately 32% of our students coming from a language background other than English and over 40 different languages spoken.

All staff are committed to helping students reach their full potential through the development of a curriculum that caters for the needs of all individuals. We believe parental support is critical if students are to reach their full potential. We actively promote our school in the wider community and encourage parental input into how our school operates. The school has an active School Board and a highly involved Parents and Citizens Association providing strong financial support for the school and actively campaigning to ensure students travel safely to and from school.

We look forward to educating your children and seeing them grow, discover and prepare themselves for the future.

Our School's Vision

At South Thornlie Primary School we strive to provide a positive environment in which each child is respected and his/her right to learn is encouraged and protected.

School Motto

Achieving Excellence Together

School Values

- Learning
- Excellence
- Care
- Equity



From the Principal



It is with pleasure that I present the 2020 Annual Report for South Thornlie Primary School. It has been a difficult year with the management of COVID-19 and its impact on our school programs. I would like to take this opportunity to thank our school community for all their support during these very challenging times.

As a school I believe we responded extremely well to the COVID-19 situation. We provided hard copy packs as well as online learning options for our students. Seesaw software was purchased by the school which enabled all students and their parents who had access to technology at home, to be able to communicate with their class teachers, access and submit school work. In addition, some classes were also able to participate in Zoom. Due to the impact of COVID-19 many of our events had to be temporarily cancelled but I am pleased to say that we managed to incorporate these events into our Term 3 and 4 calendar including going ahead with our NAIDIOC activities and assembly, Book Week, Principal's Morning Tea's, camp for Year 6 students, school disco, graduation, book awards assembly and our wet and wild reward day.

An exciting event that occurred this year was our school successfully gaining independent public school status. This was a huge achievement for our school. I would like to thank the support of the whole school community in helping us gain this status. I would especially like to acknowledge our School Board Chair Carina Brown for the many hours that she put into attending training, and in our final presentation to the Independent Public School Panel. We had a celebration of this achievement with the School Board members and staff. On 10 December 2020 Carina and I will be attended a ministerial reception where our school status was acknowledged formally on stage.



At South Thornlie Primary School we have been very fortunate to have had University Services available to our students and parents incorporating Social Workers, Counsellors, Psychotherapy and Sports Science Students throughout the year. Parental consent allows our students to have sessions with these services giving our students support, family assistance, social skills, emotional regulation, resilience building skills and an opportunity to learn to deal with conflict, anxiety and trauma, and build confidence and self-esteem.

I would like to acknowledge the hard work of our P & C and School Board members for their time and commitment in meeting student and school needs. I would also like to acknowledge our many volunteers both parents and community members who without their support we would not be able to run so many additional programs for students such as support a reader, woodwork club, craft club and robotics.

Staff News

I would also like to share some news with the school community. Jane Brown, our Learning Support Coordinator will be retiring at the end of this year after 21 years of service at South Thornlie Primary School. I would like to acknowledge the significant contribution Jane has made to our school and congratulate her on her retirement. Thank you Jane, you will be missed!

Congratulations to Larissa Waghorn on recently achieving Level 3 Classroom Teacher Status. Larissa has been recognised for professional excellence and dedication to teaching. Well done Larissa!

Congratulations also to Tiana Garlick who has won the National Excellence in Teaching Award (NEITA). The NEITA provides an opportunity for our school community to recognise and celebrate teachers for their special contributions to the lives of our students. Well done Tiana!



Finally, I would like to acknowledge the staff at South Thornlie for their continued hard work, dedication and commitment to providing the best possible educational experience for our students. Thank you to our wonderful students and supportive parents and caregivers for helping the South Thornlie community thrive. I feel very privileged and proud to be the Principal and look forward to a rewarding 2021.

Megan Barnett
Principal

From the School Board Chair

It is my pleasure to present the 2020 South Thornlie Primary School Board Annual Report and reflect on the activities of the previously named School Council, now School Board, over the last twelve months. My name is Carina Brown and I have been a member of our Board since 2012 and became the chairperson in Term 1 2019. Our Board of 15 members is made up of 7 parent representatives, 3 community representatives, 4 staff members and our Principal. The members of the Board have strategic oversight of the school's achievement targets, finance, and overall direction, and have worked tirelessly alongside the school administrations throughout the 2020 school year despite the challenges presented by the COVID-19 pandemic so far.

I would like to first acknowledge and thank my fellow Board members, Tony Goh, Kristen Thackray, Chang Liu, Ellen Ducrow, Leanne Urbas, Niki Paton, Serena Gosnay, Christopher Mattock, Denise Tjhung, Larissa Waghorn, Megan Barnett, Lorraine Hams, and Ruth Moore, as well as the fantastic teaching and support staff of South Thornlie Primary School, it has been a pleasure to work with you all throughout 2020. This year the Board farewelled Mick Bona, Michelle Manolas, Shirley Mitting, Marieka Rendall, and Tiana Garlick. I would like to acknowledge the outstanding contributions and commitment to South Thornlie Primary School they made during their time on the School Board.

The Board has had a busy year and continued to meet via zoom at the height of social distancing restrictions to ensure continuity of care for our students, enabling the school business to continue operating, even with the constantly changing landscape of restrictions and the shift towards learning from home and then back again. During our two meetings per term the Board focused its energy on reviewing the reports presented by the Principal, staff, students, and service providers on the progress made towards the expected outcomes of our Business Plans three target areas: successful students, excellence in teaching and learning, and strong community. We enjoyed presentation of the progress in the areas of Values, English, STEAM, Gifted and Talented, Partnership Programs, and Leadership, with the Board being very satisfied with the planning, implementation, and execution of the strategies set out in the Schools Business Plan. We have also had the privilege to review the 2019 annual report & NAPLAN results, the school budget & workforce plan, parent survey results, the staff wellness program, and the voluntary contributions and booklists for 2021. Thank you Lisa Habolts for your time and effort collating and printing materials for each meeting, Lisa Harbron for presenting finance to the Board every meeting, and to Tony Goh for his efforts as minute taker.

On behalf of the Board I would like to congratulate the entire staff under the outstanding leadership of Megan Barnett, on their hard work, commitment, dedication, and professionalism in handling the challenging COVID circumstances we all faced in Term 2, and I would like to express my appreciation for the support offered by all Board members at that time. We are so very fortunate

to have such caring individuals who went above and beyond, often spending countless personal time working on learning from home packages, while providing reassurance and care to those required to remain at school each day, such as children of essential workers, for which I am personally most grateful. I would also like to thank Kristen Thackray for her personal contribution to the staff wellness program early this year.

After our successful school review process last year, we expressed interest to participate in the Independent Public School Development Program for 2020. This required attendance by both myself and Megan Barnett at an information day, followed by participation by us both in two full professional developments days. The process culminated in a joint presentation by the two of us before a panel of 3 Principals, to demonstrate our capability to become an Independent Public School. The Board was with us every step of the way as we updated them on the information attained at each of the development days, and they were even our highly attentive test run audience for our lengthy presentation. A sincere thank you to Lorraine Hams for all your time, advice, and contributions to the information presented. We were thrilled to learn in June 2020 that we were successful in becoming an Independent Public School and as such now form the first ever South Thornlie Primary School Board.

We are fortunate at South Thornlie Primary School to have an active P & C Association. I would like to take this opportunity to make a special mention of this group and thank them for their time and continuous effort providing the School Canteen and contributing towards the Year 6 camp and resources for each classroom. Well done and thank you for all your hard work and great ideas. The Board welcomes your input and encourages your feedback.

We currently have one community representative vacancy, and I would like to encourage community members who would like to play an active part in the development and future planning of the school, to put their name forward for consideration.

I'd like to finish by thanking each and every person who contribute to our school community. I would like to extend a special thank you to the teaching staff, teaching support staff, administration staff, the cleaners, and gardener for their continued efforts in 2020. Serving on the School Board is a privileged opportunity to contribute and create better outcomes for the school, students, staff, parents, and community. Members of the Board generously give their time and I thank them for their efforts and dedication.

Carina Brown
Chairperson
South Thornlie Primary School Board



Our School Community

South Thornlie Primary School has an ICSEA of 978 (State decile rank of 6). When “like school” comparisons are referred to, they are made with schools with a similar ICSEA. The average ICSEA across Australia is 1000. The ICSEA has replaced the SEI: (Social Economic Index) and represents a more accurate ranking of our community.

Student Background

Index of Community Socio-Educational Advantage (ICSEA)

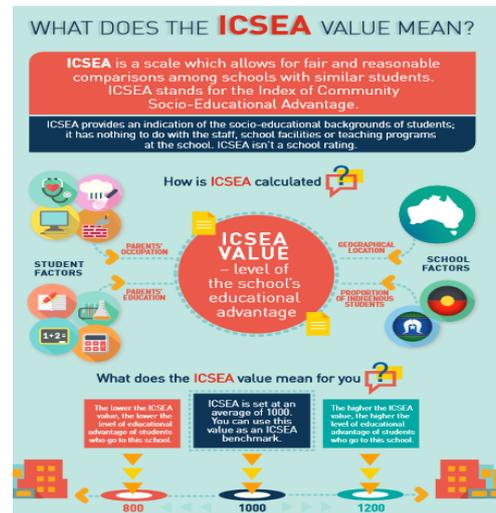
School ICSEA Value: 1006

Decile: 5

Average ICSEA Value: 1000

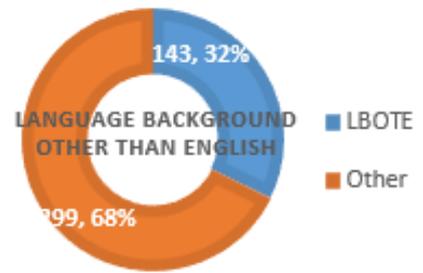
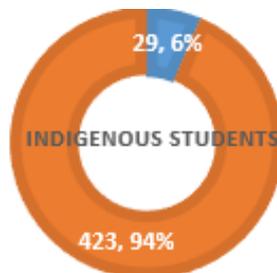
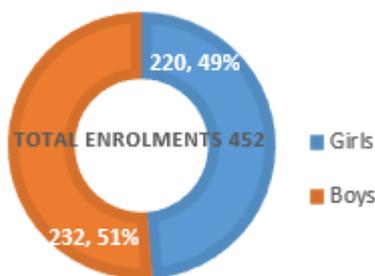
Data Source: Parent Information

STPS ICSEA VALUE		
Year	2018	2019
ICSEA Value	978	1006



Our Students

We have 32% of students enrolled in our school who were born outside of Australia which represents a gradual increase over past years. There is a small cohort of Aboriginal students in the school and we have established a positive relationship with Aboriginal elders in the community and their families.



Attendance

Attendance Targets - "Every day counts"

The Department of Education defines regular attendance as being 90%. Consistent attendance and participation at school are essential factors in achieving social and academic learning outcomes. Student attendance of less than 90% will have an impact on the child's opportunity to achieve their potential. Attendance is monitored on an individual basis and partnerships with parents developed to improve attendance rates where required.

Employing an Attendance Officer has improved our overall school's attendance rate compared to previous years.

This year our student's attendance has been affected significantly by COVID-19.

The average rate of attendance for students at STPS in 2020 is 93.4%.

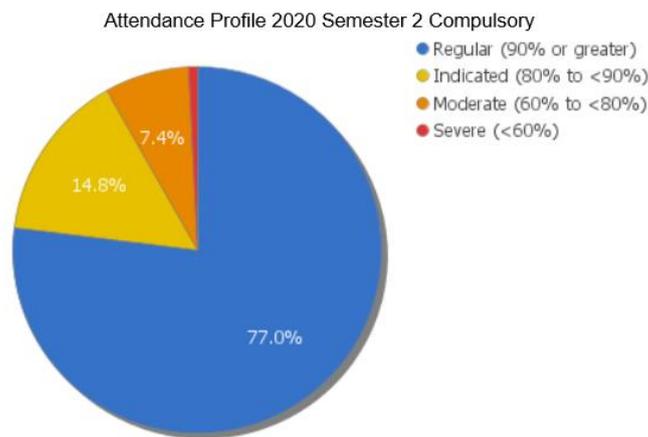
Our records indicate that 77% of our students have regular attendance (which means higher than 90%). It is our aim to increase this to 85% over the next 2 years.

We currently have 10% of students who are identified at either moderate attendance risk (with 60-79% attendance) or severe risk (with 0 - 59% attendance).

Attendance Risk Categories	
95 - 100%	Attendance is classified as being EXCELLENT
90 - 95%	Attendance is classified as being at REGULAR
80 - 89%	Attendance is classified as being at INDICATED RISK
60 - 79%	Attendance is classified at being at MODERATE RISK
0 - 59%	Attendance is classified as being at SEVERE RISK

Our school has devised a whole school attendance policy followed by all staff that encourages regular attendance.

Individual Attendance Plans are put in place for students with attendance below 85%.



Students at Educational Risk (SAER)

Student identification and referral processes and practices are established for students at educational risk including those with special needs, poor attendance, gifted and talented and English as an additional language/dialect (EAL/D).

In 2020 the referral process was modified. All students are referred through the referral form and action procedure. The information on the referral form is reviewed by the SAER team, prioritised according to need and a case manager assigned. The case manager then meets with the teacher to discuss and consider appropriate actions following the Action Plan process.

The Action Plan will include:

- An overview of past history and any previous interventions.
- Collaboration between case manager and class teacher.
- A case conference approach, including outside agencies where relevant, is evident in catering for students at risk and their families. Case conferences are organised and actioned by the case manager, supporting the class teacher.
- Comprehensive observations and diagnostic assessments to determine the correct interventions and appropriate referrals required for each case.
- Referral to the school Psychologist for high needs and complex cases.

Students at educational risk are then placed on an appropriate individual or small group intervention program (IEP's, GEPS or BMPS) which will be monitored, evaluated and modified according to success criteria

In addition, teachers are supported to make targeted individual and small group teaching and learning adjustments to cater for SAER children within the classroom.

Resources are available for teachers to borrow to support the learning needs of SAER students with in the classroom. These are located in the administration office for easy access.

Whole school programs include MiniLit, MultiLit, English TAP, Maths TAP, Social/ Emotional TAP and University counselling services.

EAL/D students in stages 1 and 2 are mapped on EAL/D progress maps.

Jane Brown
Learning Support Coordinator

School Events and Highlights

This year school events were significantly impacted by COVID-19. Requirements for social distancing and Government restrictions around parents and community members on school sites across the state meant that some highly valued events such as fortnightly assemblies and the annual Parent Night were cancelled. As restrictions eased we were able to incorporate a range of events and activities throughout the year. These events were kindly supported by staff, parents, community and School Board members.

Book Week

This year celebrations for the Children's Book Council of Australia (CBCA) Book Week were officially postponed until term 4 due to COVID-19 restrictions. Classroom teachers incorporated a range of reading and language activities based on the 2020 theme of *Curious Creatures, Wild Minds*. As a whole school we participated with a dress up day and parade in which all students were invited to come dressed as a favourite character from a book.





Book Fair

Once again the highly successful Book Fair was held in the school library. All funds raised from sales go to purchasing new resources for our school library. This year \$1,694 was raised by Mrs Knott and her small but dedicated team of parent volunteers who gave up their time to assist to make the annual Book Fair a success. This year's theme was Artic Adventure. The whole school community loved exploring the newest books, engaging in the competitions, and shopping together amidst the exciting library display for 2020.

NAIDOC Week

NAIDOC Week celebrations are held across Australia each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. This year NAIDOC week was officially postponed until November due to COVID-19. NAIDOC is celebrated not only in Indigenous communities, but by Australians from all walks of life.

At South Thornlie we have had an ongoing range of activities throughout the year as we were all set to go early in the year before NAIDOC was changed, so many of our plans had already been incorporated into the weekly curriculum. This year this included:

- Learning activities in the newly established Noongar Outdoor Learning Area.
- Bush tucker talks about uses of the native plants.
- Sharing Dreamtime Stories.
- Learning Noongar words.
- Traditional uses of the Mia Mia.
- Music and songs including 'Wanjoo'.
- Indigenous board displays from each class.
- Whole school assembly lead by year four and five Indigenous students.



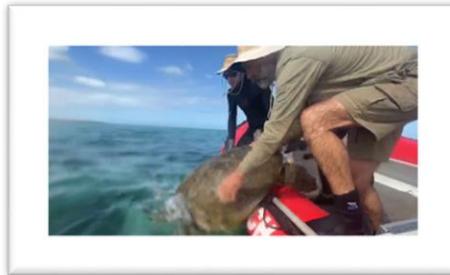
What'll Happen to the Wattle?

In collaboration with the Japan Aerospace Exploration Agency (JAXA) Australian wattle seeds will live in space for six months, returning to Australia in time for Science Week 2021. Mrs Waghorn successfully submitted a video and a 200 word submission and our school was selected to receive some of the returning wattle seeds. These will be planted in our outdoor Noongar Learning Area after their journey to outer space!



STEM Professionals in Schools Program

STEM Professionals in Schools is a national volunteer program that facilitates partnerships between schools and industry to bring real STEM (Science, Technology, Engineering and Maths) into the classroom. South Thornlie has partnered with Nick Mortimer who works for CSIRO Oceans and Atmosphere. Students from South Thornlie primary School joined Nick Mortimer from CSIRO recently in the field via interactive video conference as he stood on the beach with a group of sea turtles that had been corralled for important research as part of *Ningaloo Outlook*, a collaboration between CSIRO and BHP. Nick and his team used drones to survey the turtles in the water, and to assist with attaching satellite tags for data acquisition. The research recorded vital information on turtle behaviours, population and nest monitoring, which Nick was able to explain to our students in real time what he was doing as the CSIRO team continued to work around him. Students were able to ask questions and see live turtles being tagged and released. A few weeks later, Nick visited our school and spoke to students about his work as an engineer. He even brought along his boat to show students.



Rottnest Camp

Year 6 students from South Thornlie Primary School once again participated in camp at Rottnest Island in November. During the week the children experienced a unique opportunity to study Rottnest's intriguing history and its fragile environment first-hand through:

- Island cycling, swimming, observing and discussing historical landmarks.
- Reef, wetlands and sand dunes study.
- Museum, lighthouse and gun battery field trips.

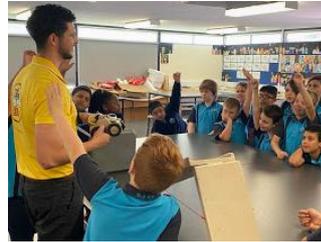
More importantly students will be given the opportunity to develop the life skills needed to succeed in society including cooperation, tolerance, persistence, resilience, independence and respect.



Incursions

Each year a range of school incursions are conducted for the whole school, specific year levels or class groups. This year saw a reduction in the number of events with multiple incursions being cancelled or postponed due to COVID-19. Some were able to go ahead and these ranged from curriculum based incursions such as the year 4 visit by the Fremantle Literacy Centre through to activity based incursions such as the Roll On Skate Park Series presented by the City of Gosnells. In this fun incursion students from year 4-6 had a chance to learn skate boarding skills including balancing, pushing, stopping, foot placement and body positioning. Below are some of the incursions students have participated in in 2020.

- Literacy Centre.
- Road Safety.
- Skate Park Series.
- Headspace - Mindfulness and Act, Belong, Commit.
- Edu-Dance.



Fortnightly School Assemblies

Whole school assemblies are held in the Arts Centre every fortnight with each class taking a turn in presenting an item and hosting the assembly. After each assembly parents and caregivers are invited to morning tea in the Arts Centre with the students and Admin team prepared by Canteen staff.

This performance project is always a highlight for each class and a wonderful opportunity for parents and community to share in our school.

Still to Come...

As the year draws to a close there are still a host of events still to come including:

- Obstacle-A-Thon
- Book Awards Assembly
- End of year Wet and Wild Reward Day



We are proud to be able to share with you, the improvements our school has undertaken in 2020. Even through the COVID-19 pandemic, you can see our school has seen an ongoing focus on school improvements to the physical and learning environments in our school.

- Mega Tunnel - Play structure on the school oval.
- New vinyl - A Block wet area.
- Refurbished shelving - A Block wet area.
- Kindy water play.
- Improved external lighting.
- New internal doors to all classrooms.
- New carpet in our Community Room.
- New information board and storage for the cleaners.
- New coloured chairs, stepping stones, Reconciliation Poles and reticulation to the Noongar Outdoor Learning Area.
- Sensory Resource Room with a huge range of games and activities to support students.
- New uniform shop in the front office.
- Listening posts.



- Block trolleys to move resources around the school.
- Maths resource kits for each class in measurement, money and fractions.
- New heaters to the office, staffroom and library.
- Smart TVs in 5 classrooms replacing aging smartboard technology.
- 18 new computers to classrooms and offices throughout the school.
- Water fountains to the Kindy area.
- Shade sails to B Block, Kindy and over the new Mega Tunnel.
- Pre Primary 'Friendship Farm'.
- Small group learning pods to C Block.
- Big book storage system to A Block.
- Completion of the new STEAM Room with the addition of new furniture, shelving and storage.
- Four new basketball rings to B Block.
- 3D printer.
- Robots including Bee Bots, Makey Makey, Dash & Dot, Osmo, Edison, Sphero and more.
- Replacement resources for the Science Room after fire destroyed this room in 2019 including a resin insect collection, new light tables, individual work stations, Physics Kit and much more.





Grants

Sporting for Schools

This year South Thornlie Primary School has been fortunate in receiving four grants from Sporting for Schools Program totalling \$5950.00, giving our students specialist classes in gymnastics, netball, basketball, softball and touch football. Our PE Teacher Mr Edwards applies every term for these grants, and we have been able to utilise these funds for additional sporting equipment. We have also had coaching for netball and gymnastics in our physical education classes.

Science / Technology Engagement Program STEAM Grant

In 2019 we successfully applied for both a Science and STEAM grant. These grants allowed for the upgrade of our Art room into a STEAM room. This room has been set up as a fully equipped space that classes can use for their design projects and includes a permanent green screen. We have purchased many resources for the school using these grants. These have included numerous technology resources to assist our students in becoming knowledgeable and successful in this area.

Osmo



Edison

Lego EV3 Mindstorm



Bee Bots



Some of our purchases have included a 3D printer, 12 Bee Bots, 8 Osmos, 4 Light panels, 5 Lego WeDo robots and 3 sets of acrylic block specimens.

Osmo uses tangible pieces to create a unique, hands-on learning experience. Bee bots are colourful, easy to operate robots that are great for teaching sequencing, estimation and problem solving whilst introducing young students to coding. Lego WeDo robots are a great introduction for younger students to the Lego EV3 robots that we use for the First Lego League competition that our robotics students compete in each year.

PALS Aboriginal Grant

This year we applied for and received funding from PALS (Partnership Acceptance Learning Sharing.) This funding helped with supplying reticulation for our bush tucker garden and poles to support the brush fencing in the area. We thank PALS for this opportunity and their ongoing support to the school.

Great Vegie Crunch

Our school received free vegetables for the Great Vegie Crunch giving all students a taste of various vegetables. Thank you to Mrs Rendall for arranging this for our students.

Shade Sail Grant

We were fortunate to receive a \$30,000 grant for Shade Sails within the school grounds. The funds have been utilised to give 3 areas shade. These include the Kindy playground, new climbing frame on the oval and seating area near B Block.



The Broader Curriculum

South Thornlie Primary School staff have had a continual focus on improving the delivery of the curriculum to our students with meticulous analysis of data and individual student performance, to ensure that every student can reach their academic potential. Teachers assess and monitor classroom programmes to ensure areas of strength are maintained and areas of weakness are addressed whilst ensuring national requirements are included in the lesson plans. Learning areas are reviewed with staff and School Board members in terms of progress towards our Business Plan milestone and targets and future actions. Curriculum area summaries are outlined below.

English

English continues to be a strong focus area at South Thornlie Primary School. We have continued to maintain and develop whole school approaches including whole school reading comprehension and writing programs, team teaching in implementing priority strategies, English as an Additional Language as a program for identified students and a variety of support programs.

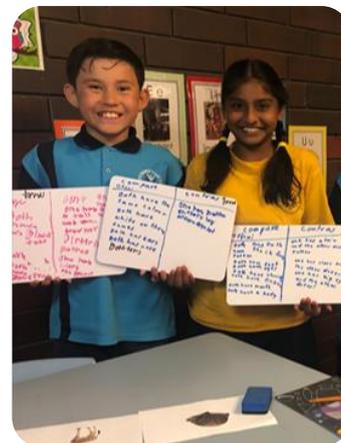
Each term, a focus area within English is carefully selected and implemented by teachers and educational assistants to enhance the learning of students within the English curriculum. In 2020, Kindergarten and Pre Primary teachers focused on phonological awareness, big book procedures and the onset and rime of words. Students in Years 1-6 learnt strategies to improve the introductions, conclusions and paragraphing in writing. In reading, a focus was to know the difference between fact and opinions. Grammar was also introduced as a focus area which will continue in 2021.

Many support programs are implemented throughout the school to benefit students within the English curriculum. Mini Lit has been increased to include identified Pre Primary students to improve reading skills. Multi Lit continues to be taught to students requiring intervention from Years 2-5. An English Targeted Achievement Program (TAP) was introduced at the beginning of Term 3 to students in Years 1-6 requiring a short intervention to learn a specific skill in reading, writing or spelling. This program will continue to be implemented in 2021. Support-a-Reader is a voluntary program run by parents to help students in reading. COVID-19 caused a brief pause in the program, fortunately the program has recently been re-introduced as restrictions have eased.

To assist in our whole school reading approach, the Springboard program was purchased over the 2019 and 2020 school years. Sets of decodable readers for the Pre Primary and Year 1 students were also purchased to assist early readers.

For next year, through staff consultation, we have identified the focus areas that will help students to achieve in the different areas. In Kindergarten and Pre Primary, the focus will include outdoor play, oral language and environmental print. Year 1-6 students will concentrate on sentence structure, editing, bias and prejudice within texts, adverbs and nouns.

Mel Smithin
English Coordinator



English as an Additional Language or Dialect - EAL/D

EAL/D students are identified on enrolment and recorded on stages 1 and/or 2. Students' learning progress is tracked using an EAL/D Early Childhood (Kindergarten – Year 2) or Middle Childhood (Year 3-6) Progress Map (PM) in levels 1 to 8. In 2020, Stages 1 and 2 EAL/D students have been provided with extra support at South Thornlie Primary School with an EAL/D Targeted Achievement Program (TAP) to further develop their language skills in speaking, listening, reading and writing.

The focus of this program is to scaffold English language development and support classroom teachers in assisting EAL/D students to achieve a specific identified English target. EAL/D teachers support with coordinating, training, resources, timetabling, assessing and programming with the EAL/D Education Assistant who is running the program.

There is a wide range of EAL/D resources in South Thornlie Primary School, that is accessible by all staff and utilised in various targeted achievement and support programs across the school. Newly added resources include large books that were selected by class teachers as resources to sustain the EAL/D TAP language program. Resources were also used to support South Thornlie Primary School's Chinese Partnership program.

Chinese Partnership

In 2019, a Chinese partnership program was established with two sister-schools, Ding Hui Primary School and Jin Hua Huang Cheng Primary School that continued in 2020. South Thornlie Primary School students have been involved in a letter exchange program, once again writing letters to students in our Chinese partnership schools and continuing to be excited about receiving their written replies. With COVID-19 affecting countries around the world and constant changing circumstances, our exchange program will be brought online with students uploading and emailing their letters to improve delivery efficiency. This program promotes cultural diversity by sharing cultural experiences and knowledge within both school communities.

Recently we have added a third school, Hangzhou Caihe No.2 Primary with a partnership signing taking place live on WeChat during International Week in December.

Moving forward, staff have consulted and decided on the focus areas for Mathematics in 2021. The Early Childhood focus areas will be numbers, graphs, tallies and interrupting data and outdoor learning measurement concepts. Student in Year 1-6 will focus on numbers, graphs, tallies and interrupting data, multiplication and division and measurement (length), area and perimeter.

Maths will continue to be a priority area, each term with a specific focus. Word problems will also be an area that teachers focus upon. Teachers will continue to be given time to collaboratively plan and have access to resources to use in the classroom to assist with the implementation of lessons.

Kara Forder
Maths Coordinator



Science

This year, despite interruptions due to fire repairs and COVID-19, specialist lessons continued to deliver the Science Curriculum with a specific focus on Science Inquiry Skills. From the beginning of the year, using whole school frameworks, students worked to develop effective skills in planning, conducting and evaluating a scientific investigation. The aim of this was to increase students' interest in learning Science with hands on inquiry based approach, through discovery learning and to improve their Science knowledge and understanding.

We have developed programs that link into the National Curriculum and cover the four main areas of Science: Biology, Chemistry, Physics and Earth & Space. These programs cover this content whilst focusing on the Science Inquiry Skills the students require. The students experience Science through a wide range of experiments and investigations that relate Science to their everyday lives. The instruction builds on the knowledge they have obtained in previous years.

We were very excited to be able to start using our new STEAM Room. Our successful application for a grant allowed for the conversion of our Art Room into a purpose built space for use by all classes for design projects. This room has new flooring, cupboards, sinks, microwave, TV and even a permanent green screen! As part of this grant we were fortunate to be able to purchase a wide range of resources to promote Science throughout the school. These have included a 3D printer, 12 Bee Bots, 8 Osmos, 4 Light panels, 5 Lego WeDo robots, 3 sets of acrylic block specimens, lots of magnet resources, balloon powered cars and lots more.

We have been very fortunate to have an amazing volunteer, Rebecca Tideswell, who has been coming in to assist in the Science room for half a day each week. Rebecca has been invaluable in reorganising the Science room and sorting out some of the new resources.

Term 4 has seen the start of a new partnership with Nick Mortimer from the CSIRO. This has commenced with our students being able to witness via video link, the tagging and release of turtles up in Exmouth. We are excited to see where this partnership takes us in the future!

Larissa Waghorn
Science and Technology Specialist



Lets Go Code

Activity Set



Light Panel



Dash and Dot



Sphero



MaKey MaKey



HASS

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate. The Humanities and Social Sciences provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

In 2020 as a staff we discussed the Western Australian Curriculum for HASS across all year levels and included this information in our planning, teaching and assessment. We were also fortunate enough to be part of a Chinese Partnership Program that has encouraged our students to focus on Asia. The children were excited and loved this program.

In 2021 our main focus is sustainability and its impact on our planet, Australia and our school. We will discuss traditional Indigenous ways of sustaining our countries flora and fauna as well as bushfire management. We will be looking at ways to improve recycling at our school. We will also be continuing with our Chinese Partnership Program which has generated great interest among the students in our school as well as the students at our sister school in China.

Kim Pedrick
HASS Coordinator

Physical Education

The primary focus of the Physical Education Program is to develop and enhance the physical activity skills, cooperation and teamwork skills and the individual leadership skills of all students and to encourage and foster a positive attitude toward a healthy and active lifestyle. Every student participates in a one hour Physical Education class per week combined with class fitness sessions, organised year level sport and fortnightly Mega Play, which provides a minimum of two hours of physical activity per week for every student at South Thornlie Primary School. Many students have the opportunity to spend more than two hours participating in a variety of physical activity programs.

All students from Pre Primary to Year 6 are placed in a school faction, either Redbacks, Blue Roos, Green Pythons or Gold Geckoes and will remain in that faction for the duration of their time at South Thornlie Primary School. Faction sport is a regular feature of our school for Year 3-6 where students are put into small teams to maximise participation, playing a variety of modified sports. Students are given the opportunity to captain, coach and umpire and to develop conflict resolution skills.

In response to the COVID-19 pandemic the school PE program went digital. Short videos demonstrating a range of skills suitable for students to complete at home were developed. These were filmed and distributed through Seesaw. Students were able to then film and upload videos of themselves demonstrating the required skill.

Swimming classes were conducted at Gosnells Leisure Centre in Term 3 when students returned to school. All students from Pre Primary to Year 6 participated.

Students from Pre Primary through to Year 6 once again participated in Edu-Dance program throughout Term 4. This fun, whole school dance program provides weekly dance sessions. Lessons use dance for fitness and fun and include a variety of dance styles such as the very popular 'Hip Hop' and 'Street Stomp' styles. It is a valuable component of the school program and contributes to the Physical Education and Health outcomes required for students. Additionally, it provides the basis for our end of year concert.

Throughout the year Sporting Schools Grants were applied for. We were successful with three of these grant applications receiving \$650, \$2900 and \$2400 in additional funds. These were used to purchase additional resources for students including basketball, softball and volleyball equipment. Additionally, netball clinics were provided for selected year levels.

Throughout the year the usual carnivals were held including the Faction Cross Country, Jumps Carnival and the Faction Athletics Carnival. With COVID-19 restrictions in place, for the first time spectators were not permitted at the faction Cross Country Carnival. Fortunately, the school was able to include spectators for the Jumps and Athletics Carnivals with parents and caregivers getting into the spirit to support the students while maintaining social distancing requirements.

Our largest school event, the Faction Athletics Carnival was much anticipated and was once again a great success. The school provided a sausage sizzle, drinks and icy poles for lunch and raised over \$1200. A coffee van provided hot drinks and a donation to the school. The students participated with great energy and sportsmanship.

Graeme Edwards
Physical Education Specialist



Health

Health is important at South Thornlie in and out of the classroom. Due to COVID-19 we started off with lessons on how to wash your hands properly and the students participated in Constable Care shows online. Our Crunch & Sip program continues to be very successful and this has promoted healthy eating for our students. Most students now wear either the broad brim or legionnaire style hats and fully understand the "No Hat, No Play" rule which is now across all four terms. Teachers all completed online training on protective behaviours and have continued to teach the students about being healthy, safe and active, communicating and interacting for health and well-being and contributing to healthy and active communities.

Marieka Rendall
Health Coordinator

Mindfulness

Mindfulness is a type of meditation in which you focus on being aware of what you're sensing and feeling in the moment. Practicing mindfulness involves breathing methods and other practices to relax the body and mind and help reduce stress.

In 2020 teachers chose a mindfulness activity to use in class on a regular basis to improve student's concentration and calmness. Examples included Cosmic Yoga, Relaxation Music and Smiling Minds. We also trialed an after school class for mindfulness for students in Years 3-6 with our first session focussing on Joy. This session was facilitated by one of our parents, Ms Kristen Thackray.

In 2021 our main focuses will be:

- To continue the activities in classes, encouraging the sharing of ideas and skills between the teachers.
- Share these ideas and strategies with the community through the school newsletter and webpage.
- Continuing the after school classes for mindfulness.

Kim Pedrick
Mindfulness Coordinator

Technologies

In 2020 online learning was successfully implemented and delivered in response to the COVID-19 pandemic. The online learning journal platform, Seesaw, was purchased to assist teachers to deliver the curriculum to students at home. All students were provided with a year level 'Learning Grid'. This provided individualised codes to access online resources including Seesaw, Mathletics, Soundwaves, Studyladder and Typing.com. Online communication between parents and teachers was conducted via Seesaw as teachers posted announcements, sent daily work plans and individually messaged parents. Staff participated in an intensive series of professional learning sessions in order to provide a quality distance educational program and to familiarise them with the Seesaw platform. Families with limited access to online resources were further supported with the provision of printed work packages. Additionally, 15 School Surface Pros were loaned to families with no access to a computer to assist them to access the online curriculum provided. As students returned to school following COVID-19 shutdowns, the focus on developing and using digital technologies to support learning has continued with significant developments in technology-supported teaching.

All computers have successfully been updated to Windows 10. This upgrade led to the purchase of 18 new computers across the school. A new laptop was also purchased, which now allows for the use of the Arts Centre projector. Our science teacher Larissa Waghorn, applied and received a grant of \$25,000 and \$5,000 in 2019 which allowed for a range of new resources for Technologies to be purchased. Some of the items included Osmo's, Bee Bots, Bee Bot mats, microphones and even a 3D printer!

The school runs regular Technology Cafes to support staff development. These sessions are facilitated by the Technology Committee and utilise the skills of current staff to support and develop those of their colleagues. In 2020 these sessions included the use of Seesaw, Ikon, Bright Path, Kahoot, Reporting and Green Screen. Teachers also took part in an interactive information session run by Larissa Waghorn, where all staff were able to practice their skills at using robots such as Bee Bots, Sphero, Edisons and Lego EV3 Mindstorm. This has led to some exciting projects being completed by many classes using digital technologies throughout the year.

In semester 1 teachers were focused on Design Technologies. A new range of teacher resource books were purchased to add to the school's professional resource library. These teacher guides have supported teachers further to integrate design technology activities into their learning programs. Students have been using hands on approaches, along with problem solving skills, to design, build, test and improve their set projects.

The technology marking rubrics are used as a whole school assessment tool, which continues to ensure that all aspects of the curriculum are covered in a consistent, moderated manner. This tool also allows us to monitor student achievement and progress in Technologies, as well as adjusting teaching and planning to improve student learning. We have planned for and begun the progression of replacing teachers' interactive whiteboards, with the purchase and installation of SMART TVs. This exciting new

resource will allow teachers to mirror directly from an iPad to the TV. Aligning with the expectations of the technology curriculum, a whole school Cyber Safety curriculum is in the developmental stages and is planned to be implemented in 2021. Lessons will be designed for every year level and information session for parents will be provided.

Our Robotics Club continued in 2020 with two of our dedicated teachers Larissa Waghorn and Jennifer Liedermoy volunteering their own time to organise and manage it. Keen to build on the success they had in both 2018 and 2019, there is an enthusiastic group of students from Years 5 and 6. With the purchase of 5 new We Do Lego kits, we plan to extend our Robotics Club to cater to students in Year 3 and 4.

Chantelle Murray
Technologies Coordinator



LOTE (Language Other Than English)

At South Thornlie Primary School, Italian is taught to students from Year 3-6 for 60 minutes per week. The students are taught to communicate in Italian as well as gain an understanding of Italian cultural practices and aspects of everyday life in Italy. Building on the students' intercultural understanding supports our school's ethos of respect for diversity and difference, encouraging openness to different perspectives.



The teaching and learning program is aligned within the Western Australian Curriculum for Languages and a range of different experiences and activities are provided through interactive tasks including singing, role-playing, games, choral repetition, digital tools and story books in Italian. The lessons are centred around topics that are engaging and relevant to every child such as numbers, colours, family, food, animals, weather, travel, sport, clothing and classroom objects and instructions.

2020 Strengths:

- Four signs around the school were duplicated with their Italian equivalent to promote the language throughout the school community.
- The implementation of Italian Ambassadors.
- Using the PA system, the Italian Ambassadors reinforced the target language to all the students weekly.
- The implementation of the *Leaning Tower of Pisa Award*. This award is given to a student who leans towards giving their best effort in Italian.
- The Italian Ambassadors gave out the Pinocchio Award to the best class and the Leaning Tower of Pisa Award to the best student on a fortnightly basis.
- Photos and a range of student work shared with the school community via the newsletter, school website and Italian room.
- The SeeSaw app was used to provide ongoing lessons for the students.
- Italian is well resourced and maintained.
- Year 3 students in B2 enjoyed a pizza lunch and gelato as a reward for their work in Italian.
- Each classroom is provided with posters to display in classrooms to further promote the target language.

Signora Wills
Language Specialist



Performing Arts: Music

In 2020, students in Year 1-6 have participated in the specialist music program which has consisted of one lesson a week. This program has incorporated a developmental learning approach supported by the music room series and Upbeat Music Program. In each lesson students have engaged in singing, dancing and movement, all of which is designed to develop and strengthen their understandings and appreciation of music. In addition to this, students have had the opportunity to use a variety of tuned and untuned percussion instruments to explore rhythm patterns, create their own ensembles and perform in front of others.

During Term 4, students have further opportunities to focus on movement through dance by participating in the Edu-Dance program. Lessons focus on dance for fitness and fun and included a variety of dance styles including the very popular 'Hip Hop' and 'Street Stomp' styles. Students performed their dances for the school community at the end of year concert on the school oval.

The Instrumental Music School Services (IMSS) is another important component of music at South Thornlie Primary School. Students in Year 5 and 6 are invited to accept a placement in this program to learn an instrument. For the first time, 2020 has seen the addition of brass, flute and guitar lessons to selected students. Lessons are conducted weekly for thirty minutes at Thornlie Senior High School by specialist instrumental teachers.

Another program available for students to participate in is the school choir. This is open to all students in Year 3-6. The choir meets weekly in the music room to practice for any upcoming performances. This year's performance projects included school Assemblies, Principal's Morning Tea, Book Week, Graduation Assembly and the end of year Edu-Dance Concert. The choir's song repertoire includes a range of different songs that try to match the needs of the occasion, although some are also chosen just for fun.

In 2021, music lessons will be directed by classroom teachers, who will have access to the music room including the substantial range of instruments and music resources. The choir will continue with students in Year 3-6. The IMSS program in brass, flute and guitar will also continue in the same format with students in Year 6 moving into their second year of instrumental tuition and a new group of students in Year 5 beginning their instrumental journey.

Kara Forder
Specialist Music Teacher

Visual Arts

The Art program at South Thornlie Primary School allows children to express themselves through visual art. In 2020, Art Specialist Andrew Frost worked with 7 classes across the school. Those classes that were not working with the Art specialist still participated in visual arts lessons with their regular classroom teacher.

The visual art program involved an emphasis on observed drawing and design skills leading to completed art works. Students were exposed to a wide variety of art influences, media and techniques including the use of collage, paint and clay.



This year saw the completion of the new STEAM Room after a successful grant to upgrade facilities in this learning space. This included the addition of new storage cupboards, shelving, work benches and stools. A new smart TV was installed allowing teachers to access the internet as well as mirroring from an iPad. New large pin ups and extensive shelving have allowed for regular displays of student's work.

The grant money has allowed for the purchase of new resources including a new drying rack, guillotine, sewing machine, design technology tools and an extensive range of art supplies. This has ensured visual arts has been well supported and provided an expanded opportunity for a diverse range of student projects.

An exciting addition to this space has been the establishment of a green screen backdrop. Students have produced a range of photos and videos using the green screen.



This year due to the COVID-19 restrictions, the after school Gifted and Talented Art Masters classes commenced in August and continued for ten weeks. The nominated Year 5 and 6 students from C Block were offered places in this extension program. This year, to celebrate Spring, the students created a design based on their still life drawings of flowers, both native and exotic. They were introduced to a new skill of lino printmaking and produced some exceptional prints that they were very proud of.

Andrew Frost -Visual Arts Specialist &
Leanne Tapper - Art Masters Coordinator



Early Childhood

At South Thornlie Primary School, the early childhood philosophy underpins all planning for our Kindy to Year 2 students. Staff have a common pedagogical framework inclusive of common planning and assessment documents that engages every child in the WA curriculum and are utilised for future planning.

National Quality Standards (NQS) is a national benchmark set for early childhood education. The NQS includes 7 quality areas that are important for outcomes for students. At South Thornlie Primary School our early childhood educators ensure that they implement all 7 quality areas into our programming and learning environments. These areas are important to ensure the wellbeing, health and happiness of our early childhood students. Teachers regularly meet to report and make necessary adjustments to ensure all area outcomes are achieved.

Professional Learning - All early childhood staff have participated the following professional learning during 2020:

- Shapes.
- Measurement - Length.
- Onset rhyme.
- Big books.
- Phonological awareness.
- Positional language - Fundamental movement skills.



Gifted and Talented

Challenge Club is an academic extension program for identified students and provides challenging learning program for those identified students. Within this area we provide programs to challenge and extend talented students in academic and non-academic learning areas.

One area of our Gifted and Talented program, called Challenge Club is an enrichment withdrawal program that was introduced in the Semester 2, 2018 and has continued throughout 2020. Challenge Club is an opportunity for identified highly capable students to participate in a 45 minute withdrawal class to experience learning at a higher level of challenge. The strategies encourage the development of critical thinking, creativity, reflection and reasoning skills.

In Challenge Club the students have been developing their skills in project based learning. This process involves students negotiating what topic they would like to research, developing a schedule for how they would get this task completed within the allocated timeframe and how are they going to critically review and reflect upon their learning. Students must "touch base" during each Challenge Club session to briefly discuss where they are at with their project and how they will continue to complete the task for the next week (taking into consideration any other academic tasks they might have or social and sporting commitments). Once students have completed a project they are expected to complete a short presentation on their project incorporating what went well and even better if. Students then self-evaluate their project before handing it in to be marked.

During COVID-19 students were emailed home task cards to complete and submit digitally by the following week. This allowed students the opportunity to think and research whilst learning from home and receive feedback for their amazing efforts.

During Term 3, students were given the opportunity to present their work and discuss Challenge Club at the School Council meeting. This also provided students with an opportunity to further develop their public speaking skills.

This year the students have learnt strategies which enables them to plan their projects, develop their time management skills and their critical self-reflection strategies. Through professional learning in line with the school English priorities in 2020, our teachers develop students' skills and abilities for teamwork, problem solving, creativity, independent thinking, critical analysis, initiative and communication to encourage challenge and extension of all students.

Tess Panomarenko

Gifted and Talented Coordinator

Aboriginal Studies and NAIDOC

We currently have 29 Aboriginal students at South Thornlie Primary School. Through professional learning which commenced in 2019, we aim to increase teacher's knowledge of professional understanding, Aboriginal Cultural Framework and on strategies for improving educational outcomes for Aboriginal students. We have case management in place for identified Aboriginal students at risk in English and/or Maths.

A Noongar Outdoor Learning Area was designed and created through feedback from whole school community and is currently under construction. It was coordinated by Emma through a University partnership in collaboration with Jane Brown. To date we have constructed a path, put reed fencing up at the back of the area, built a Mia-Mia and a yarning circle. Stepping stones have been painted with animal names and the relevant Indigenous names. These will be complimented by student painted animals early in 2021. Bush tucker plants will continue to be planted within this area in liaison with our Indigenous families. This has created an interactive educational play area for teachers and students to utilize, in order to create an enhanced understanding, awareness, and appreciation of Indigenous Australia and the Noongar culture.

This year the whole school was involved in celebrating NAIDOC Week with some special activities from Monday 1 to Friday 5 July. Classes contributed by creating a meaningful visual display in the Arts Centre with a focus on the 2019 NAIDOC theme of "Voice, Treaty, Truth". All classes participated in lead up activities which were supported by our Indigenous parents and community members. The event was organised and planned by an active committee comprising of staff, parents and community members and was partly funded by a PALS grant and a donation from Palmerston. Throughout the week the activities included

story telling in Noongar language, language activities, art activities and classroom lessons focusing on the voice aspect teaching words from the Noongar language.

The final day began with an assembly with a Welcome to Country being led by our Year 4-6 Aboriginal students who ran the assembly, each speaking about the “Voice, Treaty, Truth” theme. All classes then rotated through the Arts Centre area to participate in cultural activities including, face painting, friendship bands, language stones painting, bush tucker tastings and an interactive quiz on the NAIDOC theme. Strong support from parents and community members also supplied damper. Bush tucker chutneys were served with the damper for all children to sample. We had a fun, tasty and creative day and everyone learnt a lot about Aboriginal people and their culture.

Following this year’s NAIDOC event the student’s artwork and corresponding Noongar words have been made into hard cover books which will be placed in all learning areas and the library for student’s enjoyment.

At South Thornlie Primary School we have had an ongoing range of activities throughout the year. As we were all set to go early in the year before NAIDOC was officially postponed, many of our plans were incorporated into the weekly curriculum. This year it included:

- Learning activities in the newly established Noongar Outdoor Learning Area.
- Bush tucker talks about uses of the native plants.
- Sharing Dreamtime Stories.
- Learning Noongar words.
- Traditional uses of the Mia Mia.
- Music and songs including ‘Wanjoo’.
- Indigenous board displays from each class.
- Whole school assembly lead by Year 4 and 5 Indigenous students.



Thank you to our hard working committee for making this possible.

Jane Brown
Learning Support Coordinator

Leadership and Ambassador Program

In 2020 our leadership program consisted of Student Leaders, Ambassadors, Italian Ambassadors and Faction Captains. Students nominated themselves, presented a speech and were democratically voted for by their peers and staff. Due to COVID-19 the students elected needed to be flexible and show resilience in their roles and responsibilities within the school community due to the pandemic restrictions. Our Student Leaders, Ambassadors and Faction Captains recently presented to the School Board on their roles, responsibilities and achievements displaying their versatility. The feedback from Board members and the school community on their presentation was that they presented with confidence and enthusiasm.

Student Leaders

Student Leaders are provided with opportunities to develop the skills, values and attitudes needed to be responsible and effective leaders and role models. They are encouraged and supported to show initiative and make informed decisions. This requires them to develop a high level of organisation and clear communication skills to carry out the variety of tasks which make up their role.

During the year they have adapted their roles to acknowledge student achievements including the weekly announcement of Values prizes, supporting our school values of Learning, Excellence, Equity and Care, and assisting with Principal's Morning Tea events. They attend weekly leadership meetings to support their roles and responsibilities around the school.

Student Ambassadors

The Ambassador program was designed to provide Year 6 students with the opportunity to promote their school to new parents, students and visitors. While onsite access has been limited due to COVID-19 restrictions, students have lead people on tours of our school sharing the special features and opportunities provided by the school, highlighting new projects of interest, such as our Indigenous learning area. Students develop interpersonal skills, especially when talking to adults. Feedback forms reflect the enthusiasm and knowledge these students impart, and the enjoyment visitors get from these tours. The Ambassadors and Leaders encourage our school value of 'CARE' through the distribution of Care Cards to students who demonstrate this value.

Student Leadership Master's Program

In 2020 a Leadership Master's Program was created to challenge our leaders and encourage their growth with opportunities for public speaking, community awareness, sustainability and general knowledge. Aligning their knowledge of community leadership and our school values, leaders created a profile for the school newsletter, highlighting specific leader's achievements. Leaders were provided a mentor amongst the staff and partnership students. Students gained either a bronze, silver or gold certificate, acknowledging their level of completion.

Jennifer Liedermoy and David Bonser
Year 6 Teachers

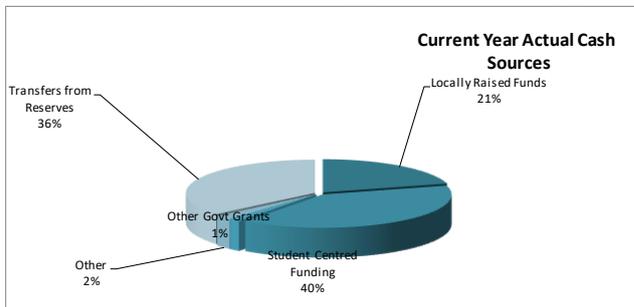
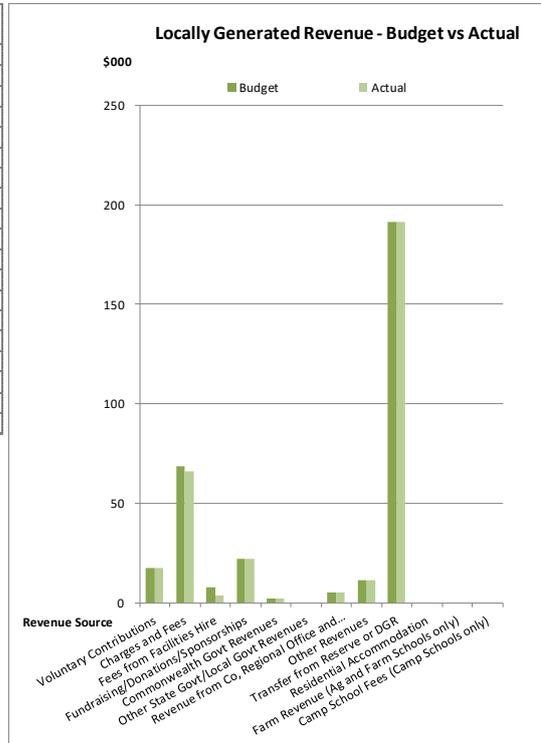


Manager of Corporate Services – Update after end of year

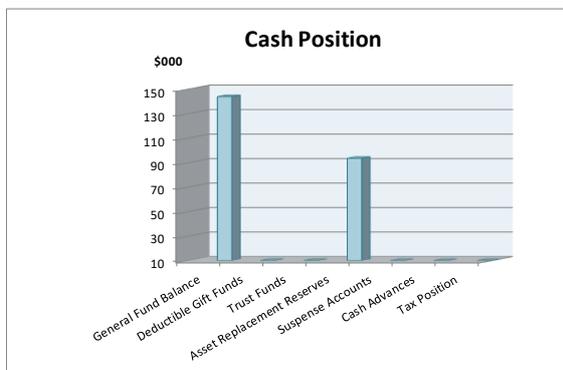
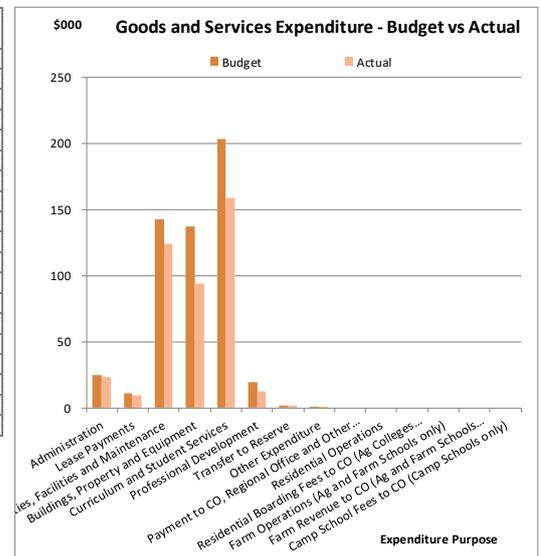


South Thornlie PS Financial Summary as at 23 November 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 17,634.00	\$ 17,634.00
2 Charges and Fees	\$ 68,436.45	\$ 65,996.04
3 Fees from Facilities Hire	\$ 8,000.00	\$ 3,636.36
4 Fundraising/Donations/Sponsorships	\$ 22,313.00	\$ 22,313.20
5 Commonwealth Govt Revenues	\$ 2,142.00	\$ 2,142.15
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 5,459.00	\$ 5,458.98
8 Other Revenues	\$ 11,560.31	\$ 11,532.61
9 Transfer from Reserve or DGR	\$ 191,583.00	\$ 191,583.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 327,127.76	\$ 320,296.34
Opening Balance	\$ 36,421.00	\$ 36,420.85
Student Centred Funding	\$ 209,344.00	\$ 209,343.96
Total Cash Funds Available	\$ 572,892.76	\$ 566,061.15
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 572,892.76	\$ 566,061.15



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 24,341.00	\$ 22,882.22
2 Lease Payments	\$ 11,000.00	\$ 9,144.29
3 Utilities, Facilities and Maintenance	\$ 141,988.73	\$ 123,829.07
4 Buildings, Property and Equipment	\$ 137,070.01	\$ 93,972.57
5 Curriculum and Student Services	\$ 203,234.54	\$ 158,133.51
6 Professional Development	\$ 19,478.00	\$ 12,688.06
7 Transfer to Reserve	\$ 1,546.00	\$ 1,546.00
8 Other Expenditure	\$ 5.00	\$ 2.25
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	\$ 538,663.28	\$ 422,197.97
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 538,663.28	\$ 422,197.97
Cash Budget Variance	\$ 34,229.48	



Cash Position as at:	
Bank Balance	\$ 236,535.13
Made up of:	\$ -
1 General Fund Balance	\$ 143,863.18
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 93,485.22
5 Suspense Accounts	\$ 4,391.99
6 Cash Advances	\$ 300.00
7 Tax Position	\$ 4,905.26
Total Bank Balance	\$ 236,535.13



School Board Endorsement

South Thornlie Primary School Annual Report 2020

Representatives

Signature

Principal

Megan Barnett

School Board Chair

Carina Brown

Date: _____