

2017 Annual Report to the School Community



School Name: Thornbury Primary School

School Number: 3889

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Thornbury Primary School was established in 1915 and continues to nurture and welcome the local and surrounding communities. Our school continues to support a diverse and social demographic population. Within this community we have a strong connection to Koorie culture. We are inclusive of all cultures, nationalities and family groupings. Thornbury offers unique programs to cater for a variety of learning needs such as a Steiner Stream and in partnership with Croxton Special School, multi-age students are also integrated into our school life. We have a strong culture of celebrating our diversity. 2017 saw the commencement of Mr. Leon Bell as the Substantive Principal. The school had a staff of 28 EFT which included:

1 Principal 1 Assistant Principal 14 classroom teachers (including 4 Steiner Teachers) 4 specialist teachers 1 Support Teacher (0.2) 6 Education Support staff 2 office staff and 2 Out of School Care Staff.

Framework for Improving Student Outcomes (FISO)

The Thornbury School Strategic Plan has a strong focus on Excellence in Teaching and Learning. It is part of the core business of Thornbury Primary School. New Leadership will allow a refocus into this area moving forward. This focus is also in line with the Framework for Improving Student Outcomes.

Our foci this year was **Building Practice Excellence** and **Curriculum Planning and Assessment**.

The School Improvement Team worked on developing models of practice and ensuring the curriculum, assessment, teaching and learning met the needs of our students.

In 2017 the School Improvement Team made some key decisions around consistent assessment strategies in Reading and Numeracy and staff were given Professional Development to analysing the data and using the data to inform their teaching.

Achievement

Our students show strong growth within the range of DET schools and close to the average DET school in NAPLAN. Further breakdown in NAPLAN data show that students in Mainstream are performing above the state average in many areas. Our Steiner students show significant growth by year 5 which places our school on a similar scale with high Socio-economic DET schools.

Reading results in both year 3 and 5 are strong which supports our FISO focus.

NAPLAN growth data is very strong across the board where most students achieve medium to high growth. Teacher Judgement compared to NAPLAN does differ, hence our focus on analysing data. Our teachers are developing in making consistent judgements using independent tools and moderating with other staff. Our Mathematics Teacher Judgement data is close to the range as prescribed by DET.

Further work is required to further develop high growth between Year 3 and 5

Engagement

Absences are slightly higher than the range for the state average. Our student attendance rate is around 90% in all areas.

72% of students surveyed in the Attitude to School Survey, felt connected to school. 82% of general students felt the students was inclusive. However 90% of Indigenous students surveyed felt the school was inclusive which is a terrific result.

All of our Indigenous students surveyed had much higher percentage rates than non-indigenous with regard to engagement.

82% of our parents believe that Thornbury Primary School motivates children to learn and supports them in their learning



Wellbeing

The Attitude to School Survey indicates that our students responses to connectedness and bullying are similar in comparison to other schools. The Parent Opinion Survey shows a strong respect for diversity at our school (97%) and that we have a strong approach to positive behaviour (82%).

There is a strong difference in our Attitude to School Survey from our Indigenous Community. Our Indigenous students feel more connected (78%), included (90%) and have a sense of voice (61%) compared with our Non-Indigenous Community (71% Connected, 81% Included and 51% Student Voice)

While the experience of bullying is high according to parents and students, the school has worked very hard on developing a fresh approach to positive behaviour management which was launched at the start of 2018.

For more detailed information regarding our school please visit our website at
<http://thornburyps.vic.edu.au/>



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 314 students were enrolled at this school in 2017, 151 female and 163 male.</p> <p>5 percent were EAL (English as an Additional Language) students and 15 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>○ Lower</p> <p>○ Lower</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
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Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin: auto;"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>61%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>48%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>74%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>54%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>38%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	61%	26%	Numeracy	14%	48%	38%	Writing	9%	74%	17%	Spelling	17%	54%	29%	Grammar and Punctuation	38%	38%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
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Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="544 913 1023 1010"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>92 %</td> <td>89 %</td> <td>90 %</td> <td>91 %</td> <td>90 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	92 %	89 %	90 %	91 %	90 %	89 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	92 %	89 %	90 %	91 %	90 %	89 %										



Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

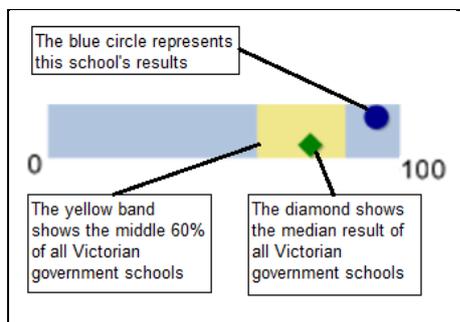
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

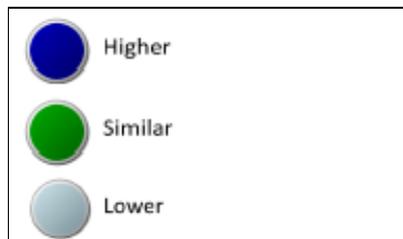


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,350,182	High Yield Investment Account	\$405,852
Government Provided DET Grants	\$271,431	Official Account	\$22,611
Government Grants Commonwealth	\$142,436	Total Funds Available	\$428,463
Revenue Other	\$28,888		
Locally Raised Funds	\$303,381		
Total Operating Revenue	\$3,096,317		
Equity¹			
Equity (Social Disadvantage)	\$24,877		
Equity Total	\$24,877		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,331,563	Operating Reserve	\$114,261
Books & Publications	\$868	Asset/Equipment Replacement < 12 months	\$12,000
Communication Costs	\$4,902	Capital - Buildings/Grounds incl SMS<12 months	\$60,000
Consumables	\$121,511	Maintenance - Buildings/Grounds incl SMS<12 months	\$122,614
Miscellaneous Expense ³	\$231,072	School Based Programs	\$75,000
Professional Development	\$23,429	Other recurrent expenditure	\$30,000
Property and Equipment Services	\$163,376	Capital - Buildings/Grounds incl SMS>12 months	\$10,000
Salaries & Allowances ⁴	\$161,325	Maintenance -Buildings/Grounds incl SMS>12 months	\$4,588
Trading & Fundraising	\$28,789	Total Financial Commitments	\$428,463
Utilities	\$18,614		
Total Operating Expenditure	\$3,085,449		
Net Operating Surplus/-Deficit	\$10,868		
Asset Acquisitions	\$0		

The school has a slight surplus due to the increased revenue of the Out of School Hours Care. This money will be used to provide further support to our students and teachers in 2018.

Money in our account is allocated to long term grants such as Koorie Inclusive School Wide Positive Behaviour, Koorie Language Program and Koorie Cultural program. These grants have been operating for a number of years and plans have been put in place to expand this programs in 2018.

Equity money has been used to provide support for Koorie Students in Literacy and Numeracy as well as a couple of students who have refugee backgrounds.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.