

2016 Annual Report to the School Community



School Name: Thomastown West Primary School

School Number: 4999

Insert photo here if required

Refer to page 7 of the Annual Report Guidelines for instructions

Delete this text after inserting the image

Name of School Acting Principal:

Sandi Young

A handwritten signature in black ink, appearing to read 'S Young', written over a horizontal line.

Name of School Council President:

Ben Brown

A handwritten signature in black ink, appearing to read 'B Brown', written over a horizontal line.

Date of Endorsement:

Wednesday, March 29, 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education
and Training

About Our School

School Context

Thomastown West Primary School was established in 1971 and currently has an enrolment of about 340 students. The school is the hub for a diverse multicultural community with over 70% of students speaking a language other than English at home. The school has a strong commitment to Together Working on Pathways to Success. The school also has a strong focus on Wellbeing with the school values of respect, empathy, responsibility and striving to do our best. This combined with our School Wide Positive Behaviour Support, prepares our students as responsible citizens with a love of lifelong learning.

The school has a strong commitment to improving the achievement of all students, offering a challenging and engaging curriculum. Literacy and numeracy are our key focus. The school offers a rich specialist program in areas of Science, Performing and Visual Arts, Physical Education and Library, and intervention programs with Phonemic Awareness, English as an Additional Language and Literacy Intervention Support. Digital technologies enable collaborative and personalised learning. The school is leading the Linking Learning Project for Thomastown and works closely with Thomastown Secondary College and Bubup Wilam Early Learning Centre.

In 2016 we had a School Peer Review. We carried out a self-assessment which resulted in an informative and reflective Peer Review day. On this day we were able to celebrate our achievements, diagnose areas requiring attention and began to set a clear direction for our new Strategic Plan. We are proud of the school's achievements.

Framework for Improving Student Outcomes (FISO)

- **Building practice excellence:**

Teaching area teams meet to collaborate on curriculum assessment and instruction.

- 3 - 6 area teams build some common formative maths assessmentS using various teacher tools. P – 2 use their own version of the maths online interview and teacher tests.
- P-6 use the Fountas and Pinnell testing as a common formative assessment for reading. P – 2 use the SSP program to assess for phonological awareness.
- Teachers in P – 6 are able to observe and discuss effective teaching practice with the Teaching and Learning Coach mainly with regard to literacy and teachers in P – 2 are able to observe and discuss effective teaching practice of the SSP program with the Program teacher.
- Teachers meet in Professional Learning Team (PLT) groups to discuss effective teaching and to agree on approach and understandings of how to respond when student/s have not grasped an essential learning concept. Teachers measure the impact that that these strategies have had upon student learning and participated in the analysis of the student achievement data.
- Professional learning opportunities happen each Tuesday afternoon to enable Teachers to build practice excellence.

- **Curriculum planning and assessment:**

- The school has begun to implement a data management system using Compass to input student data
- Assessment documentation requires updating to align with the F-10 Curriculum
- Student progress is reported to parents in a timely manner.
- In some classrooms students/teachers understand that there is a purpose and outcome to their work.

- **Empowering students and building school pride:**

- School Wide Positive Behaviour Support (SWPBS) has been introduced utilising the expertise of Shiralee Poed and Dan Petro.
- A SWPBS champion team facilitated by a leading teacher has begun to share resources across the school.
- Our next step is
 - ✓ to develop a partnership with a local SWPBS school
 - ✓ develop whole school SWPBS documentation of processes to ensure consistent implementation

Achievement

In 2016 our NAPLAN data in Year 3 and 5 Reading and Year 3 Numeracy, the average student falls below the state range, although has been identified as similar in the school comparison for Grade 3 Reading and Numeracy and Grade 5 Reading. Our Numeracy data shows our average year 5 achievement to be achieving below the expected range. Many students between Year 3 and 5 are also experiencing medium term gains in literacy. These gains are largely attributed to the 3 tier approach to learning and targeted teaching. With support from the Curriculum School Improvement Team, teachers are specifically targeting areas of need and supporting students to progress. In 2017 we will continue to work on our 3 Tier approach and there will be a continued focus on Oral Language Development, particularly in the Early Years and for newly arrived students. Vocabulary building and HRLTP's continued to be a focus for grades 3-6. A significant number of students experienced a low relative growth between years 3 and 5 in Numeracy. Two Teaching & Learning coaches supported grades 3-6 staff to refine Numeracy in classroom practices.

During 2016, staff continued their implementation of Inquiry based teaching and Learning approaches. This will be continued in 2017.

Curriculum Framework implemented in 2016

☐ Victorian Early Years Learning and Development Framework
 ☐ AusVELS
 ☐ Victorian Curriculum
 ☒ A Combination of these

Engagement

Our attendance data shows that on average children attend school 87% of the year. Programs such as Cup of Life and our Breakfast Club have continued to support attendance. Currently, our student attendance rates are lower than the state average. The issues of students taking long term overseas trips for family reasons remains a problem for our school, we also have a large number of absences related to cultural holidays such as 'Eid or Chinese New Year. Our Welfare team (Primary Welfare Officer and Student Wellbeing Worker) continue to work with families on the importance of attending school. The School Community Hub continues to grow in the programs we offer which encourage community engagement. 2016 saw the continuation of 2 playgroups, 2 homework clubs that support new arrival students, a Refugee Support Group and School Holiday Programs.

The Linking Learning Project has identified Parent Engagement as a need for Thomastown and the project will develop resources and strategies for parents to engage with their child's learning. During 2016, the school took initial steps to improve community engagement with the Principal undertaking a study of relational learning and parent partnerships.

Wellbeing

The Attitude to Schools Survey shows again that students feel happy and safe at our school. Students have indicated they are connected to their peers and teachers in strong ways.

Our Parent Opinion Survey also reflects that children are happy safe and learning at our school. Parents acknowledge and appreciate the hard work our teachers do.

We are still concerned with the high level of DHS involvement with students at our school. In 2016 we had Child Protection involved with a significant number of children and families in our school. We also have increased in the use of our support agencies such as Foundation House, The Smith Family, and more. Many of these agencies are assisting us in dealing with traumatic experiences our children and families- particularly refugee families.




For more detailed information regarding our school please visit our website at <http://www.thomwestps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

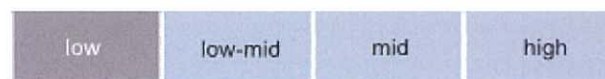
School Profile

Enrolment Profile

A total of 317 students were enrolled at this school in 2016, 159 female and 158 male.
There were 70% of EAL (English as an Additional Language) students and 5% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.



Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:





Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:

Result for this school: ● Median of all Victorian government primary year levels: ◆

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>● Similar</p>
	<p>Results: Reading (4-year average)</p> 	<p>● Similar</p>
	<p>Results: Numeracy</p> 	<p>● Similar</p>
	<p>Results: Numeracy (4-year average)</p> 	<p>● Similar</p>
		<p>● Similar</p>
		<p>● Similar</p>
		<p>● Lower</p>
		<p>● Lower</p>


Performance Summary



Key: Range of results for the middle 60 % of Victorian government primary year levels:





Result for this school: Median of all Victorian government primary year levels:

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading</p> <table> <tr> <td>38 %</td><td>44 %</td><td>18 %</td></tr> <tr> <td>Low</td><td>Medium</td><td>High</td></tr> </table> <p>Numeracy</p> <table> <tr> <td>22 %</td><td>73 %</td><td>5 %</td></tr> <tr> <td>Low</td><td>Medium</td><td>High</td></tr> </table> <p>Writing</p> <table> <tr> <td>15 %</td><td>55 %</td><td>30 %</td></tr> <tr> <td>Low</td><td>Medium</td><td>High</td></tr> </table> <p>Spelling</p> <table> <tr> <td>15 %</td><td>60 %</td><td>25 %</td></tr> <tr> <td>Low</td><td>Medium</td><td>High</td></tr> </table> <p>Grammar and Punctuation</p> <table> <tr> <td>30 %</td><td>53 %</td><td>18 %</td></tr> <tr> <td>Low</td><td>Medium</td><td>High</td></tr> </table>	38 %	44 %	18 %	Low	Medium	High	22 %	73 %	5 %	Low	Medium	High	15 %	55 %	30 %	Low	Medium	High	15 %	60 %	25 %	Low	Medium	High	30 %	53 %	18 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
38 %	44 %	18 %																														
Low	Medium	High																														
22 %	73 %	5 %																														
Low	Medium	High																														
15 %	55 %	30 %																														
Low	Medium	High																														
15 %	60 %	25 %																														
Low	Medium	High																														
30 %	53 %	18 %																														
Low	Medium	High																														

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 

Result for this school:  Median of all Victorian government primary year levels: 

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p>  <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p>  <p>Low absences <-----> high absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>87 %</td><td>88 %</td><td>85 %</td><td>88 %</td><td>86 %</td><td>86 %</td><td>89 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	87 %	88 %	85 %	88 %	86 %	86 %	89 %	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
87 %	88 %	85 %	88 %	86 %	86 %	89 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:

Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

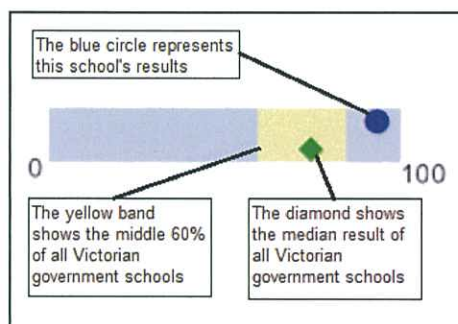
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

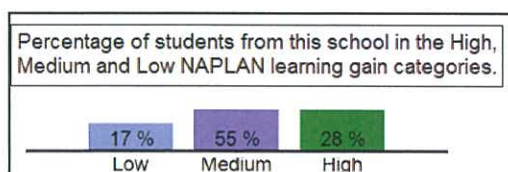
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

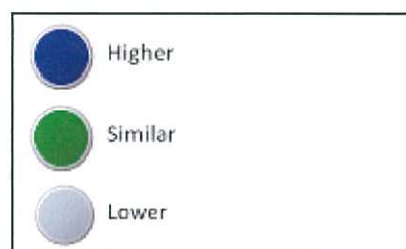
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 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, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,054,513	High Yield Investment Account	\$52,066
Government Provided DET Grants	\$536,868	Official Account	\$3,699
Government Grants Commonwealth	\$8,700	Other Accounts	\$42,331
Government Grants State	(\$1,786)	Total Funds Available	\$98,095
Revenue Other	\$6,473		
Locally Raised Funds	\$122,579		
Total Operating Revenue	\$3,727,346		
Expenditure		Financial Commitments	
Student Resource Package	\$3,078,687	Operating Reserve	\$61,234
Books & Publications	\$2,134	Revenue Received in Advance	\$24,813
Communication Costs	\$3,696	School Based Programs	\$12,049
Consumables	\$84,293	Total Financial Commitments	\$98,095
Miscellaneous Expense	\$163,994		
Professional Development	\$3,615		
Property and Equipment Services	\$146,155		
Salaries & Allowances	\$183,657		
Trading & Fundraising	\$60,038		
Travel & Subsistence	\$250		
Utilities	\$24,923		
Total Operating Expenditure	\$3,751,441		
Net Operating Surplus/-Deficit	(\$24,095)		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll

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.