

2020 Annual Report to The School Community



School Name: Thomastown West Primary School (4999)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 24 April 2021 at 08:53 AM by Sandi Young (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 April 2021 at 02:26 PM by Paul Johanson (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

At Thomastown West Primary School, our school motto is Together Working on Pathways to Success. We believe that students can reach their full potential when they are happy, healthy and safe. Thomastown West Primary School's objective is to encourage every child to reach their academic and social potential. We do this by providing an inclusive and innovative learning environment. The Thomastown West Primary School's mission is to be a caring learning community, which is committed to creating and maintaining a positive and supportive environment for all students who walk through our doors. At our school:

- everyone has the right to work and learn.
- everyone has the right to feel safe and comfortable

Thomastown West Primary School was established in 1971. It is located approximately 20 kilometres north of the CBD. The school site is adjacent to Thomastown Secondary College and the schools share some sports facilities and a joint car park. Thomastown West Primary School is a multicultural community with 308 students enrolled at the end of the 2020 school year. Our school community could be described as transient. For example, the number of Grade 6 children in 2020, who started at the school in Prep, was 20 out of 44 students or 45%.

We have over 40 nationalities represented in our school community, including 7% Aboriginal and Torres Strait Islander and 9.4% are refugees. In 2020 there were 39 staff, some were part time. Staff included the Principal and Assistant Principal, a Leading Teacher, a Learning Specialist, and classroom teachers. The non-teaching staff included Office staff, Integration Aides, a fulltime Primary Welfare Officer, a part-time Wellbeing staff member and a Mental Health Coordinator during Semester 2. The Out of School Hours program continued to be outsourced to OSHClub. The school curriculum has a major focus on Literacy and Numeracy. Each day 2 hours of Literacy is taught and one hour of Numeracy. Our specialist subjects included: STEM, Auslan Performing Arts, Visual Arts and Physical Education. During 2020, the school was able to allocate two full-time teachers (out of the classroom) to provide Literacy Intervention for students who require extra assistance, such as a Phonological Awareness Program and targeted Literacy Support. The school also provided an EAL program to support students, where English is their second language and who need some additional assistance. A major feature of the Foundation/Prep classes is Oral Language program. Thomastown West Primary School also offers programs that extend and enhance students' abilities. The school has specialised music programs such as instrumental lessons, choir and a school band.

Thomastown West Primary School continued to implement the School Wide Positive Behaviour framework and Respectful Relationships during 2020, which supported students to live by the School Values (Respect, Responsibility, Resilience, Empathy and Striving to be our Best). During 2020, Thomastown West Primary School began their participation in two new programs that complemented the existing Wellbeing programs. A Mental Health pilot program that received funding for a Mental Health Coordinator and the Refugee Education Support Program (RESP). Both offered professional learning for staff and action plans were developed and commenced.

Thomastown West Primary School has a Community Hub on-site. Our school has sustained its partnership with the Hub over the years and has strengthened their connection with Whittlesea Community Connections, The Smith Family (approximately 100 children receive sponsorship) and Reservoir and Preston Adult Community Education (PRACE). The Hub offers a range of programs that have supported the needs of families and students in the Thomastown Community during the school day, after school and during the school holidays. Funding for The Hub allows specialised staff to be employed, such as an Artist during the holidays' Art Studio Program, a Chess Master for the weekly Chess Club, a Digital Expert to support podcasting and the STEM Next Club, as well as volunteers to support three different Homework Clubs. The Hub also provided short term funding for the weekly 'TriTactics' wellbeing program.

At Thomastown West Primary School, we believe that education is a partnership between teachers, families and the wider community. We work together to ensure all students experience success. When sharing the responsibility of improving children's learning, effective communication is vital for teachers, parents, and carers at TWPS to work in a positive and productive partnership. Our school utilises a range of multimodal communications with all key stakeholders within and beyond our school community.

Framework for Improving Student Outcomes (FISO)

In 2020, Thomastown West Primary School's Annual Implementation plan continued to focus on implementation of the Key Improvement Strategies (KIS) related to the FISO dimensions. However, some of the associated Annual Implementation Plan (AIP) actions were modified to suit remote learning.

****KIS 1. Build teacher capacity to implement the Education State Literacy strategy to improve student outcomes in Writing at TWPS.**

Despite 2020 proving to be a challenging year, the School Improvement Team supported staff to:

- Implement PLC cycles that followed the FISO Improvement Cycle, which increased teachers' data literacy and their ability to moderate, implement HITS, explore e5 and further utilise feedback to maximise student learning.
- Analyse whole school data and participate in specific professional learning linked to cohort writing data which further explored evidence based, best practice writing pedagogy and assessment.
- Implement end of cycle PLC celebration afternoons. This provided an opportunity for each PLC team to reflect on their findings, highlights, challenges, successes and made visible the collective impact teachers were having on student learning growth.
- Utilise the school's Cohesion Rubric that was developed as a result of PLCs, for moderation of writing.
- Transition to the DET model for peer observation through professional learning. Time was allocated for Peer Observation Pre and Post conversations and were linked to the PLC cycle. The observation focus, closely linked to our PLC intervention strategy. The Post-Conversation allowed staff to engage in professional conversations and reflect on their own teaching practice and inform future actions within the PLC Cycle.

During Remote Learning, improving student outcomes in Writing remained a focus.

- DET regional PLC staff worked with the School Improvement Team to build leadership capacity and teachers continued to engage in a PLC Cycle that linked to writing.
 - Teachers modified their writing pedagogy, assessment and feedback using online tools such as Zoom, Google Classroom, Class Dojo and eWrite.
 - The whole school assessment schedule was adjusted to align PLC Cycles and remote learning, which created greater clarity for staff.
 - The school's EAL Coordinator attended PLCs to support staff with the implementation of the EAL Curriculum in Writing planners. Zoom was also utilised for regular EAL student learning support sessions.
- Covid-19 restrictions prevented the following actions listed below. These will be addressed in the school's 2021 Annual Implementation plan (AIP).
- Professional learning from Ann Angelopoulos/Writing Consultant.
 - Opportunities for cross-school PLC networking, school visits linked to personal or whole school goals.
 - SIT members to observe high-functioning PLCs.
 - A whole school Writers' Festival.

****KIS 2. Implement the Victorian Teaching and Learning Model (VTLM) to provide a consistent and relevant whole school approach that can address the learning needs of all students at TWPS.**

Staff Performance Plans in 2020 focused on increasing whole school consistency. There was also a clear link from the VTLM to the school's AIP, which connected directly to classroom practice. The School Improvement Team (SIT) developed a whole school plan to increase staff capacity of the e5 pedagogical model, peer observations, data literacy and feedback. This was achieved through whole school professional learning sessions, during Curriculum Team meetings and within PLCs. While SIT significantly increased their understanding of school data when working the regional data coach through the School Self-Assessment process, more time in 2021 will be required to further build staff capacity to analyse and use data to differentiate teaching and learning and measure impact through an inquiry cycle.

During 2020, PLCs unpacked the VTLM's High Impact Teaching Strategies (HITS) and trialled implementing consistent interventions that targeted the learning needs of specific students. Curriculum Teams were utilised to lead the implementation of the VTLM e5 pedagogical framework across the whole school. Development of a whole school consistent approach, was commenced in 2020 during English and Math Curriculum Team Meetings by staff:

- Participating in e5 professional learning.

- Linking current practice and identifying best practice within the e5 model.
- Increasing staff understanding of how the e5's is already embedded in their teaching.
- Unpacking e5 in relation to a writing lesson. (This was supported through peer observations and PLCs).
- Utilising an e5, as a lens to complete an audit of all teaching/learning planning documents.
- Drafting consistent documentation of curriculum planning templates, that included the e5 model.
- Ensuring curriculum plans were documented and accessible to all via school's Google team drive.
- Beginning to share e5 language with students.
- Designing, reviewing and moderating English and Maths common assessment tasks.
- Evaluating and updating the TWPS assessment schedule each term.
- Beginning to develop a whole school Genre/Text Type rubric to use for team and cross moderation P-6.

During remote learning, Learning Walks and peer observations were unable to be completed. This will be followed up in the 2021 AIP.

****KIS 3. Provide a safe, positive and engaging learning environment at TWPS.**

Supporting student wellbeing and creating an engaging learning environment, during an incredibly challenging year, was priority for the school and an area that Thomastown West Primary School made the most progress. Our school provided regular communication via online mediums that provided information, answered questions, offered wellbeing and learning support and posts that encouraged the TWPS community to connect and support one another.

Achievements and highlights include:

- The Respectful Relationships and School Wide Positive Behaviour Support (SWPBS) framework continued to be embedded into teaching and learning planners.
- Intervention and Wellbeing staff were able to support 'at risk' students via Zoom.
- During remote learning, our most vulnerable and at-risk students, as well as the children of Essential Workers attended TWPS on-site. At times, up to 60 students were on-site each day.

The Thomastown West Community Hub has continued to evolve and provide a range of programs held at lunch, after school and during school holidays. These include Chess Club, Arts Studio, Fun Cooking Club and various Homework Clubs. During Remote Learning, 'The Hub' went online (<http://twch.org.au/>) to support our school community, offering a digital version of the existing programs.

****KIS 4. To increase student attendance to be closer to the state benchmark.**

Significant progress was made in relation to the Key Improvement Strategy: To increase student attendance to be closer to the state benchmark. The actions completed included:

- Revising and publishing a 2020 Attendance Policy that was ratified by School Council.
- Ensuring role clarity and improving accountability for attendance procedures.
- Developing a process for communicating attendance with parents and carers. (Parent feedback was sought from parents via attendance surveys conducted in 2019).
- Trialling the new policy and processes during Remote Learning and Term 4 (when on-site) which included analysing attendance data daily and making it visible for classroom teachers.

During 2021, the Attendance policy and processes trialled at the end of 2020 will be included in to 2021 AIP and implemented by all staff.

Achievement

Thomastown West Primary School continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student. The percentage of students at or above the age expected level in English is 69.7% which falls below the similar school average of 74% and State average. There is only a small difference between the school's average percentage of students 'at or above the age expected level' in Maths, compared to the Similar Schools average. Although, the school's percentage does fall below Similar Schools average and the State average of 85.2%.

During 2020 (including remote learning) a significant amount of time was spent refining curriculum documentation and

developing consistent processes. It should be noted during Term 4 a rigorous and comprehensive school self-assessment was completed, as part of the School Review process, in preparation for new Strategic Plan to be developed in 2021. The new Strategic Plan and new Tutoring program initiative in 2021 aims to support students to 'catch up' with their learning and support excellence in teacher practice, ensuring students and their learning are at the centre of effective curriculum planning and assessment.

Thomastown West Primary School excels at identifying and prioritising students who are a risk. We work consistently and in a complex space to identify students at risk and families who have barriers meeting educational benchmarks. Below is an outline of how the school seeks to successfully treat every child and family as individuals with individual needs.

Students who speak English as an Additional Language (both funded and non-funded)

As our data reflects, we have a significant percentage of students who qualify as EAL. To meet the increasing number of students who are newly arrived or have language barriers to access the curriculum the school employs a teacher at 0.8 as an EAL coordinator. Balancing time between directly supporting new arrivals, withdrawing small groups of EAL students to completed vocabulary loading prior to complex classroom lessons, attending teacher sessions and Professional Learning Communities, providing staff with EAL student data and cross referencing it to other classroom assessments, the EAL Coordinator has begun to support staff to navigate the new EAL Curriculum roll out.

A significant area of school leadership work has been supporting the EAL Coordinator to build staff capacity in engaging with families of EAL students in a way that is equitable to those families who are not from a language background other than English. This work has also started to help dispel some misconceptions around learning disabilities, language acquisition and learning difficulties. Alongside the work we complete in referring student with disabilities, we now have staff better educated in identifying when learning difficulties are EAL related or more than EAL.

***Students who qualify under the DET Program Student with Disabilities**

For Thomastown West Primary School, COVID-19 did not make a significant impact on the procedures for referrals to the Student Support Services and Program for Students with Disabilities. During 2020, the school was able to embed the processes and referral pathways that were developed in 2019, for our students which prioritise early intervention. We seek to consider all referral options for our students and utilise the capacity and expertise of staff and the current intervention programs in place at the school and the Thomastown West Community Hub. Where possible we also consider referrals outside the Student Services Program to include CAHMS, Foundation House, local paediatricians and tutoring programs.

With clearer referral pathways for students, the current Individual Education Plan Policy has naturally expanded to include a wider range of students. TWPS now has a master list of students who have been identified in any of the following areas below. Student Support Group Meetings were held during 2020 via Zoom. A preferred method of practice, that was continued for some families in Term 4 when we had returned to on-site learning.

- PSD funded.
- Diagnosed disability.
- Students with completed speech and language assessments and recommendations.
- Students with completed Cognitive Assessments and recommendations.
- Students who require Behaviour Support Plans.
- Students who require Safety Plans/Education Plans due to trauma and mental health presentations.
- Therapy plans for students accessing NDIS funding.

We also offer extensive support to families of students who have additional learning needs to access NDIS where possible. We support their document acquisition, organise interpreters and advocate for families in what can be a confusing system. A goal for 2021 and beyond is to formalise these processes in the TWPS Individual Education Plan Policy.

***Students who identify as Aboriginal and/or Torres Strait Islander**

Due to COVID restrictions, during 2020 we were unable to welcome elders and community members and artists to the school as we had done in previous years. Remote learning also restricted the engagement of our local Koorie Early

Years Centre, Bubup Wilam with events and celebrations through the year, specifically those which recognise Aboriginal and Torres Strait Islander children. Our school council make up includes three women who identify as Aboriginal and or Torres Strait Islander and through this partnership and collaboration, TWPS seeks to find innovative ways to improve outcomes with our local Indigenous communities. It is the school's hope that through the Berry Street and VACCA 'Side by Side' program to be implemented in 2021 that we further increase staff's cultural understanding and Koorie student's attendance and learning outcomes.

In 2020 we were able to secure significant extra variance funding to support the increasing number of Koorie students who are achieving below in literacy and numeracy benchmarks. Funding has allowed us to establish a dedicated Koorie Literacy and Numeracy Intervention Program (KLNP) run by an experienced teacher. Although this program commenced in Term 4, 2020, it had a direct impact on students and the following was achieved:

- Increased attendance from ATSI families who were sitting on under 80% attendance.
- Increase promotion of Koorie resources (such as, decodable readers about Indigenous stories) to engage Koorie students in their literacy learning growth.
- More authentic Koorie student agency and family voices in the planning of NAIDOC week.
- More Koorie students confident to read and present the Acknowledgement of Country at school assemblies and special events.
- Sustaining the connection between the local Bubup Wilam Early Learning Centre and the school.
- Stronger, more personal connections between the school and parents through the KLNP teacher.

Engagement

Remote learning required TWPS to investigate and implement new opportunities for families to engage with our school. The Principal Class, Administration staff and Intervention teachers were on-site each day to support individual student and parents' requests, concerns and learning needs. Many students connected strongly with the opportunity for agency during the remote learning period. The students who found remote learning challenging were invited to attend school on-site. It should be noted that approximately 10% of each student cohort had families elect not to participate in remote learning. The School's average number of absence days for Years Prep to 6 from the 2020 data was 21.7. Although this is above the Similar Schools and the State average, the school's data improved in 2020 and was lower than the school's 4-year average of 23.7 days. Improving student attendance will continue to be a priority for the school and will be included in the new Strategic Plan and 2021 AIP. Actions will be included, embedding the revised Attendance policy and processes during 2021, as well as continuing to implement the pedagogy from remote learning that engaged the students and promoted student advocacy.

Engagement in learning during Remote Learning was maximised by:

- Increasing communication with Parents and Carers. Initially teachers connected with all parents and developed a shared understanding of their child's needs via phone calls and emails.
- Teachers' pedagogy radically changing, students became more responsible for their learning, and as a result staff's digital technologies skills were fast tracked.
- Regular 'Question and Answer' Zoom video conference times were scheduled where students and parents could ask questions and teachers could provide and receive direct feedback to students and parents.
- Grades 3-6 utilised Google Classroom. Gradually, hard copies of lessons became obsolete, everything became digital and online assessments were trialled and utilised.
- Grades P-2 utilised Class Dojo for communication and students uploaded their work into a digital portfolio for feedback. Teachers began pre-recording video lessons for students and using Zoom to explain daily tasks as well facilitate Maths and Reading groups.
- Specialist and support teachers also utilised Class Dojo and Google Classroom to share learning tasks, provide feedback and communicate with students and their families.
- Parent/teacher interviews and Student Support Group meetings were held using Zoom, resulting in increased attendance.
- Teachers' becoming more confident using translation services. 'Language Loop' was used regularly by teachers to communicate with families who do not speak English.
- Staff utilising online tools that translated English into the language spoken at home were utilised. Such as Class Dojo and Facebook.

- Translating information notices that were sent home by TWPS, into 9 different languages to ensure the parent community was receiving accurate information.
- A Facebook Page was created and utilised to reach the families who did not use email or Compass.
- The TWPS website was also updated to support students and families with their learning.
- The school trialled Webex, Zoom and Facebook Live Assemblies. The latter being the most successful! We reached 357 people, had 415 engagements online (Thumbs up 'likes' or 'loves' with a heart), 83 comments and 292 views!
- TWPS regularly sought feedback from Parents and Carers through online surveys shared on Compass, Facebook and Class Dojo. This feedback was utilised to modify and enhance learning and communication during remote learning.

Wellbeing

Parents and Carers remain confident that the students at Thomastown West Primary School are happy, safe, respected and enjoy learning. For a second year, the Parent Satisfaction Survey has continued to remain higher than the state median percent. Staff at the school continue to be concerned with the number of our families that required support from Child Protection. The school continued to have Child Protection involved with a significant percentage of children and families in our school. During 2020, a variety of wellbeing programs continue to be implemented to support the wellbeing of students. These include:

- Class meetings/ Circle Time.
- Restorative Practice implemented across the whole school.
- Weekly whole school Wellbeing hour and daily mindfulness after lunch.
- Implementation of the School Wide Positive Behaviour Framework and Respectful Relationships.
- Resilience support groups with weekly Tritactics (incursion) sessions.
- Two different psychologists available through the Medicare Bulk-billing system.
- Counselling support from the Student Welfare Officer and Wellbeing Worker.

The school has successfully sustained our partnership with support agencies such as Foundation House, The Smith Family, Whittlesea Community Connections, DBT Counselling, CityLife and more. These agencies support the school to assist our children and families, especially refugee families, that have had traumatic experiences. During 2020, the school formed a Refugee Education Support Program (RESP) Action Team and participated RESP professional learning. Staff increased their understandings how to support the social, emotional and behavioural development of support refugee and EAL students, as well as strategies to support their families.

When compared to similar schools, Thomastown West Primary School's 2020 'Sense of Connectedness' results, have increased when compared to last year. The school percent endorsement grew to 86.1% which was above the Similar Schools average of 80.8% and the State average of 79.2%. While the school's 4-year average for 'Sense of Connectedness' sits slightly below the State 4-year average, it is anticipated in 2021 that with the continuation of the remote learning pedagogy that increased student agency, the percentage of endorsement will be sustained or continue to grow, lifting the 4-year average.

During the year, the school continued to focus on increasing student safety, through the implementation of the School Values and Rights, Respectful Relationships and the School Wide Positive Behaviour framework. However, during 2020's remote learning, there was a need to increase the time allocated to online safety. The Student Attitudes to School - Management of Bullying survey data has improved. The 2020 School percent endorsement was above both the Similar School average and State average. It should be note that when compared to similar schools, the school fell from 'similar' in 2018 to the 'below' range in 2019. The improved 2020 data reflects the school's efforts and achievements during remote learning. A goal for the school will be to sustain or further improve the engaging learning environment at Thomastown West Primary School by further embedding the wellbeing policy and processes in 2021, which include:

- Implementing the early intervention processes for at risk or disengaged students (ATSI, OoHC and PSD) to support specific learning, health and wellbeing needs.
 - Increasing opportunities for student agency so that students can act as partners in school improvement.
- Embedding, refining and evaluating the TWPS School Wide Positive Behaviours Model
- Utilising Restorative Practice across the school

- Strengthening local community partnerships, including local Kindergartens and Bubup Wilam.
- Utilising the Community Hub to provide services that maximise benefits for students.

Financial performance and position

Thomastown West Primary School recorded a considerable surplus at the conclusion of 2020. As a result of COVID19 and remote learning, other than the Administration, English, Maths and casual Relief Teacher budget, program budget spending was minimal, which contributed to the school's existing surplus. Almost half of the 2020 surplus was remaining from recent years because of changes in leadership and retirements. These funds had been intentionally set aside for:

- Increasing the number of classes across the school, while reducing the number of students in those classes.
- Staffing. Due to the unpredictable enrolments at the school, as well as the 8% enrolment decline over the last 3 years, funds were set aside to create another Junior class if required.
- The school funded building works scheduled for 2020, to enhance our school grounds with much needed shelter and to achieve SunSmart accreditation once again, were postponed due to COVID and are set to be installed during 2021.

During 2020, the Thomastown West Primary School Council entered a Hire Agreement with 'Dog Solutions' who utilise the school grounds outside of school hours for dog training and obedience classes.

For more detailed information regarding our school please visit our website at
<https://www.thomwestps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 316 students were enrolled at this school in 2020, 143 female and 173 male.

57 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

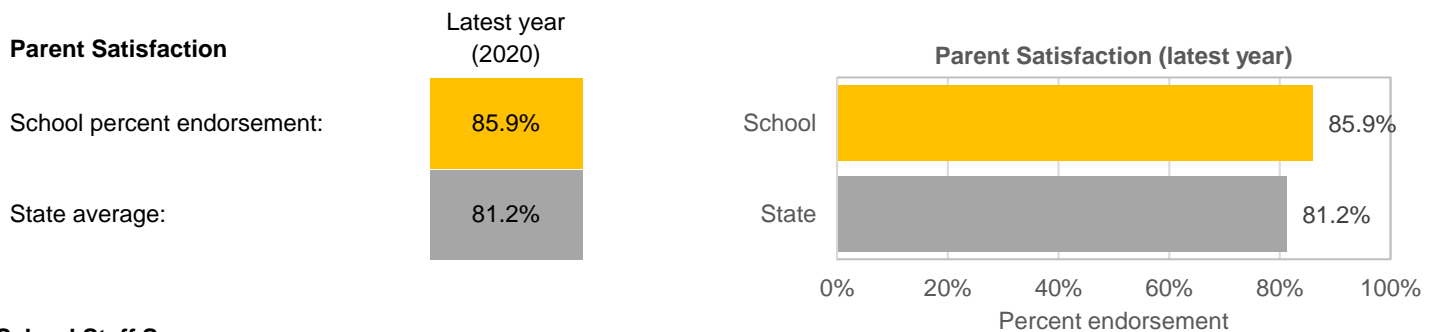
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

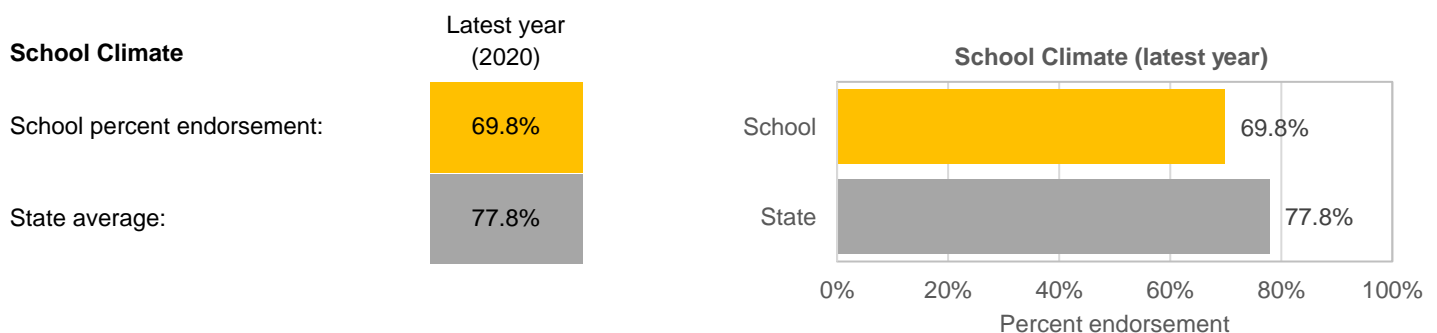


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

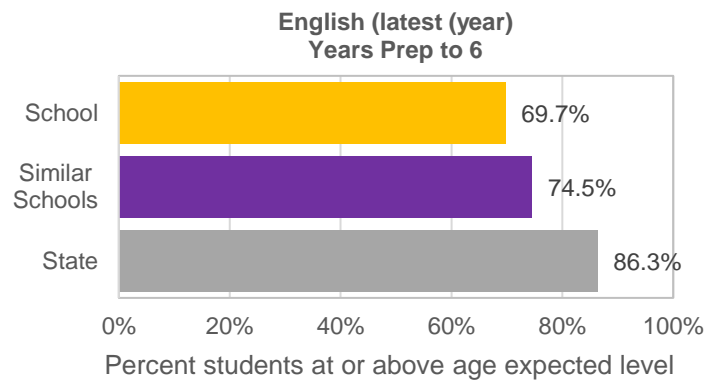
69.7%

Similar Schools average:

74.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

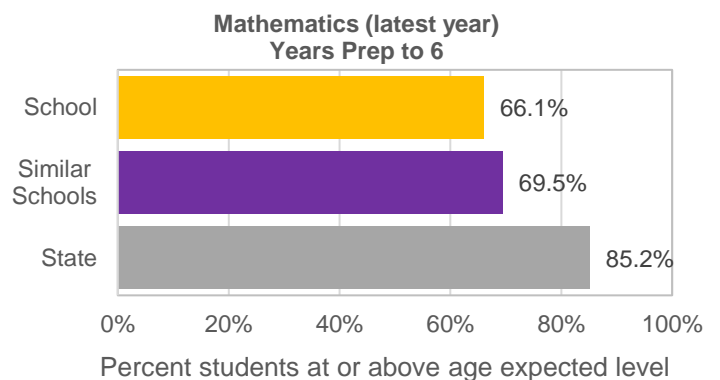
66.1%

Similar Schools average:

69.5%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

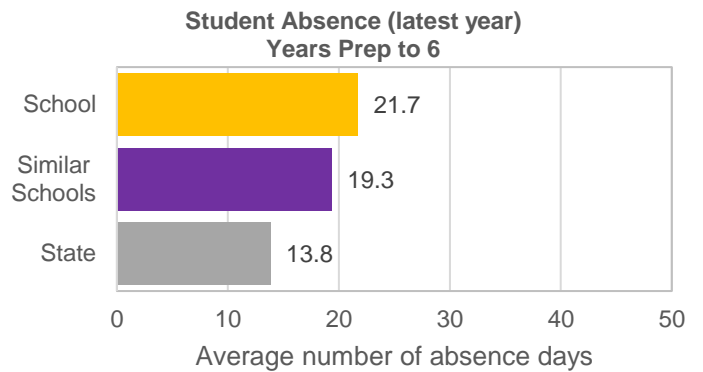
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	21.7	23.7
Similar Schools average:	19.3	18.4
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	88%	88%	87%	89%	91%	89%	90%

WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

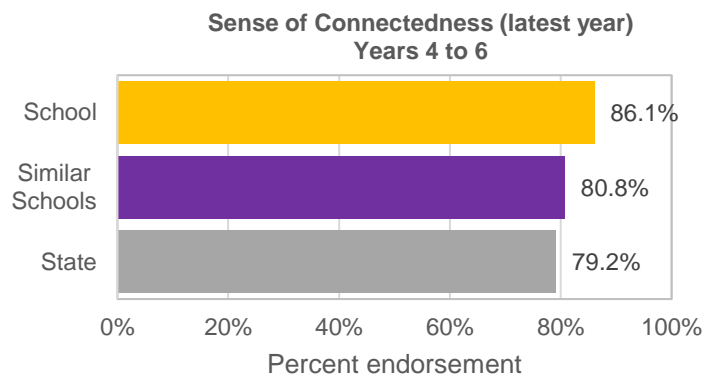
Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	86.1%	78.6%
Similar Schools average:	80.8%	82.8%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

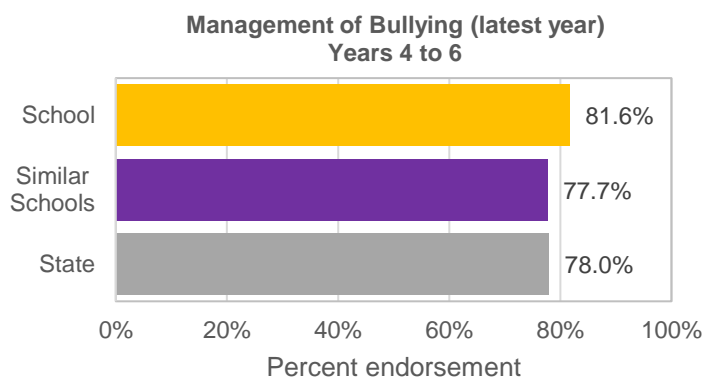
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	81.6%	76.9%
Similar Schools average:	77.7%	80.4%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,535,884
Government Provided DET Grants	\$709,875
Government Grants Commonwealth	\$650
Government Grants State	\$3,115
Revenue Other	\$4,544
Locally Raised Funds	\$60,615
Capital Grants	NDA
Total Operating Revenue	\$4,314,683

Equity ¹	Actual
Equity (Social Disadvantage)	\$876,732
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$876,732

Expenditure	Actual
Student Resource Package ²	\$3,375,071
Adjustments	NDA
Books & Publications	\$349
Camps/Excursions/Activities	\$8,949
Communication Costs	\$10,810
Consumables	\$79,915
Miscellaneous Expense ³	\$20,802
Professional Development	\$17,181
Equipment/Maintenance/Hire	\$83,299
Property Services	\$101,081
Salaries & Allowances ⁴	\$258,842
Support Services	\$36,930
Trading & Fundraising	\$5,918
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$33,433
Total Operating Expenditure	\$4,032,581
Net Operating Surplus/-Deficit	\$282,102
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$593,025
Official Account	\$6,968
Other Accounts	NDA
Total Funds Available	\$599,994

Financial Commitments	Actual
Operating Reserve	\$94,925
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$3,740
School Based Programs	\$200,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$300,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$598,665

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.