

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 29 April 2024 at 03:37 PM by Sandi Young (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 06 May 2024 at 03:53 PM by Paul Johanson (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

'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.

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 disabilities 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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

At Thomastown West Primary School, our school motto is Together Working on Pathways to Success. We believe 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. Our mission is to be a caring learning community 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. A total of 261 students were enrolled at this school in 2023, 123 female and 138 males. Fifty three percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander. Our diversity and inclusion are our school's greatest assets.

The school's socioeconomic profile is based on the school's Student Family Occupation and Education Index (SFOE). SFOE is a measure of the socio-educational disadvantage of a school based on the educational and employment characteristics of the parents/carers of students enrolled at the school. This school's SFOE band value is: High. A high band represents a high level of socio-educational disadvantage. In 2023 there were 32 staff; some were part-time. Staff included the Principal and Assistant Principal, a Leading Teacher, a Learning Specialist, and classroom teachers, 2 tutors, and our Koorie Literacy and Numeracy Program teacher. The non-teaching staff included Office staff, Integration Aides, a full-time Primary Student Welfare Officer, a part-time Wellbeing staff member and a Mental Health and Wellbeing Coordinator. We are fortunate to have an active parents' group that meets regularly to organise and support school events and fundraising activities. During 2023, the Out of School Hours program changed from KidsCo to TheirCare, and in Term 4, Breakfast Club was reintroduced, held at our school Community Hub, at no cost for our families, to supplement the outside of school hours care option for parents.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school curriculum has a significant focus on Literacy and Numeracy. Each day 2 hours of Literacy are taught, and one hour of Numeracy. Our specialist subjects include Music, STEM, Visual Arts and Physical Education. During 2023, we appointed two tutors, each carefully matched with small groups of students tailored to their individual learning requirements. In 2023, 74.1% of students were at or above the expected level for Teacher Judgements in English (reading, writing and speaking and listening). We are proud of this level of achievement, and it is close to similar schools, which average 77.1%. Numeracy (Mathematics) is our focus again for 2023, with significant steps taken to improve our Numeracy teaching practice in 2023 and will continue to be a goal focus for 2024. Our Year 3 NAPLAN Numeracy showed that 44.4% of them were at Strong or Exceeding, which is in line with similar schools. Our Year 5 NAPLAN Numeracy showed that 38.5% of students were Strong or Exceeding. This is an increase of 8.5% from the previous year's NAPLAN result.

Our school had a focus on professional learning improvement in Numeracy in 2023, with many after school sessions run by the Assistant Principal and Learning Specialist in Terms 1 and 2. Throughout the year, Numeracy was the focus of the Professional Learning Cycles in all classroom year level teams. We also utilised a mathematics consultant in terms 3 and 4, to build teacher capacity further by demonstrating lessons in their classrooms and facilitated whole staff professional learning sessions after school. We have also promoted a more positive, engaging and rich format of mathematics lessons, where teachers facilitate students to learn through exploration and open ended tasks and questions. This has allowed us to move away from ability based grouping of students, to using the research-based Student Inquiry method of teaching mathematics, enabling students who need extra guidance and extending students who are successful swiftly. This is moving from a teaching classroom to a learning classroom, where everyone has collective responsibility for learning and for each other.

Our two tutors were overseen by the Assistant Principal and worked directly with the Department of Education Student Achievement Manager for the Northeast Area, on improving pedagogy and goal setting for students in their program. The whole school EAL immersion program continued to be implemented by classroom teachers during 2023 to support students where English is an additional language and who need some further assistance. A noteworthy feature of the Foundation (Prep) classes is the Oral Language program. Thomastown West Primary School also offers programs that extend and enhance students' abilities, including Maths Olympiad and specialised music programs such as instrumental lessons, choir and a school band. In 2023, students expanded

their knowledge and understanding of other cultures through their Inquiry units that our whole school concert. Students made costumes and performed songs, roleplays and dances from around the world, while connecting to the history of our school and local community.

Wellbeing

Our school has had three years of training with the Berry Street Educational model (BSEM), and Masterclass training will continue in coming years. The BSEM enables schools to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement. As a result of the training, the following initiatives were implemented: Ready to Learn Plans created with all students, daily Morning Circle student-led sessions, Class Meetings, Restorative Discussions, Fidget Toys in all rooms, Lunchtime activities in the Wellbeing Room and Calm Corners in all classrooms. Students have had feedback opportunities in our School Wide Positive Behaviour Matrix, and Classroom Agreements are formed in all classes with the students' input.

Years 4-6 students have a strong sense of connectedness to our school and a sense of inclusion, similar to that of the State average. The feedback from the same survey indicated a slight decline in the Management of Bullying, sitting at 73%, while the state average was 75.8%. It is our hope that the work completed in Semester 2 by the school's Student Voice student leadership team, who redesigned our School Wide Positive Behaviour procedures to ensure a child-friendly shared agreement, will lead to increased results next year. The Attitudes to School Survey results also indicate that our students' positive percentage of endorsement was at or above the State's results in

- Emotional awareness and regulation
- Help-seeking
- Respect for Diversity

During 2023, Thomastown West Primary School continued to maximize engagement and wellbeing support for students by successfully implementing multiple wellbeing and inclusion programs or events. Programs included:

- The Side by Side partnership with Berry Street Education and VACCA. This program is designed to support families with attendance at school and connection to family support services where necessary. It includes a teacher on-site at school three days a week to support students in the program socially and academically and two family liaison officers.
- The Mental Health in Primary School program continued, and the school continued to receive funding for a Mental Health and Wellbeing Leader. This teacher leader is responsible for building the capacity of classroom teachers to increase their mental health literacy and strategies to support students with additional needs effectively.
- The Koorie Literacy and Numeracy Program continued in 2023 with an experienced teacher dedicated to working with Koorie students who required extra support with literacy and numeracy.
- *The school's Student Welfare Officer supported students and families to access school uniforms through State School Relief, Smith Family Scholarships, food hampers from Foodbank, vouchers for families from Citylife church and access support agencies in the community. *We have an onsite psychologist that sees students at our school weekly.
- *We work with the Students Support Services team closely, including fortnightly meetings with our Key Contact Psychologist and Speech Pathologist.
- *Students who need Behaviour Support Plans, Individual Education Plans and Student Support Group Meetings are catered for.
- *Breakfast Club is provided for free to the community in our Community Hub. School staff use Foodbank supplied food for families who require the service, from 7:45am every morning.

Engagement

Student attendance continues to be a concern and an area of focus for our school. We have an average of 35 days absent per student, and the school is continually making considerable efforts to work with students and their families to improve this. This includes multiple wellbeing programs previously mentioned in this report, as well as the school participating in an Attendance Community of Practice inquiry project with other local primary and secondary schools and comprehensive data and articles in the fortnightly newsletter or whole school assembly contribute to efforts to increase student attendance. In 2023, dedicated time was given every day for our Student Wellbeing Officer to contact families with low attendance to 'check in' so that we could ascertain how the school could support the student to attend school more regularly. There are also awards given for attendance in every school assembly, including the Cup of Life for the highest percentage attendance of a class in the school, awards with vouchers for students with 100% attendance at the end of each term, attendance rewards cooking groups with the Student Welfare Officer. The school's Wellbeing Team also met with the Regional Attendance Officer about families of concern, discussing and planning for supports and processes to set up to re-engage their students at school.

In our Students' Attitudes to School survey, 88% of our students in grade 4-6 are positive about coming to school and want to be at school. This is higher than the state average of 85%. This tells us that there are other barriers at home and outside of the students' control in many cases. This survey also indicated that Teacher Concern for Students was at 76%, which is higher than the state average of 73%. It was pleasing that 96% of students said that their teacher had high expectations for success in their learning. The percentage endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey for our school was 80%, which is very close to the State average for primary school with 82.8%. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey. We run regular Monday Musters to engage families in their child's learning, inviting them in to see their learning and projects that they have created.

Efforts to increase the engagement from our school community have included our whole school concert, Monday Musters, Community Hub programs for free after school and at recess and lunch times and on school holidays, end of term performances from our band and choir, parent/student/teacher conferences and regular contact with families through our newsletter, Class Dojo, Learning Portfolios and Facebook page.

Financial performance

Financial obligations were fulfilled according to schedule, and the school operated within its budget as planned. The School Council remained well informed about the school's financial status through regular Finance Reports, enabling them to oversee finances effectively. It's worth noting that at the beginning of Term 1 2018 our enrolment was 316 students and at the end of 2023 there were 228 enrolments, yet the majority of the school's staff still consists of Classroom Level 2 teachers. Factors such as the reduction of international travel in previous years and more recently, the increase of housing costs in our community have contributed to this decline in enrollments. Thomastown West Primary School Council has maintained its Hire Agreement with 'Dog Solutions', allowing them to use the school grounds for dog training and obedience classes outside of school hours.

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 2.0 (FISO 2.0).

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 261 students were enrolled at this school in 2023, 123 female and 138 male.

53 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).

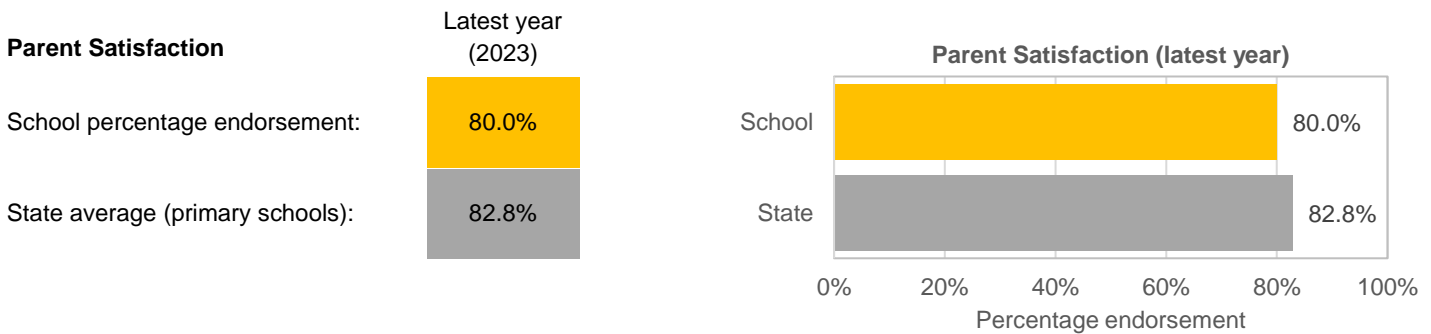
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

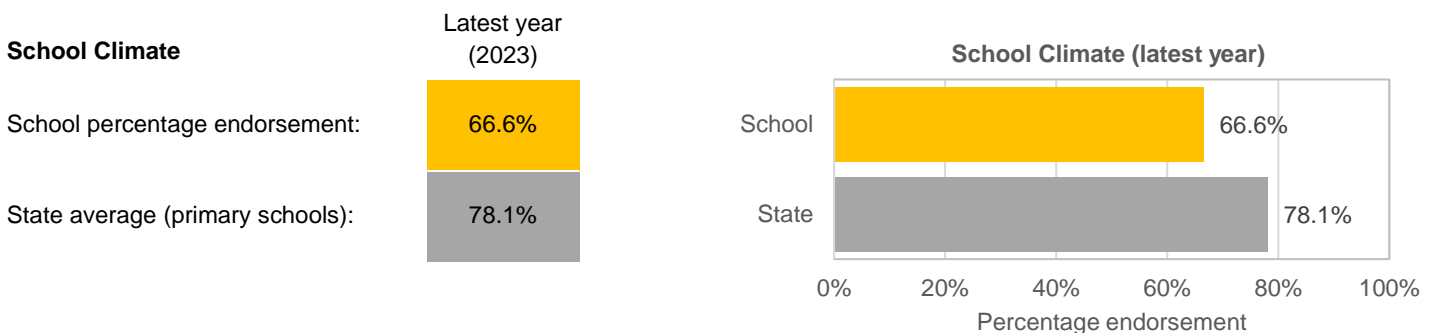


School Staff Survey

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.



LEARNING

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

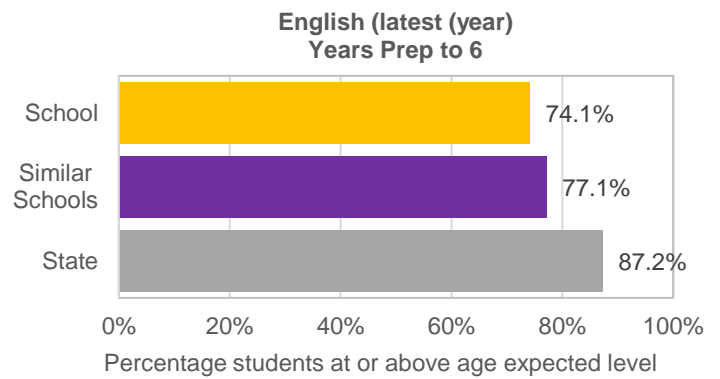
74.1%

Similar Schools average:

77.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

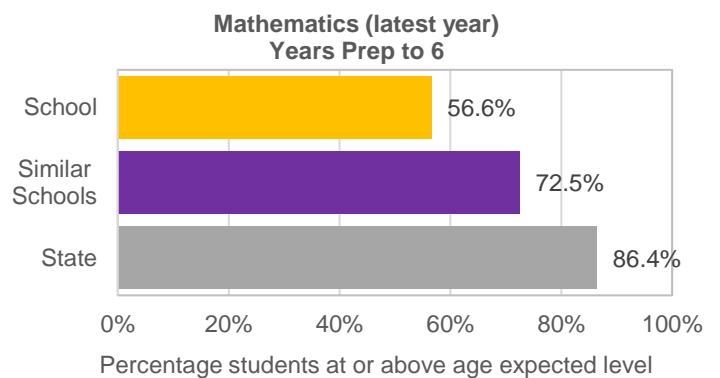
56.6%

Similar Schools average:

72.5%

State average:

86.4%



LEARNING (continued)

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.

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

40.7%

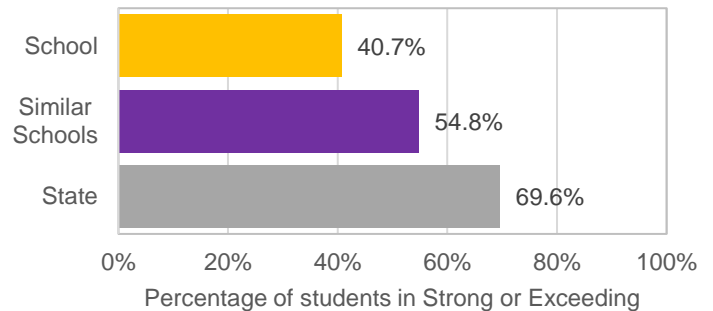
Similar Schools average:

54.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

59.0%

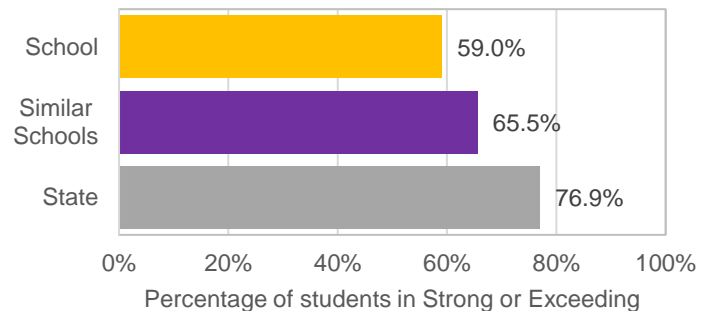
Similar Schools average:

65.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

44.4%

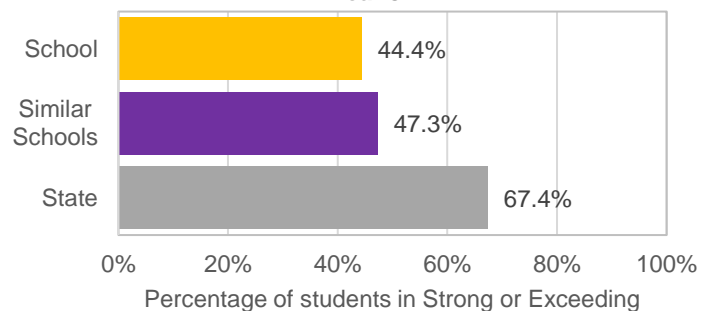
Similar Schools average:

47.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

38.5%

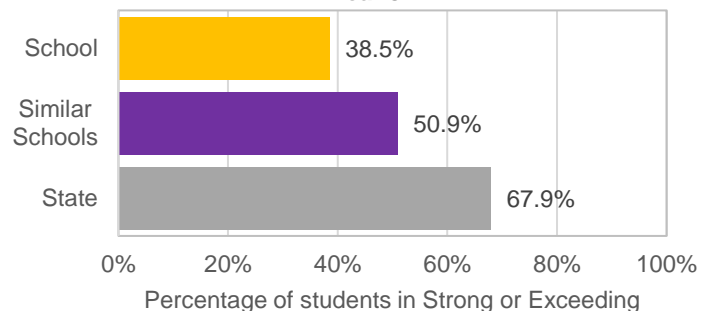
Similar Schools average:

50.9%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

70.0%

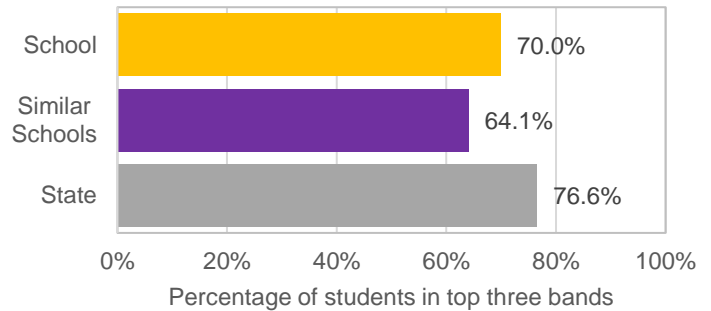
Similar Schools average:

64.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

45.2%

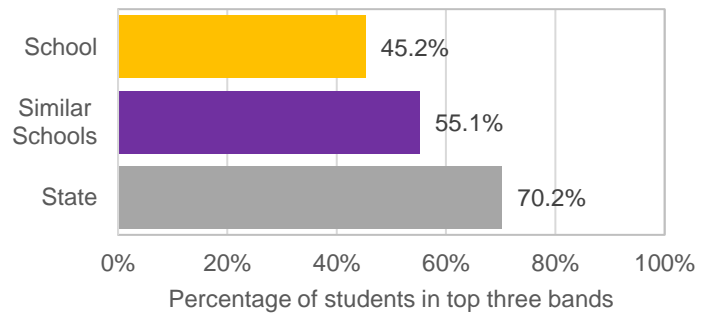
Similar Schools average:

55.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

43.6%

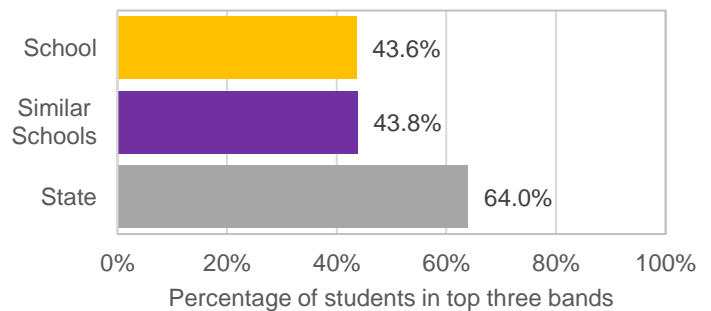
Similar Schools average:

43.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

30.0%

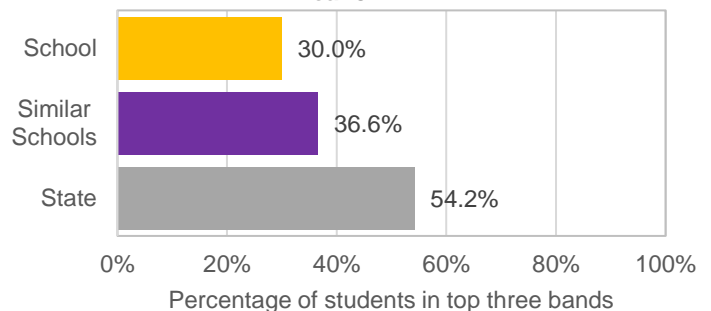
Similar Schools average:

36.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

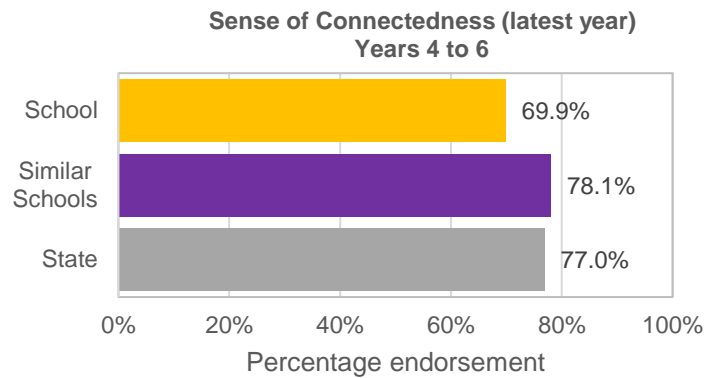
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	69.9%	77.7%
Similar Schools average:	78.1%	80.4%
State average:	77.0%	78.5%

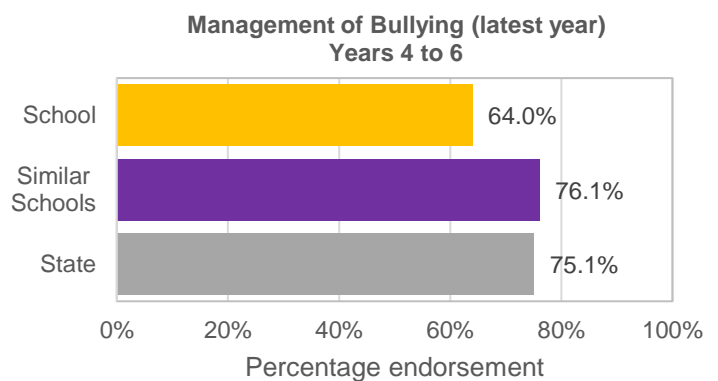


Student Attitudes to School – Management of Bullying

The percentage 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).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	64.0%	73.5%
Similar Schools average:	76.1%	78.5%
State average:	75.1%	76.9%



ENGAGEMENT

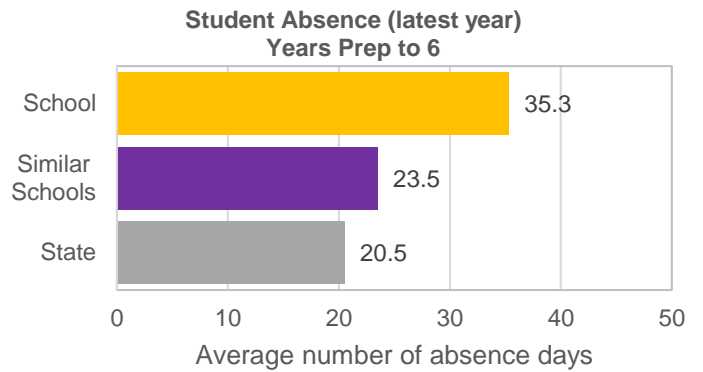
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	35.3	28.6
Similar Schools average:	23.5	22.1
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	82%	81%	78%	83%	84%	81%	85%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,479,714
Government Provided DET Grants	\$659,365
Government Grants Commonwealth	\$928
Government Grants State	\$0
Revenue Other	\$26,714
Locally Raised Funds	\$60,990
Capital Grants	\$0
Total Operating Revenue	\$4,227,710

Equity ¹	Actual
Equity (Social Disadvantage)	\$632,897
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$632,897

Expenditure	Actual
Student Resource Package ²	\$3,247,887
Adjustments	\$0
Books & Publications	\$1,057
Camps/Excursions/Activities	\$31,702
Communication Costs	\$14,176
Consumables	\$63,725
Miscellaneous Expense ³	\$41,511
Professional Development	\$12,915
Equipment/Maintenance/Hire	\$61,602
Property Services	\$140,934
Salaries & Allowances ⁴	\$187,451
Support Services	\$20,933
Trading & Fundraising	\$7,992
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,026
Total Operating Expenditure	\$3,868,912
Net Operating Surplus/-Deficit	\$358,798
Asset Acquisitions	\$0

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$486,557
Official Account	\$4,207
Other Accounts	\$0
Total Funds Available	\$490,764

Financial Commitments	Actual
Operating Reserve	\$81,632
Other Recurrent Expenditure	\$2,455
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$300,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$484,087

All funds received from the Department of Education, 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.