

2017 Annual Report to the School Community



School Name: Thomastown West Primary School

School Number: 4999



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 as with the school values of respect, empathy, responsibility and striving to do our best. This combined with our School Wide Positive Behaviour Support framework, 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. The Linking Learning Project that the school was leading was officially completed in June, however the school has continued elements of the project and sustained relationships with Thomastown schools and kindergartens and Bubup Wilam Early Learning Centre.

In Term 2 2017, the new substantive Principal was appointed after a 6 month Acting Principal position. This led to a seamless transition with the implementation of the first year of the school's new Strategic Plan.

Framework for Improving Student Outcomes (FISO)

- **Building Practice Excellence initiatives included:**

- Years P - 6 teachers used common formative Maths assessments.
- Years 2- 6 teachers used the *Fountas and Pinnell* testing as a common formative assessment for reading.
- Years P – 2 used the Speech Sound Pics (SSP) program to significantly increase phonological awareness.
- Teachers met as Professional Learning Teams (PLTs) with the school's Teaching and Learning Coach to establish shared understandings and a schoolwide approach to instructional responses when essential concepts are not established by our students. The coach modelled how to collect and analyse data related to these initiatives. Teachers were supported by the coach as they measured the impact of their teaching on student learning.
- The school continued with a restructured weekly timetable to allow for additional Professional Learning sessions to be held on a Tuesday afternoon. This enabled teachers to further develop their understanding of the FISO initiatives adopted by the school.

- **Curriculum planning and assessment initiatives included:**

- The school reviewed its assessment documentation and considered some of the necessary actions to ensure coverage of all learning areas in alignment with the Victorian Curriculum.
- The school began to review and develop consistent whole school planning documents, lesson structures and assessment in English, Maths and Science.
- The school began using Compass to facilitate more effective data management. One improvement was easier access to student reports in their new online format.

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

- A School Wide Positive Behaviour Support (SWPBS) Professional Learning Community was established. This was facilitated by an aspirant leader, who collaborated with the team to establish consistent processes; as well as provide professional learning for staff.
- Developing a whole school SWPBS documentation of processes to ensure consistent implementation.
- *Education Improvement Leaders* provided professional learning to improve teacher understandings of student voice.
- Sustaining the school's valued partnerships with the wider community through the school's close relationship with the Thomastown Community Hub.

Achievement

In 2017 our NAPLAN data in Year 3 and 5 (Reading and Numeracy) was similar to comparison schools. The results for grade 3s were slightly down compared to 2016 and also compared to the 4 year average. The grade 5 results showed a slight improvement on the same measures.

The NAPLAN learning gains 'Year 3 to Year 5' were an improvement on 2016 in all areas except writing. Overall student gain 2015-2017 surpassed state benchmarks. These gains are largely attributed to the three tier approach to learning and targeted teaching. In 2018 we will continue to focus on targeted teaching to further increase the cohort of students with high learning gain.

Teacher judgment of student achievement has also shown some improvement and now falls within the 'Similar' range. This could be attributed to the teachers using some common formative Maths assessments and including moderation time in their PLT meetings.

With support from the Teaching and Learning Coach, teachers are specifically targeting areas of need and supporting students with their progress. In 2018 the school will begin to implement the *High Impact Teaching Strategies (HITS)*. We will also continue to focus on oral language development, vocabulary building and using the *High Reliability Literacy Teaching Procedures* to increase comprehension skills for students in P-6, particularly in the Early Years and for newly arrived students.

All Program for Students with a Disability students, Out of Home Care students and Koorie students showed progress at satisfactory or above in achieving their individual learning plan goals.

Engagement

Our attendance data continues to show 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. Our student attendance rates continue to be significantly lower than the state average and also below the comparison schools. The issues of students taking long term overseas trips for family reasons remains a problem for our school. We also have many absences related to cultural holidays such as 'Eid' or Chinese New Year. Our Welfare team (Principal, Primary Welfare Officer and Student Wellbeing Worker) and teachers continue to work with families to emphasise the importance of attending school.

The Performance summary data indicated that Student engagement in terms of student's Sense of Connectedness is lower than the comparison schools and lower than 2016. Increasing student engagement, including Student Voice and updating the school's digital technologies will be a point of focus for 2018.

The level of parent satisfaction with the school significantly increased in 2017. Parents were given a voice through parent forums and communication was increased through the Compass portal. The Linking Learning Project may have ended in June 2017, but the school continued to invest in personnel and time to ensure the strategies were sustained and embedded in the Thomastown Early Years community. The Linking Learning Project successfully developed resources and strategies for parents to engage with their child's learning in Thomastown Kindergartens, Day Cares and Schools.

The School Community Hub continues to grow offering programs that encourage community engagement. At The Hub in the 2017 school year the following programs continued: playgroup, 2 homework clubs supporting newly arrived students, a Refugee Support Group and School Holiday Programs.

Wellbeing

The Attitude to Schools Survey indicates that students believe that Student Safety is the greatest area of concern. The school had already begun addressing these concerns- School Wide Positive Behaviour whole school consistent processes were developed in 2017. Also, during 2017, the school became a Partner School for the Respectful Relationships initiative and participated in White Ribbon professional learning.

In contrast to the student data, the 2017 Parent Opinion Survey indicates that the students are feeling happy, safe, and respected and enjoy learning at our school.

We continue to be concerned with the number of our families that required DHS support. In 2017 we had Child Protection involved with a significant number of children and families in our school.

We have continued to increase our participation with support agencies such as Foundation House, The Smith Family, Whittlesea Community Connections, Epping Police, Tri-Tactics and more. These agencies assist the school to support our children and families, especially refugee families, that have had traumatic experiences.




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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

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

School Profile

Enrolment Profile

A total of 341 students were enrolled at this school in 2017, 162 females and 179 males.

70 percent were EAL (English as an Additional Language) students and 5 percent 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

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

















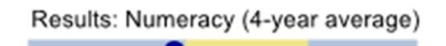




Performance Summary

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

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

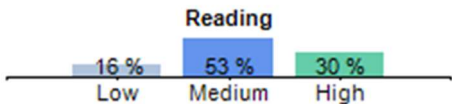
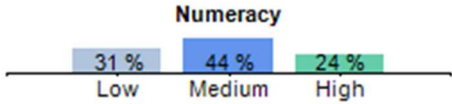
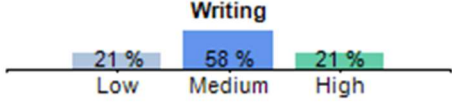
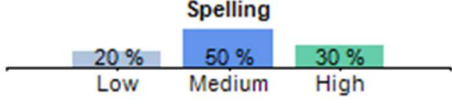
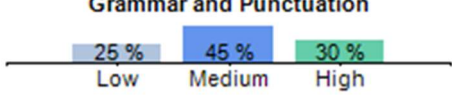
Performance Summary

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

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

Performance Summary

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




Achievement	Student Outcomes	School Comparison																														
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<div><p>Reading</p><table><tr><th>Low</th><th>Medium</th><th>High</th></tr><tr><td>16 %</td><td>53 %</td><td>30 %</td></tr></table></div> <div><p>Numeracy</p><table><tr><th>Low</th><th>Medium</th><th>High</th></tr><tr><td>31 %</td><td>44 %</td><td>24 %</td></tr></table></div> <div><p>Writing</p><table><tr><th>Low</th><th>Medium</th><th>High</th></tr><tr><td>21 %</td><td>58 %</td><td>21 %</td></tr></table></div> <div><p>Spelling</p><table><tr><th>Low</th><th>Medium</th><th>High</th></tr><tr><td>20 %</td><td>50 %</td><td>30 %</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><th>Low</th><th>Medium</th><th>High</th></tr><tr><td>25 %</td><td>45 %</td><td>30 %</td></tr></table></div>	Low	Medium	High	16 %	53 %	30 %	Low	Medium	High	31 %	44 %	24 %	Low	Medium	High	21 %	58 %	21 %	Low	Medium	High	20 %	50 %	30 %	Low	Medium	High	25 %	45 %	30 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p>	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p> <table><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>86 %</td><td>85 %</td><td>89 %</td><td>85 %</td><td>87 %</td><td>89 %</td><td>87 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	86 %	85 %	89 %	85 %	87 %	89 %	87 %	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
86 %	85 %	89 %	85 %	87 %	89 %	87 %										

Performance Summary

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Results for this school:  Median of all Victorian Government Primary Schools: 

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

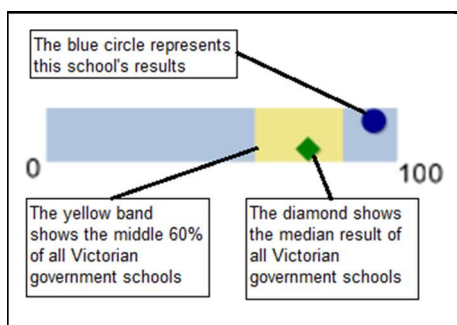
Engagement

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

Wellbeing

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

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

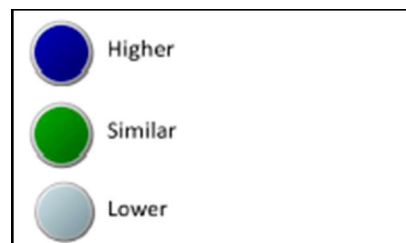


What does *School Comparison* refer to?

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

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

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



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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

Financial Performance and Position

Financial performance and position commentary

In 2017 a considerable amount of the Student Resource Package (SRP) was allocated to reducing the number of students in each class, as well as releasing staff for Teaching and Learning Coaching roles. These roles include supporting staff and students in targeted teaching practices and supporting specific needs in Literacy, Numeracy and eLearning.

State Government grants have been allocated as part of the Linking Learning Project, although this ended in June. These funds are for Coordination, Teacher Release and support for all educational settings in Thomastown to meet needs and target areas of Teaching and Learning for children in the Early Years in Thomastown.

The year ended with the SRP in a surplus. This can be attributed to:

- A number of staff were seconded into leadership positions at other schools for a significant period of time and they were not replaced.
- The Linking Learning Project ending and the Leading Teacher who coordinated the project returning to the classroom. Consequently, the casual replacement teacher was no longer required.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,098,875	High Yield Investment Account	\$93,244
Government Provided DET Grants	\$495,074	Official Account	\$4,089
Government Grants Commonwealth	\$2,700	Other Accounts	\$43,657
Government Grants State	\$57,495	Total Funds Available	\$140,990
Revenue Other	\$7,502		
Locally Raised Funds	\$123,872		
Total Operating Revenue	\$3,785,518		
Equity ¹			
Equity (Social Disadvantage)	\$597,917		
Equity Total	\$597,917		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,957,530	Operating Reserve	\$97,796
Books & Publications	\$1,549	Capital - Buildings/Grounds incl SMS<12 months	\$34,784
Communication Costs	\$4,398	Revenue Receipted in Advance	\$8,410
Consumables	\$69,929	Total Financial Commitments	\$140,990
Miscellaneous Expense ³	\$121,674		
Professional Development	\$10,723		
Property and Equipment Services	\$172,218		
Salaries & Allowances ⁴	\$187,856		
Trading & Fundraising	\$44,296		
Utilities	\$23,486		
Total Operating Expenditure	\$3,593,659		
Net Operating Surplus/-Deficit	\$191,859		
Asset Acquisitions	\$0		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.