

2018 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 2018 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 20 March 2019 at 02:27 PM by Sandi Young
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 09 April 2019 at 07:43 PM by Paul Johanson
(School Council President)

About Our School

School context

Thomastown West Primary School was established in 1971 and is located approximately 20 kilometers north of the CBD. This school had a total of 317 students enrolled at this school in 2018. 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 site is adjacent to Thomastown Secondary College and the schools share some sports facilities and a joint car park.

We have over 40 nationalities represented in our school community, including 5% indigenous. In 2018 there were 37 staff, some were part time. Staff include the Principal, Leading Teachers and classroom teachers. During 2018, a number of Acting Assistant Principals were utilised until a five year substantive Assistant Principal's position was appointed for 2019. The non-teaching staff includes Office staff and Integration Aides. The Out of School Hours program is outsourced to OSHClub.

Our school curriculum has a major focus on Literacy and Numeracy. Each day 2 hours of Literacy is taught and 5 hours of numeracy every week. Our specialist subjects included: STEM, Auslan Performing Arts, Visual Arts and Physical Education. For students who require extra assistance, programs were offered such as a Phonological Awareness Program and Literacy Support. EAL support was provided for students with English as their second language and who need some assistance. A major feature of the Prep program is Oral Language. Thomastown West Primary School offered programs that extend and enhance student's abilities, including Math's Olympiad and ICT Young Explorers. Specialised music programs continued to be offered in 2018, such as instrumental lessons, choir and a school band.

The Thomastown West Community Hub was established in 2014 with community partners. Thomastown West Primary School has sustained this partnership and strengthened their connection with Whittlesea Community Connections, The Smith Family and Reservoir and Preston Adult Community Education (PRACE). In 2018, the Thomastown West Community Hub and Thomastown West Primary School successfully worked in partnership to continue to offer a range of programs that supported the needs of families and students in the Thomastown Community.

During 2018, Thomastown West has continued to invest a significant amount of time and resources into developing the School Wide Positive Behaviour framework at our school. This includes becoming a Respectful Relationships Partner School and beginning a partnership with Our Watch. The Thomastown West community is committed to creating and maintaining a positive, safe and supportive environment. By upholding our values (Respect, Responsibility, Resilience, Empathy and we Striving to be our Best) we encourage every child to reach their academic potential and social growth in an inclusive and innovative learning environment. Our school motto is Together Working on Pathways to Success (TWPS). Education is a partnership between teachers, families and the wider community. We work together to ensure all students experience success.

Framework for Improving Student Outcomes (FISO)

Building practice excellence: Build teacher capacity to implement the Education State Literacy strategy to address Writing

- School Improvement Team aims to create a whole school professional learning plan that is focused on the FISO improvement Cycle and on improving Literacy student outcomes.
- Staff to audit current writing approach and re-engage the services of Ann Angelopoulos, Writing Consultant
- School Improvement Team to investigate a consistent instructional model for writing based on 'The Writing Model' program

*Although Thomastown West Primary School was unable to retain the writing consultant in 2018, a significant

amount of professional learning was secured for 2019. 'The Writing Model' was still a key priority with PLT time allocated for writing. This process has included the correlation of meeting agendas and minutes, student samples of work, teacher judgement in reporting and PLT documentation to track student growth. During 2018, staff also utilised their prior knowledge of the 'The Writing Model', participated in peer observations both at this school and other local schools and worked together to collaboratively plan for, assess and moderate writing. The initial implementation of the High Impact Teaching strategies in 2018 focused on improving students writing achievement.

Curriculum planning and assessment: Develop and document a whole school curriculum plan that has a holistic and consistent approach to curriculum, pedagogy and assessment.

- Provide teachers with time to work collaboratively to refine and redevelop curriculum plans for the cohort in which they are teaching
- Develop a consistent and coherent approach to the documentation of curriculum planning templates (Including Learning Intentions and Success Criteria)
- School Improvement Team, Curriculum PLCs and Area teams to ensure curriculum plans are focused on developing literacy and numeracy skills in alignment with the Victorian Curriculum English Scope and Sequence.
- Increase teachers Data Literacy so they can interpret and analyse both formative and summative data.

*During 2018, as the School Improvement Team's leadership capacity grew, so did the success of the Curriculum Professional Learning Teams. Assessment schedules for Maths and English were completed and the Curiosity team further developed the Inquiry units of work. Learning Intentions and Success Criteria are being used and visible for all sessions. Student goal setting has been introduced and trialled. A range of assessment processes are being put in place including: PAT Maths, Essential Assessment used as Formative Assessment tool (Grades 2-6). The purchasing of the Student Performance Analyser (SPA) combined with SPA professional learning has significantly increased teachers data literacy, as evidence in the Performance and Development Plans of staff. A culture of collecting and sharing data via Google Team Drive and documentation to inform future actions was established. Individual Learning Plans are being monitored and updated via Student Support Meetings.

Empowering students and building school pride: Provide a safe, positive, engaging and learning environment at TWPS

- Continue implementation of School Wide Positive Behaviour Support (SWPBS) framework
- Begin implementation of Respectful Relationships with the support of Our Watch
- Increase student leadership and student voice

*A continual and consistent approach to the delivery of School Wide Positive Behaviours (SWPB) and Respectful Relationships (RR) has improved student engagement by enhancing their ownership of their learning. Area teams are now planning their own SWPBS and RR lessons independently using the resources provided. A student voice team has been established and the concept of Mindfulness introduced across the school and daily Mindfulness sessions were trialled in some areas after lunch. Class Dojo points are reinforcing positive behaviours together with Compass alerts recording both positive and negative behaviour and Behaviour logs both inside/out throughout school, ensured a whole school consistent approach. A range of supports are supplied via the Welfare Officer and Wellbeing Worker and other agencies e.g. Our Watch, Berry Street and the Smith Family. A Student voice team was established, and class meetings were trialled in years 3-6. Sustained partnerships with the Thomastown West Community Hub continued to provide its range of successful programs held at lunch, after school and during school holidays.

Achievement

In 2018 our NAPLAN data in Year 3 and 5 (Reading and Numeracy) was similar to comparison schools, including when it was compared to the 4 year average. Teacher judgements (from the Student Semester Reports) were lower than the comparison schools. After some analysis, when teacher judgements were compared to the NAPLAN results, it was highlighted that there are more students who achieve above the expected level in NAPLAN than in the teacher judgements. Additional strategies to align the NAPLAN data and

the teacher judgements will be worked on in 2019.

In 2018, we did not have as many students in the high growth student outcome data which indicated that the NAPLAN learning gains 'Year 3 to Year 5' were lower than 2017. Consequently, there was a higher number of students in the lower and medium growth for Reading, Writing and Numeracy. However, the results for Spelling, Grammar and Punctuation illustrated high growth percentages close to State mean. In 2019, our Annual Implementation Plan will continue to strive for high growth for all students. The School Improvement Team will further build on teachers' data literacy and continue to focus on targeted teaching to further increase the cohort of students with high learning gain.

In 2018 the school began its' implementation of 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 88% of the year. Our student attendance rates continue to be significantly lower than the state average and also below the comparison schools. The school has identified serial absentees, overseas travel and cultural influences and student choice as key reasons for student absenteeism. The school continues to promote the message that "It is NOT Okay to Be Away" and "Every day of learning counts" by providing a Breakfast Club, running grade competitions such as Cup of Life, as well as recognising improved and perfect attendance. Our Welfare team (Principal, Assistant 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 has significantly increased from 67% to 80% with the state's average at 81%. This can be attributed to our school increasing Student Voice and leadership opportunities and updating the school's digital technologies.

The school sustained the previous year's improvement regarding overall Parent Satisfaction and in the area of Parent Community Engagement, the data for the parent participation and involvement has continued to improve and is close to the state's results. In 2018, both School Council and the Fundraising Team were reenergised with a new team of parents.

The school has successfully sustained relationships with the Thomastown Kindergartens, Day Cares and schools. The School Community Hub continues to encourage community engagement with three different homework clubs, chess club, support for newly arrived students, as well as a Refugee Support Group and School Holiday Programs. The Thomastown West School Community Hub, along with Bubup Wilam's Aboriginal Child and Family Centre, supported our school's weekly student Koorie Club.

Wellbeing

Both the 2018 Attitude to Schools Survey and Parent Opinion Survey indicates that the students are feeling happy, safe, and respected and enjoy learning at our school. When compared to other schools, Thomastown West's 2018 results, fall in the 'similar' range. The school will continue to focus on increasing student safety, through our implementation of Respectful Relationships and the School Wide Positive Behaviour framework.

We continue to be concerned with the number of our families that required DHS support. In 2018, we continued to have Child Protection involved with a significant number of children and families in our school.

The school has sustained our partnership with support agencies such as Foundation House, The Smith Family, Whittlesea Community Connections, NIRODAH, CityLife and more. These agencies assist the school to support our children and families, especially refugee families, that have had traumatic experiences. Next year, we will facilitate the CASEA (CAMHS and School Early Action) Department of Health early intervention program at our school. The Austin CASEA Team will support Thomastown West to build the capacity of the whole school community to work effectively with students and their families with regard to children's social, emotional and behavioural development.

Financial performance and position

Thomastown West Primary School recorded a surplus at the conclusion of the year. A significant portion of this surplus was remaining from the previous year. (Several secondments and subsequent changes with teaching staff lead to the 2017 surplus). This 2018 surplus can also be attributed to an Acting Assistant Principal position being utilised for the entirety of 2018. At the end of 2018, a five year substantive Assistant Principal's position was advertised and appointed for 2019.

Funds were intentionally set aside for:

- *sustaining the digital technologies four year lease that purchased over one hundred new devices in 2018
- *undertaking specific projects in 2018 to further enhance our school grounds




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 317 students were enrolled at this school in 2018, 148 female and 169 male.

66 percent were EAL (English as an Additional Language) students and 3 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).

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






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> Lower</p>

Performance Summary

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




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> 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><td>38 %</td><td>56 %</td><td>7 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Numeracy</p><table><tr><td>36 %</td><td>55 %</td><td>9 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Writing</p><table><tr><td>30 %</td><td>53 %</td><td>18 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Spelling</p><table><tr><td>34 %</td><td>41 %</td><td>24 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><td>39 %</td><td>32 %</td><td>29 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div>	38 %	56 %	7 %	Low	Medium	High	36 %	55 %	9 %	Low	Medium	High	30 %	53 %	18 %	Low	Medium	High	34 %	41 %	24 %	Low	Medium	High	39 %	32 %	29 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
38 %	56 %	7 %																														
Low	Medium	High																														
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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</p> <p>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 2018 attendance rate by year level:</p>	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>88 %</td><td>87 %</td><td>87 %</td><td>89 %</td><td>88 %</td><td>88 %</td><td>89 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	87 %	87 %	89 %	88 %	88 %	89 %	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	87 %	87 %	89 %	88 %	88 %	89 %										

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: 

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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Lower</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Lower</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$3,233,959
Government Provided DET Grants	\$583,591
Government Grants Commonwealth	\$6,236
Government Grants State	\$5,500
Revenue Other	\$8,736
Locally Raised Funds	\$115,584
Total Operating Revenue	\$3,953,607

Equity¹

Equity (Social Disadvantage)	\$650,578
Equity Total	\$650,578

Expenditure

Student Resource Package ²	\$3,056,224
Books & Publications	\$1,997
Communication Costs	\$4,316
Consumables	\$71,631
Miscellaneous Expense ³	\$136,988
Professional Development	\$9,989
Property and Equipment Services	\$171,027
Salaries & Allowances ⁴	\$241,581
Trading & Fundraising	\$34,944
Utilities	\$23,666

Total Operating Expenditure	\$3,752,363
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Net Operating Surplus/-Deficit	\$201,244
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Asset Acquisitions	\$0
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Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$106,664
Official Account	\$4,685
Other Accounts	\$44,727
Total Funds Available	\$156,076

Financial Commitments

Operating Reserve	\$105,954
Funds Received in Advance	\$6,492
Maintenance - Buildings/Grounds < 12 months	\$15,000
Total Financial Commitments	\$127,446

(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 15 March 2019 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.

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)

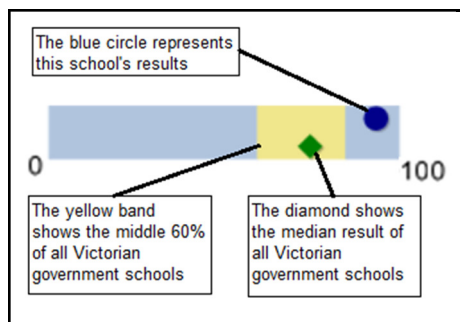
Engagement

- 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).

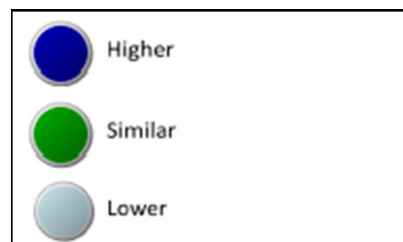


What does *School Comparison* refer to?

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*' or '*ND*' 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').