2017 Annual Report to the School Community

School Name: Thorpdale Primary School

School Number: 2966

- 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 Regulation 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 2017 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 18 September 2018 at 10:15 AM by Grant Nicholas (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 Regulation 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 2017 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 26 October 2018 at 02:59 PM by Stuart Jennings (School Council President)

About Our School

School Context

Thorpdale Primary School is dedicated to providing a safe and supportive school environment that promotes continuous enhancement and achieving excellence in teaching and learning in all grade and curriculum areas. We provide our students with a broad ranging curriculum that is delivered by dedicated teaching staff in warm and welcoming classrooms. The school staff comprises of a Principal and three classes and ES staff to support students.

Staff design highly engaging units of work that cater for a variety of learning styles and for the individual needs of our students. Staff undertake extensive professional learning that is linked to improving teacher capacity and ultimately improving student learning outcomes. Professional learning is directly linked to our key priorities of mathematics and literacy. Thorpdale Primary School offers the students specialist subjects of library, art and science. Students enjoy the added learning experiences of bi-annual school concerts, a swimming program, camp program for grades 3-6 and excursions.

As part of our ethos, the school promotes the values of Respect, Learning, Honesty, Fairness & Community. These values underpin Thorpdale Primary School's teaching and is reflected in many aspects of the school daily happenings.

Thorpdale Primary offers its students a safe, caring, friendly and stimulating environment in which to learn and maximise their growth. There is a strong partnership between parents, staff and the wider Thorpdale community, with a high level of parent participation of School Council, as classroom and excursion helpers and in fundraising and social activities.

Framework for Improving Student Outcomes (FISO)

Thorpdale Primary School is heavily engaged within the Moe Small Schools Cluster to develop programs and practices to enhance how we teach students and track their achievements over time. This has been formed to allow our staff to come together for fortnightly professional learning communities (PLCs). This initiative has allowed us to work together to align our assessment tasks in Mathematics, develop a Scope and Sequence chart for Mathematics that is used across the cluster and ensure we are working towards a guaranteed and viable curriculum. The ultimate aim is to reduce variation across the classrooms in each of our schools. It has also enabled teachers in the different grade levels to work together to develop their weekly and term planners together. During 2016-2017, four cluster schools were trained in the Department's targeted STEM specialist's initiative. In 2018, our cluster schools will have fortnightly PLC meetings focused on collective learning and building quality practice. Twice a term, our cluster schools will meet in team groups (Gr Prep, Gr.1/2, Gr. 3/4 and Gr.5/6) for professional learning half days focused on the use of data to inform teaching and track growth of students.

Achievement

Thorpdale Primary School has achieved similar or stronger combined student learning results to other schools which have students with the same background and experiences. Our teacher assessments against VELS indicate we are performing at the predicted level.

NAPLAN results across the board are very sound with our outcomes reflecting similar or above average results in all areas. Grade 3 Numeracy results was well above the state average, as was Grade 5 results in Reading. There were only a small percentage of students showing low growth in all areas of NAPLAN.

A whole school intervention program has been developed to assist students who are having difficulty or are seen as 'at risk' in either Mathematics or Literacy.

In 2018, our cluster schools are implementing regular Maths pre-test CAT to inform a four week unit of work, followed by a CAT post-test. This will develop our teachers' capacity to be more targeted in interventions for students in numeracy. It will also build our teachers' pedagogical practices to ensure more students achieved at or above the expected learning growth in the future.

Engagement

Thorpdale has achieved similar attendance to that of like schools with no significant change over the past 4 years. The Attitude To School Survey remains high across the board, with most areas scoring above 90%, many at 100%. Advocate at school scored lowest for females who completed the survey.
Inappropriate classroom and playground behaviour is dealt with using "Restorative Justice" as our guiding principle. Students work together to ensure our School's values of Respect, Learning, Honesty, Fairness and Community are upheld. The school uses it newsletter to promote attendance and awards students for strong attendance. Student voice has been a focus and senior students have greater decision making and leadership opportunities through Junior School Council, house captains and leaders for PMP. Technology is playing a key role in student engagement. All classrooms have IWB's and students have access to desktop and laptop computers, as well as a number of iPads which were purchased through the Moe Small Schools cluster.

Wellbeing

Thorpdale Primary School has a well-developed program in place to support students at the various transition points.

Our pre-schoolers participate in a program of visits ranging from visits by teachers and year 5 (2016 Year 6 students) Buddies to the Kinder and visits to our School on numerous occasions throughout Term 4.

The majority of our Year 6 students attend either Mirboo North Secondary College or Trafalgar High School, thus we have strong links with these school. A transition program has been developed by both schools with extra sessions available for students with special needs or concerns. We feel additional transition is very important as the students are coming from a small rural school to a school where they either know no one or very few of the students attending their new school. The strong link we have developed with these schools has allowed for smooth and successful transition from Thorpdale Primary to the secondary sector.

Thorpdale Primary uses a computer based program, Compass, that tracks our students and flags any issues, concerns or needs that our students may have.

For more detailed information regarding our school please visit our website at
[enter web address here]

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 56 students were enrolled at this school in 2017, 21 female and 35 male.

0 percent were EAL (English as an Additional Language) students and < 10 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.

| low | low-mid | mid | high |

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
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ▬▬▬▬▬▬ 100 Results: Mathematics 0 ▬▬▬▬▬▬ 100	● Similar ● Similar

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Higher Similar Higher

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 20% Low, 40% Medium, 40% High **Numeracy** 20% Low, 60% Medium, 20% High **Writing** 20% Low, 80% Medium **Spelling** 20% Low, 40% Medium, 40% High **Grammar and Punctuation** 20% Low, 60% Medium, 20% High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **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. Average 2017 attendance rate by year level:	Results: 2017 0 ————————— 50 Few absences <------> Many absences Results: 2014 - 2017 (4-year average) 0 ————————— 50 Few absences <------> Many absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	88 %	93 %	97 %	94 %	94 %	87 %

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
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 100	● Higher
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 100	● Similar

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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.

Higher

Similar

Lower
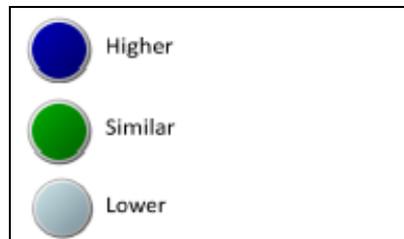
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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

<mark>Our investment account continues to accumulate due good financial management. The aim is to keep a surplus as numbers are going to decline dramatically in coming years.</mark>

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$699,502
Government Provided DET Grants	$111,595
Revenue Other	$14,568
Locally Raised Funds	$44,358
Total Operating Revenue	**$870,024**

Equity[1]	
Equity (Social Disadvantage)	$39,465
Equity Total	**$39,465**

Expenditure	
Student Resource Package[2]	$570,933
Books & Publications	$533
Communication Costs	$6,107
Consumables	$19,653
Miscellaneous Expense[3]	$24,850
Professional Development	$10,419
Property and Equipment Services	$28,572
Salaries & Allowances[4]	$51,956
Trading & Fundraising	$7,521
Utilities	$10,895

Total Operating Expenditure	**$731,438**
Net Operating Surplus/-Deficit	**$138,586**
Asset Acquisitions	**$7,272**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$7
Official Account	$1,598
Other Accounts	$59,655
Total Funds Available	**$61,260**

Financial Commitments	
Operating Reserve	$24,938
Maintenance - Buildings/Grounds incl SMS<12 months	$10,000
School Based Programs	$7,571
Maintenance -Buildings/Grounds incl SMS>12 months	$7,367
Total Financial Commitments	**$49,875**

(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.