

2022 Annual Report to the School Community

School Name: Thorpdale Primary School (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 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 of the previous calendar year 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 21 March 2023 at 04:50 PM by David Shields (Principal)

- This 2022 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 29 March 2023 at 03:37 PM by Stuart Jennings (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with 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').

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.

In 2022, the school had an enrolment of 34 students. The school staff comprises a Principal and two classrooms, with Education Support staff in each room 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, Science, Respectful Relationships and The Resilience Project. Students enjoy the added learning experiences of annual school concerts, a swimming and athletics program, camps 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 daily life at the school.

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 the School Council, as classroom and excursion helpers and in fundraising and social activities.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our focus in 2022 was consolidating our 'Learning Catch up and Extension', which involved the use of existing staff to tutor students in Literacy and Mathematics. Students that had extra needs were involved in short regular sessions of explicit intervention utilising the highly effective Synthetic Phonics Program to ensure that students had extra support to write and read words. Students that needed to participated in tutoring in mathematics focussing on number.

With multiple Principals and classroom teachers there was also a heavy focus on keeping the curriculum consistent and predictable. This was able to occur with classroom teachers ensuring that students received reliable and repeatable learning activities through structured lessons and timetable.

Wellbeing

In 2022 Thorpdale Primary School was committed to building student wellbeing and kept it as a priority. With this commitment we are noticing the impact of the last two years on student behaviour, confidence, resilience, persistence, tolerance and happiness.

Wellbeing activities were incorporated into classrooms with the use of respectful relationships and zones of regulation. With students returning to a full year of schooling, there was deliberate planning and expectations to support their transition back to learning. Anecdotal evidence suggested some students were primed ready-to-learn whilst others found adjusting back to the learning mode expected at school a challenge. We supported students in the following ways:

- Incorporated Breakfast Club into sections of the year and included 'fun day' activities to break up the heaviness of learning.
- Released a staff member with a psychology background one day a week to support whole school wellbeing.
- Looked into the Resilience Project as a way to build more capacity in our students to manage stressors and workload. This will start in 2023.

Engagement

Our attendance data has shown that we have higher absence days than both like and state schools. Whilst this has improved on the previous year we put more of a focus on how we can work with our students with low attendance. We discussed the importance of school attendance with the community in our newsletter and our communication app. Our school also make personal phone calls to parents where students have missed several days in a row.

Upon review of our attendance data, patterns have been identified and the leadership team will be continuing to review how we engage with students who miss school. Options include, more use of Educational Support staff in the monitoring of reengagement, alternative activities for students who are reengaging and a higher emphasis on connecting with families at risk through home visits.

Other highlights from the school year

Throughout the year there were many positives. Thorpdale won both the Swimming and Athletics Carnivals and currently have both of the shields proudly displayed in the office. After a break from Camps, the Grade 3-6's finally found their way out to Waratah Bay with neighbouring schools where they undertook a range of activities that built self-confidence and teamwork. The school received a grant to put in two vegetable gardens that were monitored and used by students through science classes. The school also celebrated it's graduating class with a farewell both at school and out for a dinner.

Financial performance

The Annual Financial shows that the school continues to be in a strong operating position with a surplus being rolled over to 2023. The School has recently completed a School Maintenance Plan that identified items that need attention, which the school will need to self-fund. Our school is also setting aside money to continue to fund our ICT assets so that we can continue to provide high-quality cutting edge learning programs that engage students in the digital world. Our School receives a small pool of equity money that ensures that all students receive the same learning program and that students are not disadvantaged by factors outside their control. With the school SRP in a strong position the school decided to move from 2 classes to 3 classes towards the end of the year. Unfortunately the teacher who got the position pulled out in the final week and a suitable replacement couldn't be found. The school will move into 2023 with 2 classes but will look to utilise funds, by expanding its Educational Support and/or teacher hours to increase students face-to-face teaching time.

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 36 students were enrolled at this school in 2022, 12 female and 24 male.

0 percent of students had English as an additional language and 0 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).

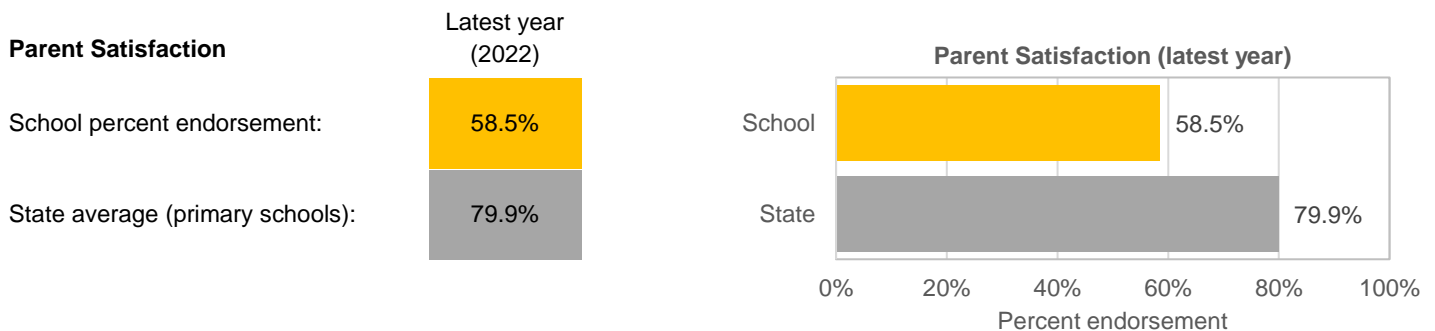
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

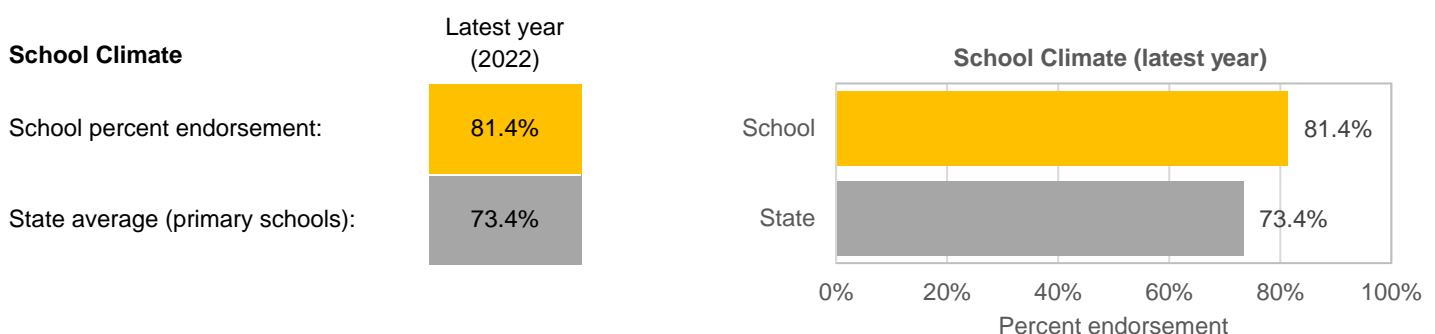


School Staff Survey

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

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

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



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

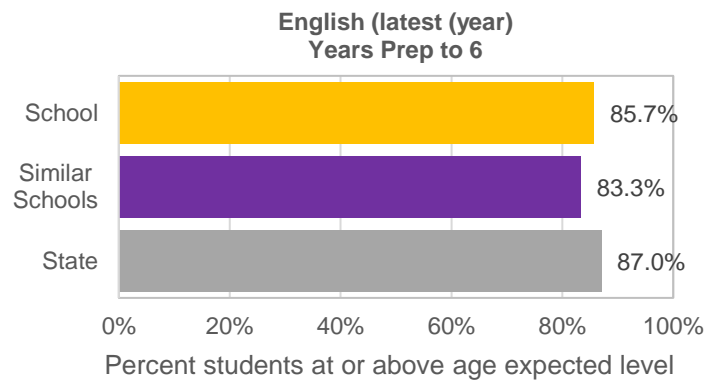
85.7%

Similar Schools average:

83.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

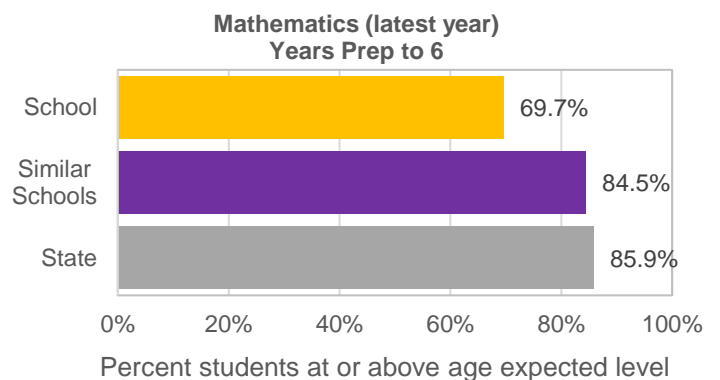
69.7%

Similar Schools average:

84.5%

State average:

85.9%



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.

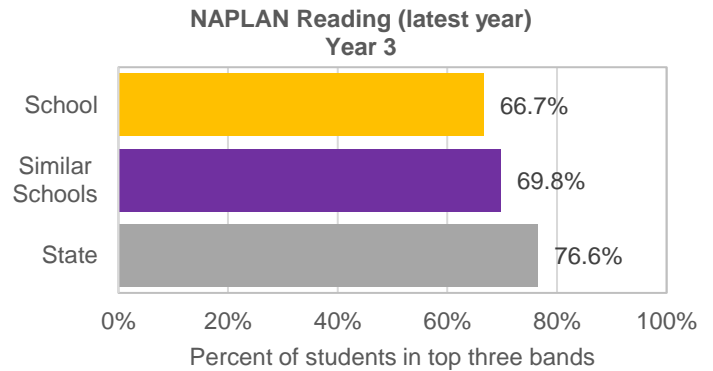
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

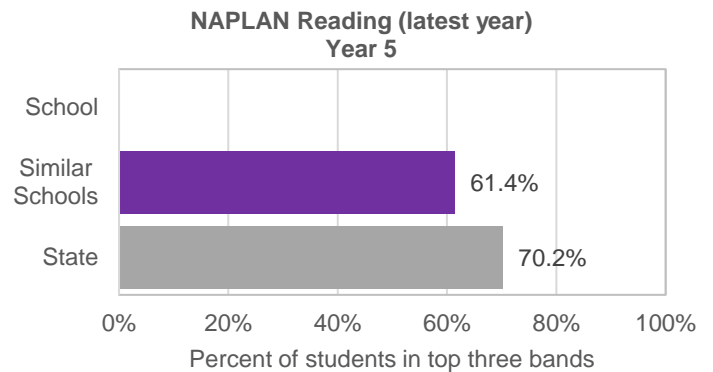
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	65.0%
Similar Schools average:	69.8%	69.2%
State average:	76.6%	76.6%



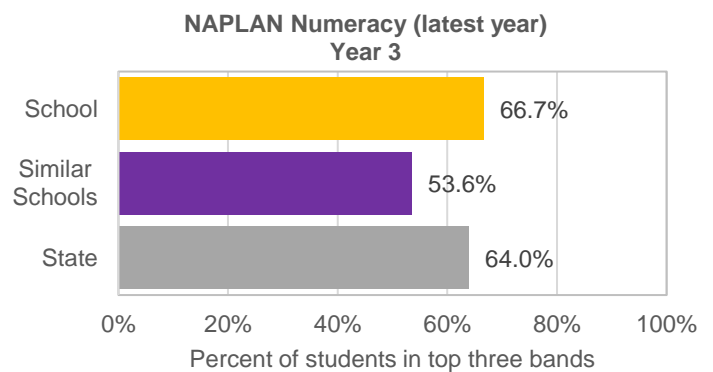
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	56.3%
Similar Schools average:	61.4%	60.0%
State average:	70.2%	69.5%



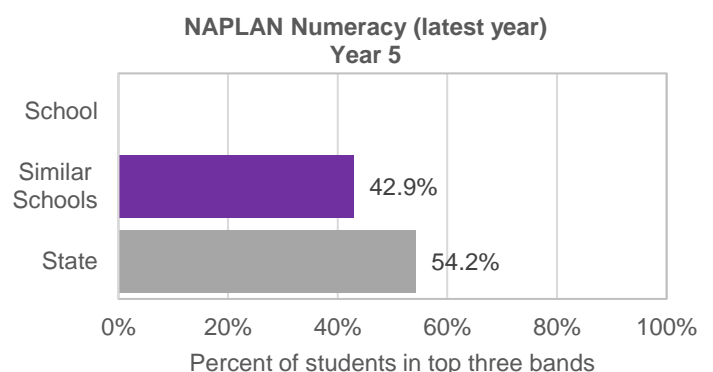
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	55.0%
Similar Schools average:	53.6%	59.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	80.0%
Similar Schools average:	42.9%	48.0%
State average:	54.2%	58.8%



WELLBEING

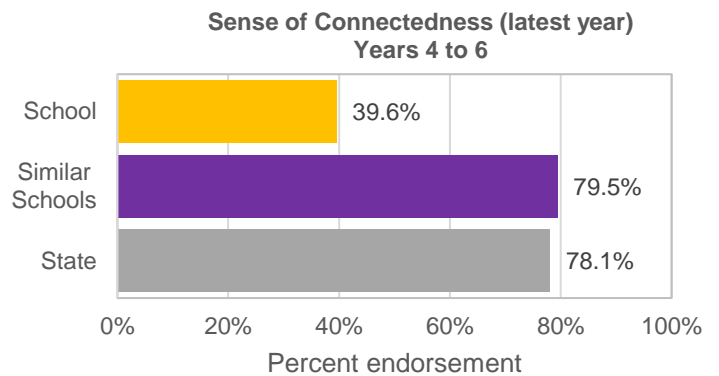
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	39.6%	71.7%
Similar Schools average:	79.5%	81.1%
State average:	78.1%	79.5%

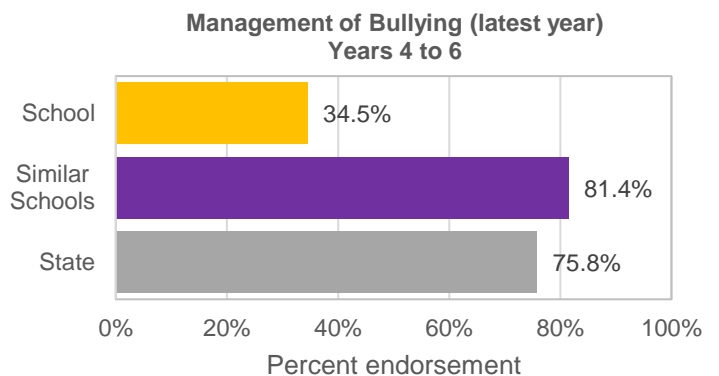


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	34.5%	72.7%
Similar Schools average:	81.4%	84.1%
State average:	75.8%	78.3%



ENGAGEMENT

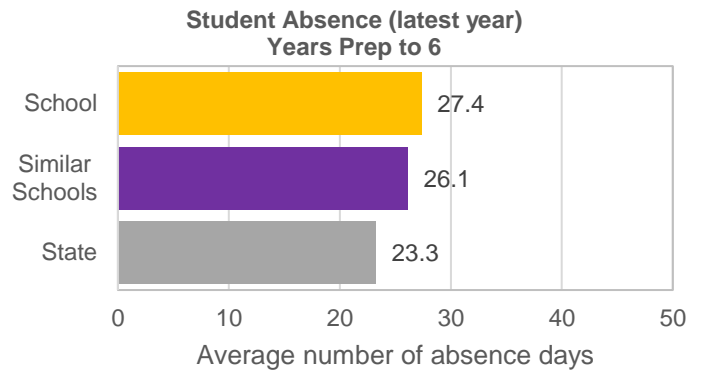
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	27.4	18.2
Similar Schools average:	26.1	17.7
State average:	23.3	17.0



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 (2022):	87%	88%	87%	92%	87%	NDP	72%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$650,412
Government Provided DET Grants	\$173,097
Government Grants Commonwealth	\$19,935
Government Grants State	\$0
Revenue Other	\$15,441
Locally Raised Funds	\$18,497
Capital Grants	\$0
Total Operating Revenue	\$877,381

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,007
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$17,007

Expenditure	Actual
Student Resource Package ²	\$492,220
Adjustments	\$0
Books & Publications	\$4,103
Camps/Excursions/Activities	\$19,409
Communication Costs	\$2,740
Consumables	\$14,684
Miscellaneous Expense ³	\$14,440
Professional Development	\$3,471
Equipment/Maintenance/Hire	\$12,576
Property Services	\$61,809
Salaries & Allowances ⁴	\$54,676
Support Services	\$403
Trading & Fundraising	\$4,815
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$8,322
Total Operating Expenditure	\$693,668
Net Operating Surplus/-Deficit	\$183,713
Asset Acquisitions	\$12,209

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$187,876
Official Account	\$11,029
Other Accounts	\$0
Total Funds Available	\$198,904

Financial Commitments	Actual
Operating Reserve	\$27,381
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$23,283
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$20,000
Total Financial Commitments	\$86,164

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.