

2017 Annual Report to the School Community



School Name: Thornbury High School

School Number: 8797

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

At Thornbury High School, we are proud of what we do every day to champion innovation, inclusiveness and academic excellence. Through our extensive academic and extra-curricular programs, we aim to foster and inspire a new generation of respectful and resilient young people ready to face a rapidly-changing world.

The school's enrolment in 2017 was 1046, including 50 international students from China and Vietnam who further enriched the school's standing in the international education community.

In 2018 the school has 3 Principal class, 67.4 equivalent full time teachers and 18 Educational Support Staff working together to achieve the vision outlined in the school's new strategic plan, the central tenets of which are:

- high academic expectations and standards
- a safe and secure learning environment
- a wide-range of opportunities for students to pursue individual and collective aspirations

Thornbury High School values diversity in all its forms and models this in its day-to-day practices. The benefits of this are evident in the deep pride and sense of belonging within our school community.

Framework for Improving Student Outcomes (FISO)

Our strategic plan places significant emphasis on improving teaching and learning, building a positive climate for learning and engaging our community. 'Building leadership teams' was identified as an area that needed a clear and explicit plan to be developed and implemented. Focusing on building leadership teams in 2017 helped Thornbury in its succession planning, and enhanced the capabilities of the leadership team in using evidence to drive improvement in student outcomes. Many of our 2017 AIP initiatives involved strategic analysis of data in team settings and this helped further strengthen our capacity in this area. The school also had 13 new teaching and ES staff in 2017 and the induction and development of those staff was a key focus.

Achievement

In 2017, Thornbury achieved its strongest VCE results on record, with a median study score of 30 for the first time in the school's history. This meant that 94% of Year 12 students received an offer in one of their first three preferences, with 75% receiving a first preference offer, an increase of 15% on 2016.

Achievement in Reading and Numeracy as measured by NAPLAN showed a higher than average proportion of Year 9 students in the top three bands. Learning growth from Years 7 to 9 in reading and writing as measured by NAPLAN showed significant improvement in terms of the proportion of students making high growth.

Engagement

One of the most significant measures of engagement is attendance. The data indicates that from 2014-2017, Thornbury High School had an attendance rate slightly better than the state average. The school manages attendance through its sub-school structure, with daily monitoring and communication with parents. Importantly, we work proactively to maintain positive attitudes to school through our wide-ranging curricular and extra-curricular programs.

In the 2017 Student Attitudes to School Survey, school connectedness and learning confidence were both in the top quartile of secondary schools.

Wellbeing



Feeling safe and secure at school is one of the foundations of student wellbeing. The 2017 Student Attitudes to School Survey measured student safety in the “managing bullying” section well into the top quartile, which is the top 25% of all secondary schools. Thornbury High School also conducts a student-led anti-bullying survey each year that underpins student voice and input into the measures to both prevent and respond to any instances of bullying. Since its inception, the survey has shown a significant reduction in reports of student bullying, particularly in the junior years, and consistently ranks in the top 3 most valued initiatives in the school’s annual exit interviews with Year 12 students.

For more detailed information regarding our school please visit our website at <http://www.thornburyhs.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 Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1046 students were enrolled at this school in 2017, 461 female and 585 male.</p> <p>20 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 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 Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Higher</p> <p>● Higher</p> <p>● Higher</p> <p>● Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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 year 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>	<p>Reading Low: 27%, Medium: 45%, High: 28%</p> <p>Numeracy Low: 23%, Medium: 52%, High: 25%</p> <p>Writing Low: 27%, Medium: 45%, High: 28%</p> <p>Spelling Low: 23%, Medium: 44%, High: 34%</p> <p>Grammar and Punctuation Low: 25%, Medium: 50%, High: 25%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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>	<p>Reading Low: 24%, Medium: 46%, High: 30%</p> <p>Numeracy Low: 24%, Medium: 53%, High: 22%</p> <p>Writing Low: 22%, Medium: 42%, High: 36%</p> <p>Spelling Low: 33%, Medium: 45%, High: 22%</p> <p>Grammar and Punctuation Low: 32%, Medium: 54%, High: 14%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017 0 to 50 scale, school score (blue circle) is higher than state median (green diamond).</p> <p>Results: 2014 - 2017 (4-year average) 0 to 50 scale, school score (blue circle) is higher than state median (green diamond).</p>	<p> Higher</p> <p> Higher</p>
<p>Students in 2017 who satisfactorily completed their VCE: 98% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 26% VET units of competence satisfactorily completed in 2017: 78% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 88%</p>		



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary 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> <table border="1" style="margin-left: 20px;"> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> <tr> <td>90 %</td> <td>88 %</td> <td>87 %</td> <td>90 %</td> <td>93 %</td> <td>93 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	88 %	87 %	90 %	93 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	88 %	87 %	90 %	93 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
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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>	<p>● Similar</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: 2017</p>	<p>● Higher</p>

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)

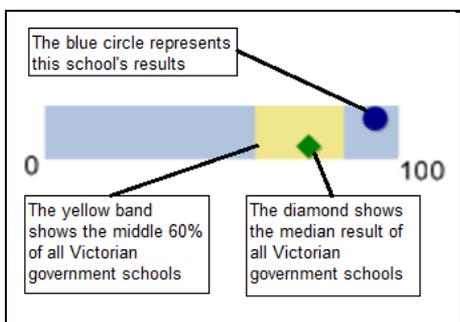
Engagement

- 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).

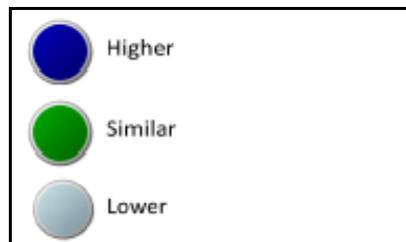


What does *School Comparison* refer to?

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

At the end of 2017, the school's bank accounts showed balances totalling \$2,069,271 when expenditure was deducted from receipts. We held these committed funds that belonged to projects such as the VCE Centre upgrade, cover over VCE lockers, fencing of Dundas & Matisi Streets, sound proofing Wellbeing doors, Library & Year 9/10 office upgrades, carpet for areas around the school. The funds allocated for these building and maintenance works was \$633,654.00.

The school also receipted in advance \$328,399.00, which relates to 2018 Camps/School levies & charges/CSEF and secondhand uniform sales. The school is also required to repay a salary deficit of \$683,000.00.

Other sources of funding included equity funding, a sports grant, uniform sales, fundraising from the Music Parents Committee, Leo & Mina Fink Fund grants that supported engagement programs for indigenous students, and the final year of a 3-year funding program from the commonwealth as part of the Indigenous Advancement Strategy (Department of Prime Minister and Cabinet).

The school's operating reserves were \$318,895.00.

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	\$8,985,770	High Yield Investment Account	\$2,007,816
Government Provided DET Grants	\$1,867,201	Official Account	\$61,455
Government Grants Commonwealth	\$82,754	Total Funds Available	\$2,069,271
Government Grants State	\$26,677		
Revenue Other	\$43,100		
Locally Raised Funds	\$1,048,185		
Total Operating Revenue	\$12,053,688		
Equity¹			
Equity (Social Disadvantage)	\$259,882		
Equity (Catch Up)	\$88,933		
Equity Total	\$348,815		
Expenditure		Financial Commitments	
Student Resource Package ²	\$9,666,624	Operating Reserve	\$318,895
Books & Publications	\$13,152	Capital - Buildings/Grounds incl SMS<12 months	\$633,654
Communication Costs	\$27,688	Revenue Receipted in Advance	\$328,399
Consumables	\$245,065	School Based Programs	\$65,323
Miscellaneous Expense ³	\$768,506	Repayable to DET	\$683,000
Professional Development	\$39,203	Other recurrent expenditure	\$40,000
Property and Equipment Services	\$698,022	Total Financial Commitments	\$2,069,271
Salaries & Allowances ⁴	\$154,265		
Trading & Fundraising	\$27,409		
Travel & Subsistence	\$17,895		
Utilities	\$124,930		
Total Operating Expenditure	\$11,782,761		
Net Operating Surplus/-Deficit	\$270,928		
Asset Acquisitions			



\$49,959

- (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.