

# 2020 Annual Report to The School Community



School Name: Thornbury High School (8797)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2020 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 31 March 2021 at 12:46 PM by Michael Keenan (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 10 May 2021 at 08:00 PM by Bec Yule (School Council President)

# How to read the Annual Report

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## What's changed in 2020?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

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.

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## 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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*
- all subjects for Victorian Certificate of Education (VCE) examinations

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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

#### Our vision

Thornbury High School champions innovation and academic excellence in a supportive, inclusive environment. An extensive academic and co-curricular program aims to foster and inspire respectful, resilient young people ready to face a rapidly-changing world.

Our vision centres around fundamental knowledge, skills and experiences:

- \* Literacy and numeracy capabilities for lifelong learning
- \* Rich science, technology and arts experiences
- \* Leadership through humanities, languages and physical education
- \* Success in a digital world
- \* Enterprise skills to problem solve, think critically and creatively, communicate and collaborate
- \* Our place in a global community

#### Our values

'Achievement and Excellence'. Our motto, visible in all our actions, represents what is critical to the education of the whole person. We value the fundamental attributes of a vibrant, quality education:

- \* Effort and achievement in all aspects of school life
- \* Active engagement in learning
- \* Connectedness, resilience and wellbeing
- \* Celebration of diversity

Thornbury High School is situated approximately 8 kilometres to the north-east of Melbourne. The school's enrolment in 2020 was 1066, including 59 international students from predominantly China and Vietnam. We have a diverse student community with cohorts of English as Additional Language (EAL) students, Koorie students and students funded under the Program for Students with a Disability (PSD). The school has a relationship with Croxton Special School which has a campus called the Transition Learning Centre (TLC) situated on Thornbury High's site as part of an inclusive education model. The school runs an International Student Program with students primarily entering at Year 10.

In 2020 the school had 4 Principal class, 68 equivalent full time teachers and 21 Educational Support Staff working together to achieve the vision outlined above.

### Framework for Improving Student Outcomes (FISO)

In 2020 the school began the year with a focus on implementing a new strategic plan with three clear goals:

- \* To improve student achievement in all areas of learning across the school
- \* To increase the active engagement of all students in their learning
- \* To develop the connectedness, resilience and wellbeing of all students

Some of the associated AIP actions were modified as we moved into remote learning (including two forced school closures). The primary focus of our professional learning was on the skills, knowledge and applications required to implement remote learning. We sought regular feedback from students, teachers and parents and carers as remote learning continued and made adjustments to our program accordingly.

|   |
|---|
| <b>Achievement</b>  |
| <p>Given the circumstances of 2020, most students responded well to remote learning. Staff were able to utilise online resources for content delivery and assessment and therefore maintain a robust and engaging curriculum.</p> <p>A key target for 2020 was to again maintain a VCE study score median at 30, a measure achieved for the first time in 2017. This target was exceeded in 2019 with a median study score of 31 and was maintained at 30 for the 2020 school year, an excellent outcome in remote learning. This meant that, like 2020, over 90% of Year 12 students received a tertiary offer in one of their first three preferences, with over 70% receiving a first preference offer.</p>  |
| <b>Engagement</b>   |
| <p>The performance summary shows an excellent outcome in terms of attendance, continuing the trend in recent years of increasing student attendance. This has been underpinned by a structured approach to track attendance more frequently with earlier interventions, and a greater focus on teachers acknowledging positive student behaviour.</p> <p>The importance of this was underlined during the extended periods of remote learning with the school's year level support teams engaging regularly with year level cohorts and intervening early at the individual level when concerns emerged.</p> <p>There was a considerable effort to maintain key school events in virtual settings to support student engagement. An example and one of the highlights of the year was the school production of the musical 'Matilda'. Students practised in online sessions and then recorded their singing at home. These recordings were brought together and then once the students returned to school, they 'lip synced' as they rehearsed their parts. The production was filmed in stages and then ultimately screened for the participants and their families.</p> |
| <b>Wellbeing</b>  |
| <p>Health and wellbeing supports were prioritised for staff, students and their families at Thornbury High. The school sought input from all sections of the community during both remote learning periods through locally-developed surveys and then created engagement and wellbeing activities to meet the needs that emerged.</p> <p>The community as a whole expressed a desire for practical rather than theoretical wellbeing and engagement activities, so wherever possible we tried to replicate some of the most important (and often fun) parts about normal life at school in virtual settings, including:</p> <ul style="list-style-type: none"> <li>Music performances</li> <li>Parent-teacher interviews</li> <li>Subject selection and course counselling</li> <li>Year level mid-year and end of year awards ceremonies</li> <li>Science Week, Health and PE Week, Book Week</li> <li>Debating</li> <li>Chrissy's cook-alongs</li> <li>Working Parts Gallery project: Connecting the Distance</li> <li>and many other initiatives.</li> </ul> <p>We believe this proactive and practical approach to wellbeing had a significant positive effect.</p>   |
| <b>Financial performance and position</b>   |

The 2020 annual results show a small surplus of \$54,043.

The asset acquisition of \$547,805 was primarily associated with the completion of the VSBA-funded \$5 million Performing Arts and Sports Centre. The school contributed an additional \$520,000 to this project to complete state-of-the-art performance lighting and sound.

The school received equity funding that helped support literacy and numeracy intervention programs and the continued funding of the school's wellbeing team which includes a full-time Student Wellbeing Coordinator.

Other sources of funding included uniform sales and fundraising from the Music Parents Committee which supports our free instrumental music tuition for every Year 7 and 8 student.

**For more detailed information regarding our school please visit our website at**  
<https://www.thornburyhs.vic.edu.au/>

# 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.

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 1067 students were enrolled at this school in 2020, 496 female and 571 male.

22 percent of students had English as an additional language and 3 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) which takes into account parents' occupations and education.

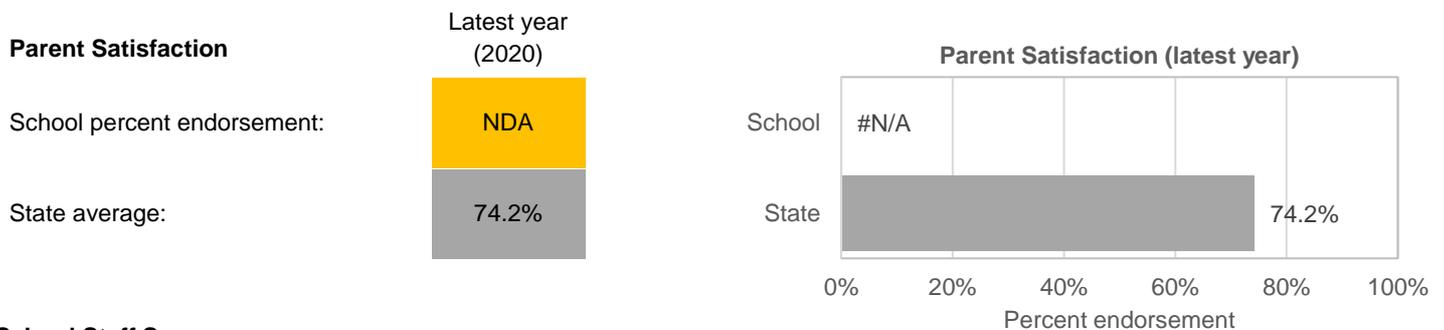
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

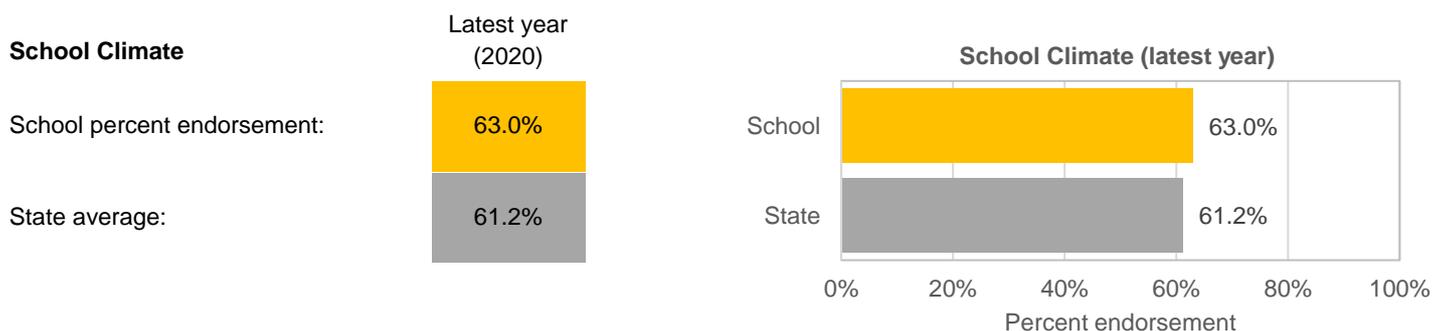


### School Staff Survey

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.



## ACHIEVEMENT

**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 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

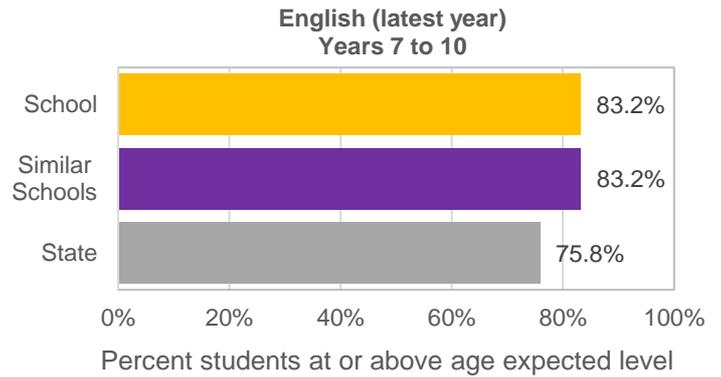
83.2%

Similar Schools average:

83.2%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

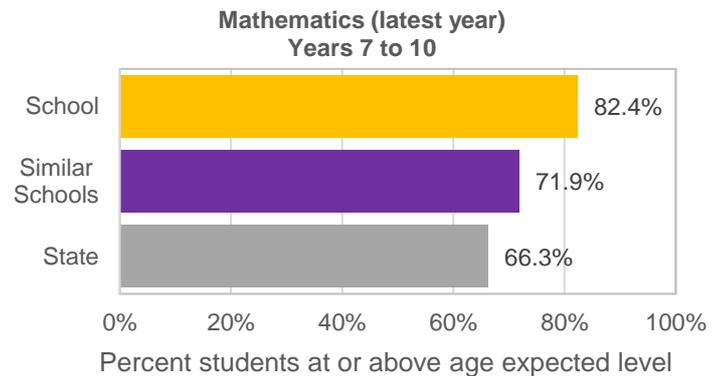
82.4%

Similar Schools average:

71.9%

State average:

66.3%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

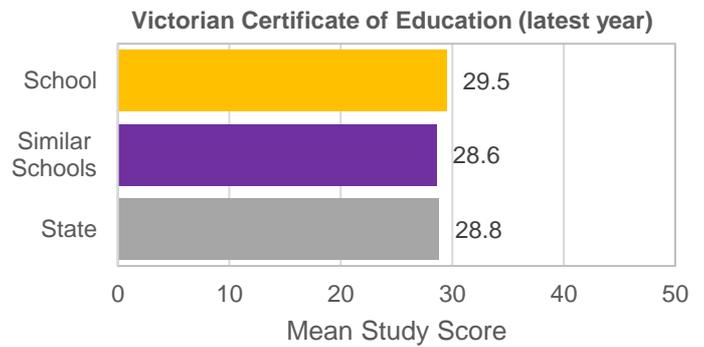
## ACHIEVEMENT (continued)

### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

| Victorian Certificate of Education | Latest year (2020) | 4-year average |
|------------------------------------|--------------------|----------------|
| School mean study score            | 29.5               | 30.1           |
| Similar Schools average:           | 28.6               | 28.7           |
| State average:                     | 28.8               | 28.8           |



Students in 2020 who satisfactorily completed their VCE:

98%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

19%

VET units of competence satisfactorily completed in 2020:

69%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

82%

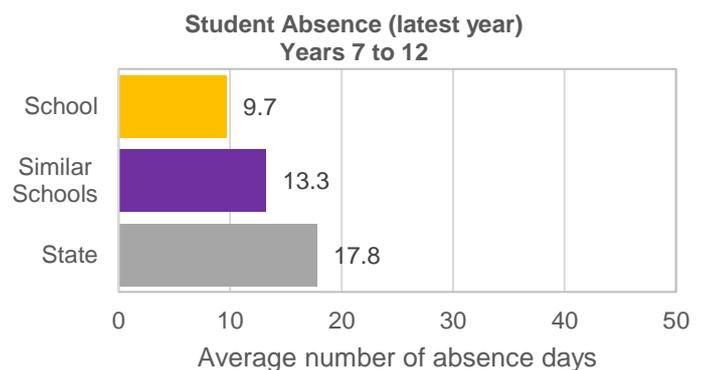
## ENGAGEMENT

**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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

| Student Absence Years 7 to 12          | Latest year (2020) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 9.7                | 16.5           |
| Similar Schools average:               | 13.3               | 16.7           |
| State average:                         | 17.8               | 19.2           |



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

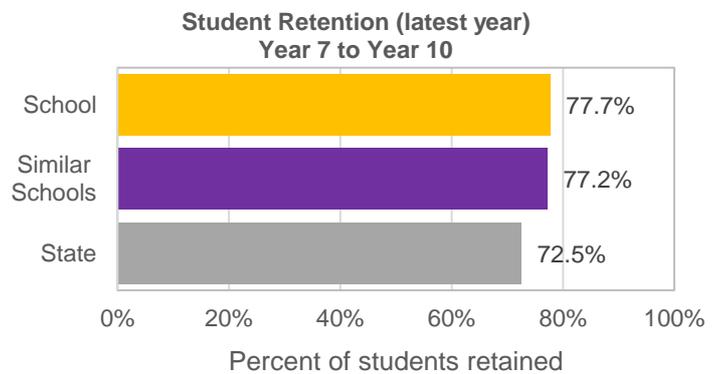
|                                       | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2020): | 95%    | 95%    | 94%    | 93%     | 96%     | 97%     |

**Student Retention**

Percentage of Year 7 students who remain at the school through to Year 10.

**Student Retention Year 7 to Year 10**

|                                      | Latest year (2020) | 4-year average |
|--------------------------------------|--------------------|----------------|
| School percent of students retained: | 77.7%              | 76.3%          |
| Similar Schools average:             | 77.2%              | 77.0%          |
| State average:                       | 72.5%              | 72.9%          |



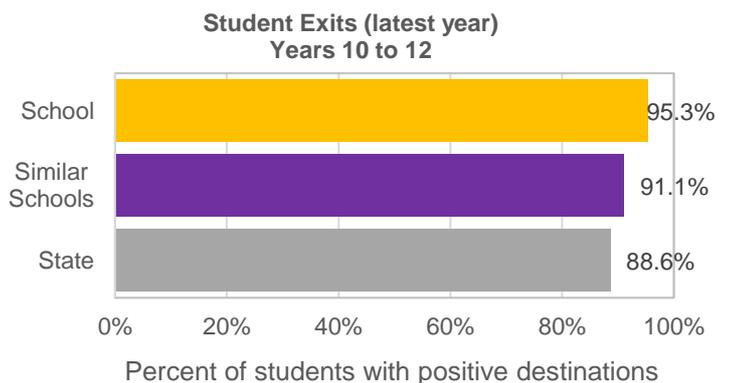
**Students exiting to further studies or full-time employment**

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.  
Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

|  | Latest year (2019) | 4-year average |
|--|--------------------|----------------|
| School percent of students to further studies or full-time employment: | 95.3%              | 96.6%          |
| Similar Schools average:   | 91.1%              | 91.5%          |
| State average:   | 88.6%              | 89.1%          |



**WELLBEING**

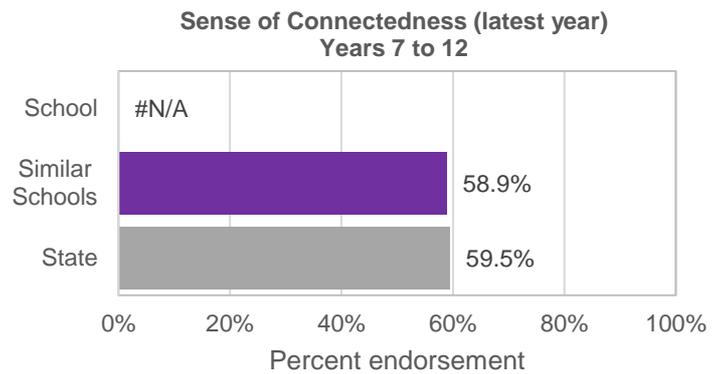
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| <b>Sense of Connectedness<br/>Years 7 to 12</b> | Latest year<br>(2020) | 4-year<br>average |
|---|-----------------------|-------------------|
| School percent endorsement:                     | NDA                   | 61.5%             |
| Similar Schools average:                        | 58.9%                 | 54.0%             |
| State average:                                  | 59.5%                 | 55.3%             |



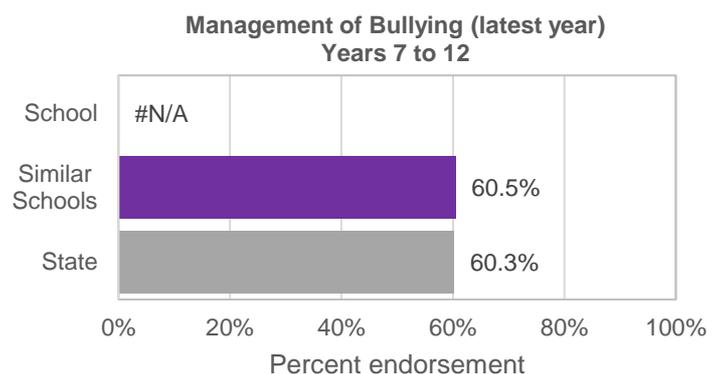
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| <b>Management of Bullying<br/>Years 7 to 12</b> | Latest year<br>(2020) | 4-year<br>average |
|---|-----------------------|-------------------|
| School percent endorsement:                     | NDA                   | 70.2%             |
| Similar Schools average:                        | 60.5%                 | 58.5%             |
| State average:                                  | 60.3%                 | 57.9%             |



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

| Revenue                        | Actual              |
|--------------------------------|---------------------|
| Student Resource Package       | \$9,815,762         |
| Government Provided DET Grants | \$1,601,155         |
| Government Grants Commonwealth | \$2,187             |
| Government Grants State        | \$44,725            |
| Revenue Other                  | \$16,638            |
| Locally Raised Funds           | \$487,547           |
| Capital Grants                 | NDA                 |
| <b>Total Operating Revenue</b> | <b>\$11,968,013</b> |

| Equity <sup>1</sup>                                 | Actual           |
|---|------------------|
| Equity (Social Disadvantage)                        | \$156,383        |
| Equity (Catch Up)                                   | \$54,313         |
| Transition Funding                                  | NDA              |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA              |
| <b>Equity Total</b>                                 | <b>\$210,696</b> |

| Expenditure                           | Actual              |
|---------------------------------------|---------------------|
| Student Resource Package <sup>2</sup> | \$10,147,986        |
| Adjustments                           | NDA                 |
| Books & Publications                  | \$17,339            |
| Camps/Excursions/Activities           | \$156,606           |
| Communication Costs                   | \$20,040            |
| Consumables                           | \$231,101           |
| Miscellaneous Expense <sup>3</sup>    | \$115,435           |
| Professional Development              | \$22,205            |
| Equipment/Maintenance/Hire            | \$364,956           |
| Property Services                     | \$211,870           |
| Salaries & Allowances <sup>4</sup>    | \$334,449           |
| Support Services                      | \$120,851           |
| Trading & Fundraising                 | \$10,262            |
| Motor Vehicle Expenses                | \$5,191             |
| Travel & Subsistence                  | \$3,978             |
| Utilities                             | \$151,702           |
| <b>Total Operating Expenditure</b>    | <b>\$11,913,970</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$54,043</b>     |
| <b>Asset Acquisitions</b>             | <b>\$547,805</b>    |

- (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 02 Mar 2021 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 2020

| <b>Funds available</b>        | <b>Actual</b>      |
|-------------------------------|--------------------|
| High Yield Investment Account | \$1,910,613        |
| Official Account              | \$84,780           |
| Other Accounts                | \$9,832            |
| <b>Total Funds Available</b>  | <b>\$2,005,225</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>      |
|---|--------------------|
| Operating Reserve                           | \$266,655          |
| Other Recurrent Expenditure                 | \$9,221            |
| Provision Accounts                          | NDA                |
| Funds Received in Advance                   | \$191,411          |
| School Based Programs                       | \$93,959           |
| Beneficiary/Memorial Accounts               | NDA                |
| Cooperative Bank Account                    | NDA                |
| Funds for Committees/Shared Arrangements    | NDA                |
| Repayable to the Department                 | \$748,840          |
| Asset/Equipment Replacement < 12 months     | \$159,560          |
| Capital - Buildings/Grounds < 12 months     | \$374,703          |
| Maintenance - Buildings/Grounds < 12 months | \$160,876          |
| Asset/Equipment Replacement > 12 months     | NDA                |
| Capital - Buildings/Grounds > 12 months     | NDA                |
| Maintenance - Buildings/Grounds > 12 months | NDA                |
| <b>Total Financial Commitments</b>          | <b>\$2,005,225</b> |

*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.*