

2021 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).
- 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 2021 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 07 April 2022 at 02:09 PM by Michael Keenan (Principal)

- This 2021 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 10 April 2022 at 11:57 AM by Bec Yule (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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)
- 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

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 2021 was 1070, including 33 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 2021 the school had 4 Principal class, 71 equivalent full time teachers and 22 Educational Support Staff, including an Aboriginal Coordinator funded by the Wirrpanda Foundation, 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.

Achievement

One of the school's key aims in recent years has been to sustain improvement in VCE results. The average VCE study score at THS has been at or above state average since 2017

In 2021:

10% of students achieved ATARs of 90 and above

30% of students achieved ATARs of 80 and above

93% of students received one of their first 3 tertiary preferences

70% of students received their first tertiary preference

While the median study score slipped to 29 in 2021, the mean increased slightly to 29.58 and the percentage of study scores 40 and above increased significantly from 3.6% to 6.3%. Given the challenges of 2020 and 2021, the community was justifiably proud of the achievements of the 2021 cohort.

2021 NAPLAN results also showed positive achievement and growth. The percentage of students in the top 3 bands in reading, writing and numeracy remains above state average. The percentage of students making high learning gain from Years 7-9 in reading, writing and numeracy was the same or higher than similar schools.

Our PSD students made measurable learning progress and worked well towards achieving their IEP goals.

Engagement

Student absence was well below state average for 2021 and the 4-year average is also below state average. 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. This approach was critically important again during a year of significant periods of remote learning, supported by the school's year level support teams engaging regularly with year level cohorts and intervening early at the individual level when concerns emerged.

There was a concerted effort to maintain key school events during periods of onsite learning wherever possible, including the annual Swimming and Athletics carnivals. Attendance at these events were some of the highest on record.

While the Year 12 Formal had to be cancelled, the school was able to hold an in-person Year 12 Graduation in December for students and their families, a fitting celebration for their remarkable efforts in the circumstances.

Wellbeing

Health and wellbeing supports were again 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. Practical activities that could engage students during remote learning or the period of being onsite were prioritised.

The school invested time and resources in to developing the THS Wellbeing Framework, scoped and sequenced with progression from Years 7–12. The framework is based on Dr Toni Noble's positive education PROSPER model which provides a road map for evidence-based school and classroom practices that build student wellbeing and student engagement in learning and further strengthens our safe and supportive learning community. The percentage endorsement from students of the school's management of bullying remains significantly above state and similar

schools' averages.

Finance performance and position

The 2021 annual results show a small deficit of \$143,878, however when considering the carried forward funds from 2020, Thornbury High ran an overall surplus.

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 unique free instrumental music tuition for every Year 7 and 8 student. The school also managed to hire the school's sporting facilities during period when restrictions. allowed. Hire of the school's classroom facilities outside of normal school hours was significantly affected by COVID restrictions.

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 1069 students were enrolled at this school in 2021, 504 female and 565 male.

21 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).

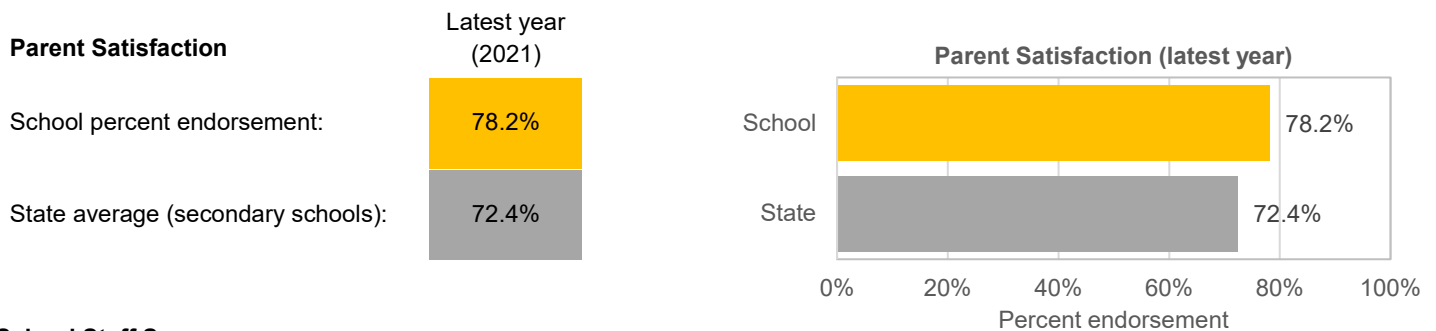
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

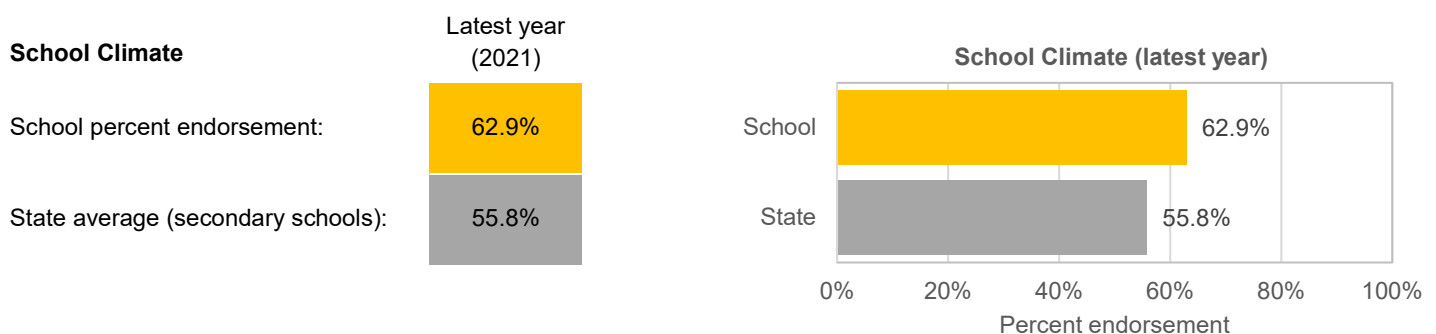


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

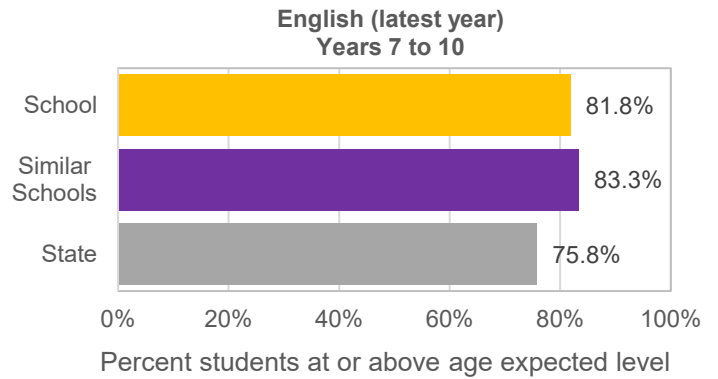
81.8%

Similar Schools average:

83.3%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

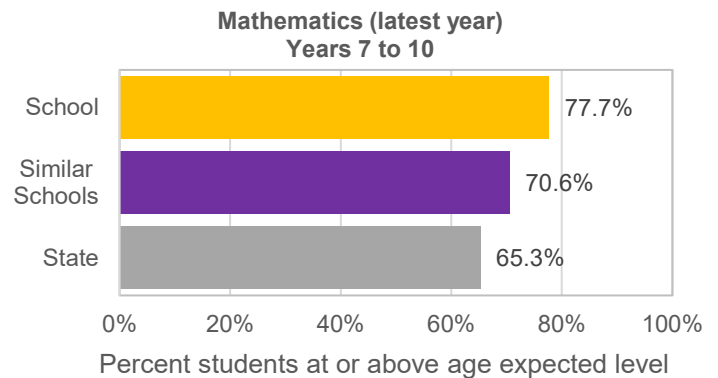
77.7%

Similar Schools average:

70.6%

State average:

65.3%



ACHIEVEMENT (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.

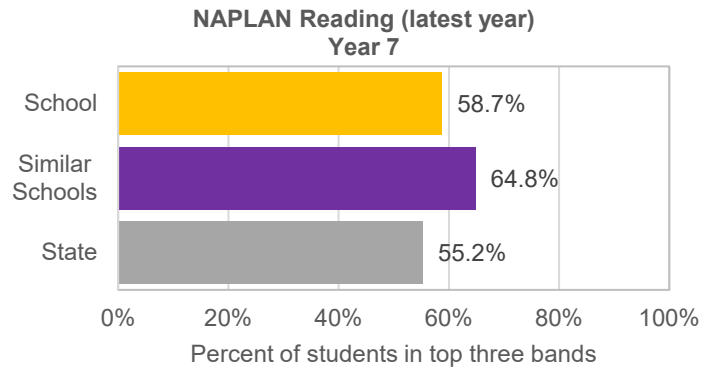
NAPLAN

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 2018, 2019 and 2021 data.

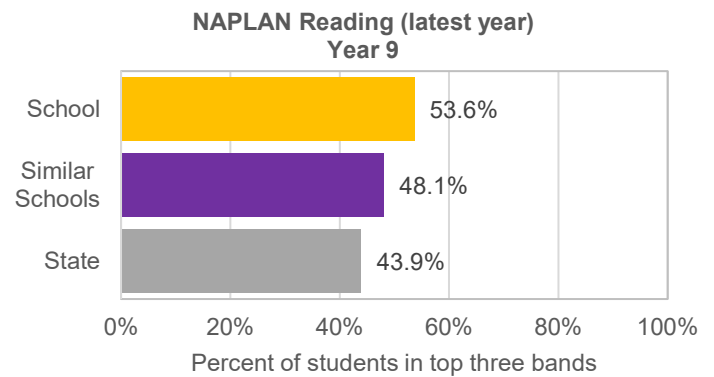
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.7%	61.6%
Similar Schools average:	64.8%	62.8%
State average:	55.2%	54.8%



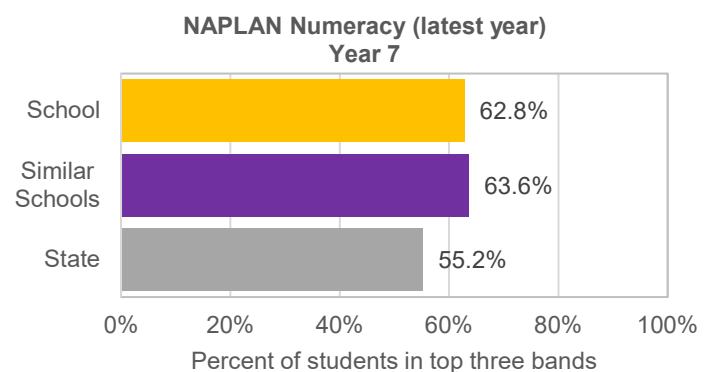
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.6%	53.4%
Similar Schools average:	48.1%	49.6%
State average:	43.9%	45.9%



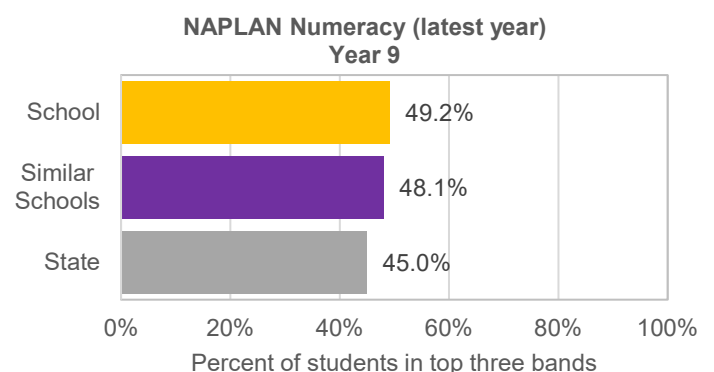
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.8%	60.5%
Similar Schools average:	63.6%	62.4%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	49.2%	47.2%
Similar Schools average:	48.1%	50.3%
State average:	45.0%	46.8%



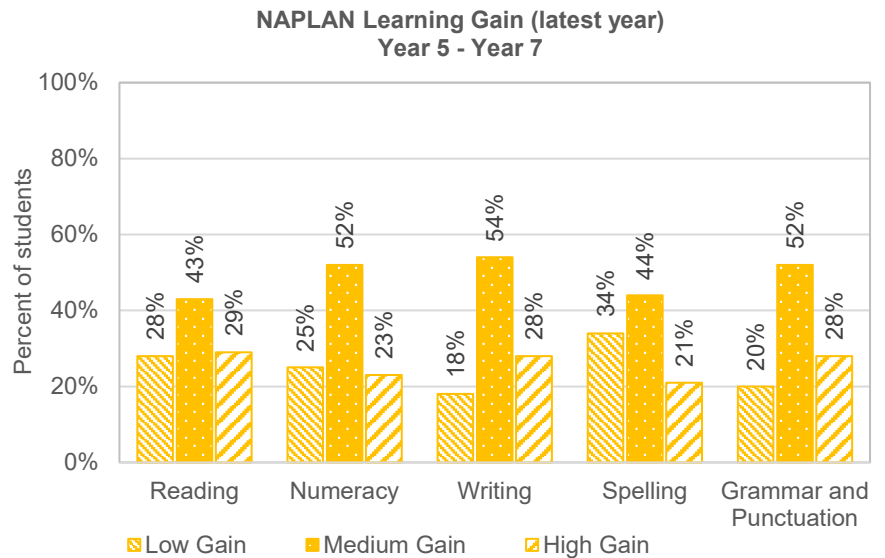
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

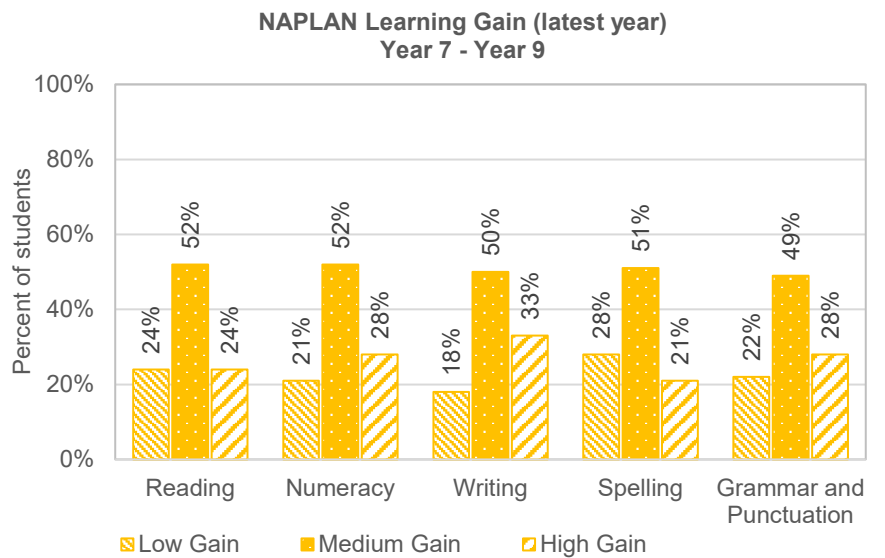
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	28%	43%	29%	23%
Numeracy:	25%	52%	23%	23%
Writing:	18%	54%	28%	24%
Spelling:	34%	44%	21%	25%
Grammar and Punctuation:	20%	52%	28%	23%



**Learning Gain
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	24%	52%	24%	24%
Numeracy:	21%	52%	28%	22%
Writing:	18%	50%	33%	23%
Spelling:	28%	51%	21%	24%
Grammar and Punctuation:	22%	49%	28%	23%



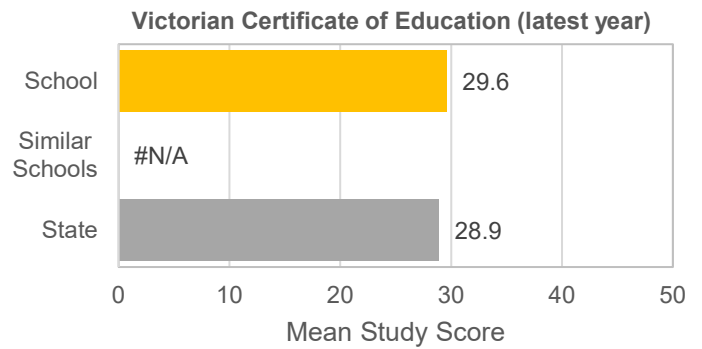
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

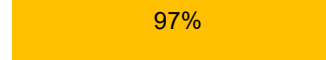
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

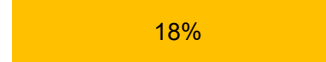
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	29.6	29.9
Similar Schools average:	28.8	NDA
State average:	28.9	28.9



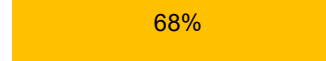
Students in 2021 who satisfactorily completed their VCE:



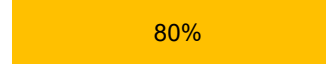
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2021*:



Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:



* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

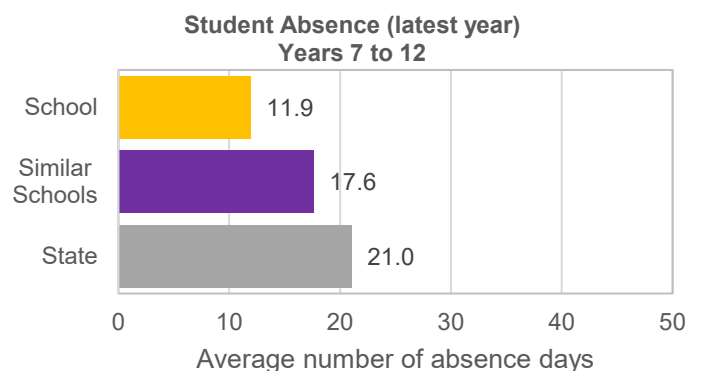
ENGAGEMENT

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 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	11.9	14.4
Similar Schools average:	17.6	16.7
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

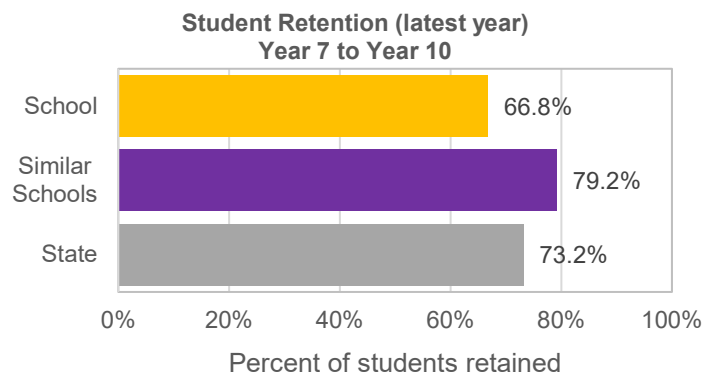
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	95%	93%	92%	93%	95%	96%

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 (2021)	4-year average
School percent of students retained:	66.8%	73.1%
Similar Schools average:	79.2%	77.3%
State average:	73.2%	72.9%



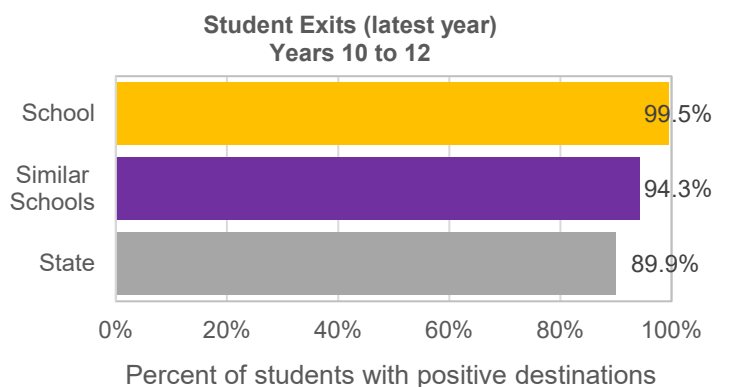
Students exiting to further studies or full-time employment

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 year when students exited the school. Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	99.5%	97.3%
Similar Schools average:	94.3%	92.1%
State average:	89.9%	89.2%



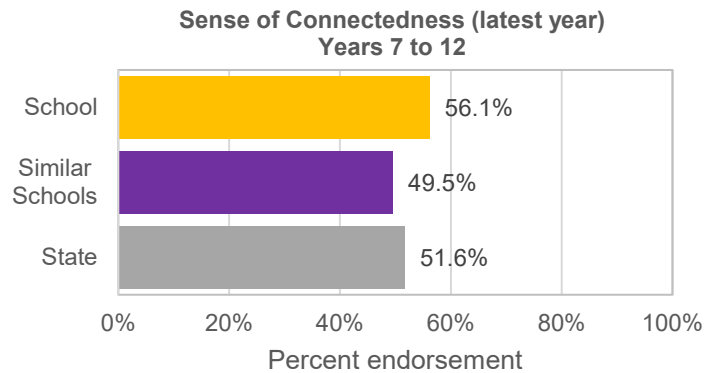
WELLBEING

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 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	56.1%	60.1%
Similar Schools average:	49.5%	52.9%
State average:	51.6%	54.5%

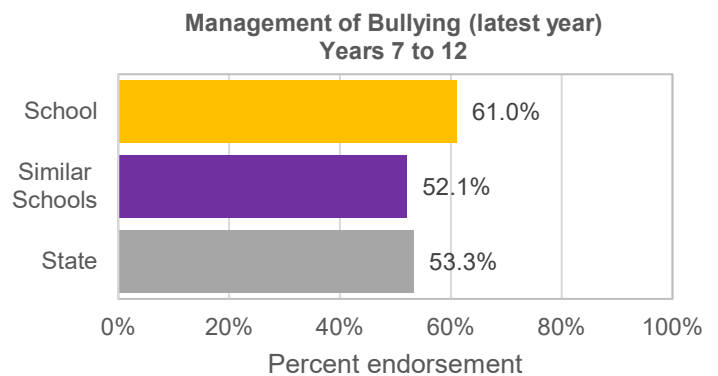


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	61.0%	67.4%
Similar Schools average:	52.1%	56.6%
State average:	53.3%	56.8%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$10,666,704
Government Provided DET Grants	\$1,451,234
Government Grants Commonwealth	\$13,979
Government Grants State	\$36,089
Revenue Other	\$13,345
Locally Raised Funds	\$630,178
Capital Grants	\$0
Total Operating Revenue	\$12,811,528

Equity ¹	Actual
Equity (Social Disadvantage)	\$150,421
Equity (Catch Up)	\$49,056
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$199,477

Expenditure	Actual
Student Resource Package ²	\$10,867,121
Adjustments	\$0
Books & Publications	\$9,737
Camps/Excursions/Activities	\$231,054
Communication Costs	\$21,083
Consumables	\$233,121
Miscellaneous Expense ³	\$397,513
Professional Development	\$28,731
Equipment/Maintenance/Hire	\$275,279
Property Services	\$234,376
Salaries & Allowances ⁴	\$282,945
Support Services	\$214,551
Trading & Fundraising	\$6,362
Motor Vehicle Expenses	\$10,042
Travel & Subsistence	\$19
Utilities	\$140,075
Total Operating Expenditure	\$12,952,008
Net Operating Surplus/-Deficit	(\$140,481)
Asset Acquisitions	\$68,954

- (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 10 Mar 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$1,849,116
Official Account	\$53,719
Other Accounts	\$30,300
Total Funds Available	\$1,933,135

Financial Commitments	Actual
Operating Reserve	\$318,251
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$185,370
School Based Programs	\$167,377
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$13,399
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$38,000
Capital - Buildings/Grounds < 12 months	\$1,528,412
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,250,810

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.