

2022 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 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 02 March 2023 at 01:07 PM by Michael Keenan (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 15 March 2023 at 10:07 PM 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 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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- 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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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
- 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

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

'Achievement and Excellence' is our motto, visible in all our actions. 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 2022 was 1053, including a small cohort of 10 international students. We have a diverse student community with cohorts of high abilities students, 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. In 2022 the school had 4 Principal class, 73 equivalent full time teachers and 22 Educational Support Staff working together to achieve the vision outlined above.

Progress towards strategic goals, student outcomes and student engagement

Learning

One of the school's key strategic goals has been to sustain improvement in VCE results. In 2022, after two years of moving between onsite and remote learning, Thornbury High students achieved the best ever VCE results in the school's history. The median study score returned to its 2019 peak of 31. The percentage of study scores in the 40s increased to 8.4%, up from what was the previous high of 6.3% in 2021. A record 15 students received ATARs in the 90s. The number of 80+ scores was also very strong, with nearly 40% of students achieving an ATAR above 80 (it was approximately 30% in 2019, 2020 and 2021). Overall, the average ATAR was 71.6, up 4 points on 2021 and the highest ever at Thornbury High. 93% of 2022 Year 12 students gained one of their first three tertiary preferences.

The 2022 NAPLAN results also showed strong achievement levels. The percentages of students in the top 3 bands in reading, writing and numeracy were at a 4-year high and remain well above state average. This reflected a concerted effort to ensure the impacts on learning of 2020 and 2021 were addressed, and also the success of the flexible and remote learning experiences delivered in those years.

Wellbeing

All schools experienced significant challenges in the area of school climate at the commencement of the 2022 school year, as students returned to onsite learning after two years of extended lockdowns. We focused strongly on high expectations for behavioural standards by reinforcing norms and routines both in and outside the classroom and encouraging students to reengage with each other positively. This tone of positivity and predictability supported students in focusing on their learning which had a corresponding impact on their sense of wellbeing and connection. Students reported a positive sense of connectedness at a rate well above similar schools and the state average.

We also re-emphasised our approach to respectful relationships, which includes the school's unique anti-bullying survey. The key learnings from this survey were shared with all students at relevant year level assemblies and measures were implemented to address any areas of concern. The percentage endorsement from students of the school's management of bullying remained

significantly above state and similar schools' averages - the Thornbury High percentage endorsement was almost identical to 2021 while similar schools and the state in general experienced an overall decline.

Engagement

The impact of COVID on student absence was evident in 2022 with an absence rate well above the 4-year average. However, the overall rate remained below similar schools and state averages. This achievement was underpinned by a structured approach to frequently tracking attendance, early interventions and a continued focus on teachers acknowledging positive student behaviour. To help student engagement, there was a concerted effort to encourage participation in extra-curricular activities and key school events including the annual Swimming and Athletics carnivals, multiple music and drama performances, the biannual school production and the school's newly-expanded Sports Academies program which now includes AFL, soccer and basketball. The school's efforts in supporting students to find the best pathways were again reflected in the data which showed that 97.9% of students exiting Thornbury High proceeded to further studies or full-time employment.

Other highlights from the school year

After the interruptions to school life in 2020 and 2021, the major achievement of 2022 was a full school year onsite. While there were certainly continued COVID-related challenges, the benefits of learning and being together clearly outweighed the challenges. Learning happens in many ways, both in the classroom and in rich extra-curricular activities. There were many wonderful highlights, from camps to art shows, film screenings and music concerts, from awards ceremonies to the Year 9 city experience program, from sporting triumphs to the overwhelming success of Charlie and the Chocolate Factory. Significant progress was made on the construction of our \$14.9 million STEAM Centre, a project due for completion in 2023 that will transform Thornbury High with cutting edge learning facilities and the demolition of nearly half of the existing school, replaced by landscaping designed to create active and passive outdoor recreation and learning spaces. We are prouder than ever of the way the school community came together again in 2022.

Financial performance

The 2022 results show a small surplus of \$97,795, a positive outcome in the face of a higher-than normal reliance on casual staff to cover staff absence due to COVID and other illnesses and personal challenges. It was positive to see so many camps and excursions proceed in 2022, including the Snow Camp postponed from 2021 and the Central Australia trip. These special interest trips were in addition to the annual year level camps and experiences. Other significant sources of funding included School Council-approved facilities hiring, and fundraising from the Music Parents Committee which supports our unique free instrumental music tuition for every Year 7 and 8 student. The school received equity and tutoring funding that helped support literacy and numeracy intervention programs, senior school academic mentoring and the continued funding of the school's wellbeing team which includes significant engagement and wellbeing support at each year level.

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 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 1040 students were enrolled at this school in 2022, 485 female and 555 male.

20 percent of students had English as an additional language and 4 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).

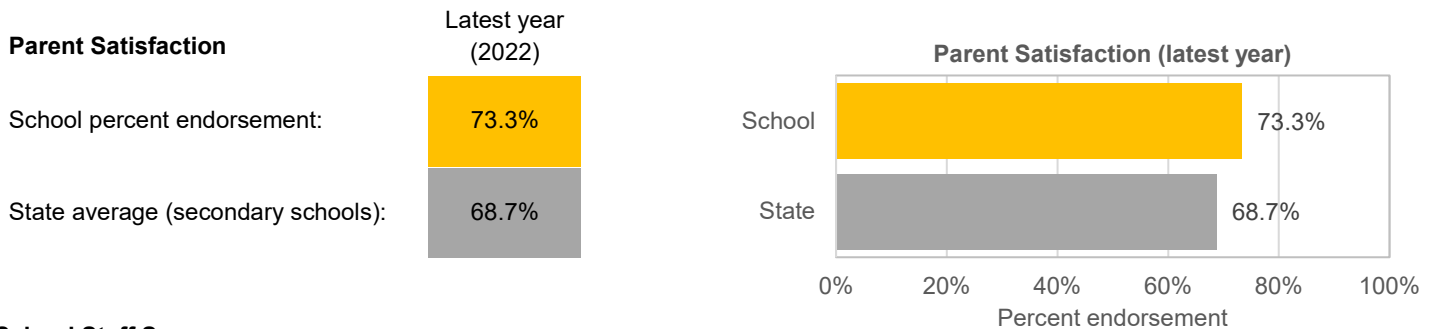
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

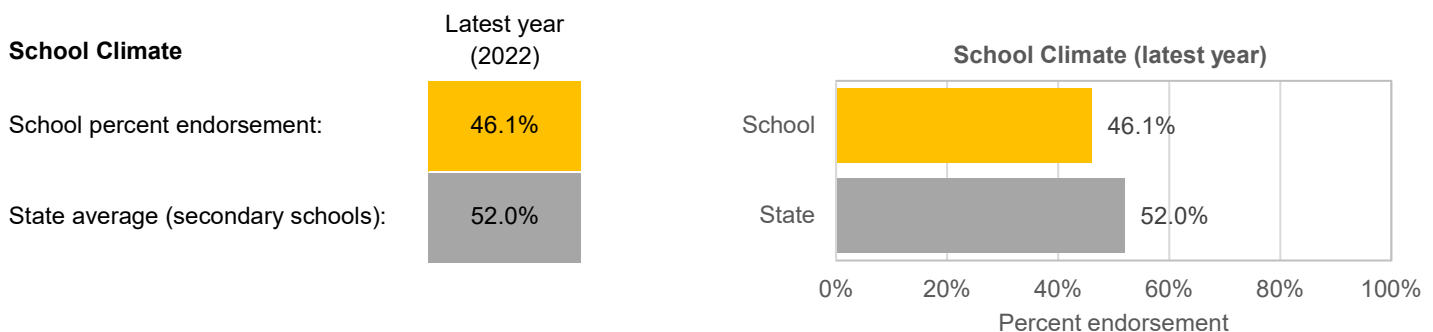


School Staff Survey

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.



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 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

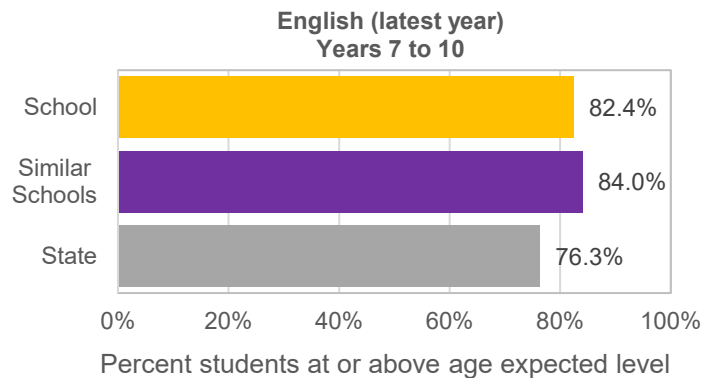
82.4%

Similar Schools average:

84.0%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

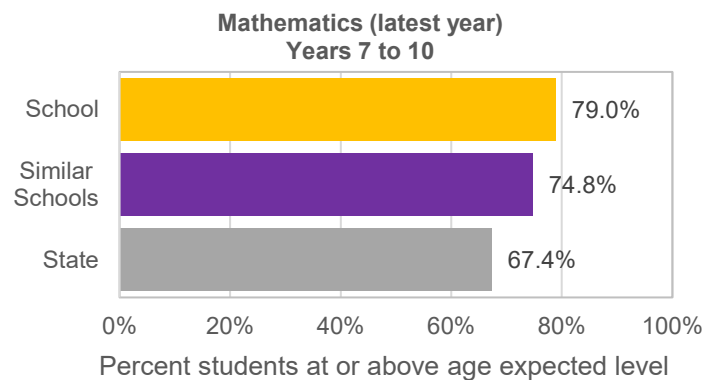
79.0%

Similar Schools average:

74.8%

State average:

67.4%



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.

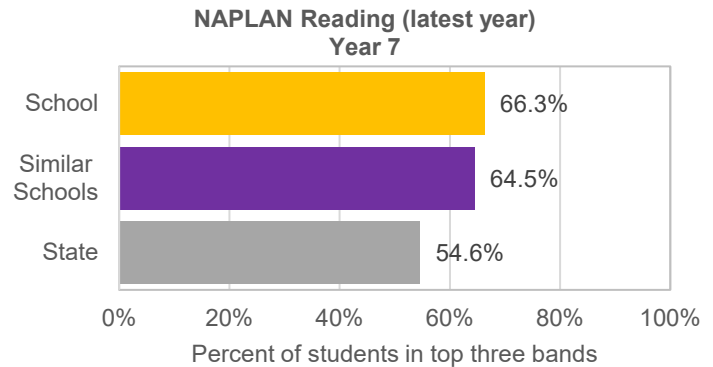
NAPLAN

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.

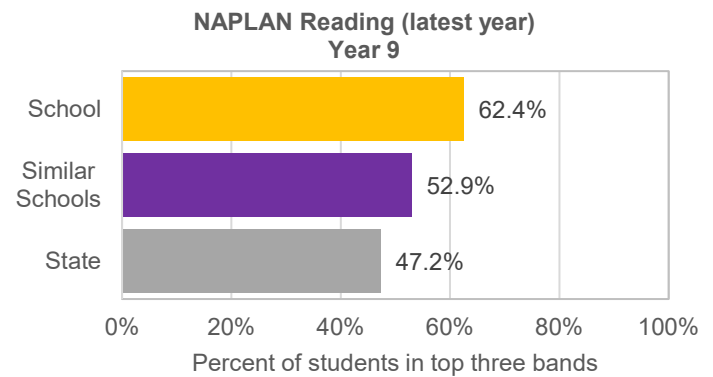
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.3%	63.2%
Similar Schools average:	64.5%	64.5%
State average:	54.6%	55.3%



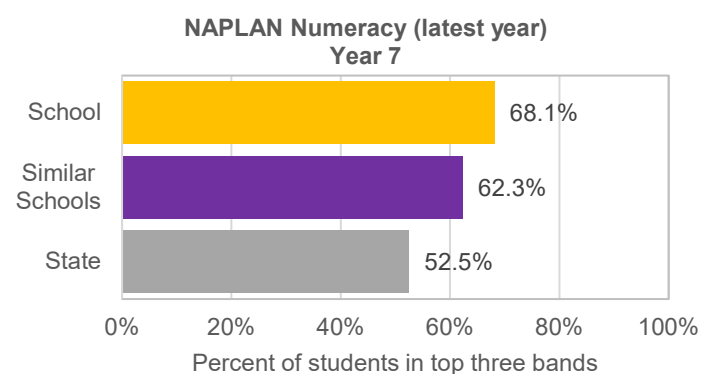
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.4%	55.9%
Similar Schools average:	52.9%	50.9%
State average:	47.2%	46.0%



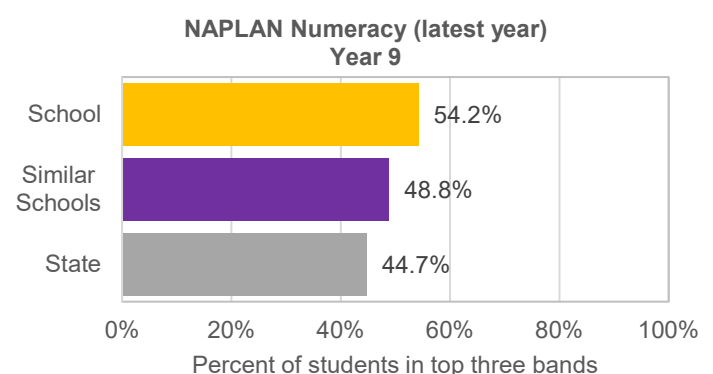
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.1%	63.4%
Similar Schools average:	62.3%	63.1%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.2%	51.0%
Similar Schools average:	48.8%	49.9%
State average:	44.7%	45.6%



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.*

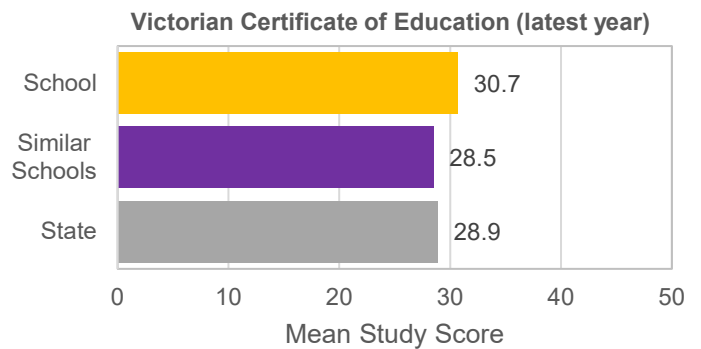
Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	30.7	30.1
Similar Schools average:	28.5	28.5
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

27%

VET units of competence satisfactorily completed in 2022:

59%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

83%

WELLBEING

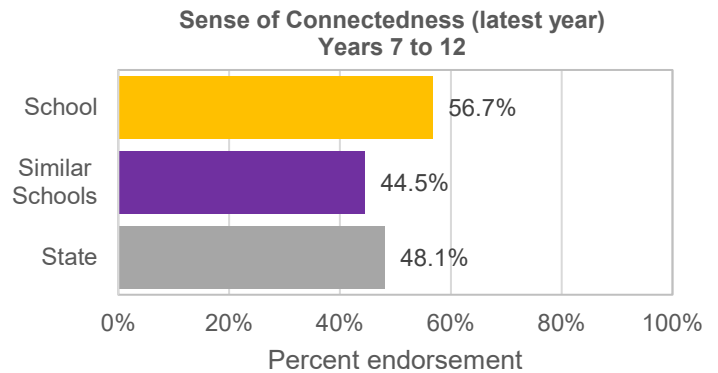
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School percent endorsement:	56.7%	58.3%
Similar Schools average:	44.5%	50.2%
State average:	48.1%	52.5%

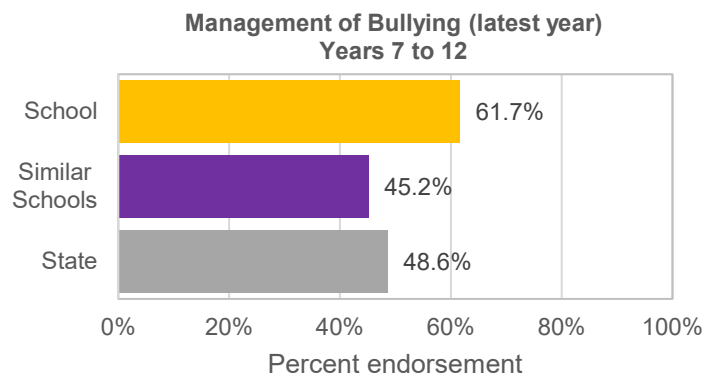


Student Attitudes to School – Management of Bullying

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 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	61.7%	64.2%
Similar Schools average:	45.2%	51.9%
State average:	48.6%	54.0%



ENGAGEMENT

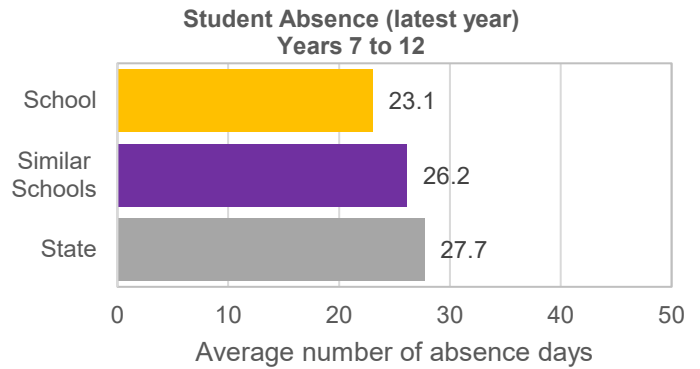
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	23.1	15.4
Similar Schools average:	26.2	19.2
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

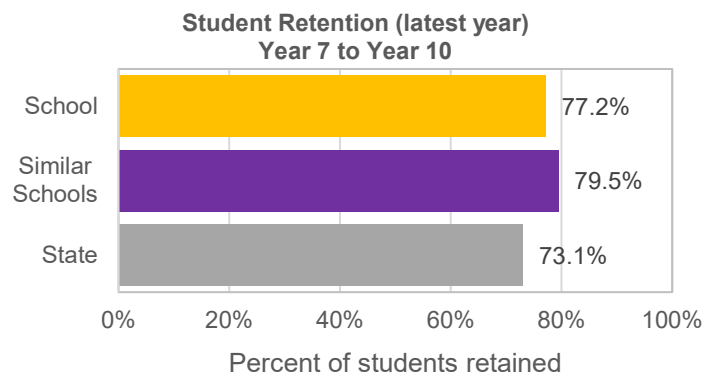
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	89%	86%	86%	88%	91%	91%

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 (2022)	4-year average
School percent of students retained:	77.2%	74.0%
Similar Schools average:	79.5%	79.3%
State average:	73.1%	73.0%



ENGAGEMENT (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.

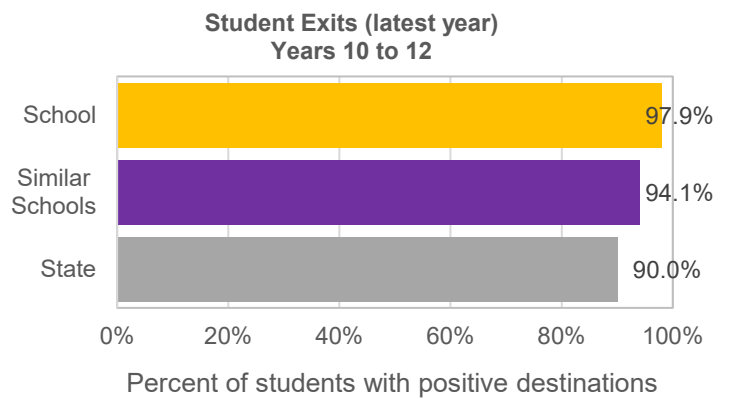
Students exiting to further studies or full-time employment

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 (2021)	4-year average
School percent of students to further studies or full-time employment:	97.9%	97.0%
Similar Schools average:	94.1%	94.3%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$11,200,650
Government Provided DET Grants	\$1,500,798
Government Grants Commonwealth	\$14,843
Government Grants State	\$398,489
Revenue Other	\$103,933
Locally Raised Funds	\$1,070,023
Capital Grants	\$0
Total Operating Revenue	\$14,288,737

Equity ¹	Actual
Equity (Social Disadvantage)	\$139,713
Equity (Catch Up)	\$42,997
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$182,710

Expenditure	Actual
Student Resource Package ²	\$11,662,844
Adjustments	\$0
Books & Publications	\$9,675
Camps/Excursions/Activities	\$573,506
Communication Costs	\$4,200
Consumables	\$358,753
Miscellaneous Expense ³	\$99,346
Professional Development	\$32,070
Equipment/Maintenance/Hire	\$190,726
Property Services	\$320,676
Salaries & Allowances ⁴	\$546,718
Support Services	\$211,463
Trading & Fundraising	\$12,134
Motor Vehicle Expenses	\$9,781
Travel & Subsistence	\$0
Utilities	\$159,051
Total Operating Expenditure	\$14,190,941
Net Operating Surplus/-Deficit	\$97,795
Asset Acquisitions	\$149,675

- (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	\$2,115,275
Official Account	\$93,897
Other Accounts	\$52,539
Total Funds Available	\$2,261,710

Financial Commitments	Actual
Operating Reserve	\$377,776
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$90,830
School Based Programs	\$655,091
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$15,165
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$733,574
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	\$1,872,436

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.