



Department of Education and  
Early Childhood Development

# 2011 Annual Report to the School Community

Thorpdale Primary School  
School Number: 2966



### Thorpdale Primary School

Thorpdale Primary School is dedicated to providing a safe and supportive school environment that promotes continuous enhancement and achieving excellence in teaching and learning in all grade and curriculum areas. We provide our students with a broad ranging curriculum that is delivered by dedicated teaching staff in warm and welcoming classrooms. The school staff comprises: a Principal, 3.2 teaching staff and 0.6 support staff.

Staff design highly engaging units of work that cater for a variety of learning styles and for the individual needs of our students. Staff undertake extensive professional learning that is linked to improving teacher capacity and ultimately improving student learning outcomes. Professional learning is directly linked to our key priorities of Spelling and Writing. Students enjoy the added learning experiences of bi-annual school concerts, a swimming program, a Music program and excursions. Thorpdale Primary School's values are: Respect, Learning, Honesty, Fairness and Community.

Thorpdale Primary offers its students a safe, caring, friendly and stimulating environment in which to learn and maximise their growth. There is a strong partnership between parents, staff and the wider Thorpdale community, with a high level of parent participation of School Council, as classroom and excursion helpers and in fundraising and social activities.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Thorpdale Primary School has achieved similar or stronger combined student learning results to other schools which have students with the same background and experiences. Our teacher assessments against VELs indicate we are performing at the predicted level. Our performance on NAPLAN demonstrates that our Year 3 students are well above the state average in Reading and their results are stronger than compared like schools. In Year 3 Numeracy we are performing similarly to our like schools and are again above the state mean. Our Year 5 student were similar to like schools, but above the state mean in reading, higher than like schools in Numeracy and well above the state average.</p> <p>A whole school Intervention program has been developed to assist students who are having difficulties or are seen as 'at risk' in either Mathematics or Literacy.</p> <p>Our school has been working to improve our numeracy and literacy outcomes through coaching over the past year. This work will continue particularly in spelling and writing. The leadership team are undertaking significant professional learning based on Instructional Leadership to further develop high quality instruction. Differentiated Learning and individual learning plans are being developed to both support and extend our students.</p>	<p>Thorpdale has achieved similar attendance to that of like schools with no significant change over the past 4 years. The Student Attitudes to School survey remains high, but still has some inconsistencies in how the staff perceive things to that of the student's responses.</p> <p>Inappropriate classroom and playground behaviour is dealt with in a consistent and fair manner using "Restorative Justice" as our guiding principle. Students work together to ensure our School's values of Respect, Learning, Honesty, Fairness and Community are upheld. The school uses it newsletter to promote attendance and awards students for strong attendance.</p> <p>Student voice has been a focus and we have a strong Junior School Council, senior students have greater decision making and leadership opportunities. Technology is playing a key role in student engagement. All classrooms have IWB's and students have access to desktop and laptop computers.</p> <p>Thorpdale offers its students a safe, caring and friendly setting in which to learn and maximise their growth. Both staff and students' feel that they are in a stimulating, safe and nurturing atmosphere where teaching and learning is at the heart of all we do.</p>	<p>Thorpdale Primary School has a well developed program in place to support students at the various transition points.</p> <p>Our preschoolers participate in a program of visits ranging from visits by teachers and year 5 (2012 Year 6 students) Buddies to the Kinder and visits to our School on numerous occasions throughout term 4.</p> <p>The majority of our Year 6 students attend the same secondary college, thus we have strong links with this school. An extensive transition program has been developed for all students with extra sessions available for students with special needs or concerns.</p> <p>Our 2011 exiting Year 6 students are predominantly enrolled at Mirboo North Secondary College with 3 students travelling to independent schools in the Drouin, Warragul area.</p> <p>The strong links we have developed with these schools has allowed for smooth and successful transition from Thorpdale Primary to the secondary sector.</p> <p>Stronger emphasis on individual learning plans and portfolios have made grade transitions more fruitful allowing for a seamless transition from one classroom to another.</p>

For more detailed information regarding our school please visit our website at

[enter school URL/website here]

or view our 2011 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

## Thorpdale Primary School

### How this school compares to all Victorian government schools

**Key:**

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

### Overall Measures

### Student Outcomes

### School Comparison

#### 1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.

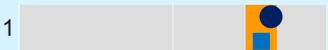
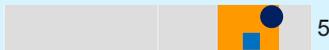
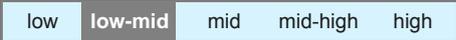
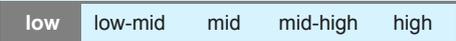


#### 2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



### School Profile

- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score. 
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score. 
- Overall socio-economic profile  Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language 
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- 62 students (31 female, 31 male) were enrolled at this school in 2011.

For more information regarding this school, please visit [www.vrqa.vic.gov.au/sreg](http://www.vrqa.vic.gov.au/sreg)

## How this school compares to all Victorian government schools

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### Student Learning

#### 3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

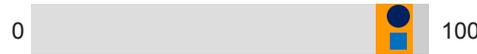
A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

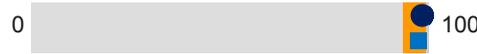
#### Results: English and Mathematics 2010



#### Results: English and Mathematics 2007 - 2010 (4-year average)



#### Results: All other subjects 2010



#### Results: All other subjects 2007 - 2010 (4-year average)



### School Comparison



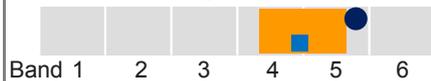
#### 4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

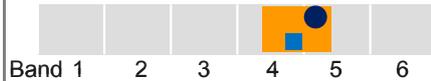
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

#### Results: Reading 2011



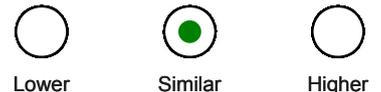
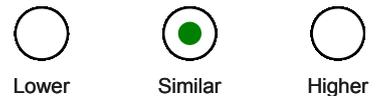
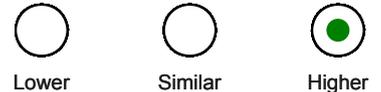
#### Results: Reading 2008 - 2011 (4-year average)



#### Results: Numeracy 2011



#### Results: Numeracy 2008-2011 (4-year average)



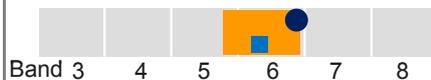
#### 5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

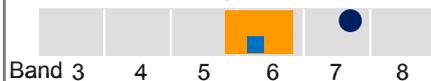
#### Results: Reading 2011



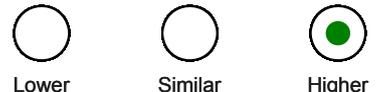
#### Results: Reading 2008 - 2011 (4-year average)



#### Results: Numeracy 2011



#### Results: Numeracy 2008-2011 (4-year average)



How this school compares to all Victorian government schools

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Median of all Victorian government schools:



Student Engagement and Wellbeing

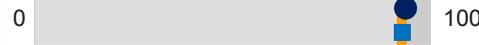
6. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

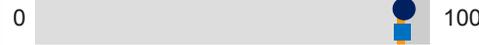
Average 2010 attendance rate by year level:

Student Outcomes

Results: 2010



Results: 2007 - 2010 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93%	95%	95%	90%	94%	94%	93%

School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

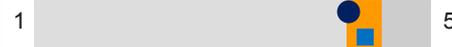
7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2011



Results: 2008 - 2011 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

# How to read the Government School Performance Summary 2011

The Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

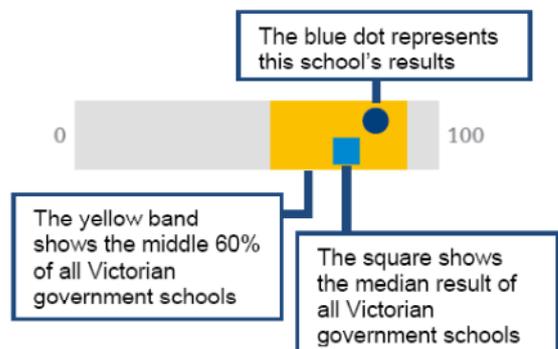
## What are student outcomes?

*Student outcomes* describe the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: [www.education.vic.gov.au/aboutschool/schoolreports](http://www.education.vic.gov.au/aboutschool/schoolreports)

## School Comparison



Lower



Similar



Higher

## What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

# Financial Performance and Position

Thorpdale Primary School

## Financial Performance – Operating Statement Summary for the year ending 31st December, 2011

Revenue	2011 Actual
Departmental Grants	\$66,658
Commonwealth Government Grants	\$0
State Government Grants	\$0
Other	\$17,169
Locally Raised Funds	\$52,687
<b>Total Operating Revenue</b>	<b>\$136,514</b>

### Expenditure

Salaries and Allowances	\$11,863
Bank Charges	\$180
Consumables	\$11,274
Books and Publications	\$3,129
Communication Costs	\$3,772
Furniture and Equipment	\$34,901
Utilities	\$6,060
Property Services	\$21,917
Travel and Subsistence	\$427
Motor Vehicle Expenses	\$0
Administration	\$2,163
Health and Personal Development	\$57
Professional Development	\$1,192
Trading and Fundraising	\$24,550
Support/Service	\$4,399
Miscellaneous	\$14,720
<b>Total Operating Expenditure</b>	<b>\$140,604</b>

**Net Operating Surplus/-Deficit** **-\$4,090**

**Capital Expenditure** **\$30,588**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

## Financial Position as at 31st December, 2011

Funds Available	2011 Actual
High Yield Investment Account	\$28,194
Official Account	\$4,015
Other Bank Accounts( listed individually)	
VTU Credit Union	\$79,366
(insert)	\$
<b>Total Funds Available</b>	<b>\$111,575</b>

### Financial Commitments

Financial Commitments	2011 Actual
School Operating Reserve	\$20,000
Assets or Equipment Replacement <12 months	\$5,717
Capital – Building/Grounds including SMS < 12 months	\$0
Maintenance – Building/Grounds including SMS < 12 months	\$4,000
Beneficiary/Memorial Accounts	\$0
Co-operative Bank Account	\$0
Revenue Received in Advance	\$0
School based programs	\$59,361
Region/Network/Cluster Funds	\$2,006
Provision Accounts	\$0
Repayable to DEECD	\$0
Other Recurrent Expenditure (Accounts Payable)	\$0
Assets or Equipment Replacement > 12 months	\$12,500
Capital – Building/Grounds including SMS > 12 months	\$0
Maintenance - Building/Grounds including SMS > 12 months	\$7,992
<b>Total Financial Commitments</b>	<b>\$111,575</b>

## Financial performance and position commentary