

2019 Annual Report to The School Community



School Name: Thomas Mitchell Primary School (5294)



- 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 2019 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 21 August 2020 at 09:49 AM by John Hurley (Principal)

The 2019 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 24 August 2020 at 01:56 PM by Nicole Walker (School Council President)

About Our School

School context

Thomas Mitchell Primary School is situated in Endeavour Hills, 7km East of Dandenong. It is a dynamic learning community consisting of a diversity of cultural and linguistic backgrounds, with a strong tradition of educational excellence and school pride. Parents, staff and students share a love of learning and are committed to maintaining a culture of continuous improvement, mutual respect and personal growth.

Our school is one of only 20 schools in Victoria to have gained full accreditation with the Council of International Schools. This commits TMPS to an ongoing process of rigorous self and peer evaluation involving all aspects of the school, and ensures that our students will continue to receive high quality education in the years to come. Our vision statement ensures that the growth and development of children is the primary focus of all decisions made by the school.

We offer a range of high quality programs and facilities; Before and After School Care, Science, Physical Education, Visual Arts, LOTE (Indonesian and Mandarin) programs. Other specialist programs offered include Learning Extension, Literacy Support and Music (Singing). Global Education is integrated throughout the curriculum. Students have access to a range of ICT hardware including LCD screens, desktop computers, notebooks, iPads robots and drones.

Thomas Mitchell is proud of its extensive and well-developed grounds which it shares with a number of community groups. The sports grounds include an artificial turf soccer pitch and running track. We have a full sized gymnasium and language learning centre. Our Early Learning Centre has been architecturally designed to provide an outstanding start to school for our Preps. Some of our portable classrooms were replaced and upgraded during 2017 and 2018. We are working consistently to provide a very broad range of opportunities for our students through the depth of extra enhancement and/or support programs offered.

Framework for Improving Student Outcomes (FISO)

“Positive Climate for Learning” and “Excellence in Teaching and Learning” were selected by the school as improvement initiatives as our data supported these as improvement focus areas. Furthermore, they were aligned to the Strategic Plan and were reflected in our 2019 Annual Implementation Plan (AIP).

To support teaching and learning in 2019 teaching staff developed an instructional model based on the Gradual Release Model. The aim of developing this was to create a more consistent approach to the delivery of the curriculum across the school. It will also provide a structure to support staff professional development.

Through our Student Voice Professional Learning Team (PLT) we have supported staff to understand how they can provide greater opportunities for students to play an active role in their learning. The success of this improvement goal can be measured in the significant gains we have made in the relevant areas of the Attitudes to School Survey.

A key improvement strategy that we continued to implement was Number Talks. This is a daily discussion that addresses all four proficiencies in mathematics – fluency, understanding, problem solving and reasoning.

Three staff members participated in the Bastow Leading Literacy Course in 2019. They have developed a three year plan to implement the use of rich substantive talk/oral language in the classroom. Staff have had some professional learning in this area, and this will continue throughout the year. Our first peer observation for 2020 had a focus on oral language use in the classroom.

We have continued to strengthen and build on previous initiatives, including VCOP and Words Their Way, as well as facilitating a weekly Philosophy session. The aim of this program is to build thinking processes and student voice.

Looking ahead to 2020, we will continue to build the capacity of our staff in the above mentioned areas. We will also be

using whole school data and analysis to drive improvement as per our 2019 - 2022 SSP. 'Positive Climate for Learning' and 'Excellence in Teaching and Learning' continue to be improvement initiatives for TMPS. In 2019, we created two Learning Specialist positions with the aim of improving classroom practice. Our Leading Teachers and Learning Specialists were provided with time release from classroom duties to undertake their specific roles. Coaching and feedback was also made available to them. The school leadership team also undertook professional learning sessions specific to their role. Feedback has indicated that this should continue especially with new members joining the team. Key focus areas will be developing leadership capabilities, coaching and feedback, induction for new leaders and succession planning.

Achievement

TMPS is consistently performing at or above the expected level of performance.

Teacher assessments show that the school performance is consistent with schools with a similar SFO.

NAPLAN results indicate that our students at Year 3 are performing at a strong level, particularly in Reading, Numeracy and Grammar. The Year 5 students performed particularly well in Spelling and Grammar and Punctuation. Scores in Literacy and Numeracy across Year 3 & 5 are above National averages. We have recorded high percentages in the medium and high growth categories – this measures learning gain from Year 3 to 5. We also out performed Network Schools, Similar Schools as well as the State in the percentage of students in the top two bands.

Students with a disability showed progress at 'satisfactory' or 'above' in achieving their individual goals.

Engagement

Our data indicates that student attendance is consistent across the school, and consistent across the past 5 years. It is also consistent with state norms. The common reasons for student absences are illness and extended family holidays. In this highly multicultural school, many families are inclined to visit relatives in their country of origin, especially for family functions like weddings and major birthdays. Family and cultural ties are strongly supported by the school.

A range of strategies to address non-attendance are in place (as reflected in the Attendance Policy).

Non-attendance is addressed daily with parents being contacted via an SMS or email if their child is marked as absent. Letters are sent home to parents/guardians with a list of absence dates and they are required to advise the school of a reason/s. The introduction of live attendance through Sentral provides better tracking of student attendance. Classroom teachers also play a key role in this area.

Wellbeing

Our Wellbeing results related to Students Attitudes to School - Sense of Connectedness for 2019 was 84% which is higher than Similar Schools, network school and the state and an increase of 6% from 2018 - 2019. Students Attitudes to School - 'Managing Bullying' results were 80% which is an improvement of 1% from 2018 and 3% from two years ago. Not experiencing bullying (parent factor) results have improved from 68% to 76% in 2019. Students Attitudes to School - 'Sense of Inclusion' was 89% in 2019 which represents a 5% improvement from 2018. School values are an important part of student learning and are revisited regularly throughout the year.

Financial performance and position

- The school year finished with a surplus of \$789683 (\$604860 of which has been carried forward from 2018 or prior). The surplus is a deliberate measure to offset against future year staffing and major works projects, and projected drop in enrolment in future years. We also have to make provision for the additional costs of replacement teachers across the school.
- It should be noted that the revenue and expenditure lines "Trading and Fundraising" are mainly comprised of our on site Uniform shop trading operation and Fundraisers. Revenue of 65774 was received, expenditure of 66881 was paid, with a stock inventory held on site of around \$50,000. Fundraising brought in \$18040, with expenditure of \$15191, an overall surplus of \$2849. It should be noted that the Mothers and Fathers Day Stalls are included in these figures, however our target is to 'break even' rather than profit from this facility.
- Our equity funding of \$108155 was used to provide an intensive literacy and EAL support program.
- Commonwealth Grant of \$2700 was utilised against the Sporting Schools initiative.
- Locally Raised Funds received include Parent Payments of \$157964 and Camps and Excursions contributions of \$146085.
- Miscellaneous Expenses include Service Provider's costs of \$171332 (primarily for relief staff), Camps and Excursions of \$167844, Administration costs of \$22896.
- Grants provided to the school at Commonwealth/State level include Sporting Schools Grants \$5000 and Shade Sail Grant \$27400.

For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at http://www.tmps.vic.edu.au/](http://www.tmps.vic.edu.au/)

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile

Enrolment Profile

A total of 783 students were enrolled at this school in 2019, 351 female and 432 male.

72 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

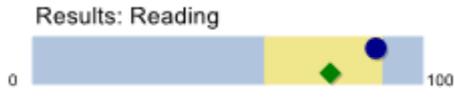
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

| Achievement | Student Outcomes | Similar School Comparison |
|---|--|---|
| <p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p>  | <p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Similar </p> |

Performance Summary

| Key: | | Key: | | |
|--|--|---|---|---|
| Range of results for the middle 60% of Victorian Government Primary Schools:  | | Similar School Comparison | | |
| Results for this school:  Median of all Victorian Government Primary Schools:  | |  Above |  Similar |  Below |
| Achievement | Student Outcomes | Similar School Comparison | | |
| <p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <p>Above </p> <p>Above </p> | | |
| <p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <p>Above </p> <p>Above </p> | | |

Performance Summary

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

Key: Similar School Comparison
● Above ● Similar ● Below

| Achievement | Student Outcomes | Similar School Comparison | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---------------------------|------|--------|------|---------|-----|-----|-----|----------|-----|-----|-----|---------|-----|-----|-----|----------|-----|-----|-----|-------------------------|-----|-----|-----|--|------------|------------|-----|-----|--------|-----|------|-----|
| <p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | <table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>53%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>51%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>54%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>44%</td> <td>41%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>51%</td> <td>34%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 20% | 53% | 27% | Numeracy | 14% | 51% | 35% | Writing | 17% | 54% | 29% | Spelling | 15% | 44% | 41% | Grammar and Punctuation | 15% | 51% | 34% | <p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p> | Gain Level | Percentage | Low | 25% | Medium | 50% | High | 25% |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 20% | 53% | 27% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 14% | 51% | 35% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 17% | 54% | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 15% | 44% | 41% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 15% | 51% | 34% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gain Level | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low | 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Medium | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High | 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

| Engagement | Student Outcomes | Similar School Comparison | | | | | | | | | | | | | | |
|--|--|--|------|------|------|------|-----|-----|------|------|------|------|------|------|------|--|
| <p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p> | <p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p> | <p>Below ●</p> | | | | | | | | | | | | | | |
| <p>Average 2019 attendance rate by year level:</p> | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>92 %</td> <td>89 %</td> <td>92 %</td> <td>90 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 89 % | 92 % | 89 % | 92 % | 90 % | 92 % | 90 % | <p>Similar school comparison not available</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 89 % | 92 % | 89 % | 92 % | 90 % | 92 % | 90 % | | | | | | | | | | |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

| Wellbeing | Student Outcomes | Similar School Comparison |
|--|------------------|---|
| <p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | | <p>Above ●</p> |
| <p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | | <p>Similar ●</p> |

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2019 | | Financial Position as at 31 December, 2019 | |
|--|--------------------|--|--------------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$6,743,565 | High Yield Investment Account | \$965,480 |
| Government Provided DET Grants | \$602,741 | Official Account | \$138,307 |
| Government Grants Commonwealth | \$5,001 | Total Funds Available | \$1,103,786 |
| Government Grants State | \$27,400 | | |
| Revenue Other | \$18,128 | | |
| Locally Raised Funds | \$433,605 | | |
| Total Operating Revenue | \$7,830,440 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$108,155 | | |
| Equity Total | \$108,155 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$5,954,792 | Operating Reserve | \$137,368 |
| Books & Publications | \$1,597 | Other Recurrent Expenditure | \$18,841 |
| Communication Costs | \$10,833 | Funds Received in Advance | \$48,715 |
| Consumables | \$136,959 | School Based Programs | \$350,789 |
| Miscellaneous Expense ³ | \$370,005 | Funds for Committees/Shared Arrangements | \$32,725 |
| Professional Development | \$34,646 | Asset/Equipment Replacement < 12 months | \$380,000 |
| Property and Equipment Services | \$199,797 | Total Financial Commitments | \$968,438 |
| Trading & Fundraising | \$89,906 | | |
| Travel & Subsistence | \$799 | | |
| Utilities | \$73,772 | | |
| Total Operating Expenditure | \$6,873,106 | | |
| Net Operating Surplus/-Deficit | \$957,335 | | |
| Asset Acquisitions | \$42,735 | | |

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').