

2018 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 Regulation 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 2018 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 19 March 2019 at 11:37 AM by John Hurley
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 20 March 2019 at 10:26 AM by Nicole Walker
(School Council President)

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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)

“Curriculum Planning and Assessment” and “Building Leadership Teams” 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 2018 Annual Implementation Plan (AIP).

In 2018, Numeracy continued to be a key improvement focus area across the school as part of the Curriculum Planning and Assessment initiative. We targeted Numeracy as a result of our whole school data analysis and staff feedback which indicates that their efficacy in this area could be improved. Another consideration is that Numeracy had not been a key improvement area until the 2017 and 2018 AIP's.

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. This is now part of our daily learning in every classroom. Several key staff members continued to develop the work undertaken in the Bastow Leading Mathematics Program. The knowledge gained from this course will continue to be used as a springboard for whole staff development

TMPS participated in the School Improvement Partnerships Program with Carwatha College in 2018. The schools worked closely together and participated in Professional development to improve literacy learning outcomes for both schools.

In Literacy, we continued to strengthen and build on previous initiatives, including VCOP and Words Their Way. The sustainability of these programs and its impact on student learning, was been driven through our

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Professional Learning Team (PLT). In 2018, all grades (apart from Prep) have continued to facilitate a weekly Philosophy session. The aim of this program is to build thinking processes and student voice.

Looking ahead to 2019, 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.

Building Leadership Teams continues to be an improvement initiative for TMPS. In 2018, we prioritised the development of our Leading Teachers by providing them with 0.2 time release from classroom duties to undertake their specific role. 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. 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.

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 4 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. 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 2018 are in line with the median for Victorian schools and similar to other schools. Students Attitudes to School - Management of Bullying results have improved from 75% to 81% in 2018. Not experiencing bullying (parent factor) results have improved from 47% to 68% in 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 \$740517. 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

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make provision for the cost of replacement teachers across the school.

- It should be noted that the line 'Trading and Fundraising' total of \$106813 is mainly comprised of our on site Uniform shop trading operations.
- Our equity funding of \$90228 was used to provide an intensive literacy and EAL support program.
- Commonwealth Grant of \$2700 was utilised against the Sporting Schools initiative.

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

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 788 students were enrolled at this school in 2018, 355 female and 433 male.

72 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	83.6	85.1	78.3	91.6

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	68.7	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	89.4	90.1	82.6	95.3	Similar
Mathematics	87.8	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	84.8	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	84.1	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	70.9	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	65.1	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	81.5	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	71.8	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	69.0	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	66.8	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	24.6	49.2	26.3
Numeracy	7.5	58.3	34.2
Writing	24.6	44.1	31.4
Spelling	21.7	55.0	23.3
Grammar and Punctuation	15.0	51.7	33.3

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.5	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	16.0	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	94	92	93	92	93	92	94

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	78.4	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	79.8	81.7	73.8	88.7	Similar

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	78.9	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	77.9	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$6,703,627
Government Provided DET Grants	\$641,971
Government Grants Commonwealth	\$2,700
Government Grants State	\$0
Revenue Other	\$50,980
Locally Raised Funds	\$403,458
Total Operating Revenue	\$7,802,737

Equity ¹	Actual
Equity (Social Disadvantage)	\$90,228
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$90,228

Expenditure	Actual
Student Resource Package ²	\$6,109,481
Adjustments	(\$836)
Books & Publications	\$3,189
Communication Costs	\$10,220
Consumables	\$140,935
Miscellaneous Expense ³	\$345,360
Professional Development	\$33,330
Property and Equipment Services	\$241,513
Salaries & Allowances ⁴	\$0
Trading & Fundraising	\$106,813
Travel & Subsistence	\$3,606
Utilities	\$68,608
Total Operating Expenditure	\$7,062,219
Net Operating Surplus/-Deficit	\$740,517
Asset Acquisitions	\$6,632

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$886,215
Official Account	\$70,922
Other Accounts	\$0
Total Funds Available	\$957,137

Financial Commitments	Actual
Operating Reserve	\$141,107
Other Recurrent Expenditure	\$8,984
Provision Accounts	\$0
Funds Received in Advance	\$48,970
School Based Programs	\$169,034
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$41,540
Repayable to the Department	\$92,500
Asset/Equipment Replacement < 12 months	\$125,000
Capital - Buildings/Grounds < 12 months	\$55,000
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	\$682,135

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 04 Mar 2019 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, including:
 - 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) factors:
 - 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 academic intake, the socio-economic background of students, the number of Aboriginal 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').