Thomas Mitchell Primary School

Our school is situated in Endeavour Hills 7km east of Dandenong. It is a dynamic learning community made up 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.

We are Accredited 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.

We offer a range of high quality programs and facilities; Before and After School Care, Visual Arts and LOTE (Indonesian and Mandarin) programs. Other specialist programs offered include Learning Extension, Literacy Support, Physical Education, and ICT.

Asian Literacies is integrated throughout the curriculum. Students have access to Smartboards, LCD screens, desktop computers and netbooks as well as extensive sporting facilities including a full size gymnasium, soccer pitch and running track laid with artificial turf.

This school has 65.2 eft; 3 principal class, 39.4 teachers and 22.8 education support staff.

Student Learning

Considering all scores and taking into account the intake characteristics of our students, Thomas Mitchell PS is consistently performing within a range that is similar to or higher than our expected level of performance. Teacher assessments show that the school performs at a similar level to other schools after accounting for background characteristics known to make a difference to students. In subjects other than English and Maths our students are achieving particularly well according to teacher judgments.

Students funded under the Program for Students with Disabilities (PSD) are supported in the classroom with an Integration Aide. Individual Education Plans are developed to set annual, long- and short-term educational goals for the students.

NAPLAN results indicate that our students are performing well within the expected range or above the State. Year 5 NAPLAN matched cohort results exceed that of the State Mean and reflect growth from 2008 to 2010 and are a focus of further improvement. We are implementing an intensive Teaching and Learning focus across the school, with the aim of improving student outcomes. Extension and Support Programs are also being used to target students across the school.

Student Engagement and Wellbeing

After considering student attendance rates and results from the annual student Attitudes to School survey, our school is placed in the middle 60% band of Victorian government schools.

There has been noted growth in attendance data, and further focus on this area will see us continuing to work with families planning extended overseas holidays and family visits.

Student connectedness to school has been measured as consistently within the expected range, and is a reflection of student and community pride in our school.

Student Pathways and Transitions

The growth and development of children is our primary focus, and it is vital for children to experience a smooth transition from class to class, from Pre-school to Primary School and from Year 6 to Secondary College. Our school provides a range of services to support transition. These include school tours, regular staff liaison with kindergartens and secondary colleges, parent information evenings and formal transition programs overseen by nominated Prep and Year 6 Transition Coordinators. New students and their families are welcomed and provided with information packs, including a copy of the school’s Vision and Beliefs Statement.

Student pathways within the school are carefully monitored with programs in place to ensure students are familiar with new classroom environments, routines, peers and teachers. Student data is also made readily available to teachers at the start of each year to ensure that the individual needs of students can be immediately recognised and catered for. We always work for continuous improvement and we will constantly review and refine these programs.

For more detailed information regarding our school please visit our website at www.tmps.vic.edu.au

Thomas Mitchell Primary School

How this school compares to 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

<table>
<thead>
<tr>
<th></th>
<th>Student Outcomes</th>
<th>School Comparison</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Results achieved by students at this school compared to students at other Victorian government schools.</td>
<td>Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.</td>
</tr>
</tbody>
</table>

#### 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.

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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</table>

- **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.

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<tbody>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

- **Overall socio-economic profile**

<table>
<thead>
<tr>
<th>low</th>
<th>low-mid</th>
<th>mid</th>
<th>mid-high</th>
<th>high</th>
</tr>
</thead>
</table>

Based on the school’s Student Family Occupation index which takes into account parents’ occupations.

- **Proportion of students with English as a second language**

<table>
<thead>
<tr>
<th>low</th>
<th>low-mid</th>
<th>mid</th>
<th>mid-high</th>
<th>high</th>
</tr>
</thead>
</table>

- **700 students (336 female, 364 male) were enrolled at this school in 2010.**

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

<table>
<thead>
<tr>
<th>Results: English and Mathematics 2009</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results: English and Mathematics 2007 - 2009 (3-year average)</td>
<td>100</td>
</tr>
<tr>
<td>Results: All other subjects 2009</td>
<td>100</td>
</tr>
<tr>
<td>Results: All other subjects 2007 - 2009 (3-year average)</td>
<td>100</td>
</tr>
</tbody>
</table>

### School Comparison

#### Key:
- Lower
- Similar
- Higher

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

#### 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.

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.

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.

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**Thomas Mitchell Primary School**

How this school compares to all Victorian government schools

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**Version 1, February 2011**
6. Student attendance
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2009 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>91%</td>
</tr>
<tr>
<td>Yr1</td>
<td>91%</td>
</tr>
<tr>
<td>Yr2</td>
<td>91%</td>
</tr>
<tr>
<td>Yr3</td>
<td>92%</td>
</tr>
<tr>
<td>Yr4</td>
<td>94%</td>
</tr>
<tr>
<td>Yr5</td>
<td>93%</td>
</tr>
<tr>
<td>Yr6</td>
<td>92%</td>
</tr>
</tbody>
</table>

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: 2009
- 0%

Results: 2006 - 2009 (4-year average)
- 0%

Results: 2010
- 1

Results: 2007 - 2010 (4-year average)
- 1
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** show 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/

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.