

2020 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 2020 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 16 March 2021 at 01:12 PM by John Hurley (Principal)

The 2020 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 03 May 2021 at 02:48 PM by Nicole Walker (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

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.

Workforce Composition:

3 Principal Class

45 Teachers (42.8 Full-time), 27 Education Support (14.64 Full-time)

3 Leading Teachers and 3 Learning Specialists

34 Classrooms

7 Specialist Programs (Visual Arts, Physical Education, Science, EAL, Indonesian, Mandarin, Sustainability, Literacy Support/Enrichment)

Framework for Improving Student Outcomes (FISO)

In the FISO dimension of Building Practice Excellence, Key Improvement Strategy (KIS) 1A for 2020 was 'Developing, documenting and implementing an instructional teaching and learning model that promotes a consistent approach to teaching'. Our first success indicator for this KIS was 'Use pedagogical model' from the Staff Survey. The aim was to increase from 53% positive endorsement in 2019 to 70% in 2020. The result of the 2020 Staff Survey was a 61% positive endorsement. There are several factors that have contributed to this score. We had 35 overall respondents to the survey, which was down on the previous year and we had a high number of neutral responses (28%). This survey was completed during a period of remote and flexible learning and we believe this has had an impact on the number of responses and the high number of neutral responses. The time spent away from school due to COVID-19 reduced our capacity to promote and use the TMPS Instructional Model in areas like our Instructional Rounds and PLC Meetings.

Our second success indicator was 'Time to share pedagogical content knowledge'. Our aim was to improve the positive endorsement score in 2019 from 37% to 55% in 2020. In 2020 we improved to 44% with 28% again identified as 'neutral'. Despite making a small improvement, we feel that COVID-19 greatly reduced our capacity to work with staff on practical improvement strategies in PLC Meetings. Our focus shifted more to optimising the ways we could deliver

our teaching and learning program through remote learning.

Our third success indicator was to 'Use high impact teaching strategies'. In 2019, our positive endorsement score was 67% and our aim was to improve this to 75%. 67% of staff provided a positive endorsement in 2020. This indicator was to be a key part of our Instructional Rounds, but again, this was not practical due to remote and flexible learning.

We had a number of targets based on NAPLAN, however NAPLAN was not conducted in 2020.

In the FISO dimension Curriculum Planning and Assessment, the KIS 1B for 2020 was 'Build a consistent teacher understanding of data and its impact on student learning growth'. The first success indicator in the Staff Survey was 'Understand how to analyse data' and our goal was to improve the positive endorsement score from 50% in 2019 to 65% in 2020. The positive endorsement for 2020 was 44%, with 33% identified as neutral. This goal was not achieved, however in Term 1, 2020 a new structure for PLCs was implemented based on splitting the staff in to one of 3 teams (Prep-Year 2, Year 3&4, Year 5&6 with Specialists split amongst the 3 teams. Principal class, LT & LS were also split cross the teams). Plans were developed in Term 1 to expand our use of Fountas Pinnell and how we use its continuum of learning. This was to be a core focus for staff development on how we collect, analyse and use data. The difficulties of presenting content while on remote learning and then staff being able to apply new knowledge in a practical way made progress in this area extremely difficult. There were several PLC meetings during Terms 2 and 3 while on remote learning, however they were not aligned to the practical application of this KIS.

The second success indicator from the Staff Survey was to increase the positive endorsement for 'Monitor effectiveness using data' from 70% in 2019 to 75% in 2020. We had a positive endorsement of 72% in 2020. While this was a small improvement, our focus in this area will increase again with the long-term return to on-site learning.

The third success indicator from the Staff Survey was 'Skills to measure impact'. The positive endorsement score in 2019 was 63% and our target for 2020 was 70%. The result in 2020 was 61%. Overall, we feel that we are better placed in 2021 to resume our focus on these key improvement strategies and trying to meet the targets outlined.

In the FISO dimension 'Empowering students and building school pride' the KIS for 2020 was to 'Develop a culture of student empowerment to manage and monitor their own learning within a stimulating learning environment'.

The first success indicator was 'Learning progressions would be more visible in classrooms and around the school'. Due to COVID-19 we have not had the opportunities for students and teachers to plan together or complete the desired outcomes with learning progressions. This was not prioritised during remote learning and upon resumption of on-site learning. We have however, seen development in many of our students' ability to manage and monitor their own learning as a result of their remote and flexible learning experiences in 2020.

The second success indicator was linked to the Attitudes to School Survey, however this was not completed in 2020.

During remote and flexible learning we used Edmodo as our means of posting, submitting and communicating with students about their daily work. This was a program that many of our students were familiar with. During the course of Term 2 and 3 we progressively worked on and improved the way that work was delivered to students. This included the use of teacher support material like videos and conducting live sessions through WebEx. Devices were loaned to families in need and dongles were provided to families without internet access. Printed packs were provided to students who found this method of learning more suitable to their needs. We had approximately 20-30 students on-site each day completing the work assigned to them by their classroom teacher or Specialist. Available staff were rostered on to support these students.

Achievement

TMPS is consistently performing at or above the expected level of performance. This is based on Teacher Judgment scores from Semester 2, 2020.

Teacher assessments show that the school performance is above similar schools in both English and Mathematics. Again, this is based on Teacher Judgment scores.

In Mathematics TMPS is also above the State average.

NAPLAN Online tests were not completed in 2020 due to COVID-19 restrictions.

Students with a disability showed progress at 'satisfactory' or 'above' in achieving their individual goals. This data is based on the level of achievement identified against Individual Education Plan (IEP) goals and was discussed at Student Support Group (SSG) meetings in Semester 2.

Engagement

In 2020, the TMPS average number of absence days was 18.1. The average number of absence days for similar schools was 16.

When on-site, 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. Live attendance through Sentral provides better tracking of student attendance. Classroom teachers also play a key role in this area.

If a child is away, on the 3rd day the classroom teacher is required to make contact with the family and offer support. This process continued during remote and flexible learning. Teachers would contact families and encourage students to engage with online learning. Similarly, if students were not submitting work, teachers also made contact to support with how to submit work and reinforce school expectations.

Throughout remote and flexible learning we developed a database of students requiring extra support to engage with their learning. Staff were allocated to a certain number of students and during this period they were able to develop strong relationships. Staff supported students and at times parents to understand the work they needed to complete.

We are mindful of the importance of student engagement heading in 2021 and where teachers are identifying students who are having trouble re-engaging with the school, we are working with families and various external agencies to provide support.

Wellbeing

Our major source of data for student wellbeing, the Attitudes to School Survey was not completed in 2020.

Throughout remote and flexible learning we developed a database of students requiring extra support with their learning. This database was extended to include families who were having difficulty with remote learning and managing home/school/professional life. Support staff would call these families on a daily basis to check-in and ensure that student support and wellbeing was prioritised. In addition to this support, modifications were made if necessary, to learning programs for students who were feeling overwhelmed completing their work.

If necessary, families were supported to access counselling.

Classroom teachers were online and available to their students throughout the remote learning period. Adjustments were made to the weekly schedule of each class to allow for a Specialist Day. This provided greater flexibility for families in the school week. Wellbeing WebEx meetings were set up at many year levels to allow for students to communicate with each other in a social rather than academic setting. Teachers incorporated special events like a 'talent show' to increase social engagement.

The individual circumstances of our staff informed how we managed the provision of on-site learning in 2020.

The expectations on teachers were scaffolded and gradually increased during the period of remote learning. Staff meetings, team meetings and some PLC meetings continued to take place during Terms 2&3 allowing staff to connect with each other. Wellbeing checks were completed by Principal class with every staff member during this

period.

When on-site in Term 4, meetings were kept to a minimum and where possible our curriculum program was minimised to allow for a focus on key areas.

Financial performance and position

Additional notes on the table above:

Revenue

- Student Resource Package includes \$793000 of accumulated funds from years past, deliberately accrued to supplement high expenditure of CRTs, special programs within the school and building services and maintenance.
- Equity funding assists towards our EAL and Literacy Support programs, catering for a diverse range of students with specific needs
- Grants provided in 2020 include \$17,000 for International Students, \$3300 Sporting Schools, and \$5000 for renovation of a shade structure in our courtyard. \$3000 was also provided for a school defibrillator unit.
- Other Revenue and Locally Raised Funds include \$7500 bank interest (significantly lower due to low interest rates across the year), \$53700 Uniform Shop trading, \$130000 from Parent Payments as requested by School Council, \$19660 donations towards Digital Technologies and Grounds maintenance, \$18600 hirers* and \$2000 fundraising*. \$6800 was also collected and held on behalf of Staff Association & Staff Gifts.

*COVID19 impacted some sources of revenue, as denoted.

- In addition COVID impacted monies that had been paid via parents, resulting in a total of \$35485 (predominantly 2020 excursion levy funds) being held over for expenditure in 2021.
- The school also holds nearly \$40000 accumulated over recent years including 2020 in unallocated student specific Camps Sports and Excursions funding. It is anticipated this will be partially allocated in 2021 and against future camp costs beyond the current year.
- Parents also received a School Council approved credit for unused books and resources because of remote learning in 2020. The total credited for offset against 2021 payments was \$9880.

Expenditure

- COVID19 had a significant impact on the school's 2020 expenditure.

Large decreases occurred for:

- Excursions were only able to be held in the first two months of the year. All camps were cancelled.
- Photocopying Although we produced many hard copies of workbooks during remote learning, overall photocopying was reduced.
- Utilities - Four classes were utilised for onsite supervision of students during remote learning.
- Professional development and hospitality costs
- Uniform Shop sales
- Fundraising expenses
- CRT costs were significantly affected

Increases occurred for:

- Building services and ground works with large scale carpet works and shade works taking place, as well as repairs to sandpit, line marking, new mulching and tree works.
- Affiliations with curriculum providers
- An electronic sign was installed near the school fenceline

Overall

The 2020 school year finished with an overall surplus of \$1.1million.

The school continues to reflect a healthy financial position, providing additional supplementation of appropriate staffing, student resourcing, and building maintenance costs in 2021 and future years. Provision to cater for curriculum and

administrative related school running costs and special programs in future years is essential to ensure we are meeting the demands of the community.

For more detailed information regarding our school please visit our website at
<http://tmps.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.

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 798 students were enrolled at this school in 2020, 356 female and 442 male.

73 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.

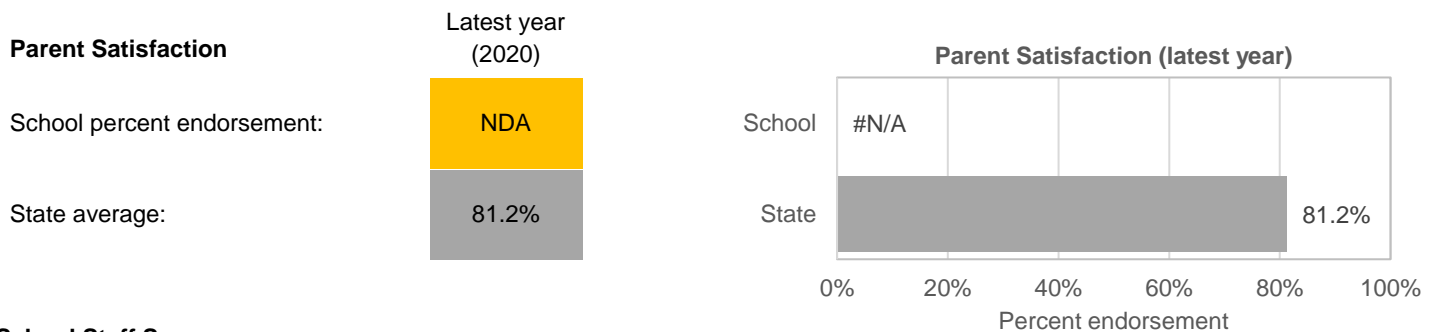
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

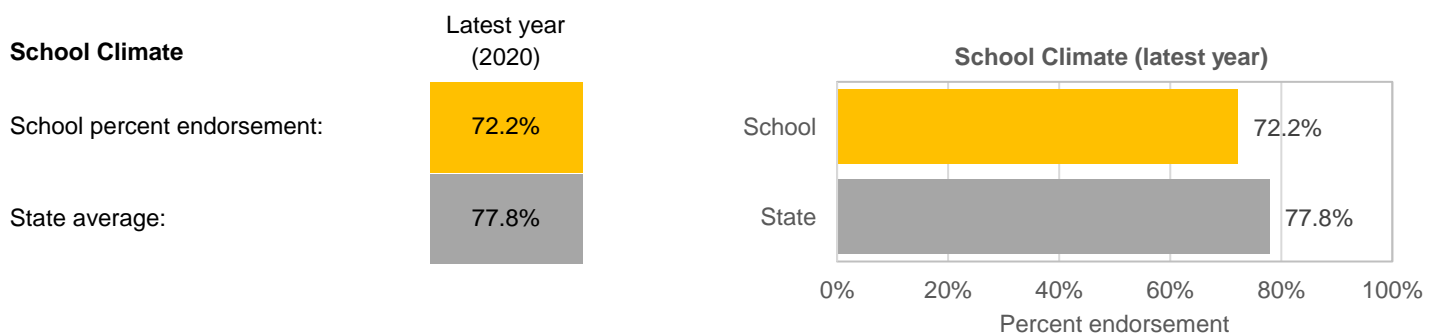


School Staff Survey

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.



ACHIEVEMENT

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 Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

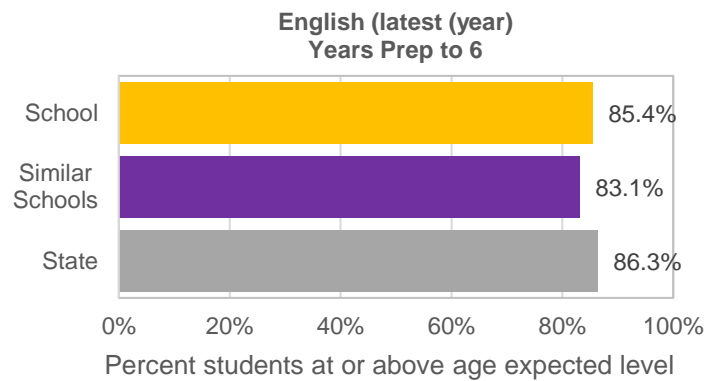
85.4%

Similar Schools average:

83.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

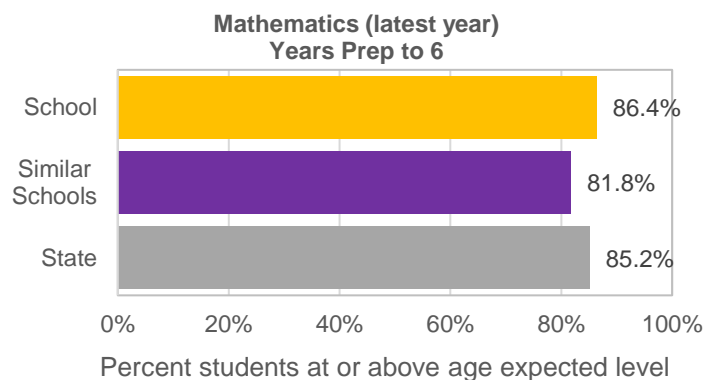
86.4%

Similar Schools average:

81.8%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

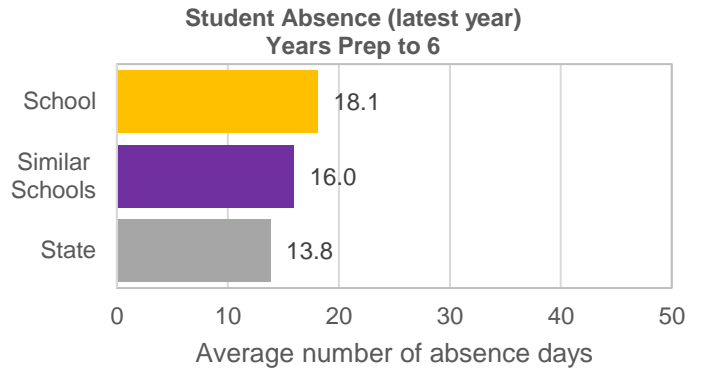
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	18.1	17.1
Similar Schools average:	16.0	16.9
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	89%	90%	89%	90%	92%	92%	93%

WELLBEING

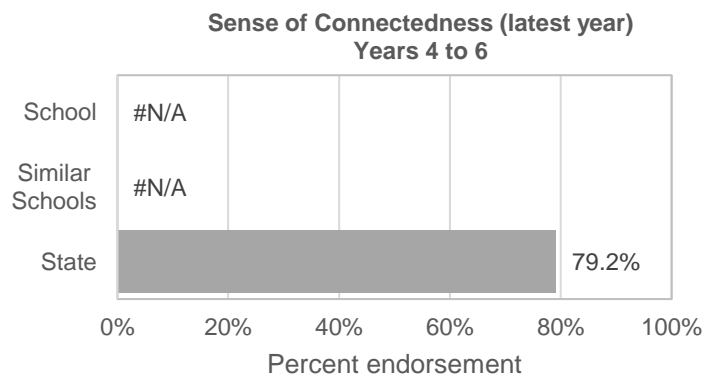
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	81.4%
Similar Schools average:	NDP	81.5%
State average:	79.2%	81.0%



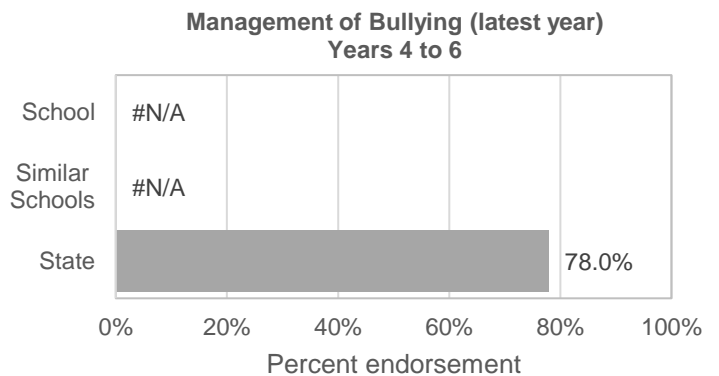
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	78.5%
Similar Schools average:	NDP	78.6%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$7,142,676
Government Provided DET Grants	\$677,166
Government Grants Commonwealth	\$3,300
Government Grants State	\$5,000
Revenue Other	\$8,386
Locally Raised Funds	\$255,040
Capital Grants	NDA
Total Operating Revenue	\$8,091,568

Equity ¹	Actual
Equity (Social Disadvantage)	\$99,763
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$99,763

Expenditure	Actual
Student Resource Package ²	\$6,286,103
Adjustments	NDA
Books & Publications	\$457
Camps/Excursions/Activities	\$10,637
Communication Costs	\$11,554
Consumables	\$117,391
Miscellaneous Expense ³	\$58,169
Professional Development	\$12,912
Equipment/Maintenance/Hire	\$71,465
Property Services	\$161,550
Salaries & Allowances ⁴	NDA
Support Services	\$130,181
Trading & Fundraising	\$67,659
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$16
Utilities	\$62,424
Total Operating Expenditure	\$6,990,518
Net Operating Surplus/-Deficit	\$1,101,050
Asset Acquisitions	\$25,142

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$1,326,684
Official Account	\$54,902
Other Accounts	NDA
Total Funds Available	\$1,381,586

Financial Commitments	Actual
Operating Reserve	\$92,690
Other Recurrent Expenditure	\$16,854
Provision Accounts	NDA
Funds Received in Advance	\$110,820
School Based Programs	\$242,184
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$10,735
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$467,500
Capital - Buildings/Grounds < 12 months	\$380,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,320,783

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.