

2017 Annual Report to the School Community



School Name: Thomas Mitchell Primary School

School Number: 5294

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





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. We were formally re-accredited in 2017. 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 Smartboards, LCD screens, desktop computers, notebooks and iPads.

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. A full sized gymnasium and language learning centre were opened in 2011. 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 in 2017. 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 2017 Annual Implementation Plan (AIP).

In 2017, Numeracy was 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 has not been a key improvement area in recent AIP’s.

A key improvement strategy we implemented was the introduction of 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 participated in the Bastow Leading Mathematics Program. The knowledge gained from this course will continue to be used as a springboard for whole staff development.

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, has been driven through our newly formed Professional Learning Team (PLT). In 2017, all grades (apart from Prep) have continued to facilitate a weekly Philosophy session. The aim of this program is to build thinking process and student voice.

Looking ahead to 2018, we will continue to build the capacity of our staff in the abovementioned areas. We will also be using whole school data and analysis to drive improvement in Writing.

Building Leadership Teams continues to be an improvement initiative for TMPS. In 2017, 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. In 2018, this structure will again be supported. 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 regularly. 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 2017 are in line with the median for Victorian schools and similar to other schools. Students Attitudes to School - Management of Bullying results are slightly below the state median, but comparative to similar schools. School values are an important part of student learning and are revisited regularly throughout the year.

For more detailed information regarding our school please visit our website at
[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	
<p>Enrolment Profile</p> <p>A total of 792 students were enrolled at this school in 2017, 373 female and 419 male.</p> <p>69 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:

Achievement	Student Outcomes	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>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</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:

Achievement	Student Outcomes	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> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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: ◆

Achievement	Student Outcomes	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" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>38%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>48%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>46%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>55%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>52%</td> <td>32%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	38%	38%	Numeracy	14%	48%	38%	Writing	22%	46%	32%	Spelling	16%	55%	29%	Grammar and Punctuation	17%	52%	32%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	24%	38%	38%																							
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Performance Summary

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Engagement	Student Outcomes	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>School Comparison 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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1040 1010"> <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>91 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	92 %	93 %	91 %	91 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	92 %	93 %	91 %	91 %	92 %										



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:

Wellbeing	Student Outcomes	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>Results: 2017</p>	Similar
<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>Results: 2017</p>	Similar

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 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.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').

Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,695,671	High Yield Investment Account	\$765,833
Government Provided DET Grants	\$585,283	Official Account	\$72,535
Government Grants Commonwealth	\$7,500	Total Funds Available	\$838,368
Government Grants State	\$3,721		
Revenue Other	\$32,083		
Locally Raised Funds	\$424,129		
Total Operating Revenue	\$7,748,387		
Equity¹			
Equity (Social Disadvantage)	\$101,443		
Equity Total	\$101,443		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,887,940	Operating Reserve	\$130,748
Books & Publications	\$2,858	Asset/Equipment Replacement < 12 months	\$91,000
Communication Costs	\$7,372	Capital - Buildings/Grounds incl SMS<12 months	\$75,000
Consumables	\$137,383	Maintenance - Buildings/Grounds incl SMS<12 months	\$61,500
Miscellaneous Expense ³	\$281,651	Revenue Receipted in Advance	\$40,090
Professional Development	\$28,171	School Based Programs	\$138,932
Property and Equipment Services	\$292,078	School/Network/Cluster Coordination	\$12,536
Salaries & Allowances ⁴	\$367	Other recurrent expenditure	\$288,561
Trading & Fundraising	\$61,122	Total Financial Commitments	\$838,368
Travel & Subsistence	\$36,794		
Utilities	\$51,148		
Total Operating Expenditure	\$6,786,884		
Net Operating Surplus/-Deficit	\$961,502		
Asset Acquisitions	\$14,162		

(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 05 March 2018 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.

The school continues to maintain a sound financial position in surplus. Revenue sources and non capital expenditure are similar to previous years, with small variances due to minor changes in enrolment.

School Council has contributed significant additional funding to supplement DET grants to maintain school facilities and the provision of ICT equipment for staff and student use at an excellent standard.

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.