

2024 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 14 March 2025 at 07:51 AM by Kathie Arnold (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 09 May 2025 at 07:59 AM by Kathie Arnold (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

'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.

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 disabilities 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').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Thomas Mitchell Primary School is located in Endeavour Hills in Southeast Melbourne. We are a high performing school and are proud of our student's achievements. Our student's achieve above State in all areas of NAPLAN across Years 3 and Year 5.

We have a dedicated and friendly staff who work collaboratively and support each other.

Thomas Mitchell Primary School acknowledges and values the social, cultural, and linguistic diversity of our students, teachers and parents which is a source of pride and strength to all community members.

The Thomas Mitchell Primary School Community is culturally rich and cohesive with a strong focus on the development of the whole child which includes academic, physical, emotional, social, intercultural, and creative growth. We challenge our students to achieve their potential with supportive staff and parents whose enthusiastic effort continue to ensure the provision of the best possible outcomes and learning environments for all.

The school offers the specialist areas of Performing Arts; Music, Dance and Drama, Visual and Multimedia Art, Physical Education, Science, and further additional support programs in EAL and Tutoring Learning Initiative.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Primary Maths Specialists team have supported teachers to enhance a balanced, differentiated and stimulating maths program through the use of Rich Tasks, Fluency Games and Number Talks. We are seeing teachers knowledge and confidence grow as we continue to offer professional development, modelled lessons, coaching and practical support for all staff. We have made these observations through our Learning Walks and Observations. Students that have needed support or extension within numeracy have continued to have support through our Maths Support and Enrichment programs as well as having a number of students participate in the Maths Games day at Oatlands Primary School.

To develop a consistent approach to writing across the school, we developed a new Literacy Instructional model, planning documents and writing scope and sequences. Staff are now use planning documents that allow for a consistent approach across the school. This is aided by having a Teaching and Learning Specialist who supports every team in their planning sessions. We have also developed scope and sequences for writing that allow for a build-up of skills across the school. In addition to this, we have introduced a new spelling and reading program (MSL – Multisensory Structured Language). Our teachers now run an MSL spelling program following our

scope and sequence. This program allows students to learn spelling following a structured and explicit approach that builds up at each year level.

Wellbeing

School and vice captains attended the Casey Leaders Reception at Bunjil Place. The SAV coordinator developed and ran a whole day workshop for all students leaders from the Endeavour Hills area. 4 schools, 36 students participated:

Thomas Mitchell PS, Chalcot Lodge PS, James Cook PS, Southern Cross PS. Two workshops run by external agencies:

- Speaking Schools Australasia - focused on public speaking
- Casey Youth Services - focused on leadership style

In 2024, the school focused on developing a consistent whole school approach to student behaviour management. A new Behaviour Management plan was developed and is implemented across the school. The plan is on display in every classroom and is continuously referred to. A copy of the plan was shared with the school community, through COMPASS. The Berry Street, Trauma Informed practice continues to be implemented throughout the school. The morning circle is routinely implemented daily in all classrooms.

In 2024, we implemented a new Wellbeing Team which meets fortnightly. The team includes the school counsellor, Mental Health in Primary Schools Leader, Assistant Principal with Inclusive Education responsibility, the disability inclusion coordinator, and the Principal. An online template was developed through COMPASS, making it easier for teachers to refer students who have been identified as needing additional assistance.

In the Attitude to Schools Survey, students positive responses showed positive improvement. A sense of inclusion rased from 77% of students in Years 4 to 6 in 2023 to 88% in 2024. Positive responses for Student Agency and Voice increased from 60% to 75%.

Engagement

In 2024, we employed a staff member to oversee attendance. Unexplained absences were followed up through COMPASS or phone calls. At the end of 2024, we had no students with unexplained lateness and only had 5 students with unexplained absence. 63% of our students had 90% or greater attendance and we had a decrease in the number of students with attendance below 70%. At Thomas Mitchell Primary School 84% of our students are EAL. We had 78 students take long term overseas holidays which impacts the overall percentage of attendance.

Attitudes to School Survey Years 4 – 6 Positive responses for

2023 2024 change

Effective teaching practice for cognitive engagement 76% 89% +13%

Stimulated Learning	62%	87%	+25%
Effective Classroom Behaviour	67%	83%	+16%
Attitudes to Attendance	75%	87%	+12%
Sense of Inclusion	77%	88%	+11%
High Expectations for Success	87%	94%	+7%

We introduced a Learning Specialist with the role of Student Agency and Voice, whose role was to improve student engagement. The students feel that their opinions, preferences and choices matter, they are more motivated, invested in their learning, and accountable for their progress by developing personal learning goals. We have done this by:

- creating opportunities for student input
- encouraging student-led learning
- fostering a culture of collaboration
- encouraging reflection and self-assessment
- empowering students to lead class decisions
- personalising learning experiences
- making learning relevant and real-world connected
- building positive relationships
- and, providing autonomy and ownership.

We introduced student led conferences, where students were able to talk about their learning journey, their successes and challenges from across the year and how they were able to achieve this to their parents.

Other highlights from the school year

Throughout the year, Thomas Mitchell Primary School has hosted a wide range of exciting and educational events designed to engage students, families, and the local community. These events provided students with opportunities for personal growth, teamwork, cultural appreciation, and physical development. These are a few of the events we celebrated:

- Harmony Day
- NAIDOC week
- Colour Fun Run
- The Fathering Project
- Years 5 & 6 camps

- Athletics Day
- Cross Country
- Year 6 Market Day
- TMPS Olympics
- Book Week
- Grandparent Morning
- Pettnig Farm visit as part of transition

The whole school events have been integral in creating a vibrant, inclusive, and supportive school environment. These events have fostered students' personal development, cultural awareness, teamwork, and physical fitness, while also strengthening the bonds between students, teachers, and the broader school community. We look forward to continuing these traditions and introducing new experiences in the future.

Financial performance

Thomas Mitchell Primary School continues to be in a strong financial position. Over 2024, we undertook a number of upgrades around the school;

- Exterior of school painted
- Roof repainted
- Storage for Large Texts
- Year 6 building re-carpeted
- Year 3 classrooms painted
- Mandarin/EAL building painted
- Roller blinds in classrooms
- Updated split systems in classrooms
- Updated take reading books
- Junior School Pitch installed
- Soft fall (rubber matting), under junior playground

School facilities were hired by a number of businesses, such as Kumon, Cavalry Church, Karate, Soccer group, Camp Australia which is strongly supported by our school community during the school terms but also by students from within the local area during school holidays.

We continue to monitor all accounts to ensure that we remain in a financial viable position.

**For more detailed information regarding our school please visit our website at
tmpls.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 2.0 (FISO 2.0).

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 652 students were enrolled at this school in 2024, 318 female and 334 male.

73 percent of students had English as an additional language and NDP 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).

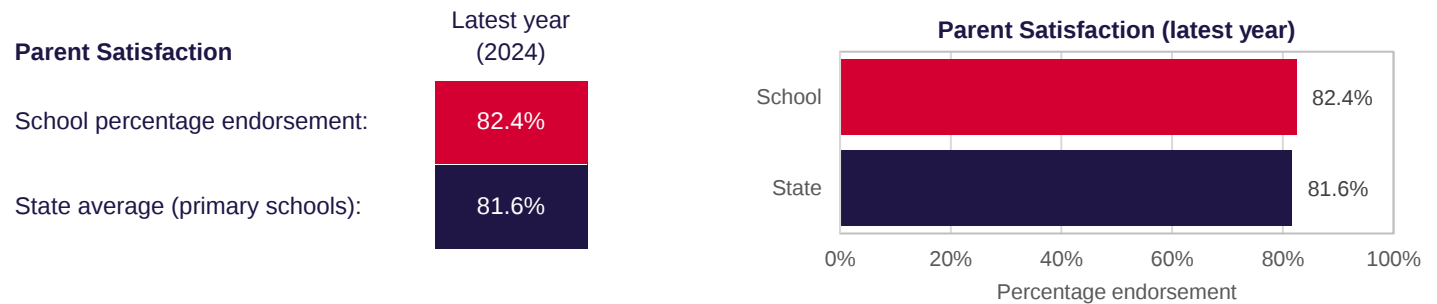
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Low - Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

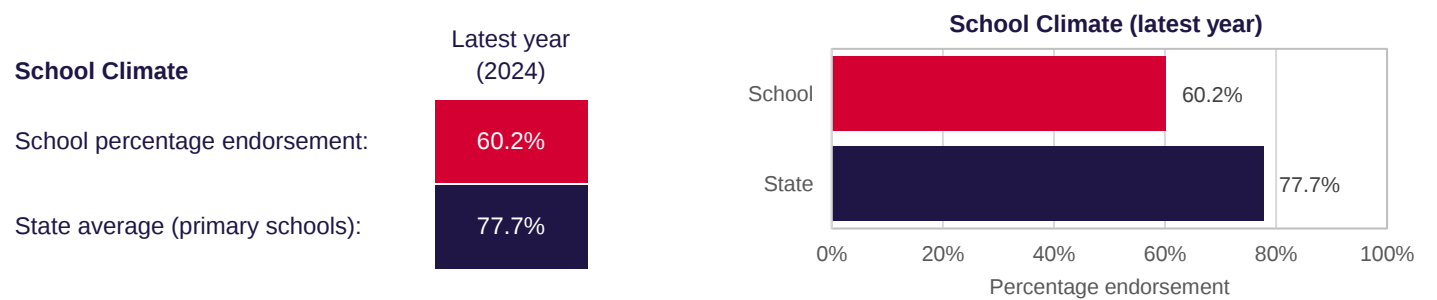


School Staff Survey

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.



LEARNING

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

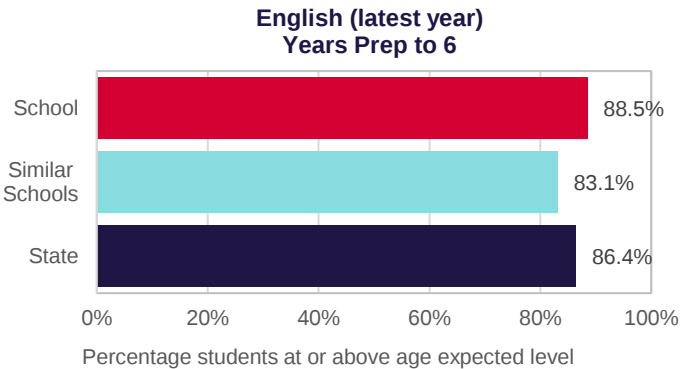
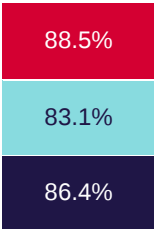
English
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2024)



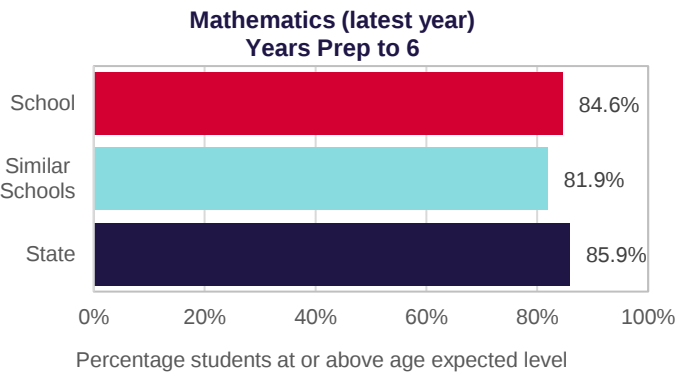
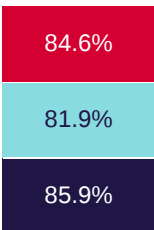
Mathematics
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2024)



LEARNING (continued)

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.

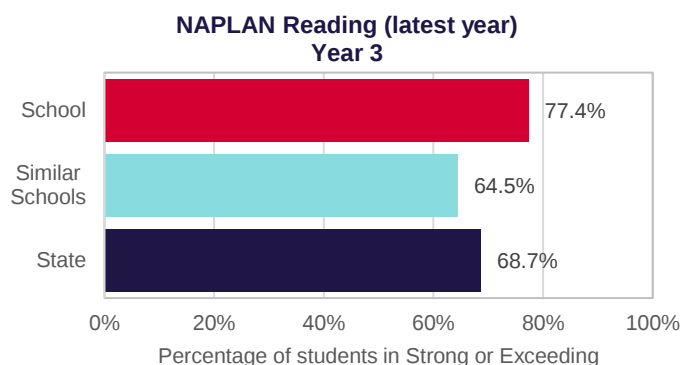
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

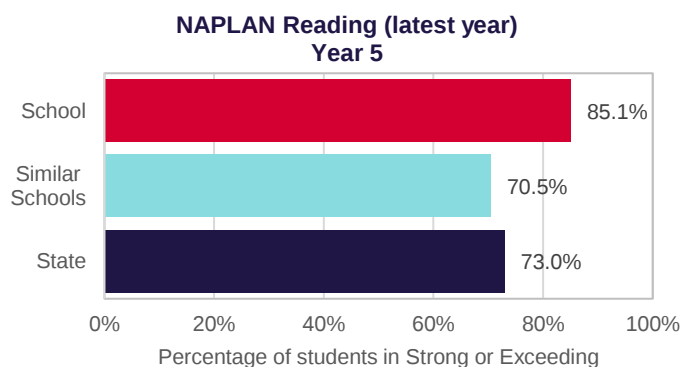
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.4%	79.8%
Similar Schools average:	64.5%	65.0%
State average:	68.7%	69.2%



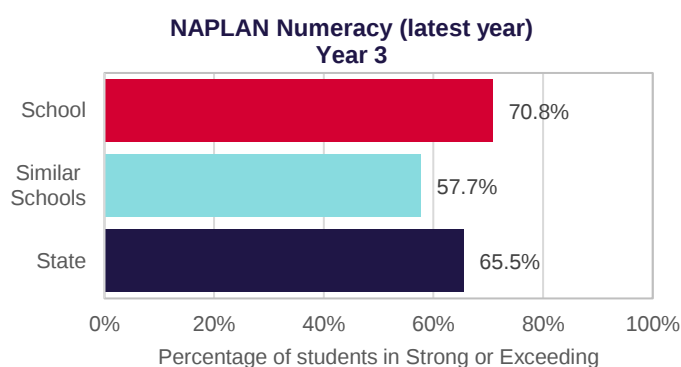
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.1%	83.7%
Similar Schools average:	70.5%	71.8%
State average:	73.0%	75.0%



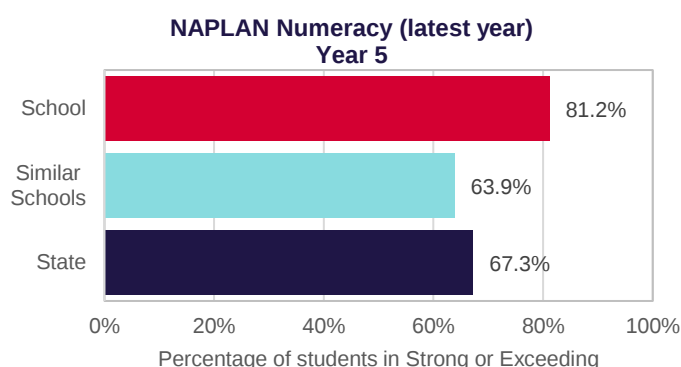
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.8%	72.8%
Similar Schools average:	57.7%	58.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.2%	77.3%
Similar Schools average:	63.9%	63.7%
State average:	67.3%	67.6%



LEARNING (continued)

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.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

86.5%

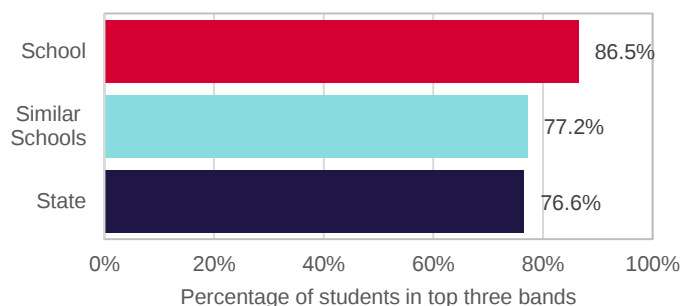
Similar Schools average:

77.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

73.7%

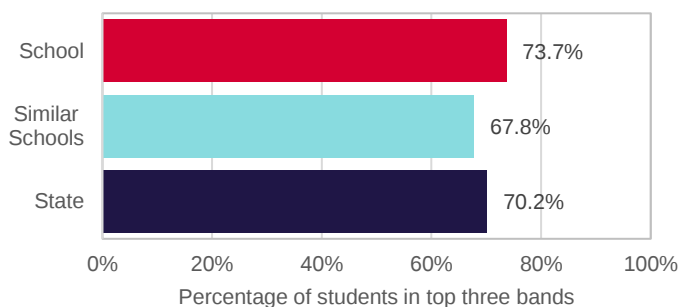
Similar Schools average:

67.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

79.3%

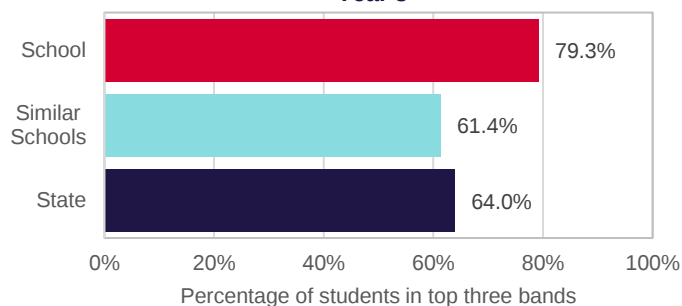
Similar Schools average:

61.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

67.3%

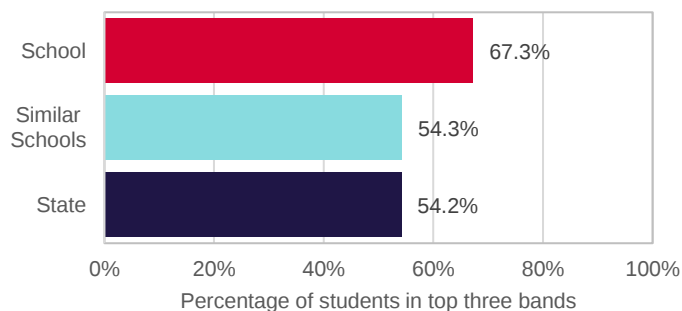
Similar Schools average:

54.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

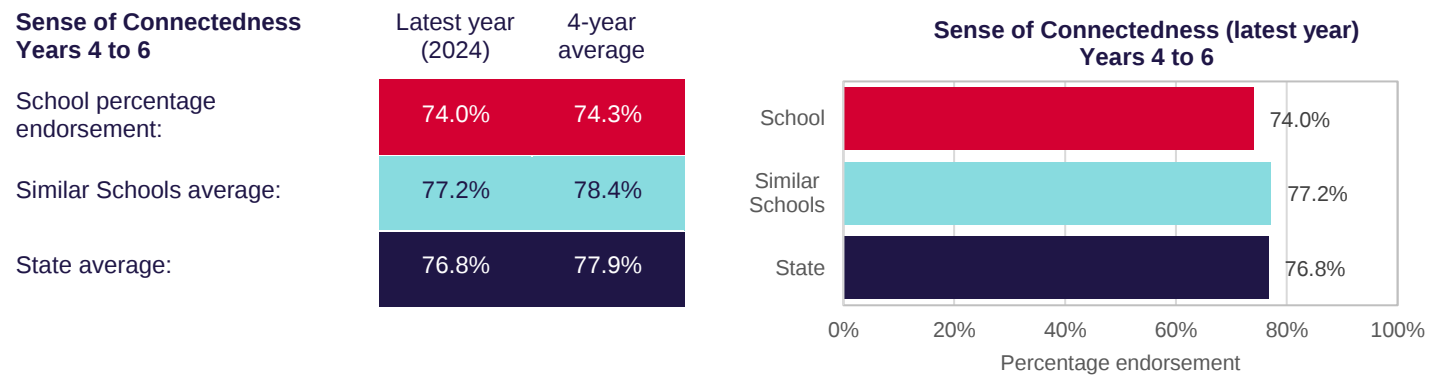


WELLBEING

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.

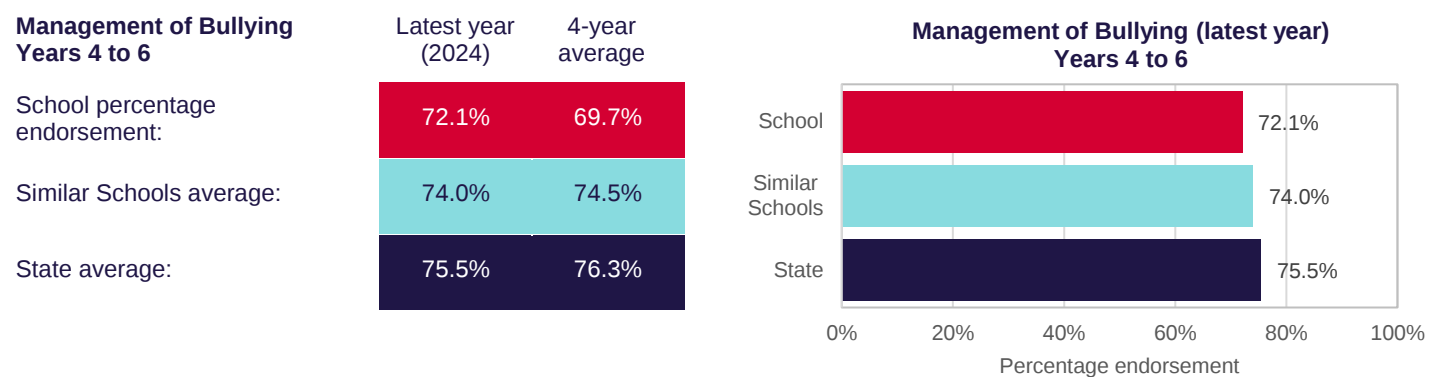
Student Attitudes to School – Sense of Connectedness

The percentage 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).



Student Attitudes to School – Management of Bullying

The percentage 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).

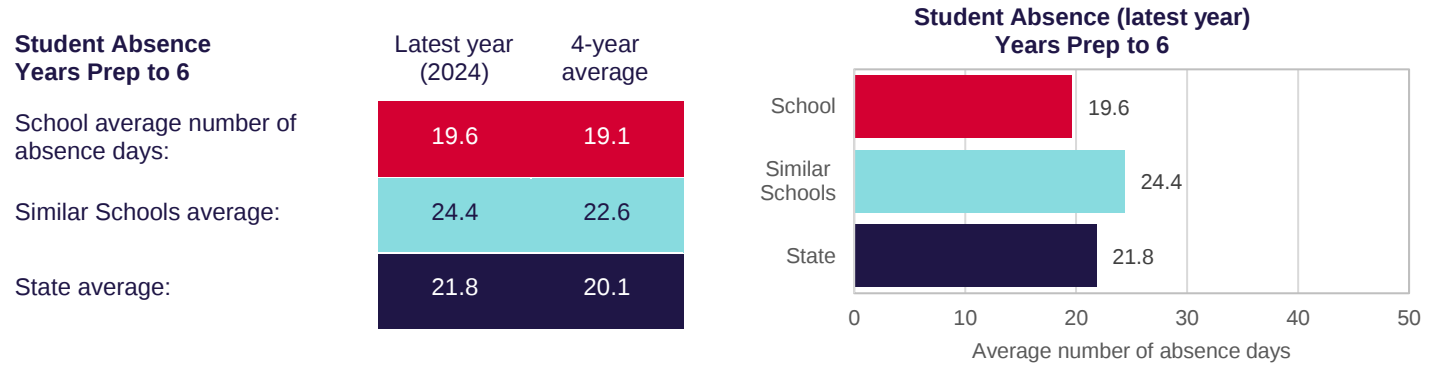


ENGAGEMENT

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.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	90%	91%	90%	91%	90%	89%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$6,758,343
Government Provided DET Grants	\$618,685
Government Grants Commonwealth	\$18,989
Government Grants State	\$0
Revenue Other	\$51,874
Locally Raised Funds	\$255,454
Capital Grants	\$0
Total Operating Revenue	\$7,703,345

Equity ¹	Actual
Equity (Social Disadvantage)	\$101,733
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$101,733

Expenditure	Actual
Student Resource Package ²	\$6,468,518
Adjustments	\$0
Books & Publications	\$504
Camps/Excursions/Activities	\$94,636
Communication Costs	\$8,115
Consumables	\$71,914
Miscellaneous Expense ³	\$24,744
Professional Development	\$31,134
Equipment/Maintenance/Hire	\$58,008
Property Services	\$319,893
Salaries & Allowances ⁴	\$0
Support Services	\$378,980
Trading & Fundraising	\$29,514
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,639
Utilities	\$65,620
Total Operating Expenditure	\$7,553,219
Net Operating Surplus/-Deficit	\$150,126
Asset Acquisitions	\$275,806

- (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 17 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$917,018
Official Account	\$201,444
Other Accounts	\$0
Total Funds Available	\$1,118,461

Financial Commitments	Actual
Operating Reserve	\$181,667
Other Recurrent Expenditure	\$9,467
Provision Accounts	\$0
Funds Received in Advance	\$281,658
School Based Programs	\$150,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$423,650
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$105,000
Capital - Buildings/Grounds < 12 months	\$142,955
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	\$1,294,397

All funds received from the Department of Education, 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.