

2019 Annual Report to The School Community



School Name: Thomastown Meadows Primary School (5134)



- 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 2019 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 22 April 2020 at 12:50 PM by Fiona Rosa (Principal)

The 2019 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 22 April 2020 at 01:00 PM by Samir Afif (School Council President)

About Our School

School context

The core purpose of the school is to provide a safe and challenging environment that engages and stimulates students to become courageous, lifelong learners with the academic, social and personal skills needed to become productive members of a dynamic, global society. The school values are Honesty, Empathy and Respect. Our Vision is directed at ensuring that all students at Thomastown Meadows Primary School are honest, respectful and show empathy. We are happy, active and independent learners contributing positively to society.

The focus on ensuring that every student is supported to reach their full potential and improving student learning outcomes, continues to be our highest priority. Thomastown Meadows Primary School opened in 1980 and is located in a well-established residential area. A high proportion of students are from diverse backgrounds where English is not spoken at home. Thomastown Meadows Primary is a dynamic school promoting resilience, lifelong learning and the attainment of excellence. The school is committed to providing the highest quality education through the recognition of individual learning needs, effective communication, teamwork, continuous improvement and the development of a sense of belonging.

The life of our students is enriched through an exciting range of curriculum and developmental activities that include Physical Education, Visual Arts and Science specialist classes being offered. The allocation of the National Partnerships funding has been used to build teacher capacity through the release of 1.6 substantive Leading Teachers, 1 Acting leading Teacher, 1 Acting learning Specialists and The Assistant Principal to support staff to build teacher capacity. There are support programs in Reading Intervention and Extension. These programs are instructed by highly accomplished experienced teachers and target students working below and above expected levels.

The school had 314 students enrolled with classroom compositions made up of 3 Prep classrooms each with an average of 16 students, 5 Year 1/2 Classrooms each with an average of 20 students, 4 Year 3/4 classrooms each with an average of 23 students and 5 Year 5/6 classrooms each with an average of 20 students. There are 23.4 equivalent full time teaching staff members and 8 equivalent Education Support staff.

The Professional Learning Teams, (PLTs) within the school planned together to deliver comprehensive programs in Literacy, Maths and Integrated Curriculum. Literacy and Maths sessions were implemented using whole, small, whole group instruction.

Classroom teachers were supported by Teaching and Learning Leaders by modelling in classrooms, building teacher capacity in teaching instruction and by having coaching conversations. Professional learning was highlighted around increased understanding of pedagogy, lesson structure and the characteristics of successful maths learners. The TRIADS program, based on peer observation, was targeted at Learning Intentions and Success Criteria.

The Curriculum Year Level Leaders worked on leading and developing the planning. There was also a great deal of time and resources allocated to setting up the classroom libraries.

The Administration Executive Leaders were active in collecting data and investigating an effective and consistent approach to student management. The introduction of clubs was an effective resource to engage students during lunchtimes. The engagement levels of students into these programs highlighted the genuine need for interest based clubs to be held during lunchtime breaks.

Framework for Improving Student Outcomes (FISO)

The key improvement strategies linked to FISO were aimed at ensuring we achieved the environment for all students to of all abilities to achieve optimum growth in literacy and numeracy. We know that what teachers do in the classroom and how they interact with students is vital and has a direct impact on student learning. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. At Thomastown Meadows

Primary School we have continued to focus on effective teaching as the single greatest determinant of student improvement in the school. We have worked on creating an environment where students are actively involved in their learning. We continue this work to ensure students are involved in giving feedback and speaking with their teachers about what they know and what they want to know.

We identified that school climate directly impacts on a wide range of health and wellbeing outcomes and students' motivation to learn and achieve. In some cases these indicators can also have an impact on academic outcomes, which continues to be a priority. At Thomastown Meadows Primary School, we believe a positive school climate is one where students' needs are met, and their self-management, awareness, empathy and relationship skills are developed. As a school, we support the cognitive, emotional, social and physical development of all students and continue to place emphasis on supporting these areas of development for all students. Effective schools take deliberate steps to keep their students healthy and safe and we are taking these steps. We encourage respectful behaviour, and tackle bullying and violence with a zero tolerance to both. We strive to ensure that Thomastown Meadows Primary School is a supportive and inclusive school where we deliberately promote healthy relationships and foster engagement and school connectedness each day.

We have a dedicated team planning model which is timetabled weekly where teams have planning blocks together, where practicable. PLTs are identified as a platform to plan and evaluate teaching and learning programs and evaluate data. All PLTs continued to have 2 consecutive planning days at the end of each term to provide time for collegiate discussion and timely collaboration.

There has also been a focus on Professional Leadership by Building Leadership Teams. We are currently working on the embedding stages. The School Leadership team use their own instructional expertise to help develop high impact teaching amongst the staff through active membership and participation in all PLTs, eLearning, Curriculum and regular coaching meetings. The School Leadership team establish structured learning teams and opportunities for observation and feedback through very effective chaired PLT meetings, TRIADS coaching and collaborative planning days.

The Leadership team fosters respectful engagements throughout the school community by promoting the importance of making the school a safe and positive place to learn through the School Wide Positive Behaviour Framework. The leadership team meets twice a week and the discussions at these meetings do encourage innovation, research-based evidence and provide regular opportunities to share ideas and findings.

Achievement

Overall the school is tracking exceptionally well in teacher judgment against The Victorian Curriculum which is similar to in English and above in Mathematics compared to similar school comparisons. The data has reflected that our students are beginning to reach their potential, which is pleasing.

The percentage of students in the top 3 bands of testing in NAPLAN at Year 3 in Reading are similar to other schools in the state and lower than like schools in Numeracy. The percentage of students in the top 3 bands of testing in NAPLAN at Year 5 in Reading remains similar in comparison to other schools in the state. The Year 5 students in Numeracy have declined to be below comparison levels to like schools in the state. The 4 Year average for NAPLAN reflects the same outcomes for students in Year 3 for Reading and Numeracy, as well as the Year 5 students for Reading and Numeracy.

The learning gain of students from Year 3 to Year 5 in the domains of Reading, Numeracy, Writing, However, Grammar and Punctuation are demonstrating that students have made less than 50% of medium growth.

As teachers have now embedded the use of the structured Seven High Reliability Teaching Strategies we have begun to explore the use of the HITS as well as the Literacy and Numeracy toolkit. This is to ensure that there is a consistency in the teaching models across the school. There is a whole school focus on the teaching of Literacy and Numeracy with particular attention on reviewing our spelling framework. All Prep and Year 1/2 Teachers had training in the Write to Read program and we are continuing to scaffold the formal learning around the expectations of this

program from the Prep to the Year 1/2 classrooms.

Engagement

The Welfare Officer continued to be onsite for 1 day a week. The profile of the Welfare Officer continued to specifically support vulnerable students with their transition to and from Primary School, those students in out of home care and our Korrie and Torres Strait Islander students.

The majority of our students come from very complex, large family environments and require ongoing support to transition to Primary School and from Primary School with ease. The attendance average for our students are greater than what would be estimated given the school characteristics of our students. Our families continue to take extended holidays overseas and readily take extended absences due to illness. We consolidated our learning of recording student attendance data on the Compass platform last year and we identified that ongoing and point in time professional learning about this platform is required to ensure accuracy.

The average number of absences last year was extremely high and appears to be increasing in an upward trend which is concerning, with each student having an average of 22.1 absent days from school for the whole year. The school recognises that drastic measures must be taken to decline this average and be equivalent or lower to the state mean of 15.1 days a year. The 4 year average absent days for TMPS is lower at 20.0 days per year on average but we are still well above the state medium of 15.2 days per year.

The average attendance rate by year level shows that our students in Prep and Year 1, have the lowest attendance rate in the school with 87% attendance per year. The Year 3 cohort showed a sustained trend of attendance rate of 88% and all other year levels have sustained an average of 90% and above attendance throughout the year.

Wellbeing

At Thomastown Meadows Primary School, we want to create an environment that is safe and has all the resources and tools needed for the students to be creative, courageous and risk takers in their learning. We want our students to be worldly and be able to examine and understand the ever changing world and the impact that this has on self and others. We want our students to understand the world they live in and explicitly know how to set goals to achieve targets as global citizens. We want these goals to be relevant to personal success and advancement so they can keep up with our global society. We want our students to be open minded, adaptable and thoughtful. We need them to understand and demonstrate Honesty, Empathy and Respect. We want to nurture students who are strong and prepared for constant changes and challenges. Ideally we would like to foster curiosity and imagination in order for our students to become successful and adaptable human beings in the future.

The school values were continually promoted at assemblies by the student leaders and continue to be displayed in all classrooms. The learning and understanding of the expectations around these values are learned at the start of each new year as a new class group and play a significant part of the Start Up unit of work. The language of the values is heard out in the playground between the students and they understand it is their responsibility to instil these values in their conduct as a student of the TMPS community. Our school vision and values reflect the needs and aspirations of our whole school community and what we want our students to represent as they transition out in to the big wide world.

There has been no evidence to suggest that the previous learning from the Resilience Program used at the school had made significant and or ongoing impact on our students. However the revision of the startup units of work to include important learning about our school values and vision statement and the Respectful Relationship Resources certainly is becoming evident. The work of the School Wide Positive Behaviours Framework is starting to align with a consistent approach for all staff when managing students. Secondly this framework has been instrumental in moving the school away from a heroic leadership model and more towards a collective responsibility model. The Administration Executive Team have done an outstanding job of leading the implementation of this framework for our school and will continue to

do so over the next two years as we work through the completion of the learning around the framework.

Financial performance and position

The schools financial position resulted in a healthy surplus. The intention around this was to ensure that there was an allocation of funding in surplus to update the school facilities and completion of the community learning hub, as well as the provision of purchasing and connecting goods and services required to furnish and connect this space. The unallocated CSEF was also identified as an allocation of the surplus. The furniture in the Year 1/2 classrooms was updated and the plan moving forward is to roll out new furniture updates across the school over time.

The equity funding was tracked and monitored to ensure all allocations of cash and credit equity funding was spent according to identified key improvement strategies. The level of fundraising conducted by the parents association was enough to ensure that new seating was purchased and installed around the school grounds.




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

Enrolment Profile

A total of 314 students were enrolled at this school in 2019, 165 female and 149 male.

61 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.













School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).



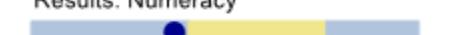

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Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Above </p>

Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Similar ●</p> <p>Below ●</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>Below ●</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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>50%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>60%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>52%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>48%</td> <td>46%</td> <td>6%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>46%</td> <td>44%</td> <td>10%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	50%	19%	Numeracy	25%	60%	15%	Writing	23%	52%	25%	Spelling	48%	46%	6%	Grammar and Punctuation	46%	44%	10%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>92 %</td> <td>87 %</td> <td>91 %</td> <td>88 %</td> <td>90 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	87 %	91 %	88 %	90 %	90 %	90 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	87 %	91 %	88 %	90 %	90 %	90 %										

Performance Summary

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 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Key: Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>
<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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Revenue	Actual
Student Resource Package	\$3,221,049
Government Provided DET Grants	\$625,271
Government Grants Commonwealth	\$4,754
Government Grants State	\$3,070
Revenue Other	\$26,578
Locally Raised Funds	\$164,277
Total Operating Revenue	\$4,044,999

Equity ¹	
Equity (Social Disadvantage)	\$593,235
Equity Total	\$593,235

Expenditure	
Student Resource Package ²	\$3,169,978
Books & Publications	\$9,075
Communication Costs	\$5,546
Consumables	\$66,347
Miscellaneous Expense ³	\$241,431
Professional Development	\$20,921
Property and Equipment Services	\$338,678
Salaries & Allowances ⁴	\$68,583
Trading & Fundraising	\$16,978
Travel & Subsistence	\$1,685
Utilities	\$36,987
Total Operating Expenditure	\$3,976,210
Net Operating Surplus/-Deficit	\$68,790
Asset Acquisitions	\$27,110

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$293,186
Official Account	\$21,392
Other Accounts	\$0
Total Funds Available	\$314,578

Financial Commitments	
Operating Reserve	\$127,765
Other Recurrent Expenditure	\$11,403
Funds Received in Advance	\$71,373
School Based Programs	\$4,712
Maintenance - Buildings/Grounds < 12 months	\$22,586
Total Financial Commitments	\$237,838

- (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 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

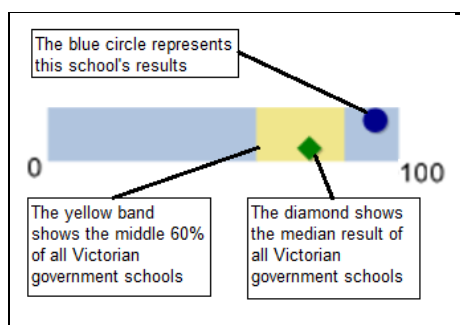
Engagement

- student attendance and engagement at school
- 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).

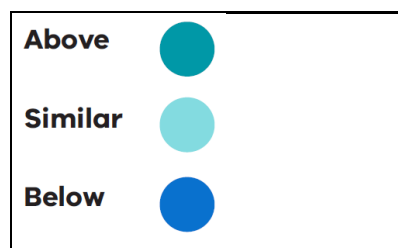


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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