

2024 Annual Report to the School Community

School Name: Thomastown East Primary School (4827)



- 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 17 March 2025 at 03:13 PM by Jeremy Blaney (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 27 March 2025 at 04:14 PM by Jeremy Blaney (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

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.” - Aristotle

As we embark on our whole school journey of personal and professional growth, we highlight the areas of practice, focus, and consistency. These three elements form the bedrock of our success in every area.

This is visible by:

Focus - Laser-like Precision: By honing our ability to concentrate on the task at hand, we become more efficient and effective in our pursuits. We major in majors and not in minors.

Practice - The Road to Mastery: From learning a new skill to honing an existing one, practice is the key to unlocking our full potential.

Consistency - The Power of Persistence: Lastly, consistency is the glue that binds practice and focus together.

These three pillars not only elevate our capabilities but also pave the way for a future filled with accomplishment and growth.

Thomastown East Primary School is located at 82 Cedar Street in the northern suburbs of Melbourne within a residential area close to extensive industrial and retail sites. The main boundaries that impact on enrolments are Dalton Road, High Street and the Western Ring Road.

The current enrolment is approximately 338 students who represent numerous ethnic backgrounds. There are a high percentage of students from a non-English speaking background.

We currently have a staff of 25.0 teachers including the Principal, an Assistant Principal, a Learning Specialist and five Educational Support Officers who provide support in administration and within classrooms. An Out of School Hours Care program operates before and after school throughout the school year.

Our student group changes over the period of the school year because the school is located within a high rental zone. Therefore, there is a “high mobility factor” which has a significant effect upon educational and attendance data. We focus heavily on programs such as Oral Language, Mathematics and Literacy to ensure that all our students have a concrete basis for present and future learning.

We are committed to our school-based literacy and numeracy programs to ensure that our students have the best opportunities to develop their numeracy and literacy skills.

Thomastown East Primary School has an unflagging commitment to elite literacy and numeracy programs. These Programs are now firmly in place and are most importantly, subject to continual quality improvement. These programs ensure our students learn in an academically rigorous environment where essential numeracy and literacy skills are at the core of our curriculum. “The Writing Model” and “The Michael Ymer” philosophies are modified to suit our clientele and are the key drivers of the accomplished teaching and learning that occurs at Thomastown East Primary School.

Our school community categorically believes that high quality education is uncompromisingly dependent upon a healthy partnership between parents, students and teachers. School Council and

staff know without doubt, that every student has the ability to learn and that learning best occurs in a secure, supportive and positive working environment. Parents, teachers and students work in tandem to ensure students reach their full potential.

We aim to develop the values of empathy, respect and inclusion across our school community.

Thomastown East Primary School is committed to:

- * Knowing that every student has the ability to learn and that this best occurs in a secure, supportive and positive working environment.
- * Knowing that high self-esteem and student / teacher cooperation and rapport are unequivocal precursors to learning.
- * Each and every student reaching their full potential by continually ensuring high standards of teaching and learning.
- * Sound communication practices amongst all stakeholders (parents, students and staff).
- * Providing students with a curriculum that is challenging & stimulating with Literacy and Numeracy as the nucleus.
- * Knowing that highly curious, literate and numerate students will become life-long learners.

The overall belief that all children 'can learn and should learn', regardless of their historical background, family life or any other factor is deeply engrained at Thomastown East Primary School.

Every child is expected to try their best, act in accordance with school expectations and aim for the stars.

All children are given a scaffolded approach to learning that starts at their current position and aims to improve every lesson of every day, week after week, months after month and year after year.

By focusing on the core business of reading, writing, grammar, punctuation and mathematics, our children are prepared for future learning and life. This approach is for all children, whether equity funded or not.

To reiterate: Thomastown East Primary School has committed itself long term to furnishing our students with the best opportunities for effective learning. Staff and parents work collectively toward the goal of continual growth regarding student learning outcomes

Progress towards strategic goals, student outcomes and student engagement

Learning

Based on data sets from NAPLAN and school-based assessments, the children are excelling academically across the school. 2024 Data sets were achieved with 'significant improvement' for the Naplan based outcome results. Year 3 students were originally deemed by staff to be at risk for 2024, due to social issues and many new students in the area, however the schools teaching processes and protocols were effective in increasing outcomes. Underestimation of outcomes due

to prior knowledge meant lower targets were possibly set.

Measured growth is high and bookwork is of a pleasing standard. Daily Principal class walk through maintains constituency of practice and high expectations. Having aspirational goals and processes that are understood by staff, students and the community ensures we excel.

The implementation of the new Curriculum was underway in 2024 and will meet the directed timeline by DET. Assessment is in line with new curriculum and reports will reflect this also in 2025. Consistent use of high impact teaching strategies is implemented across the school and 3 external consultants (Writing/Reading/Mathematics) are used to upskill staff and ensure we have a critical eye on continual improvement. The philosophy that 'improving teacher capacity will improve student outcomes' is evident throughout the school and its professional development schedule.

Whole school, level and individual assessment is undertaken to direct teaching and learning for cohort, grade and individuals. This data forms the basis for future planning and uses a Plan-Do-Study-Act methodology to ensure gaps in learning are not missed or left behind. Education Support staff and other internal coaches work with students and staff to ensure ongoing growth. Bookwork has notes in it from the teacher highlighting achievement and future learnings. This forms the basis for students to become aware and proactive in their future learning.

Wellbeing

Thomastown East Primary School have embraced the departments' philosophy that wellbeing is treated equal to academia. The school has employed a wellbeing officer full time and also runs various clubs across recess and lunchtimes to engage students who feel socially isolated. The school supplied cheese or vegemite sandwiches to students who do not have lunch and provides breakfast twice per week to give students a nutrition start to their day. Students volunteer to serve breakfast in the morning at Breakfast Club.

As outlined in the student opinion surveys and the parent opinion surveys data, the social and emotional needs of students are supported. The school regularly highlights individual growth (non-academic) at assembly and takes notice of the kindness students show to each other.

The school also provides lunches with the principal, teacher orientated activities at recess and lunchtimes, yard duty staff interacting with students on a social level to build positive relationships with all staff. Student opinion survey data indicates that students are resilient (91% normal or high resilience) and 93% of students at Thomastown East Primary School indicate they are happy with their lives.

Feedback from staff and the community is sort to ensure we are meeting the physical and emotional needs of the students. Outside agents are welcome within the school and encouraged to assist the school to ensure children meet their maximum capabilities. The school pays for outsourced assessments on students to ensure a rapid response to needs is achieved and spends large amounts of money ensuring that professional recommendations are implemented.

The wellbeing officer holds minimal classroom responsibilities, so is always available to work with students who are finding regulation of their emotions difficult. Parents regularly meet with the wellbeing office to discuss concerns regarding their children and to seek council/advice on how best to support their child. This ranges from social and emotional, health, bedtime routine & hygiene and behavioural management.

The wellbeing officer also arranges Parent support meetings and individual plans for children with

a diagnosed disability or learning concerns.

Engagement

The Student Opinion survey for 2024 was undertaken by 124 students. The student's attitude to attendance was extremely high at an average of 91%. On average 94% of students have a sense of connectiveness to Thomastown East Primary School and this has been the norm for the past 5 years plus. 98% of students indicate they have friends at the school and 100% of students indicated they knew who to ask for help at the school. 94% of students indicated that they have positive peer relationships at school and are comfortable interacting with others. This indicates strong bonds between teachers, students and the school.

Thomastown East Primary School has ongoing concerns with a small number of students who have extremely high absenteeism. Most of these students miss school due to family concerns, separation anxiety, or the parents refusing to bring the students to school. The school makes regular phone calls and contact with these families, but at this stage has been unable to break the absenteeism cycle. We will continue going forward to work with these parents to minimise absenteeism and have the children attend and get the best education possible.

Student opinion data indicates that 96% of students feel safe at the school and 91% of students feel a respect for diversity exists. 5% of students have been bullied at the school (and whilst this is significantly better than State results), the school aims to lower this even further.

Students who leave TEPS always return to update staff on their achievements and stay in contact with the school for many years after leaving. Feeling welcome, supported, and accepted is the reason Thomastown East Primary School is so successful with student wellbeing outcomes.

Other highlights from the school year

Writers Festival

Each year the school runs a Writers & Artist festival where each child in the school undertakes a personal piece of writing based on a whole school theme. The writing is curated over a term with powerful words, vocabulary and writing strategies used to draw in the audience and keep their attention from start to finish. The Prep students write approximately 4 sentences, which takes the reader through an introduction, conflict and resolution journey. Heading and Codas are also used. The writing progresses in complexity up to Grade 6 and the strategies used become more refined and powerful. Students also produce a piece of artwork for the festival that accompanies their writing. The artwork becomes more sophisticated at each year level. Artwork ranged from clay, charcoal self-portraits, 3D collages, painting and displays the use of different mediums and art elements.

Spelling Program

The school introduced a new spelling program in 2024. This has seen significant growth in students spelling and greater confidence in attempting new words. Children learnt strategies to decode words, word families and the origins of words to assist them. Professional development has been

undertaken by all staff, and we are continuing to refine and improve our approach to teaching spelling each year.

Camp

Students in grade 5/6 head off on a 3-day Camp each year, that is subsidised by the school. The students attended Sovereign Hill Precinct Camp and had a great time learning about life in the gold rush era. The children have been recognised as being well behaved and have represented Thomastown East Primary School with distinction.

Financial performance

Thomastown East Primary School had a total operating expenditure of \$4.2 million dollars for 2024. Of this \$4.2 million budget, a total of \$3.95 million was spent running the school in 2024. The school pays approximately \$3.8 million in wages per year (\$145k per fortnight) and the remainder of income is spent on utilities and resources for teaching and learning. Approximately \$221K was locally raised income that is a mixture of OSHC, camp, excursions, uniforms, and other small projects. This is merely **raised revenue** and does not take into account the costs of uniforms being purchased, buses, camps, wages to run OSCH etc. The closing surplus of approximately \$235,000 was a result of saving money on Information Technology and the reduction in hours of key staff (business manager, Assistant Principal and Educational support staff). These changes in time fractions were not anticipated and were not replaced throughout the year. Information Technology will be upgraded further in 2025. Additional money was saved on the playground enhancement program due to in house management of the project, saving significant money. Outside School Hours Care also ran at capacity, so created greater income than anticipated. Money saved in 2024 will be used on additional staff for 2025, to ensure the appropriate money is spent on the current students and their educational opportunities. Other budget areas had surplus funds at the end of 2024. The school finished the year with \$222k in the bank which leaves the school in a healthy financial state, in case of emergencies or a drop in numbers in 2025.

For more detailed information regarding our school please visit our website at <https://thomastown-east-ps.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

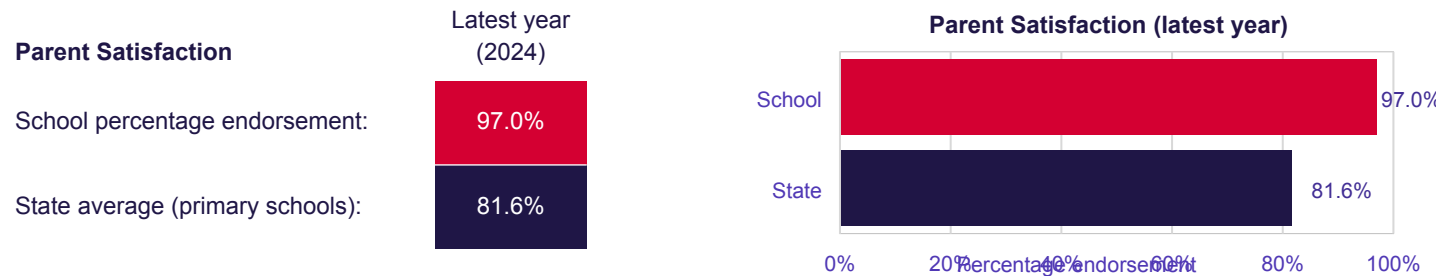
A total of 332 students were enrolled at this school in 2024, 143 female and 189 male.
67 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

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.

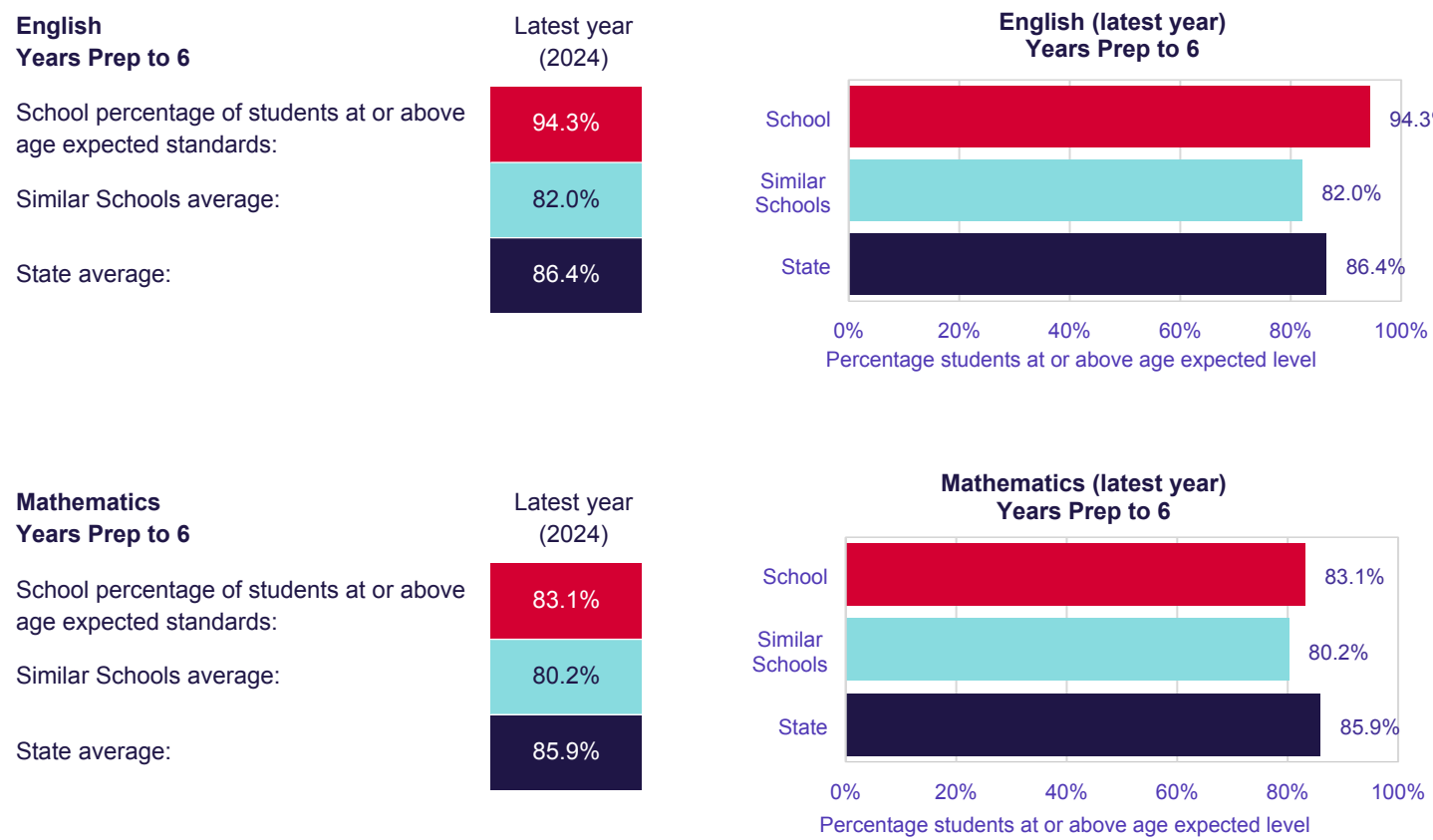


LEARNING

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.



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.

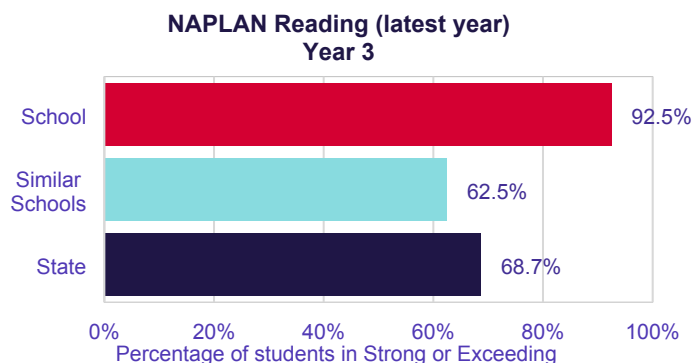
NAPLAN

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.

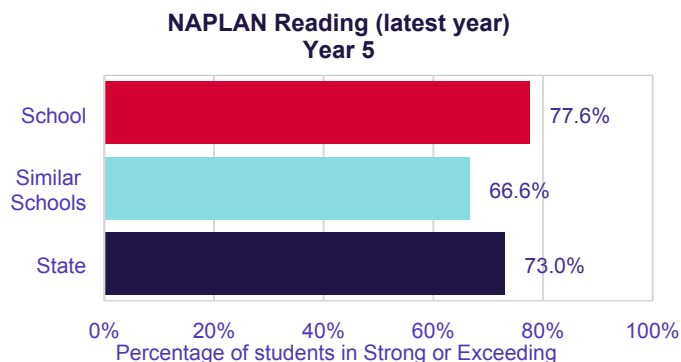
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	92.5%	92.0%
Similar Schools average:	62.5%	63.1%
State average:	68.7%	69.2%



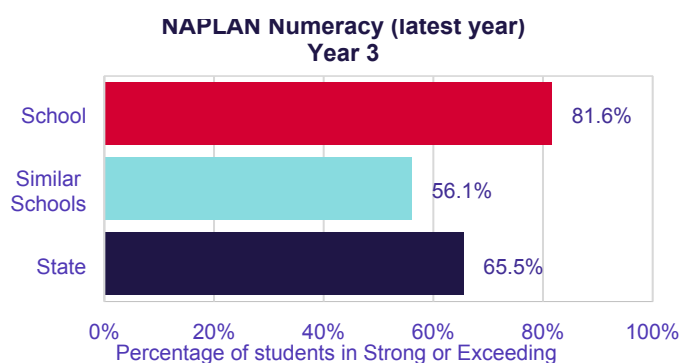
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.6%	79.1%
Similar Schools average:	66.6%	68.1%
State average:	73.0%	75.0%



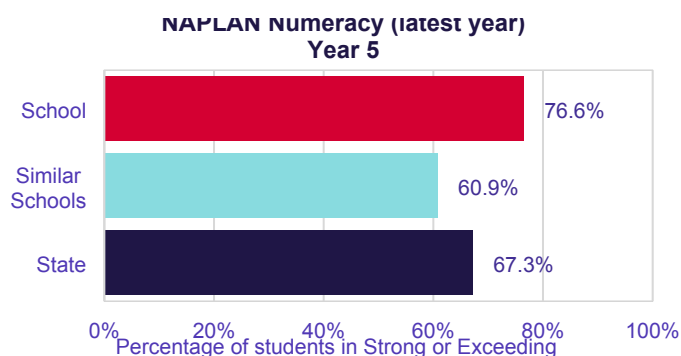
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.6%	84.9%
Similar Schools average:	56.1%	56.3%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.6%	76.2%
Similar Schools average:	60.9%	60.1%
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:

94.7%

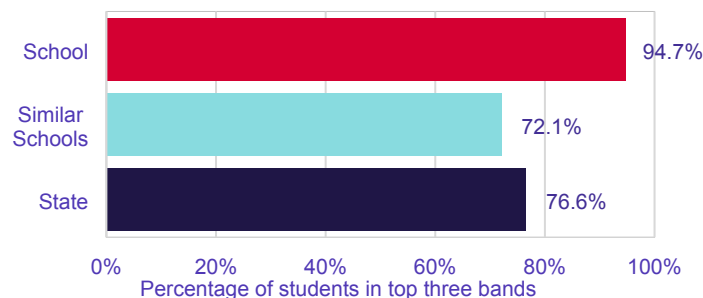
Similar Schools average:

72.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

88.9%

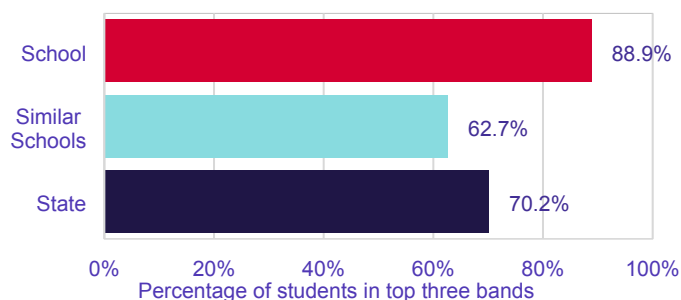
Similar Schools average:

62.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

82.4%

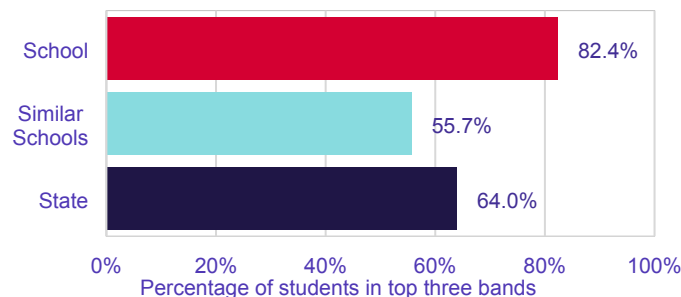
Similar Schools average:

55.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

69.6%

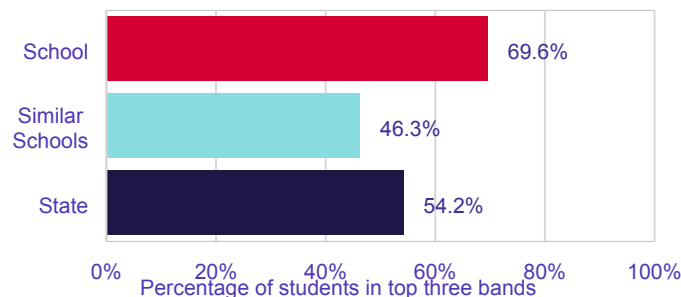
Similar Schools average:

46.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

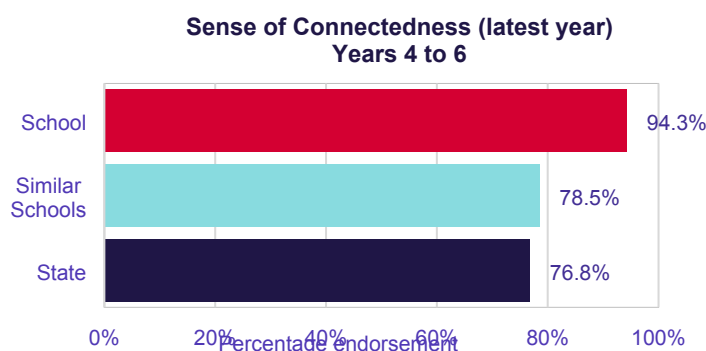
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	94.3%	95.4%
Similar Schools average:	78.5%	78.5%
State average:	76.8%	77.9%

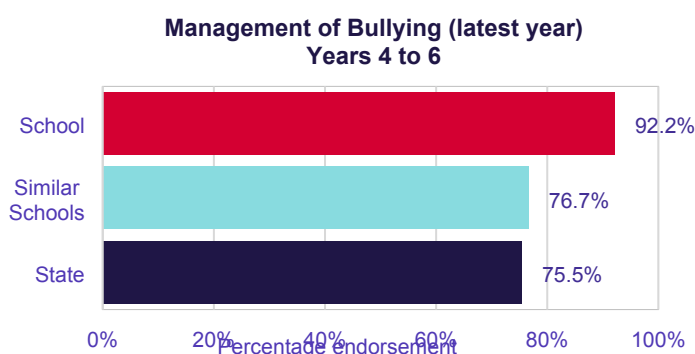


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	92.2%	93.1%
Similar Schools average:	76.7%	75.8%
State average:	75.5%	76.3%

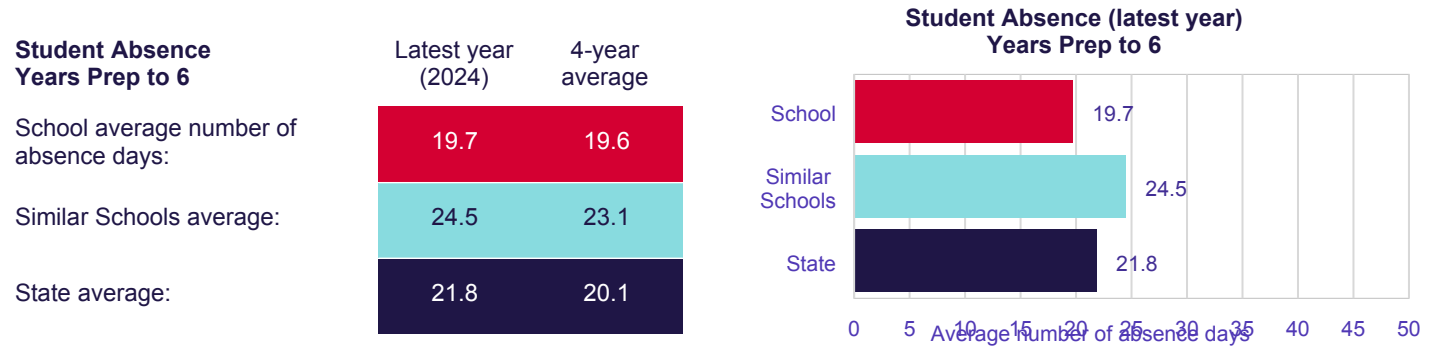


ENGAGEMENT

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):	91%	90%	91%	90%	90%	88%	92%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,454,936
Government Provided DET Grants	\$485,812
Government Grants Commonwealth	\$0
Government Grants State	\$5,000
Revenue Other	\$10,521
Locally Raised Funds	\$221,016
Capital Grants	\$0
Total Operating Revenue	\$4,177,285

Equity ¹	Actual
Equity (Social Disadvantage)	\$52,630
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$52,630

Expenditure	Actual
Student Resource Package ²	\$3,206,881
Adjustments	\$0
Books & Publications	\$6,553
Camps/Excursions/Activities	\$37,245
Communication Costs	\$3,846
Consumables	\$104,379
Miscellaneous Expense ³	\$12,204
Professional Development	\$1,369
Equipment/Maintenance/Hire	\$16,615
Property Services	\$165,165
Salaries & Allowances ⁴	\$68,817
Support Services	\$225,231
Trading & Fundraising	\$57,580
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,340
Total Operating Expenditure	\$3,942,224
Net Operating Surplus/-Deficit	\$235,060
Asset Acquisitions	\$109,270

- (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 16 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	\$223,432
Official Account	(\$1,036)
Other Accounts	\$0
Total Funds Available	\$222,396

Financial Commitments	Actual
Operating Reserve	\$122,557
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$122,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$274,557

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.