

# 2017 Annual Report to the School Community



School Name: Templestowe Park Primary School

School Number: 5129



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))
- 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 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

Signed 13 April 2018 at 08:51 AM by Mark Roberts (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

Signed 18 April 2018 at 12:31 PM by Rodger Brehaut (School Council President)



## About Our School

### School Context

Templestowe Park Primary School is a thriving and innovative learning community. Every student is provided with the opportunity to achieve their personal best through an exciting learning environment, rigorous curriculum and an extensive wellbeing program. Our school wide Positive Education program guides our students to be balanced, optimistic and to be the very best that they can be. Templestowe Park's excellent academic success is guided by the wide-ranging opportunities that are provided to all students and the philosophy of developing inquiring and curious minds. A whole school focus on Science, Technology, Engineering and Mathematics (STEM) and inquiry learning provides our students with an excellent foundation and the skills to succeed in an ever-changing world. Our STEM Program offers all students from Prep to Grade 6 a weekly specialist lesson in our Discovery room or in our Outdoor Eco Education Centre. A focus on using technology to augment learning, guides the whole school computer coding and robotics program, and our very own TV studio affords our students the opportunity to learn in a 21st century learning environment.

There is a strong partnership between parents and staff at Templestowe Park, that provide opportunities for participation in School Council, Parents & Friends Association, classroom assistance, camps and excursions. Templestowe Park has outstanding facilities and expansive grounds that cater for its 480 students. The school facilities comprise 20 classrooms, a large hall, a multi-purpose space, an Out of Hours School Care room, a Library Resource Centre, a STEM Discovery room, a Visual Arts room, a Mandarin room, a Performing Arts room and an Outdoor Eco Education Centre. Our well-developed grounds include asphalt areas for multiple sports and two ovals that provide extensive space for play and interschool sport use. We provide shaded play equipment for all year levels as well as an outdoor classroom area. The Templestowe Park community prides itself on maintaining and improving these facilities through a cooperative effort.

### Framework for Improving Student Outcomes (FISO)

In 2017, Templestowe Park PS focused on the FISO Improvement Priorities of Excellence in teaching and learning and Positive climate for learning. This focus led us to work with two other primary schools to form a FISO group focussing on developing best practice in the teaching of Reading. Templestowe Park collaborated with this group throughout 2017. The school leadership teams and teachers collaborated to observe teacher practice, share ideas and to provide constructive feedback. The close work with these schools has assisted with the introduction of the Independent Reading and Writing programs that haven't proven to be successful over the last two years. Detailed analysis concerning student performance results attributed to these areas are outlined in the 'Achievement' section of this report.

The FISO Improvement Priority of developing a Positive climate for learning has led to the continuation and improvement of our whole school Positive Education program. In 2017 the school completed the design of a two-year Positive Education cycle. Eight core elements of Positive Education are now explicitly taught over two years. Our FISO Improvement initiative of empowering students and building school pride were at the centre of the Positive Education initiative and the outcomes on student wellbeing are provided in the 'Wellbeing' section of this report.

### Achievement

The students of Templestowe Park PS performed very well in all areas of teaching and learning in 2017. The focus was on building teacher capacity to teach at the point of need for all students and to implement a consistent approach of curriculum delivery. Some key focuses were:

- Introducing the Writer's Workshop approach to teaching writing. This included working with world-renowned Literacy expert, Deb Sukarna, throughout the year.
- Implementing a whole school mental maths scope and sequence. The explicit mental maths strategies were taught at the beginning of every lesson and a parent friendly document was published to the school community.
- Using student assessment data to cater for individual student needs. This included significant differentiation in classroom tasks and the employment of a specialist 'target teacher' that worked with small groups of students on specific student needs.

Due to the improved practices of the teaching staff and excellent student engagement in learning in 2017 there were strong student learning outcomes. Teacher judgements against the Victorian Curriculum in Term 4 indicated the following outcomes:

- Writing – 52% of students achieved at least six months above the expected level.
- Reading – 55% of students achieved at least six months above the expected level.
- Number & Algebra – 45% of students achieved at least six months above the expected level.



The strong academic results were also evident in the NAPLAN results of our Grade 3 and 5 students. Our students' results in all areas were substantially above the Australian school average. This included being above schools that are similar to Templestowe Park in Reading, Writing, Grammar and Numeracy.

In 2018, Templestowe Park will have a whole school focus on improving spelling outcomes. The SMART spelling approach will be implemented across the school. The introduction of the Essential Assessments and My Numeracy programs will also take place as we continue to improve our student outcomes within this curriculum area.

## Engagement

Student engagement has continued to remain a key for focus for Templestowe Park in 2017. It is our aim to provide a rich, challenging and exciting learning environment for all students. This included catering for individual student needs to extend and support, and to offer a wide range of classroom and extra-curricular learning activities to empower our students. Initiatives to engage our students in 2017 included:

- Continuing our association with Kath Murdoch (inquiry learning expert) to assist teachers in designing engaging and challenging student inquiries.
- Introducing computer-coding lessons from Grade Prep-6. This included both a junior and senior Coding Club.
- The purchase of whole class sets of Lego Robotics for Grade 3/4 and 5/6. All students at these year levels undertook specialist robotics classes throughout the year.
- The entry into a wide variety of academic competitions. This included the Maths Talent Quest (MTQ), Science Talent Search (STS), Regional Debating Days, Maths Olympiad and Maths Games.
- Employing a 'Target Teacher' to cater for individual student differences and extend talented learners.
- Entry into a greater number of sporting activities. This included entry into futsal competitions and having a girls soccer team for the very first time.
- The organisation of a class sporting competitions at lunchtime for Grade 3-6 students.

The publication of 'A Celebration of Writing – Stories and Essays by Templestowe Park PS Writers' provided students from Prep – 6 an opportunity to have their writing published in a book that was made available to the wider school community. This initiative was designed to give passionate and talented young writers an opportunity to be published for the very first time and inspire them to pursue their craft.

Improved student engagement was evident in the greatly improved results in the Student Attitudes to School Survey (SATS) that are undertaken by all students from Grade 4-6. In the area of Stimulating Learning, the Templestowe Park student results rose from the 13<sup>th</sup> percentile in 2016 to the 65<sup>th</sup> in 2017. Likewise, Student Motivation increased from the 50<sup>th</sup> percentile to the 57<sup>th</sup>.

In 2018 Templestowe Park will build an Outdoor Eco Education Centre (OEEC) with veggie patches, chook shed, composting factory and an outdoor classroom to engage all students in sustainability education.

## Wellbeing

The wellbeing of all students is core element that underpins all teaching and learning programs at Templestowe Park. Our school values of Respect, Responsibility, Integrity, Pride and Optimism (RRIPO) direct us in how we act in all situations within and outside of the classroom. Our focus on our values is evident in the RRIPO peer-mentoring program that all teachers and students participate in. These multi age small group sessions focus on pastoral care initiatives, promotion of the school values and social skills activities. RRIPO groups meet at least three times per term and focus upon building relationships within the school.

The whole school Positive Education program continued and as stated in the 'FISO' section of this document, the two-year Positive Education cycle was completed by the end of the year. The students specifically learnt about their own character strengths, resilience, goal setting and gratitude. Dr Paige Williams (Positive Education expert) presented a talk on resilience to our parent community in Term 3. The PERMAH (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment and Health) model was established to promote a balanced approach for all students and the school community.



Within the SATS, there was increase in all areas of the survey in 2017 when compared to 2016. An area of focus throughout the current School Strategic Plan has been school connectedness and this increased from the 25<sup>th</sup> percentile in 2016 to the 39<sup>th</sup> in 2017.

In 2018 we will continue to focus on improving our Positive Education program and introduce a whole school anti-bullying initiative.

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

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 463 students were enrolled at this school in 2017, 233 female and 230 male.</p> <p>16 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Higher</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><b>NAPLAN Year 3</b></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><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>NAPLAN Year 5</b></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><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</p> <p><span style="color: green; font-size: 24px;">●</span> 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><b>NAPLAN Learning Gain</b> 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>NAPLAN Learning Gain Percentages</caption> <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>36%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>9%</td> <td>48%</td> <td>43%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>31%</td> <td>53%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>62%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>43%</td> <td>41%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	36%	40%	Numeracy	9%	48%	43%	Writing	16%	31%	53%	Spelling	20%	62%	18%	Grammar and Punctuation	16%	43%	41%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## 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:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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>	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <table border="1" data-bbox="555 913 1036 1003"> <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>93 %</td> <td>91 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	93 %	93 %	93 %	92 %	92 %	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	93 %	93 %	93 %	92 %	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><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Students Attitudes to School - Management of Bullying</b></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)

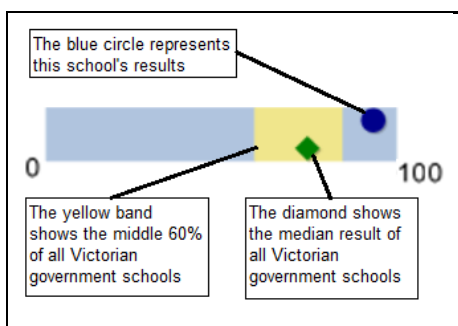
### Engagement

- 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).

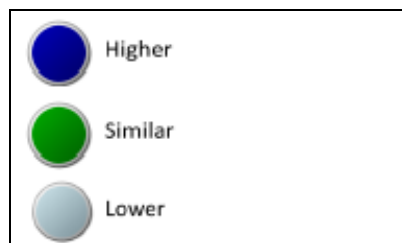


## What does *School Comparison* refer to?

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

Templestowe Park continues to manage its funds effectively utilising Government funds in accordance to the direction set by School Council. In 2017, there was a surplus in our expenditure; this is due to the retirement of some experienced teachers, an increase in enrolments in Foundation, and the excellent fundraising efforts of the PFA that allowed us to purchase a range of items that did not affect the SRP. Government funds include grants to cover minor maintenance items; contributions for implementation of key areas e.g. Contract cleaning costs and utility costs. Locally raised funds include monies received from the Uniform Shop, P.F.A., Subject contributions, Camps and Excursions, Library Trust and Building Trust Funds. The majority of this money comes into the school and then is immediately paid out for goods, salaries or events. Money that is received to improve the school is put to good use. Examples of how this money was expended in 2017 include the purchase of LEGO robotics, the initial construction costs of the Outdoor Eco Education Centre (OEEC), and the purchase of furniture and equipment for our classrooms and the installation of fans in the school hall.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,225,282	High Yield Investment Account	\$172,031
Government Provided DET Grants	\$501,714	Official Account	\$75,343
Government Grants Commonwealth	\$9,350	Other Accounts	\$91,613
Revenue Other	\$9,883	<b>Total Funds Available</b>	<b>\$338,987</b>
Locally Raised Funds	\$523,424		
<b>Total Operating Revenue</b>	<b>\$4,269,654</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$13,156		
<b>Equity Total</b>	<b>\$13,156</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,967,052	Operating Reserve	\$148,729
Books & Publications	\$5,036	Revenue Received in Advance	\$190,258
Communication Costs	\$6,422	<b>Total Financial Commitments</b>	<b>\$338,987</b>
Consumables	\$98,853		
Miscellaneous Expense <sup>3</sup>	\$259,219		
Professional Development	\$39,197		
Property and Equipment Services	\$263,182		
Salaries & Allowances <sup>4</sup>	\$211,513		
Trading & Fundraising	\$97,780		
Utilities	\$50,433		
<b>Total Operating Expenditure</b>	<b>\$3,998,687</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$270,967</b>		
<b>Asset Acquisitions</b>	<b>\$9,030</b>		



- (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.

*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.*