

2025 Annual Report to the School Community

School Name: Templestowe Park Primary School (5129)



- 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 06 March 2026 at 11:54 AM by Mark Roberts (Principal)

- As executive officer of the school council, I attest that this 2025 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 16 March 2026 at 11:41 AM by Mark Roberts (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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Templestowe Park Primary School is situated on Church Road in Templestowe. Templestowe is situated 20 kilometres from the Central Business District.

Templestowe Park PS student population is 520 students and 19% of our students speak a language other than English at home. The Student Family Occupation and Education (SFOE) Index is 0.1700, which places the school in the 'Low' band and means that our parent community on average has a high level of occupation and education. The school has four Aboriginal students.

In 2025 the TPPS staffing profile consisted of 47.7 full time equivalent teaching and educational support staff. This included 3 Principal class, 2 Learning Specialists and 1 Acting Leading Teacher.

Our school values of Respect, Responsibility, Integrity, Pride & Optimism (RRIPO) and school-wide Positive Education program guides our students to be balanced, optimistic and the very best that they can be. These programs are overarching, and they form the building blocks for all teaching and learning programs. Templestowe Park PS maintains a strong focus on developing the whole child.

In 2025 Templestowe Park had 24 classes, six specialist classes (STEM, Physical Education, Visual Arts, Performing Arts, Mandarin and Sustainability) and extensive support and enrichment programs.

A focus on Sustainability is highlighted by the OEEC where an outdoor classroom, chook shed, composting facilities and large student vegetable patches are housed. A student sustainability team leads the implementation of our sustainability program across the school, and all students are involved in working towards making Templestowe Park PS a 5-Star Sustainable School.

The Templestowe Park community prides itself on maintaining and improving our school and its facilities through a cooperative effort. Fundraising is undertaken throughout the year to continually improve the learning opportunities for our students and the school grounds.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school took on an ambitious goal in 2025 as we tried to change our teaching and learning model using the VTLM 2.0 and science of learning principles. The school made the decision to accelerate the change by releasing two Learning Specialists four days per week to design huge and comprehensive Literacy lessons using the VTLM 2.0 model, the science of learning and new

strategies to teach writing. Additionally, the Assistant Principal worked closely with the Grade Prep - 2 teams to fully implement a systematic synthetic phonics program.

The fruits of this labour were evident in the strong NAPLAN results that the school achieved. As seen in the NAPLAN table, the percentage of students in the Strong or Exceeding category outperformed Similar schools in every category in the 3-year average. The Grade 3 Reading score in 2025 was only marginally lower than Similar schools, but the school was ahead in all other categories.

Our Grade 1 cohort had outstanding results in the Year 1 Phonics Check, with 87% of students achieving in the 'Fluent Decoders' range. This is an excellent vindication of the systematic synthetic phonics program that was fully introduced in 2024.

The school achieved excellent results in Mathematics from Prep – Grade 6. Strong growth was evident across all cohorts, in particular, the percentage of students that achieved High or Medium relative growth in NAPLAN Numeracy outperformed Similar schools by 12%.

Highlights

- For the fifth year in a row, Templestowe Park PS produced State winners in the Maths Association of Victoria Maths Talent Quest (MTQ). In 2026, the school achieved 3 State winners and thirteen High Distinctions.
- The 2025 Writers' Festival. This biannual event celebrated the sensational writing of all our students from Grade Prep – 6. We were so proud of the published authors from this event.
- Participation in the Maths Games Days, Maths Olympiad, Regional Debating Day and many other extra-curricular competitions and activities.

Wellbeing

In 2025, the school focussed on the following 'Wellbeing' goal from the School Strategic Plan (SSP).

- Enhance the wellbeing of all students.

In 2025, TPPS focussed on establishing a whole school approach to the Disability Inclusion reforms and designing Individual Education Plans (IEPs).

To support the successful implementation of the Disability Inclusion (DI) reform, the Leading Teacher for Disability Inclusion was released two days per week to lead and coordinate this work across the school. All staff received professional learning to ensure they understood the Disability Inclusion reforms, including the Levels of Adjustment and how these impact their roles. The DI Leader used the Disability Inclusion Facilitator portal and engaged in professional learning to support the school-wide implementation of the new reforms.

The Disability Inclusion leader allocated time to communicate with parents, carers, and kin of at-risk students. Protocols and processes were established to support at-risk students, including organising regular check-ins with families. Communication between the Disability Inclusion Leader and classroom teachers used recommendations from allied health services to provide targeted student support. A small number of students are receiving allied health support at school via their NDIS funding allocation. We allocated time and classroom space for these services to operate

effectively.

Parent engagement occurred through regular forums and meetings, providing opportunities for ongoing feedback and collaboration. Lunchtime clubs operated across the school, with a teacher leader appointed to oversee these initiatives.

Highlights

- The Student Attitude to School Survey (AtoSS) results continued to be very strong and this is evident through our 4-year average.
- A Grade 5/6 production of Finding Nemo Jnr. The performance of our students was nothing less than spectacular.
- Lunchtime Clubs led by Grade 6 students operated across the school year.

Engagement

In 2025, TPPS continued to promote the importance of regular attendance to the students and whole school community. The many initiatives established in 2024 were continued and the school also introduced a termly attendance newsletter to provide information to the community. The school also worked closely with families to support their child's regular attendance. As evident in the table within this report, the school's attendance rate was below Similar schools, but above the State. The most common reasons for non-attendance were extended family holidays and illness. This is something out of the school's control.

As presented in the data within this report, The AtoSS Sense of Connectedness and Managing Bullying outcomes for TPPS over the last four years have been excellent. The school will continue to work in this area with the introduction of the School Wide Positive Behaviour Support (SWPBS) program being introduced and the employment of a Mental Health in Primary School (MHIPS) leader.

Our strong overall AtoSS scores can be attributed to the engaging and systematic curriculum we offer. Additionally, the school also offers a wide variety of extracurricular opportunities. A selection of these opportunities are listed below:

- Hoop Time basketball teams from Grade 3-6.
- Senior debating team.
- Grade 5/6 Production.
- Camp program from Prep – Grade 6.
- House swimming, cross country and athletics carnivals.
- Maths Games Days and Maths Olympiad.

Other highlights from the school year

In 2025, the school introduced new House names. The four House names are based on the four elements (earth, air, fire and water) that are considered fundamental to nature and life. The school used 'Sun' instead of air. The House names are the elements that bring life to Templestowe Park PS. These elements represent everyone from different cultures, backgrounds and groups at TPPS. The House names are written in the language of the Wurundjeri people. The Wurundjeri people are an Aboriginal people of the Woiwurrung language group, in the Kulin nation. They are the traditional owners of the Yarra River Valley, covering much of the present location of Melbourne and Templestowe. Each House has a native animal as its mascot. The school believes that it will provide an Australian animal that our students can relate to. It also brings some fun and enjoyment to our Houses.

Our Parents & Friends (PFA) also assisted the school to host many amazing events in 2025. We are so grateful for the work they do in the community. Events in 2025 included:

- Welcome picnic at the commencement of the school year.
- Easter Egg raffle.
- PFA School disco.
- Christmas Concert.

Financial performance

Templestowe Park continues to manage its funds effectively utilising Government funds in accordance with the direction set by School Council. In 2025, there was a surplus in our expenditure; this is due to consistently strong enrolments in Prep and responsible financial management by the School Council. Government funds include grants to cover minor maintenance items as well as contributions for implementation of key areas e.g., 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, services or events. Money that is received to improve the school is put to good use. The following improvements to the school were undertaken in 2025:

- Multiple repairs and maintenance of the school buildings and grounds.
- The entry into a wide selection of academic and sporting competitions to engage students.
- The purchase of new literacy and numeracy equipment for the entire school.

In 2026, the school will be installing a Covered Outdoor Learning Area (COLA) over the basketball court and then laying synthetic grass. This project is school funded and will deplete the current surplus.

**For more detailed information regarding our school please visit our website at
<https://www.templestoweparkps.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

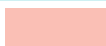


A total of 555 students were enrolled at this school in 2025, 281 female and 274 male. 19% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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**.




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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	67.5%	
	Similar schools	77.7%	
	State	82.0%	

School Staff Survey

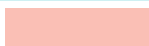
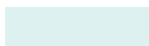


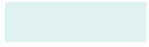

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	71.9%	
	Similar schools	78.2%	
	State	77.4%	

LEARNING


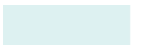


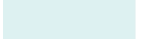


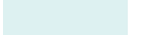




Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	95.9%	
	Similar schools	93.2%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	94.5%	
	Similar schools	92.6%	
	State	84.2%	

NAPLAN

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


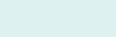


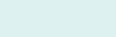

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	78.2%		85.2%
	Similar schools	82.9%		82.9%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	93.4%		89.3%
	Similar schools	86.6%		87.1%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	83.3%		83.0%
	Similar schools	81.9%		81.5%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	90.1%		84.7%
	Similar schools	84.5%		83.2%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.


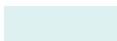

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	63.6%	
	Similar schools	77.1%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	88.5%	
	Similar schools	76.4%	
	State	74.0%	

WELLBEING




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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	74.7%		82.2%
	Similar schools	76.8%		77.6%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	73.1%		81.1%
	Similar schools	76.0%		76.7%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	19.9	19.3
	Similar schools	17.7	18.1
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	92.7%	
Year 1	School	90.9%	
Year 2	School	90.7%	
Year 3	School	90.3%	
Year 4	School	89.2%	
Year 5	School	90.2%	
Year 6	School	87.1%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 02 April 2026.

Revenue	Actual
Student Resource Package	\$5,647,684
Government Provided DET Grants	\$489,234
Government Grants Commonwealth	\$9,600
Government Grants State	\$0
Revenue Other	\$117,148
Locally Raised Funds	\$555,720
Capital Grants	\$0
Total Operating Revenue	\$6,819,386

Equity	Actual
Equity (Social Disadvantage)	\$13,424
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$13,424

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$5,352,554
Adjustments	\$0
Books & Publications	\$3,135
Camps/Excursions/Activities	\$264,235
Communication Costs	\$4,344
Consumables	\$136,811
Miscellaneous Expenses ²	\$47,557
Agency Staff	\$16,635
Professional Development	\$20,302
Equipment/Maintenance/Hire	\$59,918
Property Services	\$161,649
Salaries & Allowances ³	\$207,338
Support Services	\$12,151

Expenditure	Actual
Trading & Fundraising	\$33,675
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$47,578
Total Operating Expenditure	\$6,367,883
Net Operating Surplus/-Deficit	\$451,503
Asset Acquisitions	\$29,170

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$1,257,874
Official Account	\$70,748
Other Accounts	\$84,600
Total Funds Available	\$1,413,221

Financial Commitments	Actual
Operating Reserve	\$169,222
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$270,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$800,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,239,222

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.