

2015 Annual Report to the School Community

Templeton Primary School

School Number: 5196



Name of School Principal: Leslie Boag

Name of School Council President: Kevin Van Grondelle

Date of Endorsement: March 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Templeton Primary School is located in Wantirna. The school promotes diversity in curriculum with a broad range of specialist and enrichment programs, while the core curriculum areas of literacy and numeracy are of central importance. Templeton has a current enrolment of 700 students being taught in 28 classrooms based on traditional Prep to 6 year levels. We aim to equip students with the self management, educational and interpersonal skills to approach life with confidence. An integral part of our tradition is to nurture in our students a sense of pride in performance. School Council, the Principal and staff actively encourage teamwork and a spirit of cooperation.

Underpinning our approach is the belief that children learn best when they have healthy self esteem and that they should be motivated, engaged and challenged by the learning environment. Templeton gained national recognition when we were awarded the Outstanding Achievement Award for Curriculum Design in the 2004 National School Awards.

The school has 39.6 EFT: 3 principal class, 36.6 teacher and 4.35 educational support staff.

The School's mission is to: Create a safe, caring and supportive learning environment that is stimulating and challenging, provide a high quality balanced educational program for all students and foster a culture of optimism, resilience and tolerance.

Achievement

Templeton Primary School students have continued to achieve strong results in all teacher assessed AusVELs indicating consistent, positive student learning outcomes. English and Mathematics results compare favorably to the like schools group.

NAPLAN results in Year 3 and Year 5 for Reading and Numeracy indicate they are comparable to other Victorian government schools with similar background characteristics.

Year 3 results in both Reading and Numeracy are higher than comparable schools. In Year 3 the results in both areas are above comparable schools. In Year 5 the results in both areas are also above comparable schools.

The school Strategic Plan 2012-2016 has a clear focus on sustained growth in Reading and Mathematics across all year levels. This will be achieved by matched ongoing professional development for all teaching staff conducted through the use of in house experts.

The attitude to School Survey average score over the past 5 years is above the median for all Victorian schools.

Engagement

The ongoing school focus on developing teacher capacity has been embedded into school operations over the past 5 years.

The effectiveness of the "In House" coaching/mentoring model has had a direct impact on student learning and engagement. Goals and processes are embedded in the school operation with all staff members aware of their responsibilities.

A structured operation that sees 4 classrooms at each of the 7 year levels working in a collaboration model under the leadership of Senior Teachers provides a foundation for learning and engagement.

The introduction of PLT's (Professional Learning Teams) and the timetable alterations to enable all teachers from the same year level to have a common release period has enabled an improved model of instruction and engagement to be implemented.

Parent Survey results identify classroom behavior and general satisfaction, as especially high resulting in a strong demand for student enrolment beyond the Neighborhood School Zone. The only area that parents have identified as failing to meet their needs is that of student reports.

This remains an area for the Department to review as it has been an ongoing concern for a number of years.

Wellbeing

School attendance data is similar to other Victorian government schools when the characteristics known to make a difference to student learning are compared. We are aware of an unusually high number of students holidaying or returning to their homeland for extended periods which impacting on absence data. This is a cultural process that the school efforts have little impact on.

However, a culture of sustained, regular attendance is supported through a parent awareness program and a “walk to school” campaign.

Our whole school behavior management strategies continue to provide all children with a safe and supportive environment in which they can grow and developed. This strategy incorporates our nationally recognized Templeton Values program, our restorative practice programs and the Chaplaincy program now funded by the School Council.

The attitude to the School Survey was a positive endorsement by the year 5 and 6 students of their strong sense of connection with the school and their peers.

Productivity

The school has identified the need to employ a senior staff member to oversee and instigate the development of an assessment schedule across the school. It is envisaged that program planning will become more streamlined and consistent. A second Assistant Principal position has been created and filled for this purpose

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

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

School Profile

Enrolment Profile

A total of 708 students were enrolled at this school in 2015, 332 female and 376 male. There were 26% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	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>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> Higher</p> <p> Higher</p> <p> Higher</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> Similar</p> <p> Higher</p> <p> Higher</p>

Performance Summary

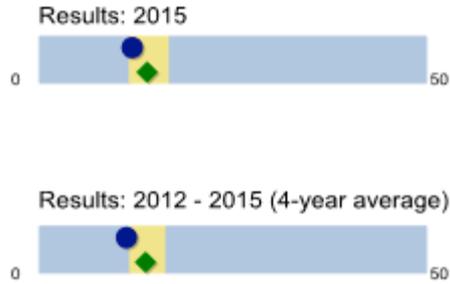
Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>50%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>40%</td> <td>37%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>55%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>48%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>50%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	50%	27%	Numeracy	23%	40%	37%	Writing	20%	55%	25%	Spelling	21%	48%	31%	Grammar and Punctuation	26%	50%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
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Engagement	Student Outcomes	School Comparison
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 Similar

 Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
91 %	94 %	93 %	94 %	93 %	95 %	94 %

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

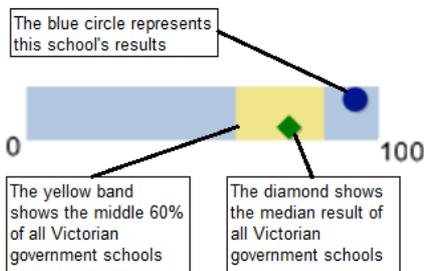
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

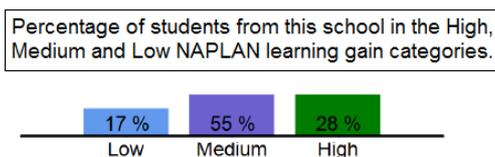
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

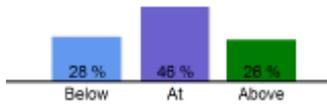
More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a



summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Revenue	Actual
Student Resource Package	\$4,417,078
Government Provided DE&T Grants	\$657,088
Government Grants Commonwealth	\$6,065
Government Grants State	\$22,963
Revenue Other	\$14,822
Locally Raised Funds	\$680,998
Total Operating Revenue	\$5,799,014

Expenditure	
Student Resource Package	\$4,266,554
Books & Publications	\$0
Communication Costs	\$8,230
Consumables	\$141,231
Miscellaneous Expense	\$307,587
Professional Development	\$16,488
Property and Equipment Services	\$384,093
Salaries & Allowances	\$386,146
Trading & Fundraising	\$90,983
Utilities	\$42,126
Total Operating Expenditure	\$5,643,437

Net Operating Surplus/-Deficit	\$155,577
Asset Acquisitions	\$10,536

Financial Position as at 31 December, 2015

Funds Available	Actual
High Yield Investment Account	\$65,121
Official Account	\$14,548
Other Accounts	\$7,500
Total Funds Available	\$87,169

Financial Commitments	
Operating Reserve	\$87,169
Total Financial Commitments	\$87,169

Student Resource Package Expenditure figures are as of 01 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

Although the school's financial position is very sound with an operating surplus of \$155,577 this would not be possible without \$680,998 contributed through local resources. The extent of which the government school system is dependent on local resources is not sustainable without the payment of school fees being made mandatory.