

2019 Annual Report to The School Community



School Name: Templeton Primary School (5196)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 04 March 2020 at 08:37 AM by Rodney McKinlay (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

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. In 2019, Templeton had a capped enrolment of 728 students being taught in 29 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 National School Awards.

The school has a staff of 32.12 EFT which includes: 3 principal class, 2 leading teachers, and 2 Learning Specialists.

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

In our first 40 years we have grown into a school with a very clear understanding of who we are, what we do and what we want our students to be:

Our vision is clear, at Templeton Primary School:

- We are a high performing, academic focussed school,
- Who welcomes and embraces our international community.
- We focus on developing our students' literacy and numeracy skills and creating a learning environment where our students can achieve their best.
- We balance our academic focus by immersing our students in a broad and well balanced curriculum that allows our students to release their talents in many varied ways.
- We endeavour to inspire independent learners,
- Who grow into knowledgeable, well-balanced and caring people.

Framework for Improving Student Outcomes (FISO)

Templeton is a member of the Knox Schools' Network and as such participates in their FISO initiatives.

Templeton PS focused on the Improvement Initiatives of: Building practice excellence.

The school's professional learning has well-articulated purposes that are focused on student outcomes, derived from the analysis of student data. There is a whole school professional learning schedule established at the start of the year including times for curriculum teams to meet. All student data (NAPLAN, PAT, Annual Reports, Teacher judgements, School Performance Reports, Opinion Survey data) is shared at staff meetings, curriculum team meetings and discussed to identify common themes and develop strategies to improve future results.

Our student data results are very strong and these are reflective of the practices and processes that are in place based around FISO.

The appointment of a Director of Teaching & Learning: Literacy and a Director of Teaching & Learning: Numeracy, together with two Learning Specialists, enables highly skilled teachers to model best practice and provide feedback to the staff in relation to their classroom practices. This will further develop teacher capacity and improve student learning outcomes.

Our two Directors of Teaching and Learning and our two Learning Specialists attend each PLT to ensure consistency in planning and use of student data to inform future teaching.

Achievement

In 2019, our Student Achievement data once again showed excellent results.

In all learning areas, we performed at a 'similar' or 'higher' level to other similar schools on the school comparison measure in both literacy and numeracy.

Our teacher assessments, reflected in the 'Percentage of students in Years Prep to Year 6 working at or above expected standards' was well above the state median in Mathematics and English, however due to the fact that our teachers are marking our students too hard and expecting much more than the state average, we are recorded as below similar schools in this area. Moderation of our writing will be a focus for us in 2020 to enable our staff to mark at a similar level to NAPLAN markers.

Templeton is proud of its achievements in student learning and takes great pride in the 'value add' we provide in the curriculum for our students.

In NAPLAN, our Year 3 & 5 results are consistently well above the state averages.

From 2015-2019, our results have been consistently well above the state average in Year 3 and Year 5 Numeracy and Reading.

In 2019 our numeracy and literacy results were well above state averages and similar schools in Year 3 and well above for the last 4 years.

Our Grade 5 results remained above state averages but were below similar schools due to large number of students with special needs in this cohort.

Year 3 & 5 Learning Gain (how much a student has grown academically from Year 3 to Year 5) has seen a remarkable reduction in the number of students in the bottom 25% of achievement levels, particularly in numeracy and Grammar and Punctuation.

A focus for 2020 will be to increase the number of students who have high growth from Year 3 to Year 5.

A focus on continually developing the teaching capacity of our staff has contributed to sustained excellence in achievement across all year levels.

Our Grade 5 NAPLAN results over the last 5 years has ensured that we are ranked in the top 5% of schools in Victoria and Australia.

Engagement

Student attendance is significantly better than the state average over a four year period. This is a clear indication that the programs we offer at Templeton are engaging and stimulating for our students.

This has resulted in all Year levels having between 92 – 96% attendance rates.

From 2017 to 2019 on the Attitudes to School Survey, our Year 4, 5 and 6 students' opinion of the school is very positive on all variables - significantly above state averages and higher than like schools.

Our Students Attitude to School survey also highlights that our students feel protected and free of bullying with our results higher than state averages and higher than like schools over the same three year period.

In the 2019 Panorama Report; 96% of students felt connected to school; 89% of staff were positive about the school climate and 95% of parents were satisfied with the school overall. Outstanding feedback from our community!

Our outstanding results in this area are a result of our Strategic Plan Goals and initiatives brought in to our AIP targeting student engagement.

We have started the process of improving moderation of our teacher reports. We are marking our students too hard and as a result we are below like schools in the Teacher Judgment area.

The implementation of all these initiatives is having a profound effect on our results.

Parent Opinion Survey: In 2019 we sent out 210 surveys. General satisfaction was 95% - an outstanding result and an indication that we are meeting the needs of our parent community.

Teacher communication with parents is an area of focus for us. Although 70% positive response rate on the survey is very good, our goal is to raise this to 90%.

We have introduced the Xuno app to allow communication directly with teachers.

The introduction of grade level blogs will also allow parents to access information regarding their child's classroom and curriculum.

We expect the introduction of these two initiatives will enhance the communication between parents and their child's class teacher.

Wellbeing

Our survey data (Students and Parents) remains very high and compares very favourably to other schools. We are particularly thrilled with our Students' Attitudes to School Survey results in the area of 'Management of Bullying' that places us higher than similar schools over a three year period. The 'Sense of Connectedness' results are also excellent and well above the Median for all Victorian Government Primary Schools and again higher than like schools.

The introduction of our Wellbeing team was a huge success in 2019. We were able to reach more students and support them in a wide variety of ways.

Andrea Edwards, our Well Being Coordinator, ensured that every child in need was able to access a support staff member throughout the year.

Our Student Survey results were incredible, with all areas registering a 90% or more positive response rate.

Financial performance and position

Templeton Primary School has maintained a sound financial position through careful and strategic spending. During the year we achieved a surplus of \$430 225.

The school's total operating revenue for 2019 was \$6 569 257.

Government Grants – Departmental and Commonwealth made up \$819 325 of revenue.

The balance of school revenue came from locally raised funds and other revenue \$758 054.

The locally raised revenue included such items as camp fees, hire of facilities, excursion fees, school levies and parent fundraising.

The importance of these locally raised funds to support the delivery of teaching programs and maintain the high standard of achievement at Templeton cannot be over stated.

The total expenditure for the school in 2019 was \$6 252 705

The major components being Property Maintenance for contract cleaning, sanitation, building and ground works, refuse and garbage and equipment purchases.

Salaries and Allowances for teacher support staff, casual relief staff and superannuation and Miscellaneous Expenses for camps, excursions and activities and administration costs make up the majority of our expenditure.

The school has continued to manage its financial resources in a very prudent manner for 2019, whilst maintaining and developing the number of outstanding learning opportunities for our students.

For more detailed information regarding our school please visit our website at

<https://templetonps.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 728 students were enrolled at this school in 2019, 356 female and 372 male.

42 percent of students had English as an additional language and 1 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	84.6	85.8	79.2	92.0

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	88.8	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	95.6	89.7	81.7	95.0	Below
Mathematics	92.7	90.3	81.8	95.8	Below

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	96.1	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	90.0	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	75.5	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	80.8	59.3	41.2	76.4	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	91.5	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	87.4	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	81.1	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	83.3	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	20.8	53.1	26.0
Numeracy	14.9	46.8	38.3
Writing	25.3	48.4	26.3
Spelling	22.3	54.3	23.4
Grammar and Punctuation	11.7	48.9	39.4

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	12.5	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	12.7	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	96	92	95	93	94	93	93

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	96.0	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	93.2	81.4	73.9	88.1	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	95.0	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	93.3	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$4,991,879
Government Provided DET Grants	\$811,725
Government Grants Commonwealth	\$7,600
Government Grants State	\$0
Revenue Other	\$11,089
Locally Raised Funds	\$746,965
Capital Grants	\$0
Total Operating Revenue	\$6,569,257
Equity ¹	Actual
Equity (Social Disadvantage)	\$15,339
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$15,339
Expenditure	Actual
Student Resource Package ²	\$4,985,402
Adjustments	\$0
Books & Publications	\$7,714
Communication Costs	\$6,804
Consumables	\$85,526
Miscellaneous Expense ³	\$357,587
Professional Development	\$11,945
Property and Equipment Services	\$187,707
Salaries & Allowances ⁴	\$497,762
Trading & Fundraising	\$46,409
Travel & Subsistence	\$0
Utilities	\$65,848
Total Operating Expenditure	\$6,252,705
Net Operating Surplus/-Deficit	\$316,552
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$365,340
Official Account	\$16,104
Other Accounts	\$48,781
Total Funds Available	\$430,225

Financial Commitments	Actual
Operating Reserve	\$200,398
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$192,000
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	\$100,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$492,398

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

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

- student attendance and engagement at school, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

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

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, Community Schools and schools that changed school type recently, 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 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 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').