

# 2020 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](http://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 2020 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 17 March 2021 at 12:49 PM by Rodney McKinlay (Principal)

The 2020 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.

Attested on 29 March 2021 at 08:06 PM by Chris Munro (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

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.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 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 a disability 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').

## 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 2020, Templeton had a capped enrolment of 736 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 required 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 45 EFT which includes: 3 principal class, 1 leading teachers, and 3 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 focused 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 personal 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.

In 2020, we didn't conduct our Annual Student Survey due to the fact our students spent a large part of the year

learning from home.  
 The appointment of a Director of Teaching & Learning: Literacy and a Director of Teaching & Learning: Numeracy, together with our Learning Specialists, enables highly skilled teachers to model best practice and provide feedback to the staff in relation to their classroom practices. This further supports the development of teacher capacity and improvement in student learning outcomes.  
 Our Directors of Teaching and Learning and Learning Specialists attend each PLT to ensure consistency in planning and use of student data to inform future teaching across the school.

**Achievement**

In 2020, 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.  
 Due to the interruption of covid in 2020, moderation of our writing will continue to be a focus for us in 2021 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, however NAPLAN was not conducted in 2020.

**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 95 – 97% attendance rates in 2020.  
 From 2017 to 2020 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 the fact 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.  
 Although not available in 2020, 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 the area of student engagement are a result of our Strategic Plan Goals and initiatives brought in to our yearly Annual Implementation Plan.  
 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 initiatives is having a profoundly positive effect on our academic results and our student and staff survey feedback.

**Wellbeing**

Although our Student Survey was not conducted in 2020 our survey data (Students and Parents) over a 4 year period 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 are incredible, with all areas registering a 90% or more positive response rate in 2019.

### **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 \$655 640. The school's total operating revenue for 2019 was \$6 581 760. Government Grants – Departmental and Commonwealth made up \$765 791 of revenue. The balance of school revenue came from locally raised funds and other revenue \$502 096. 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 2020 was \$6 254 806. 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. Refurbishment of all our student and staff toilets was also a major expense in 2020. The school has continued to manage its financial resources in a very prudent manner for 2020, 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 [templeton.ps@education.vic.gov.au](mailto:templeton.ps@education.vic.gov.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.

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 738 students were enrolled at this school in 2020, 359 female and 379 male.

45 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.

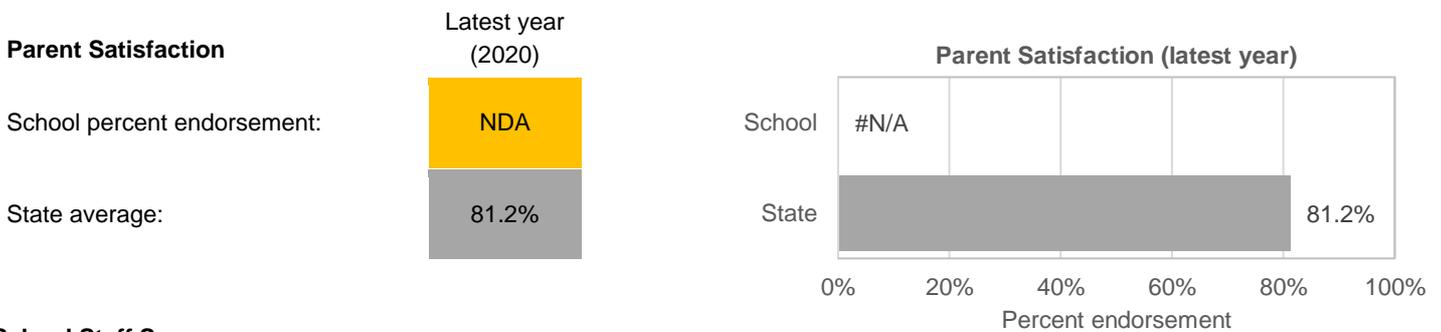
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

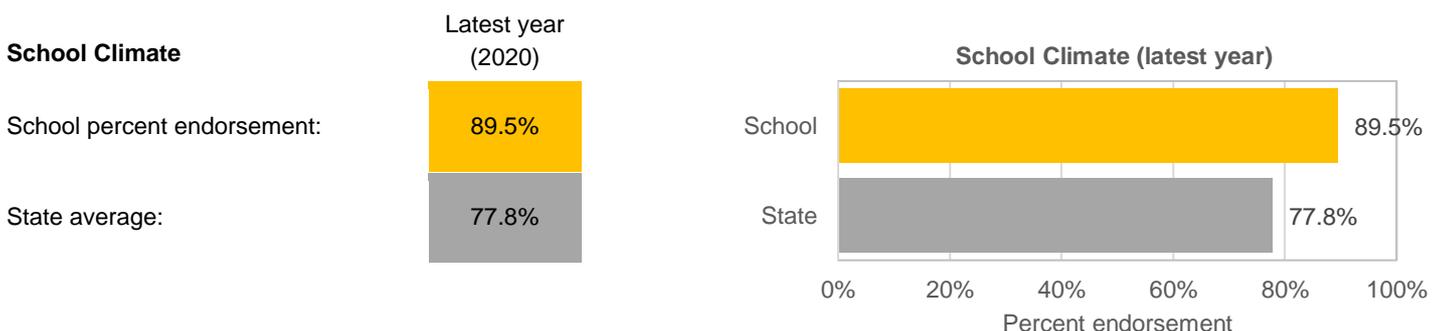


### School Staff Survey

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.



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

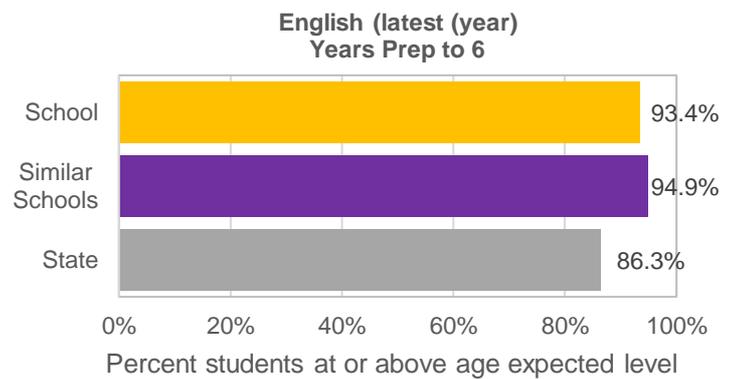
93.4%

Similar Schools average:

94.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

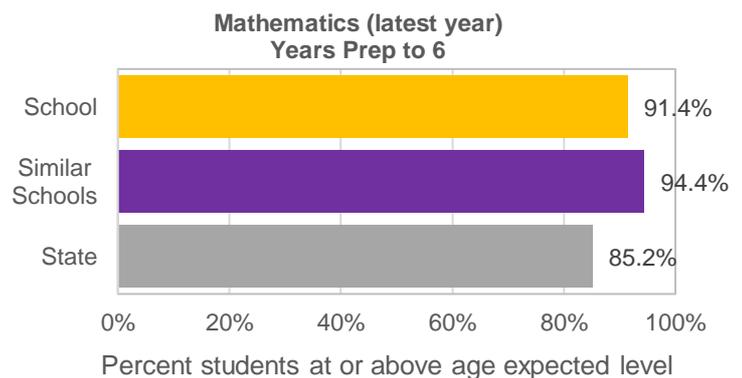
91.4%

Similar Schools average:

94.4%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

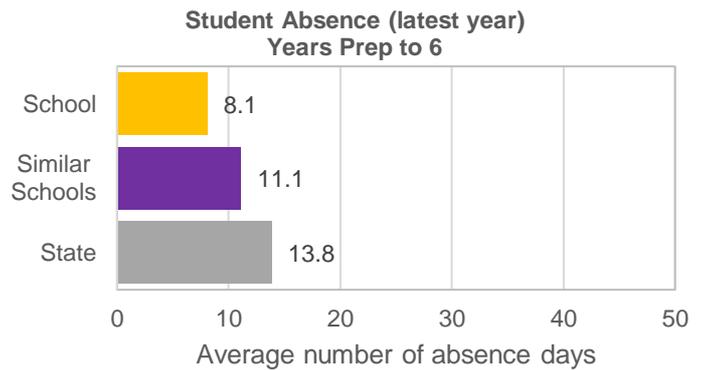
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	8.1	11.6
Similar Schools average:	11.1	13.1
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	95%	95%	96%	96%	97%	96%

## WELLBEING

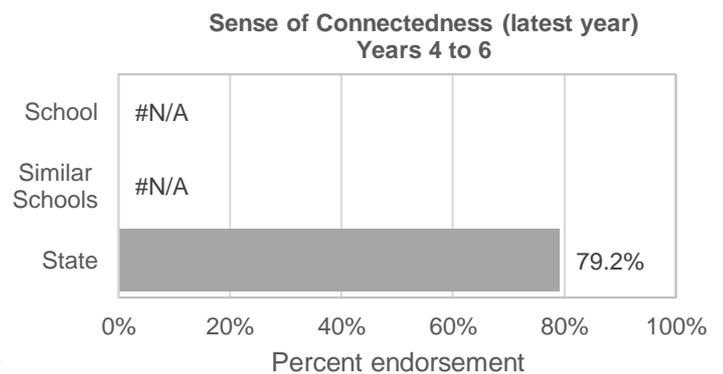
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	93.4%
Similar Schools average:	NDP	83.3%
State average:	79.2%	81.0%



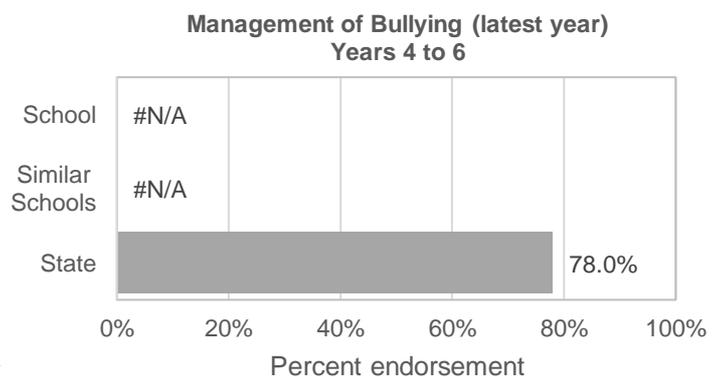
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	93.1%
Similar Schools average:	NDP	81.6%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$5,313,874
Government Provided DET Grants	\$747,971
Government Grants Commonwealth	\$17,820
Government Grants State	\$0
Revenue Other	\$6,583
Locally Raised Funds	\$495,513
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$6,581,760</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$17,970
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$17,970</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,313,275
Adjustments	NDA
Books & Publications	\$6,282
Camps/Excursions/Activities	\$43,531
Communication Costs	\$7,903
Consumables	\$70,835
Miscellaneous Expense <sup>3</sup>	\$42,871
Professional Development	\$4,817
Equipment/Maintenance/Hire	\$86,861
Property Services	\$354,807
Salaries & Allowances <sup>4</sup>	\$232,909
Support Services	\$7,732
Trading & Fundraising	\$33,110
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$49,872
<b>Total Operating Expenditure</b>	<b>\$6,254,806</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$326,955</b>
<b>Asset Acquisitions</b>	<b>\$93,088</b>

- (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 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$570,196
Official Account	\$68,243
Other Accounts	\$17,201
<b>Total Funds Available</b>	<b>\$655,640</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$101,309
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$80,000
School Based Programs	\$160,500
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$70,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$100,000
Maintenance - Buildings/Grounds > 12 months	\$154,037
<b>Total Financial Commitments</b>	<b>\$665,846</b>

*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.*