

2021 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 2021 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 02 March 2022 at 01:41 PM by Rodney McKinlay (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

To be attested by School Council President

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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

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.

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.

'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.

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 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').

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 2021, Templeton had a capped enrolment of 738 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 staffing profile of Templeton Primary School includes one principal, two assistant principals, 1 leading teacher, 3 learning specialists, 35.8 teachers, 5 full time equivalent Education Support (ES) staff, 2.5 office administration staff and a qualified school nurse (0.6).

Weekly specialist classes were offered in Chinese, Visual Arts, Performing Arts, ICT, Library and Physical Education.

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 42 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:

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.

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 2021, our Student Achievement data once again showed excellent results.

In all learning areas, we performed at a 'higher' level to the state average and 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. Moderation of our writing was 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 and well above similar schools.

From 2018-2021, our results have been consistently well above the state average in Year 3 and Year 5 Numeracy and Reading.

In 2021 our numeracy and literacy results were well above state averages and similar schools in Year 3 and Year 5 and well above for the last 4 years.

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, Reading and Grammar and Punctuation.

A focus for 2022 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 3% of schools in Victoria and Australia. We currently sit just outside the top 30 schools in Victoria (includes private schools)

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 96 – 97% attendance rates.

From 2018 to 2021 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 period.

In the 2021 Panorama Report; 95% of students felt connected to school and 88% of parents were satisfied with the school overall. Outstanding feedback from our community in a covid environment!

Our outstanding results in this area are the result of our Strategic Plan goals and initiatives outlined in our AIP, which targets student engagement.

We have started the process of improving moderation of our students' writing. We are marking our students too hard and need to focus more on the NAPLAN marking guide to direct our level of marking.

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

Parent Opinion Survey: In 2021 we sent out surveys to all our families. General satisfaction was 88% - an outstanding result and an indication that we are meeting the needs of our parent community, particularly in light of the effect covid had on schooling.

Teacher communication with parents is an area of focus for us. Although 77% 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 that 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 four 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.

Finance 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 \$402 587.

The school's total operating revenue for 2021 was \$6 811 193.

Government Grants – Departmental and Commonwealth made up \$693 060 of revenue.

The balance of school revenue came from locally raised funds and other revenue of \$520 662.

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 2021 was \$6 408 606.

The major components being property maintenance, 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 our oval was also a major expense in 2021.

The school has continued to manage its financial resources in a very prudent manner for 2021, whilst maintaining and developing the number of outstanding learning opportunities for our students.

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 2021, 370 female and 368 male.

47 percent of students had English as an additional language and NDP 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).

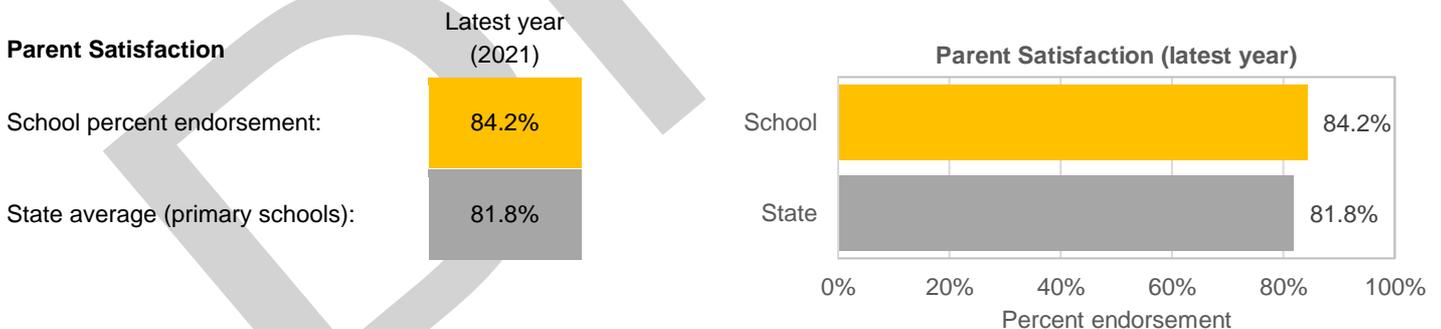
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

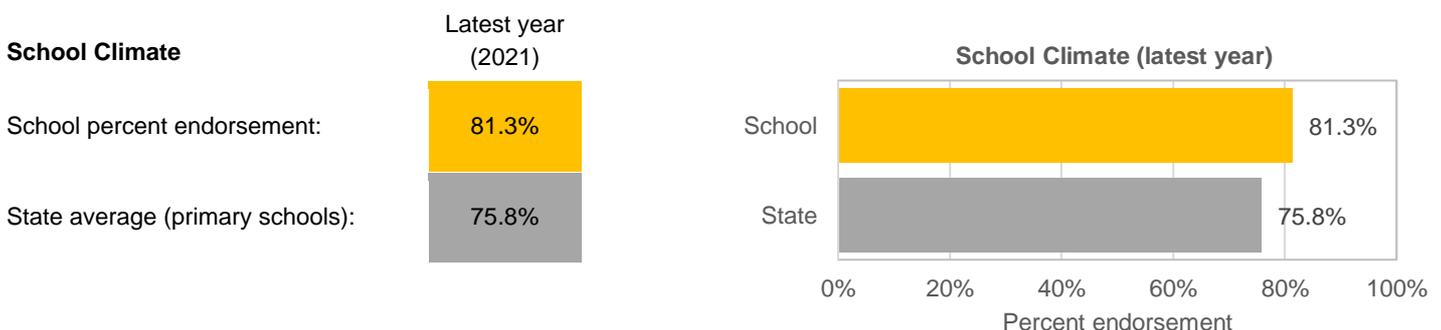


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

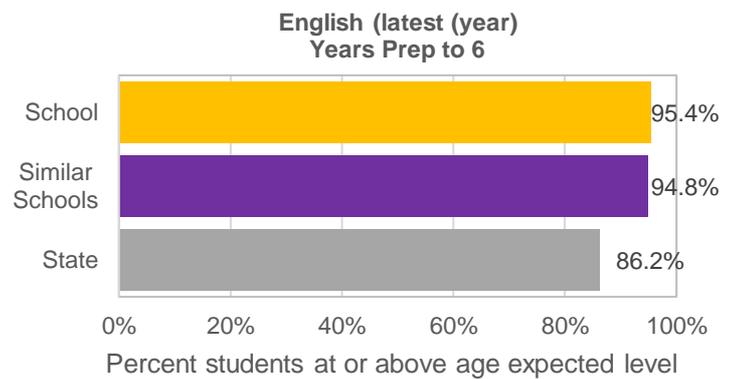
95.4%

Similar Schools average:

94.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

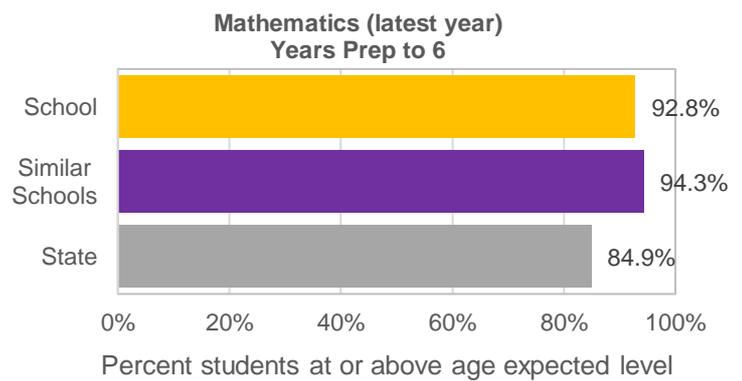
92.8%

Similar Schools average:

94.3%

State average:

84.9%



ACHIEVEMENT (continued)

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.

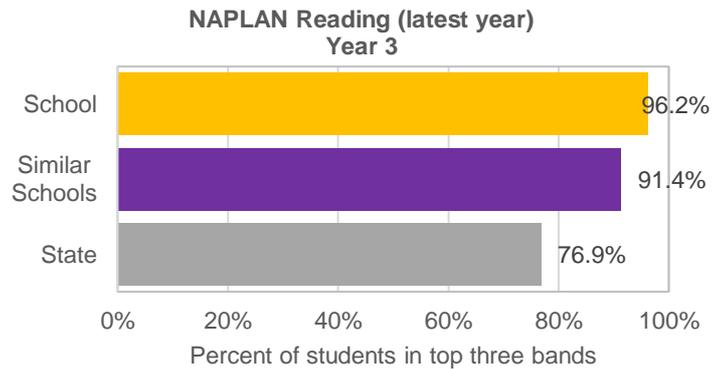
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

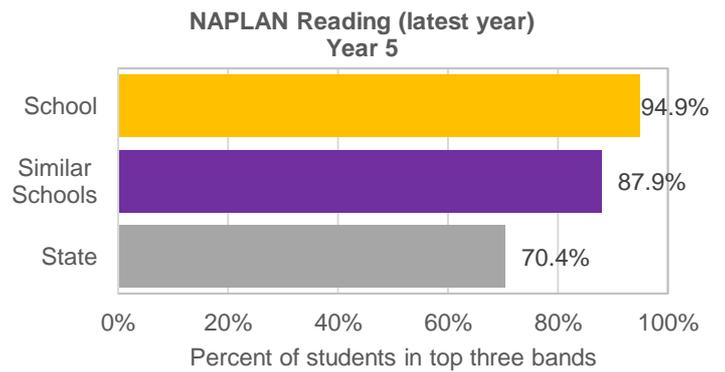
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	96.2%	96.1%
Similar Schools average:	91.4%	90.1%
State average:	76.9%	76.5%



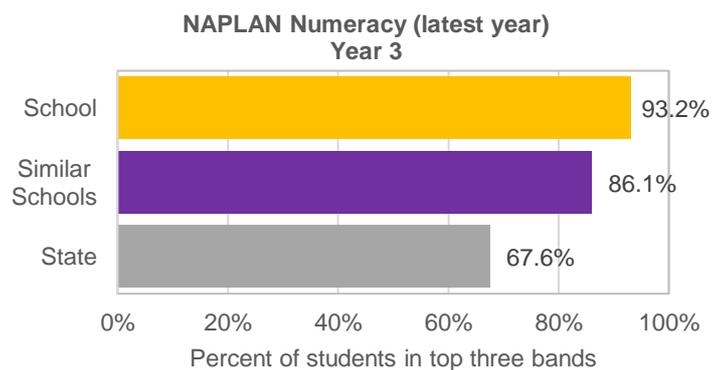
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	94.9%	85.5%
Similar Schools average:	87.9%	84.1%
State average:	70.4%	67.7%



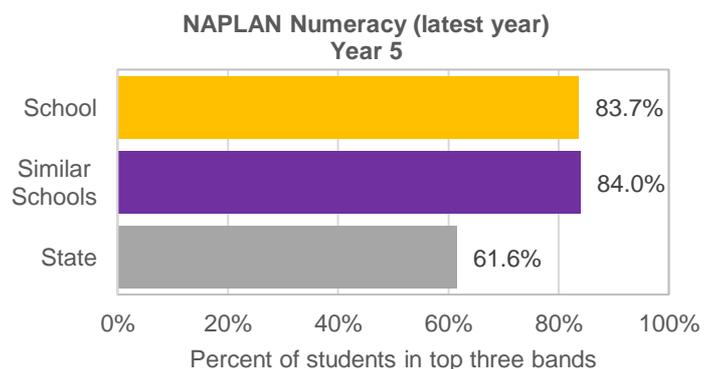
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	93.2%	89.7%
Similar Schools average:	86.1%	86.4%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.7%	81.8%
Similar Schools average:	84.0%	81.9%
State average:	61.6%	60.0%



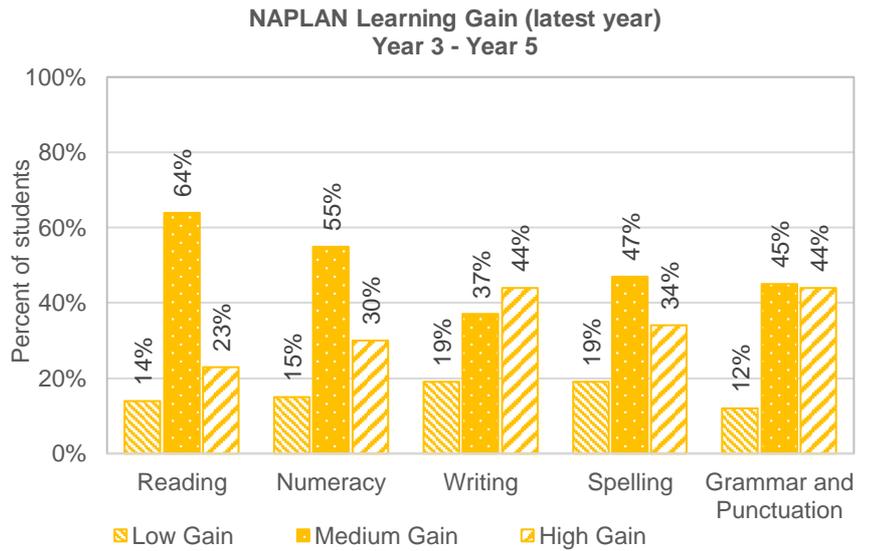
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	14%	64%	23%	33%
Numeracy:	15%	55%	30%	37%
Writing:	19%	37%	44%	38%
Spelling:	19%	47%	34%	33%
Grammar and Punctuation:	12%	45%	44%	39%



ENGAGEMENT

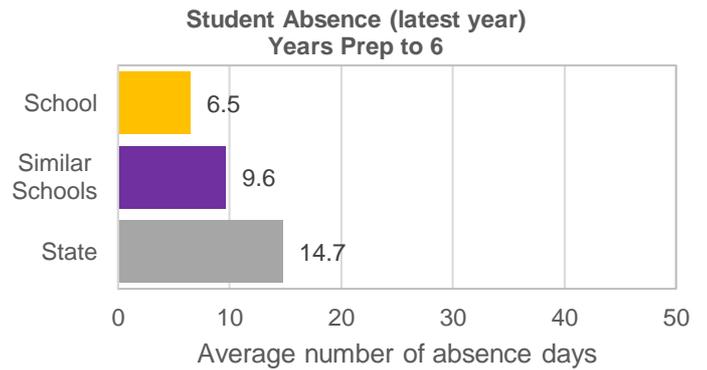
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	6.5	9.8
Similar Schools average:	9.6	12.0
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	97%	96%	97%	97%	97%	97%

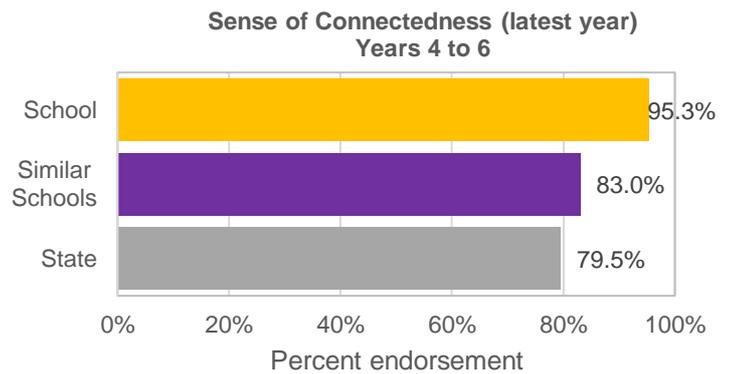
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	95.3%	94.2%
Similar Schools average:	83.0%	83.2%
State average:	79.5%	80.4%

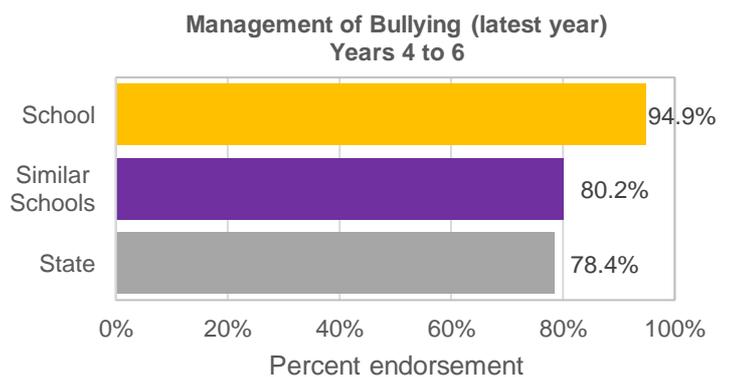


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	94.9%	93.3%
Similar Schools average:	80.2%	81.3%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$5,584,915
Government Provided DET Grants	\$55,051
Government Grants Commonwealth	\$4,762
Government Grants State	\$633,247
Revenue Other	\$12,556
Locally Raised Funds	\$520,662
Capital Grants	\$0
Total Operating Revenue	\$6,811,193

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,166
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,166

Expenditure	Actual
Student Resource Package ²	\$5,564,520
Adjustments	\$0
Books & Publications	\$8,116
Camps/Excursions/Activities	\$91,403
Communication Costs	\$6,054
Consumables	\$74,926
Miscellaneous Expense ³	\$55,580
Professional Development	\$7,537
Equipment/Maintenance/Hire	\$88,814
Property Services	\$171,537
Salaries & Allowances ⁴	\$246,581
Support Services	\$8,952
Trading & Fundraising	\$48,075
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,512
Total Operating Expenditure	\$6,408,606
Net Operating Surplus/-Deficit	\$402,587
Asset Acquisitions	\$199,278

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$804,732
Official Account	\$42,544
Other Accounts	\$11,017
Total Funds Available	\$858,293

Financial Commitments	Actual
Operating Reserve	\$115,029
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$50,000
School Based Programs	\$161,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$70,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$499,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$895,029

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.