

2022 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 of the previous calendar year 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 26 April 2023 at 07:52 AM by Rodney McKinlay (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 01 May 2023 at 04:04 PM by Chris Munro (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 and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- 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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 2022, Templeton had a capped enrolment of 717 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.

The staffing profile of Templeton Primary School includes one principal, two assistant principals, 1 leading teacher, 3 learning specialists, 36.8 teachers, 5 full time equivalent Education Support (ES) staff, 2.5 office administration staff and a qualified school nurse (1.0).

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 43 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, 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 judgements, 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.

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 above similar schools.

In 2022, our numeracy and literacy results were well above state averages and similar schools in Grade 3 and Grade 5.

From 2019-2022, our results have been consistently well above the state and similar schools averages in Grade 3 and Grade 5 Numeracy and Reading.

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

Our 2022 NAPLAN results ensured that we are ranked in the top 3% of schools in Victoria and Australia.

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 well above 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 are able to reach more students and support them in a wide variety of ways.

Andrea Edwards, our Well Being Coordinator, ensures that every child in need is 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.

In 2022, we employed an Occupational Therapist to work with our Wellbeing Team one day each week to support our students in need.

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 89 – 93% attendance rates in 2022.

From 2019 to 2022 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 2022 survey results indicated: 95% of students felt connected to school and 86% of parents were satisfied with the school overall and 90% of staff responded positively about our School Climate. Outstanding feedback from our community as we come out of 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.

Financial performance

Templeton Primary School has maintained a sound financial position through careful and strategic spending. During the year we achieved a surplus of \$965 419.

The school's total operating revenue for 2022 was \$7 375 239.

Government Grants – Departmental, State and Commonwealth made up \$1 084 110 of revenue.

The balance of school revenue came from locally raised funds and other revenue of \$726 317

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 2022 was \$6 993 342.

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.

The school has continued to manage its financial resources in a very prudent manner for 2022, 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 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 717 students were enrolled at this school in 2022, 366 female and 351 male.

52 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).

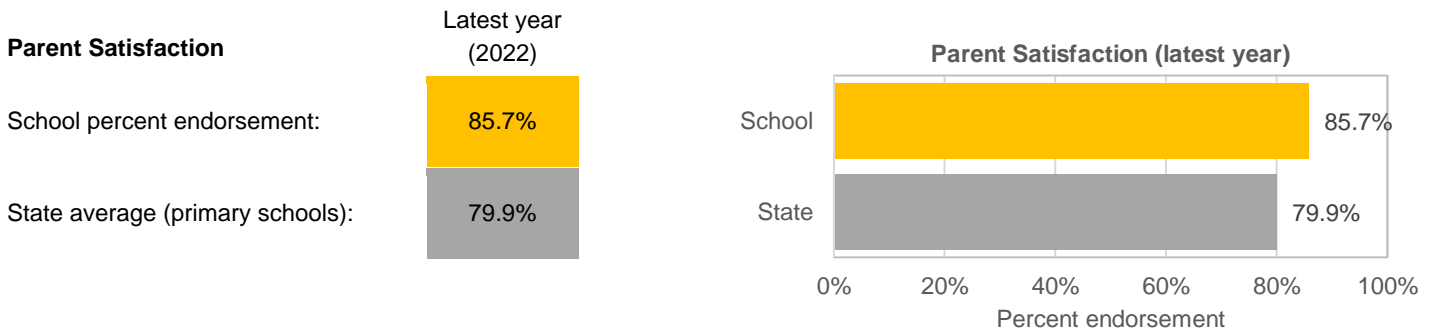
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

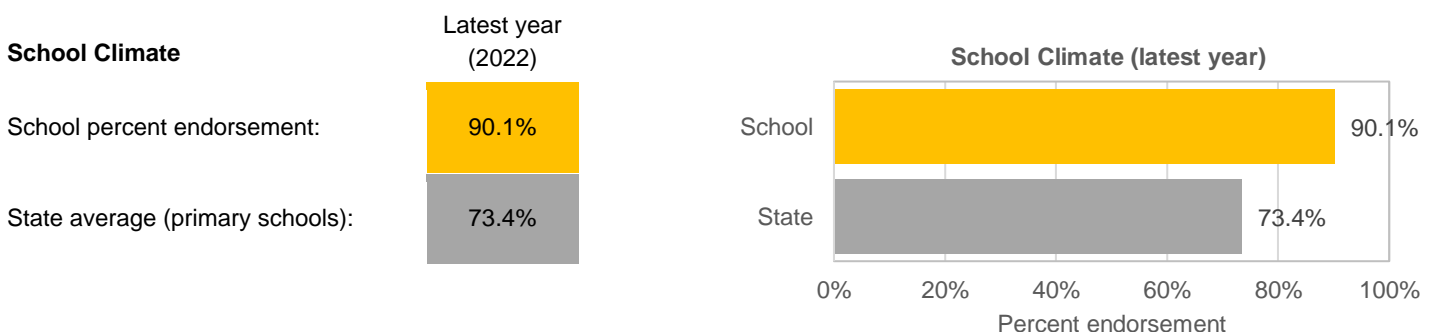


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

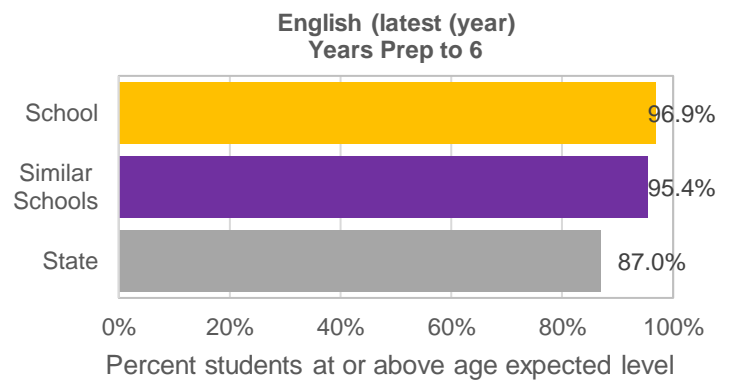
96.9%

Similar Schools average:

95.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

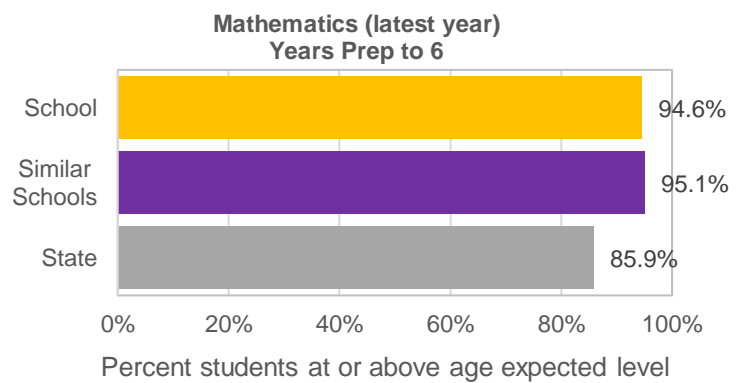
94.6%

Similar Schools average:

95.1%

State average:

85.9%



LEARNING (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.

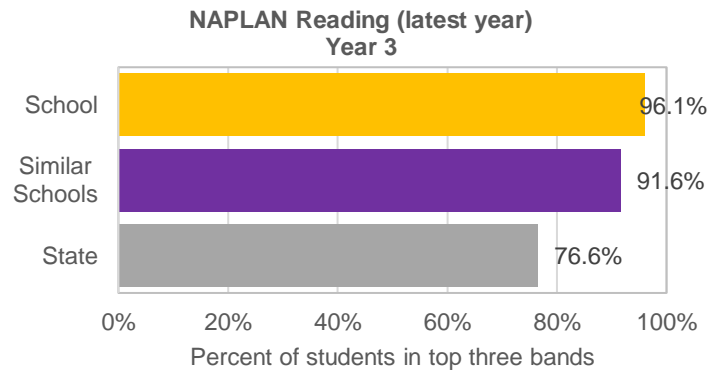
NAPLAN

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 2019, 2021 and 2022 data.

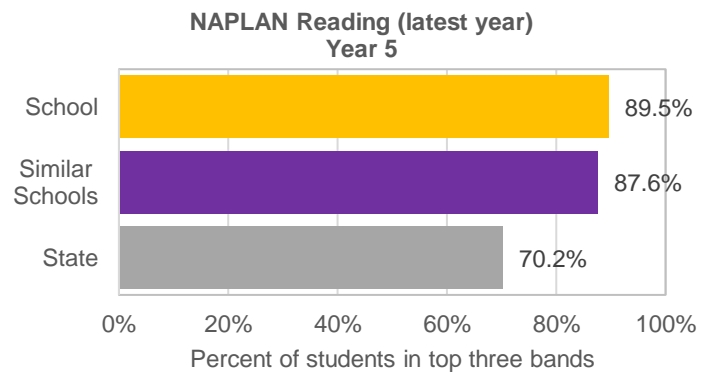
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	96.1%	96.1%
Similar Schools average:	91.6%	90.8%
State average:	76.6%	76.6%



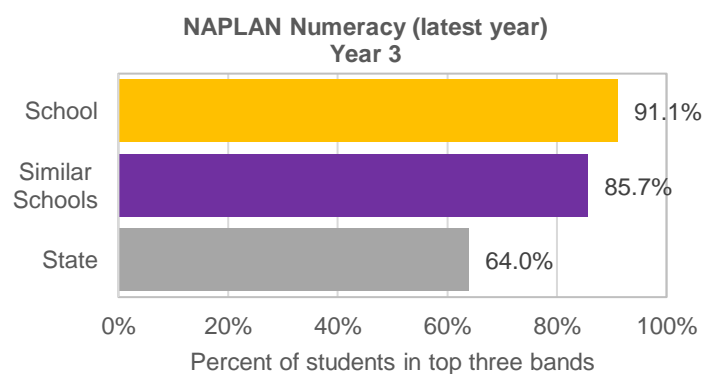
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.5%	86.5%
Similar Schools average:	87.6%	86.3%
State average:	70.2%	69.5%



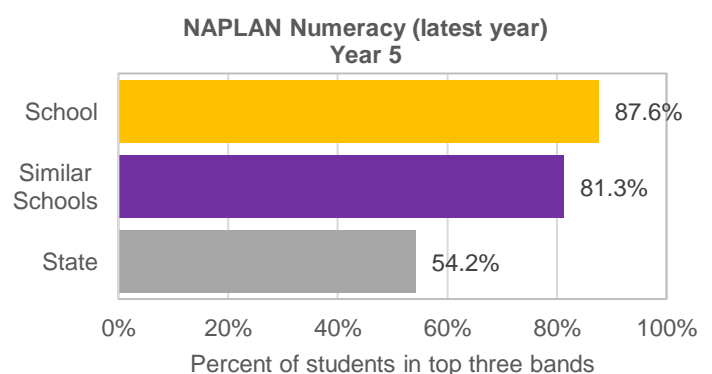
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	91.1%	91.4%
Similar Schools average:	85.7%	86.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.6%	84.0%
Similar Schools average:	81.3%	82.4%
State average:	54.2%	58.8%



WELLBEING

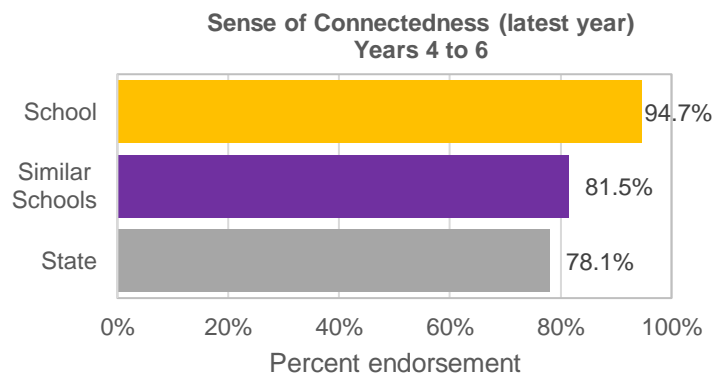
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	94.7%	95.3%
Similar Schools average:	81.5%	82.6%
State average:	78.1%	79.5%

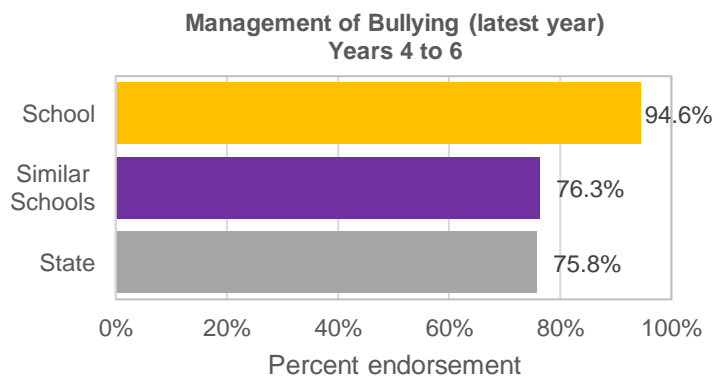


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	94.6%	94.8%
Similar Schools average:	76.3%	79.3%
State average:	75.8%	78.3%



ENGAGEMENT

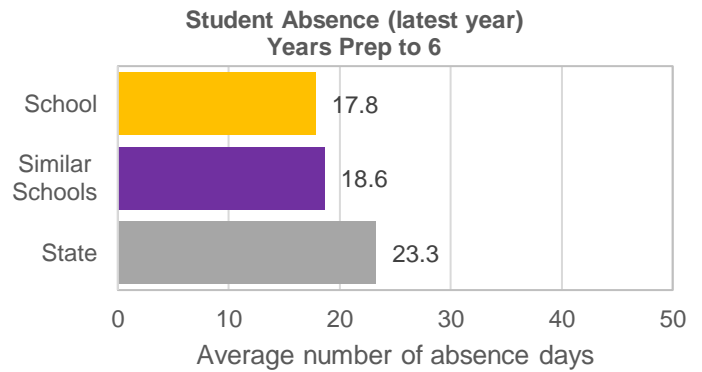
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	17.8	11.2
Similar Schools average:	18.6	13.5
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	89%	93%	91%	91%	91%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,564,812
Government Provided DET Grants	\$345,265
Government Grants Commonwealth	\$25,022
Government Grants State	\$713,823
Revenue Other	\$35,093
Locally Raised Funds	\$671,496
Capital Grants	\$19,728
Total Operating Revenue	\$7,375,239

Equity ¹	Actual
Equity (Social Disadvantage)	\$18,965
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$18,965

Expenditure	Actual
Student Resource Package ²	\$5,623,019
Adjustments	\$0
Books & Publications	\$8,069
Camps/Excursions/Activities	\$232,513
Communication Costs	\$7,012
Consumables	\$92,720
Miscellaneous Expense ³	\$77,829
Professional Development	\$36,222
Equipment/Maintenance/Hire	\$131,043
Property Services	\$120,877
Salaries & Allowances ⁴	\$552,008
Support Services	\$13,654
Trading & Fundraising	\$44,441
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$53,935
Total Operating Expenditure	\$6,993,342
Net Operating Surplus/-Deficit	\$362,169
Asset Acquisitions	\$321,627

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$874,365
Official Account	\$46,791
Other Accounts	\$44,263
Total Funds Available	\$965,419

Financial Commitments	Actual
Operating Reserve	\$212,020
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$677,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$969,020

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.