

2017 Annual Report to the School Community



School Name: Templeton Primary School

School Number: 5196

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.



About Our School

School Context

Templeton Primary School is located in Wantirna. The school promotes diversity in curriculum with a broad range of specialist and enrichment programs, while the core curriculum areas of literacy and numeracy are of central importance. Templeton has a current enrolment of 721 students being taught in 30 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 51.95 EFT which includes: 3 principal class, 3 leading teacher, 40.6 teacher, 3.97 teaching support and 1.38 educational support staff.

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

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 (DOT) and a Director of Learning (DOL) together with 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.

The DOT and DOL attend each PLT to ensure consistency in planning and use of student data to inform future teaching.

Achievement

In 2017, our Student Achievement data once again showed excellent results in most areas.

In all learning areas, we performed at a 'similar' or 'higher' level to other 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' (page 5) 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. From 2014-2017, our results have been consistently well above the state average (top 20%) in Year 3 and Year 5 Numeracy and Reading. In 2017 our numeracy results were well above similar schools in Year 5 and well above for the last 4 years in Year 3. (page 6)

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 reading - 33% in low growth in 2016 to 18% in low growth in 2017; spelling 26% in 2016 to 15% in 2017 and 32% in 2016 in grammar and punctuation to 19% in 2017. Writing remained consistent over the 2 years whilst there was a slight increase in numeracy low growth from 2016 to 2017. (page 7) Overall, we had 80% of our students in Year 5 achieve medium to high growth from Year 3. A focus for 2018 will be to increase the number of students who have high growth from Year 3 to Year 5. In all areas of



numeracy, writing, grammar and punctuation and reading, our 2017 Matched Cohort data (students who are at Templeton in Year 3 and in Year 5) show that our students' growth as a whole cohort is well above the State growth.

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

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 – 94% attendance rates. (page 8)

From 2014 to 2017 on the Attitudes to School Survey, our Year 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 in the area. (page 9)

In the 2017 Panorama report; 93% of students felt connected to school; 95% of staff were positive about the school climate and 90% 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 goal setting – WALT (we are learning to), learning journals and feedback to students. The synergetic effect of these initiatives is having a profound effect on our results.

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. 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. (page 9) In Year 5, the 'M Power' program for girls and 'Rock and Water' program for boys helped our Year 5 students with their sense of self and social skill development. These programs were extremely beneficial for the students and their parents. We will continue to offer these and similar programs in the future. In particular, we have engaged the renowned Resiliency Project for 2018 to develop a whole school approach to resiliency and the mental well-being of our community. Together with this, we will be investigating the KidsMatter program to identify if this program will support us in the area of student welfare going forward.

The employment of a School Welfare officer has provided another opportunity for our students to be involved in social skills programs that help develop the intrapersonal and interpersonal skills of our students. Our Welfare Officer also provides great support for families and students who may be experiencing difficulties throughout the year.

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

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 718 students were enrolled at this school in 2017, 345 female and 373 male.</p> <p>37 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>56%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>48%</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>58%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>61%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>52%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	56%	26%	Numeracy	20%	48%	32%	Writing	24%	58%	18%	Spelling	15%	61%	24%	Grammar and Punctuation	19%	52%	29%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	18%	56%	26%																							
Numeracy	20%	48%	32%																							
Writing	24%	58%	18%																							
Spelling	15%	61%	24%																							
Grammar and Punctuation	19%	52%	29%																							



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1010"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	94 %	94 %	93 %	93 %	94 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	94 %	94 %	93 %	93 %	94 %	93 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Higher
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Higher

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)

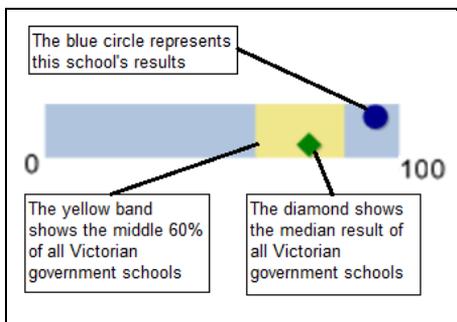
Engagement

- student attendance and engagement at school
- 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)
 - 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).

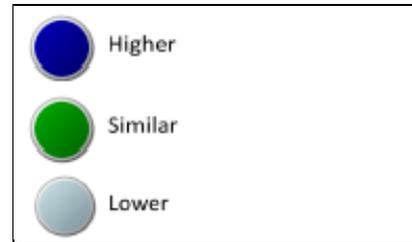


What does *School Comparison* refer to?

The 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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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 and Community Schools 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 their first 11 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').

Financial Performance and Position

Financial performance and position commentary

Templeton Primary School has maintained a sound financial position through careful and strategic spending. During the year we achieved a surplus of \$83 961. The school's total operating revenue for 2017 was \$6 154 185. Government Grants – Departmental and Commonwealth made up \$705 487 of revenue. The balance of school revenue came from locally raised funds \$715 933. 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 2017 was \$6 070 224 with 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 2017, whilst maintaining and developing the number of outstanding learning opportunities for our students.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Financial Position as at 31 December, 2017

Revenue	Actual
Student Resource Package	\$4,732,764
Government Provided DET Grants	\$683,620
Government Grants Commonwealth	\$13,561
Government Grants State	\$8,306
Revenue Other	\$2,459
Locally Raised Funds	\$713,474
Total Operating Revenue	\$6,154,185

Funds Available	Actual
High Yield Investment Account	\$16,225
Official Account	\$11,623
Other Accounts	\$34,967
Total Funds Available	\$62,814

Equity ¹	
Equity (Social Disadvantage)	\$17,342
Equity Total	\$17,342

Expenditure	
Student Resource Package ²	\$4,682,852
Books & Publications	\$6,820
Communication Costs	\$5,933
Consumables	\$95,460
Miscellaneous Expense ³	\$319,312
Professional Development	\$21,461
Property and Equipment Services	\$272,600
Salaries & Allowances ⁴	\$561,607
Trading & Fundraising	\$79,902
Utilities	\$24,733
Adjustments	(\$456)
Total Operating Expenditure	\$6,070,224

Financial Commitments	
Operating Reserve	\$62,814
Total Financial Commitments	\$62,814

Net Operating Surplus/-Deficit	\$83,961
Asset Acquisitions	\$0



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 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.