

2018 Annual Report to The School Community



School Name: Templestowe Heights Primary School (5004)



- 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 2018 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 30 April 2019 at 08:38 AM by Rhys Coulson
(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 2018 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.

Attested on 01 May 2019 at 12:41 PM by David Barnes (School
Council President)

About Our School

School context

Templestowe Heights Primary School is situated in the eastern Suburbs of Melbourne with a current enrolment of 402 students and 18 classes. The school has undergone a refurbishment that was completed in August 2012. The classrooms are designed as flexible learning spaces which open onto shared learning areas. Each level of the school has its own area in which classes and teachers work cooperatively to maximise the learning opportunities for all students. The students are organised in multi-age classes (with the exception of straight Foundation classes). The multi-age class structure along with a strong student wellbeing program ensures that the students and staff feel safe, secure and supported. An extensive student leadership program includes all levels of the school from Foundation to Year six.

The playgrounds are extensive, consisting of three playground equipment areas, an oval, synthetic turf courts and gazebo, commercial kitchen and herb and community garden (including chickens). The school has a gymnasium which is a shared community use facility. The school community assists with the maintenance of our facilities.

Templestowe Heights Primary School has as its motto, 'inspiring learners for life'. There is a strong focus on developmental learning and consequently providing a differentiated curriculum which provides for the learning needs of all children. Our vision is supported by our mission statement of "the quality of the programs we offer will never be better than the quality of the teachers that deliver them". Our mission is to ensure our teachers are continually developing their skills, knowledge and understandings that will enable them to provide high quality learning opportunities and learning experiences for all students at Templestowe Heights Primary.

Templestowe Heights Primary School's objective is to be the school of choice for the local community. We aspire to provide an inclusive and collaborative learning environment for all students, staff and families that promotes high expectations for lifelong learners, embracing and contributing to local and global communities.

Templestowe Heights Primary School's values are Respect, Responsibility, Persistence and Courage. These values are seen as being central to the life of our school and how all members of the school community should conduct themselves. As a school we attempt to apply these in our everyday dealings with each other and in the development of our programs and policies. Teachers are to reinforce these values at all times.

Templestowe Heights Primary School has a strong focus on literacy and numeracy. Our specialist areas are literacy intervention/EAL, enrichment, Art, Physical Education, Performing Arts and Italian. Instrumental music classes, swimming programs, lunchtime clubs, camps and after school activities are offered. Whole school activities are significant in that we have biennial events including an Art Show, School Production and School Ball.

Student voice has been a focus at Templestowe Heights Primary. Our leadership program provides our students with an opportunity to be elected to represent our Junior School Council, Environmental committee, School Captains and House Captains. Empowering children to be active in making decisions about their school provides ownerships that strengthens our school community spirit. The use of Information Communication Skills across all aspects of learning is integral to our programs. Templestowe Heights Primary School has a combination of netbooks, desktop computers and iPads available for student use. There is a 1:1 iPad program operating for our year five and six students. All classrooms have Interactive Whiteboards.

Parent involvement in the school is essential to Templestowe Heights Primary School. Parents work closely with staff to support their children's learning at school and at home. A class representative scheme facilitates communication and parent involvement in the school which includes involvement in class programs, excursions and camps, along with School Council and Parents & Friends Committee. Communication includes the school newsletter, website, School App, information sessions, assemblies, notices and parent teacher interviews.

Enrolment numbers at Templestowe Heights Primary School are steadily increasing. The school provides a progressive and challenging curriculum that reflects the 21st century learning skills required to truly inspire our students to continue learning throughout their lives. The teaching staff at Templestowe Heights Primary School are expected to be active members of our learning community, working together in collaborative teams. Templestowe Heights Primary School's vision is 'inspiring learners for life'. We value the importance of continual growth as learners for all members of our community; students, staff, parents and guardians. All staff have a shared goal of wanting to make a positive difference (social, emotional and academic) to every child under their care.

Framework for Improving Student Outcomes (FISO)

1. Develop an agreed instructional model across the school.

Throughout 2018 all teaching staff continued to embed an agreed teaching and learning model (instructional model) within their lessons, based on the model/framework of the Gradual Release of Responsibility. The school used varying modes of professional learning opportunities to build teachers' skills and capabilities of high impact teaching strategies. A major component of the improvement initiative was the school's peer observation model that allowed all teachers to observe instructional practice in other classrooms, provide feedback, reflect and learn from one another.

The instructional model has allowed for consistent, best practice strategies to be adopted across all classrooms. It has enabled effective team collaboration when planning lessons and students are now involved in co-creating learning goals and objectives at the start of a lesson. Comparative data from 2016 and 2018 indicated a significant improvement in students being able to articulate what they were learning about during lessons, what they needed to do to be successful in their learning and how it will help them with other parts of their learning.

2. Embed an agreed whole school approach to reading and writing that addresses the learning needs of all students.

By the end of 2018, the school had developed and established a guaranteed and viable reading and writing curriculum. The purpose of this key improvement initiative was to provide every student with access to the same content, knowledge and skills to enable them to have a greater opportunity to be successful in school. The new reading and writing curricula centred on engagement through student choice, six key comprehension strategies and 6 writing traits demonstrated through research to best develop reading and writing skills.

The impact of the new whole-school approach to the teaching of reading and writing has been significant:

- Teacher surveys demonstrated significantly positive results for questions related to curriculum, professional growth and collaboration.
- Observations of high student engagement when completing learning tasks has been noticeable on learning walks and classroom visits.
- A stimulating learning environment was overwhelmingly positive on both parent and student surveys.
- Parent feedback has also been supportive of the new approaches to reading and writing, driven by a focus of student choice.
- Relative growth and top 2 band results in reading (NAPLAN) has demonstrated very strong results in 2017 and 2018.

The school set the conditions for success primarily through the human and financial investment in literacy coaches and scheduled planning time together for teams. It has also enabled teachers to develop high levels of skills, knowledge and understandings of effective reading and writing teaching practices, and how to effectively use data in reading, spelling, writing and maths to inform future teaching. The employment of a specialised enrichment teacher to support students achieving significantly above expected levels and an intervention teacher to target students working towards expected levels has also enabled greater access for student success. The professional partnership with instructional coaches and the peer observation model have all played significant roles in the successful progression of the school's key improvement strategies.

Achievement

Teacher judgement results from 2018 demonstrate that 95% of students are working at or above expected year level standards in literacy and numeracy, with overall 55% of students achieving above expected levels in reading and 45% above in number & algebra. There has also been a continued positive trend in the number of students achieving in the top two bands in NAPLAN for reading, spelling and numeracy. Relative growth in NAPLAN has also demonstrated significantly strong results in the number of students achieving medium and high relative growth in reading, spelling and numeracy, and small numbers of students achieving low growth. The implementation of the school's targeted teaching maths and spelling zones lessons has enabled teachers to narrow the focus of identifying each child's learning point of need and then being able to scaffold appropriate learning tasks to move to the next stage of learning. The school's guaranteed and viable reading curriculum has now been embedded for two years, with an established consistent approach to reading that focuses on the child's reading interests as a major contributor to the school's strong NAPLAN achievement in reading. In 2019, an area for focus continues to be in writing, with achievement demonstrating relative medium and high NAPLAN growth and students achieving in the top two NAPLAN bands (year 5 students) not as strong when compared to spelling, reading and numeracy. The school will continue to employ instructional literacy coaches to support teacher's skills and knowledge in further embedding the new guaranteed and viable writing curriculum, that is still in its first year of implementation.

Engagement

The school's key improvement strategies of embedding an instructional model, a guaranteed and viable reading/writing curriculum and spelling/maths zones have supported the school's goal of further improving student engagement. The key initiatives mentioned have supported quality teaching and learning through the use of high impact teaching strategies, co-constructing learning goals and objectives at the start of each lesson, catering to student interests through the reading and writing process and targeting each child's learning point of need in spelling and mathematics.

Subsequently the introduction of a Science, Technology, Engineering & Mathematics (STEM) curriculum, specifically the use of coding and 3D printing for all students has been very positive. The school's many student voice initiatives, including junior school councillors, environmental leaders and the new student-run canteen have all allowed students to contribute to decisions that directly influence their school. The broad choice of lunch time activities for students to participate in (i.e. chess, remote control cars, yoga, dance, robotics) has also enabled students to feel a greater sense of connection to the school while providing different activities for students to do during their lunch time breaks. The Passion Learning initiative for year 3-6 students has also supported student engagement, with students identifying a learning area or subject they are passionate about and then having a scheduled session each week, with like-minded students and teacher to facilitate learning experiences has also been beneficial.

Student survey results in 2018 demonstrated significant positive increases in "Stimulated Learning Environment" and "Connectedness to School" components.

Wellbeing

The school's additional key improvement strategy was focussed on embedding a whole-school approach to wellbeing. Led by our wellbeing team, throughout 2018 the school introduced wellness and wellbeing strategies derived through The Positive Education Institute (based at Geelong Grammar). Both students and staff learnt about the research and strategies to support wellness and wellbeing through the introduction of brain breaks, gratitude, mindfulness and character strengths. Students received weekly awards at school assemblies for showing character strengths, parent/guardian workshops were held and classroom practices were modified to ensure regular breaks and mindfulness opportunities were taking place to support wellbeing and engagement.

Overall, all components of the student surveys relating to student wellbeing continue to display positive growth in 2018 (social engagement, student safety, respect for diversity, sense of inclusion, managing bullying and

classroom behaviour). In 2019 we are aiming at further embedding the use of character strengths into school life and establishing a community wellbeing action group, made up of parents/guardians, students and staff to look at how we can improve the mental health and wellbeing of us all through a collaborative approach.

Financial performance and position

The school's finances were presented each month to the Finance subcommittee to ensure the 2018 budget was on track with its projected targets. The strong financial position can be attributed to three key factors:

- Strong leadership by the Finance Committee with the regular review and monitoring of expenditure/revenue, safeguarding well-informed decisions for the viability of the financial position of the school.
- Increase in projected/predicted student enrolments translates to a larger financial contribution for "Student Resource Package".
- High percentage of financial contributions from families, compared to previous years. 93% of families paid part/all of school levies in 2018.

The allocation of significant expenditure (\$65,000) of salaries and allowances was in part due to the professional partnership of our literacy instructional coaches, aligned to our strategic focus of increasing teacher capability. Equity funding was used to support the professional partnership of the coaches, as this key initiative focused entirely on improving the teaching and learning at the school.

The school's Building and Grounds budget over spent by \$30,000 due to \$10,000 to remodel the library into 2 classrooms, \$8,000 for goal posts & padding on the oval, \$4000 for water leak repairs, \$2,000 playground repairs and \$4000 for air conditioner repairs.

Our Parents & Friends Association were very active throughout the year with 12 school-based fundraising events, raising \$23,000.00 (Locally raised funds) that funded the first stage of the shade sail installation on the eastern playground (\$18,000), with \$5000 carried forward to go towards funding the second stage of the shade sail installation in 2019. As part of the Federal Government's "Sporting Schools" grant, our school received \$7500 to contribute to our Physical Education curriculum and \$3800 towards professional learning for the Victorian Curriculum implementation.




For more detailed information regarding our school please visit our website at
<https://templestowehts.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

Enrolment Profile

A total of 374 students were enrolled at this school in 2018, 184 female and 190 male.

18 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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> Higher</p> <p> Similar</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> Higher</p> <p> Higher</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>15%</td> <td>42%</td> <td>42%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>49%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>58%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>52%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>60%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	42%	42%	Numeracy	13%	49%	38%	Writing	29%	58%	14%	Spelling	15%	52%	33%	Grammar and Punctuation	18%	60%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <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>94 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	91 %	93 %	93 %	94 %	91 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	91 %	93 %	93 %	94 %	91 %										

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> Similar</p> <p> Similar</p>
<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> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,876,709	High Yield Investment Account	\$197,968
Government Provided DET Grants	\$497,043	Official Account	\$26,781
Government Grants Commonwealth	\$11,915	Other Accounts	\$13,130
Revenue Other	\$35,351	Total Funds Available	\$237,878
Locally Raised Funds	\$326,145		
Total Operating Revenue	\$3,747,162		
Equity¹			
Equity (Social Disadvantage)	\$18,567		
Equity Total	\$18,567		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,644,565	Operating Reserve	\$113,443
Books & Publications	\$9,374	Other Recurrent Expenditure	\$7,432
Communication Costs	\$3,314	Funds Received in Advance	\$9,913
Consumables	\$50,052	Capital - Buildings/Grounds < 12 months	\$107,091
Miscellaneous Expense ³	\$178,034	Total Financial Commitments	\$237,878
Professional Development	\$8,883		
Property and Equipment Services	\$210,495		
Salaries & Allowances ⁴	\$178,846		
Trading & Fundraising	\$44,711		
Utilities	\$30,131		
Total Operating Expenditure	\$3,358,406		
Net Operating Surplus/-Deficit	\$388,757		
Asset Acquisitions	\$58,835		

(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 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

What does the *About Our School* section refer to?

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

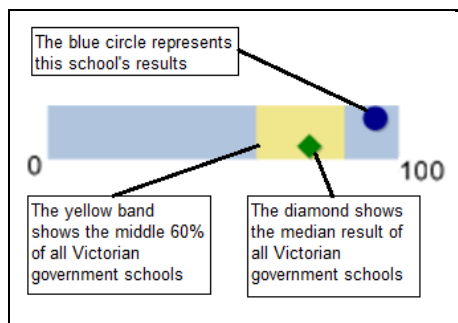
Engagement

- student attendance and engagement at school
- 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).

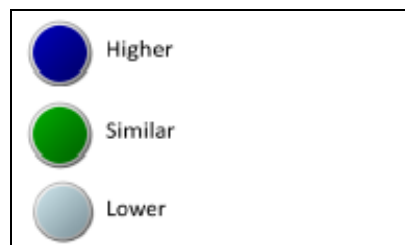


What does *School Comparison* refer to?

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*' or '*ND*' 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').