

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 April 2024 at 03:57 PM by Rhys Coulson (Principal)

- This 2023 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 26 April 2024 at 04:19 PM by Kai Robotham (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Templestowe Heights Primary School is situated in the eastern suburbs of Melbourne with a current enrolment of 495 students and 23 straight-grade classes. The school underwent a significant capital works project with the construction of a new STEM, Food Tech, Art and senior building; including refurbishment of indoor and outdoor spaces that was completed in December 2022. Classrooms are designed as flexible learning spaces which open onto shared learning areas. The students are organised in straight grade classes. The playgrounds are extensive consisting of four playground equipment areas, an oval, STEM Centre, Art Room, Food Technology Room, synthetic turf courts, student kitchen and herb and community garden (including chickens). The school has a gymnasium which is a shared community use facility.

Templestowe Heights Primary School has as its motto, 'inspiring learners for life'. There is a focus on structured learning and building a strong foundation of skills for all children. The school's values are respect, responsibility, courage and persistence. All sections of the school community – students, staff, parents, carers, friends – are expected to strive to be their best in reference to these values. Templestowe Heights Primary School has a strong focus on literacy and numeracy. Our specialist areas are Literacy Intervention/EAL, Enrichment, Art, Physical Education, Library, STEM 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 triennial events including an Art Show, School Production and School Ball.

The school's positive education curriculum provides a whole school wellbeing approach by supporting students and adults to develop the tools and strategies to flourish. Student voice is also extremely important as our leadership program provides our students with an opportunity to represent their peers. 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.

Parents and carers work closely with staff to support their children's learning at school and at home. A class representative scheme facilitates communication and involvement in the school which includes supporting class programs, excursions and camps, along with School Council and Parents & Friends Committee. Communication includes the school newsletter, website, an online management system, information sessions, assemblies, notices and parent teacher interviews.

Progress towards strategic goals, student outcomes and student engagement

Learning

Refinement of Teaching & Learning Model

In 2023 the school continued to build on its new teaching and learning model based on the Science of Learning. The catalyst for change came from the evidence we gathered during lockdown and trialling a phonological-based literacy approach. We have continued to build collective knowledge on cognitive science to further our understanding of how we acquire knowledge effectively and how we can optimally teach. The leadership team built partnerships with other high-performing schools across Victoria, including the sharing of resources and professional learning that built the capacity of all teachers.

Throughout 2023 teaching staff demonstrated an unwavering commitment to the development of a new whole-school curriculum that encompassed literacy, numeracy and core knowledge, built around the key principles of the Science of Learning. All staff received professional learning to build their knowledge and understanding of new assessment tools, including the completion of a course as part of the induction for new staff.

During weekly year level planning, all teams were coached with the support of our learning specialists to create high-quality, engaging lessons. By the end of the school year a Foundation-Year 6 syllabus had been established, including the introduction of new assessment tools that supported teachers to be better informed when adapting their lessons to meet the needs of students. The syllabus included:

- **Literacy** - The explicit teaching of the components of language (phonics, phonology, syntax, morphology, semantics and pragmatics).
- **Numeracy** - An approach to mathematics that focuses on deep understandings of key mathematical concepts, through mastery of skills before moving to new concepts.
- **Core Knowledge** - A multi-disciplinary curriculum that emphasises the acquisition of a broad and structured body of knowledge in core subject areas (history, geography, science, language arts and fine arts). A designed literature curriculum in years 3-6 further developed students' breadth and depth of understandings of themes and ideas through the exposure to

a variety of rich text.

To further refine our model, the school introduced daily reviews into lessons. The purpose of these sessions were to revisit past skills, concepts and knowledge that the students had been exposed to in previous lessons. The introduction of a "sixth" weekly mathematics lesson in year 3-6 through a 10-minute daily maths practice workbook further supported children in developing their mathematical automaticity.

Ensuring Success for All

The school continued to run an enrichment and intervention program for students identified as working significantly above age-expected levels in numeracy (Yr. 3-6) or working towards age-expected levels in literacy (Yr. 1-3). The Tutor Learning initiative also supported small groups of students in years 2-6 where achievement data demonstrated gaps in understandings. The tutoring sessions allowed for targeted teaching of specific key concepts to bridge gaps of the understandings. Data collected from our enrichment, tutoring and intervention classes demonstrated strong learning growth, highlighting the positive impact these educational programs had to ensuring success for all children.

Our committed and passionate education support staff continued to support students to ensure they could access and experience success across all facets of daily school life. The creation and monitoring of learning goals further supported students to achieve their best.

When reflecting on our learning achievement goals for students achieving strong and exceeding in NAPLAN Reading and Writing results for year 3 and 5, Templestowe Heights Primary performed significantly above similar schools.

Wellbeing

Expanding our Wellbeing Curriculum

In 2023 the school continued to adapt its wellbeing curriculum to include the *Resilience, Rights and Respectful Relationships* modules. These modules enhanced our current wellbeing curriculum and provided consistency of language that all students learnt about, at age-appropriate levels across the school at the same time. New topics of *Gender & Identity* and *Positive Gender Relations* focused on ensuring students developed their understandings of gender stereotypes and supporting the positive attitudes of a community that is inclusive and tolerant. Staff undertook additional professional learning workshops to build their knowledge and a parent/carer information session was also facilitated to further support the school's ability to have community confidence in delivering this new curriculum.

Effective Learning Routines

Providing a safe, calm and orderly learning environment that is predictable to all students was a focus in 2023. The establishment of effective learning routines such as transitions from the floor to tables, learning icons in lessons, during the start/end of the day and attention signals all contributed to high behavioural expectations that students were aware of. The consistency of these expectations provided the conditions to allow children to learn at optimal levels.

Engagement

New Curricular and Extra-Curricular Opportunities

As part of the specialist curriculum, the school excitedly introduced the new subject of *Science, Technology, Engineering & Mathematics* (STEM) at the start of the school year. The new STEM curriculum engaged students with a different teaching and learning model, focused primarily on inquiry-led learning. Students were able to explore innovative topics such as movie making, 3D printing, coding, robotics and virtual reality. In the second semester, Library was introduced as a specialist lesson, replacing Performing Arts. Lunch time clubs including STEM, Chess, Basketball, Library, Running, Gardening and Lego all further enriched school community life. The student voice program provided opportunities for many students to contribute to school projects and initiatives, including dress-up days, a student-run canteen, introduction of a school Acknowledgement of Country, 3D print-a-car as well as the design of a whole school art mosaic with our visiting artist.

When compared to the state, student absence numbers were lower and comparable with similar schools. While we celebrated the fact that the number of students who were absent for 30 or more days (24%-16%) dropped in 2023, the number of students absent for between 1-10 days increased (23%-31%). Medical illnesses and family holidays were the leading cause of student absence.

Other highlights from the school year

As part of our state-funded capital works project, the opening of our new learning spaces; a modern, double story building that housed our year 5 and 6 students downstairs and our STEM and Art lessons upstairs as well as a new library and junior school toilet facility was exciting. We commissioned Indigenous artist Michelle Searle to create the story of Templestowe on Wurundjeri land. This beautiful

artwork is in the administration office and a laser copy adorning the back wall of our new building. All students were celebrated as artists, with their 2D and 3D artwork on display for our Art Show. The intensive swimming water safety program was held for all students at the end of the year, whilst all students in year 3-6 participated in a swimming carnival in February.

Throughout the year we had numerous school leadership teams visit us (both within and interstate) to support their own school improvement journeys. We were also extremely proud of our What Works Series - Maths, a twice sold-out conference that we planned and ran as a professional learning event for teachers, focusing on mathematics pedagogical and content knowledge.

Our school Football (AFL) team were district and division champions, whilst our students also won the inaugural state Down Ball/Four Square championship tournament. The school celebrated many events as a community with our *Parents & Friends Committee*, including a welcome picnic at the start of the year, a carols event at the end of the school year as well as Mother's and Father's Day. Students in years 3-6 attended school camps and we also celebrated Science Week. School pride was in full swing as students were able to represent their school house in the whole school athletics day and cross-country event.

Financial performance

The Finance Committee met monthly to regularly review and monitor of expenditure/revenue, safeguarding well-informed decisions for the viability of the financial position of the school. Due to this strong financial leadership, led by our Business Manager, the school continues to manage a favourable budget. The school registered a surplus in 2023 due in part to limiting spending on non-essential items and conservative budgeting.

The school's major fundraising events for the year were the Tea Towels (\$3000), Christmas Raffle (\$2000) and Trivia Night (\$3700). Due to higher than foreseen staff absences, a spend of \$155, 000 was committed to replacing staff in 2023. Parent payments for school fees were 85.2% which is a positive result when compared to other schools across the state.

Our State Government grant, managed through the Victorian Schools Building Association, enabled the school to furnish our new building (\$263,000) and modify our school IT server and communication room (\$43,000). On top of this, we completed the final installation of our shade sails (\$17,000) in the middle yard with an additional State Government grant. Through locally raised funds, predominantly from the *Parents and Friends*, we installed a new electronic sign (\$24,000). Additional landscaping, including additional synthetic grass next to the tiger turf basketball courts was also installed (\$27,000). Additional laptops and iPads were also purchased (\$50,000) to cater for the increase in students in having access to devices when required to support the learning objectives as required.

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

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 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 445 students were enrolled at this school in 2023, 217 female and 228 male.

24 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).

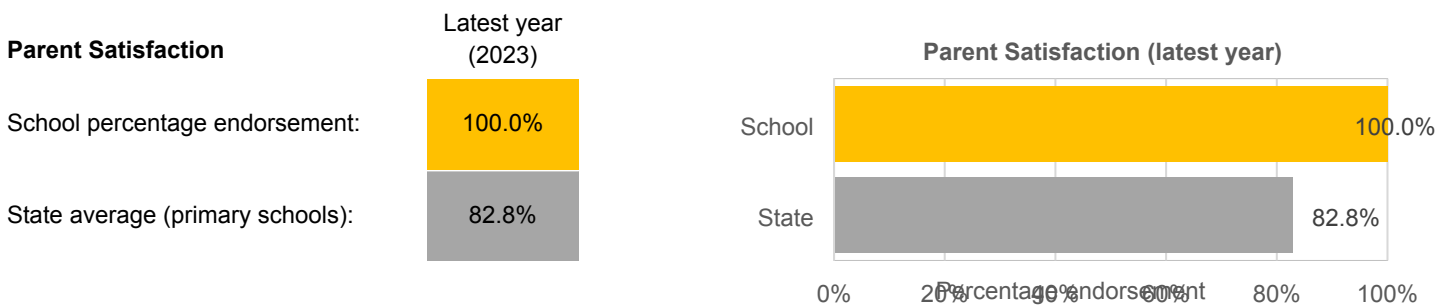
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

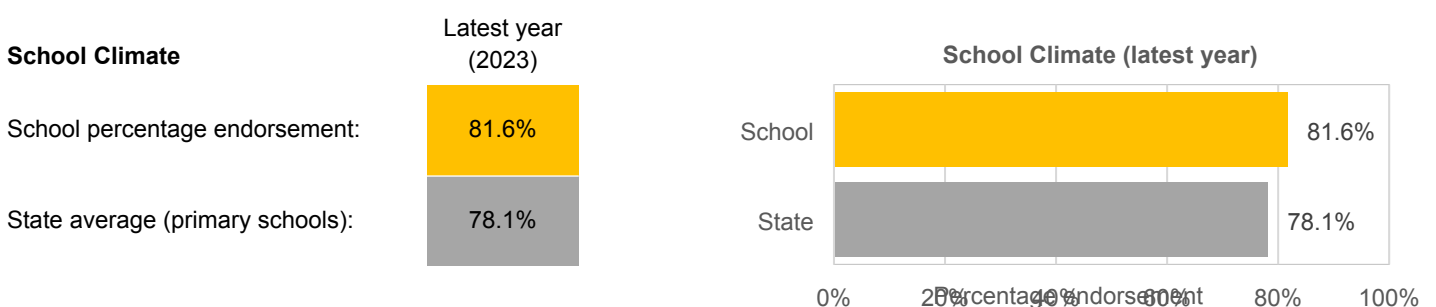


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

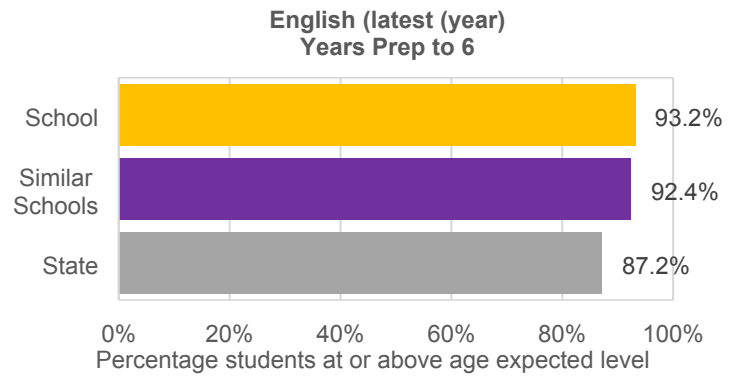
93.2%

Similar Schools average:

92.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

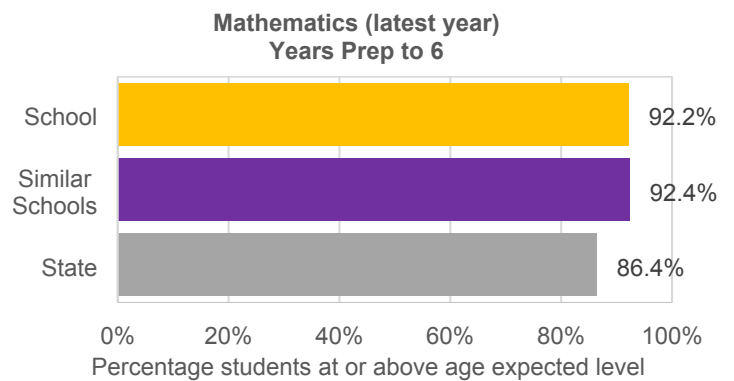
92.2%

Similar Schools average:

92.4%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.3%

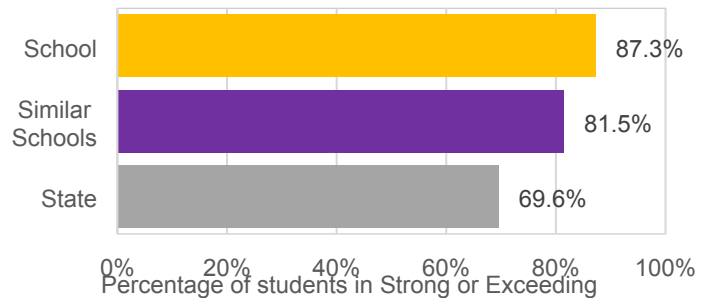
Similar Schools average:

81.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

95.5%

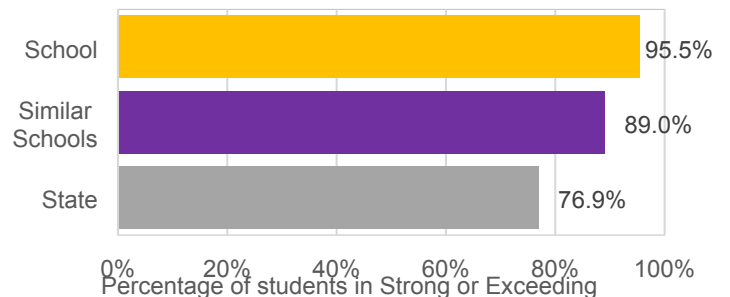
Similar Schools average:

89.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.2%

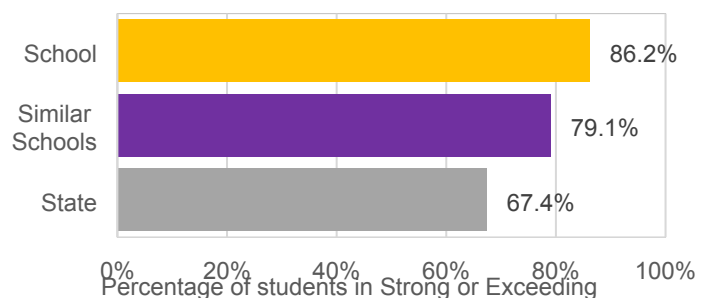
Similar Schools average:

79.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

91.8%

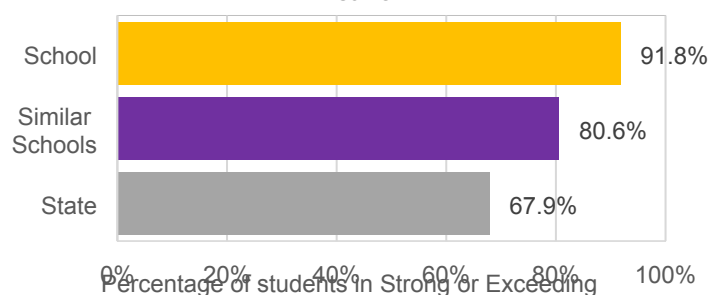
Similar Schools average:

80.6%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

96.3%

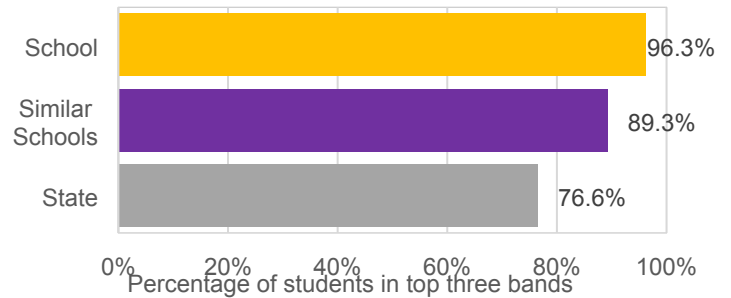
Similar Schools average:

89.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

76.9%

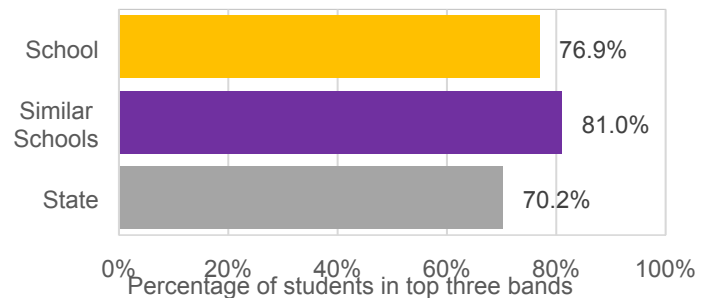
Similar Schools average:

81.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

92.6%

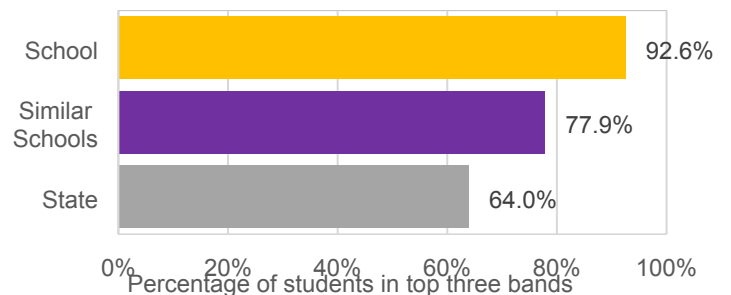
Similar Schools average:

77.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

63.5%

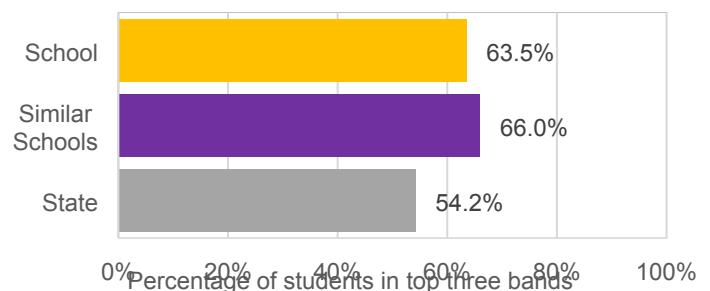
Similar Schools average:

66.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

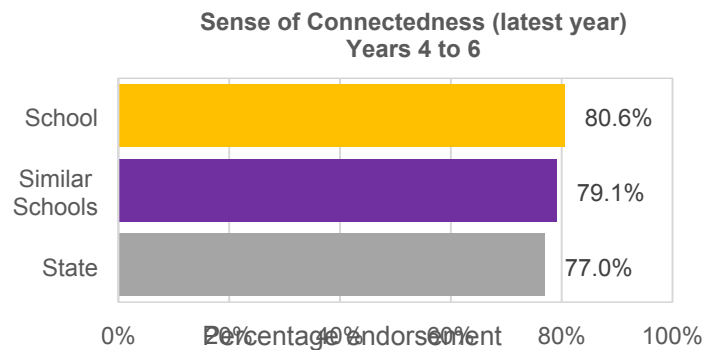
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	80.6%	82.3%
Similar Schools average:	79.1%	79.0%
State average:	77.0%	78.5%

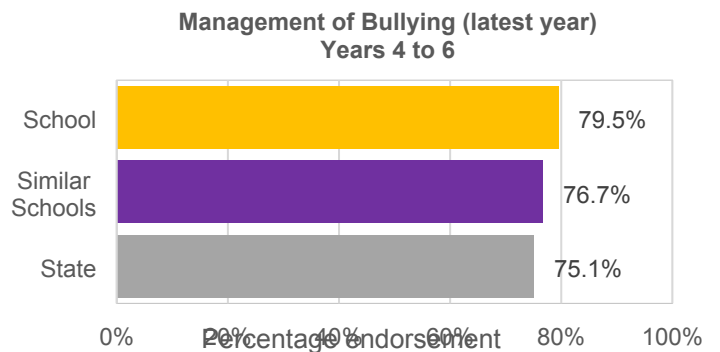


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	79.5%	80.4%
Similar Schools average:	76.7%	76.8%
State average:	75.1%	76.9%



ENGAGEMENT

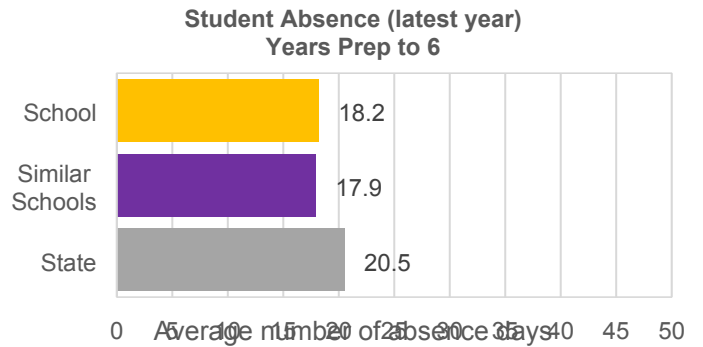
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	18.2	18.5
Similar Schools average:	17.9	15.3
State average:	20.5	18.1



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 (2023):	93%	91%	93%	89%	91%	89%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,542,996
Government Provided DET Grants	\$388,164
Government Grants Commonwealth	\$0
Government Grants State	\$5,600
Revenue Other	\$153,268
Locally Raised Funds	\$545,860
Capital Grants	\$243,726
Total Operating Revenue	\$5,879,613

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,965
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$26,965

Expenditure	Actual
Student Resource Package ²	\$4,076,903
Adjustments	\$0
Books & Publications	\$9,982
Camps/Excursions/Activities	\$146,385
Communication Costs	\$2,684
Consumables	\$75,406
Miscellaneous Expense ³	\$25,824
Professional Development	\$107,874
Equipment/Maintenance/Hire	\$154,595
Property Services	\$105,942
Salaries & Allowances ⁴	\$108,824
Support Services	\$327,624
Trading & Fundraising	\$33,536
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$46,441
Total Operating Expenditure	\$5,222,020
Net Operating Surplus/-Deficit	\$413,867
Asset Acquisitions	\$260,678

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$406,733
Official Account	\$46,072
Other Accounts	\$44,069
Total Funds Available	\$496,874

Financial Commitments	Actual
Operating Reserve	\$175,243
Other Recurrent Expenditure	\$41,706
Provision Accounts	\$1,304
Funds Received in Advance	\$33,998
School Based Programs	\$38,359
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$34,676
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$225,000
Capital - Buildings/Grounds < 12 months	\$124,534
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$674,820

All funds received from the Department of Education, 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.