

2024 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 29 April 2025 at 12:18 PM by Rhys Coulson (Principal)

- As executive officer of the school council, I attest that this 2024 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 29 April 2025 at 12:18 PM by Rhys Coulson (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Templestowe Heights Primary School is situated in the eastern suburbs of Melbourne with a current enrolment of 541 students and 24 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 to maximise focus and attention, with some 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 and a 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 is aligned with the Science of Learning, following the research and insights about how we acquire knowledge effectively and efficiently. Knowing the conditions in which learning can be most successful, helps teachers better meet the needs of their students. We draw on education, linguistics, psychology, neuroscience and cognitive sciences to further our understanding of the mechanics of learning and how we can optimally teach. We have a structured literacy approach that sequences the learning of language acquisition into manageable blocks, from phonics through to reading comprehension (including rich literature and core knowledge curriculum). Our structured maths approach allows students to continually revisit key mathematical skills and concepts to obtain mastery before applying their knowledge to solve challenging problems.

Our specialist areas are Literacy & Maths Intervention, Maths 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 supports 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, an AGM, assemblies, notices and parent teacher interviews.

Progress towards strategic goals, student outcomes and student engagement

Learning

School Leadership

In 2024, the school continued to refine its teaching and learning model that is aligned to the principles of the Science of Learning. Through the vision and guidance from the leadership team, teaching staff continued to further their understandings of how we acquire knowledge effectively and how we can optimally teach, by building collective knowledge on cognitive science. The middle leaders drove the high standards of planning and delivery of curriculum in their year levels. Many of which shared their knowledge as invited guest presenters at local, state and nation-wide conferences.

Throughout 2024 teaching staff monitored and evaluated the new whole-school curriculum that encompassed literacy, numeracy and a knowledge rich curriculum (core knowledge). All staff continued to receive professional learning to build their capability of new assessment tools, curriculum mapping and a refined mathematics curriculum. New staff were inducted by completing a post-graduate short course as well as being coached (and modelled) within their classrooms with a goal of delivering their lessons as effectively as possible.

Learning specialists heavily supported the planning and delivery of lessons. This was done through coaching all teams during lesson planning meetings, as well as modelling effective practices during observation sessions. Where possible, administrative tasks were taken away from teachers, thanks to the administrative team, so teachers could focus on their core role of teaching and learning.

Refined Teaching and Learning Model

Whilst teachers had built a curriculum (the WHAT), that mapped out exactly what children would learn in every week of their time at THPS, the next phase was ensuring the content being taught was delivered in the most effective way possible (the HOW). A framework was established, aligned to the Science of Learning, that included four phases of a lesson, and a set of teaching strategies. This provided an understanding of how lessons were to be delivered and ensured low-variance and high quality between all classrooms. The HOW had now been established.

The new teaching and learning model was then embedded through actions. Teachers filmed their own practice (and reflected on it), observed one another and provided feedback to colleagues on aspects of their teaching practice. The newly established framework allowed teachers to consider very specific parts of a lesson and generate goals for them to improve. The logic behind this was if our teachers could improve their teaching in any small way, it would have a positive impact on the students in their class.

A tiered model of support was then created, that considered supporting the needs of all students, including those students who have gaps in their knowledge, preventing them from accessing the

curriculum. New, evidence-based literacy and maths intervention programs were introduced and taught by our dedicated intervention and tutor teachers. 15% of students identified as having sound-mastery of key mathematical concepts in years 3-6 accessed and participated in maths enrichment classes that were taught by our dedicated enrichment teacher.

As another layer of tiered support, our passionate education support staff continued to support individual students to ensure they could access and experience success across all facets of daily school life. This included being part of the creation and monitoring of student learning goals to further support students to achieve their best.

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

Wellbeing

A Behaviour Curriculum

A behaviour curriculum was established after staff evaluated and considered how best to create conditions so that all students can learn effectively. The goal of the school's behaviour curriculum was to ensure students felt safe and secure in their learning environment, supporting the positive and flourishing wellbeing of all. A predictable and consistent set of learning routines were created to minimise distractions and maximise attention. Routines included how students enter classrooms, move between and within corridors, line up and set up for the start of the school day.

To support this, a tiered response to undesired behaviours, identified those that are disruptive, disrespectful or defiant. Students, staff and casual staff know what the responses are for any undesired behaviour, ensuring consistency and predictability of practice.

Having a calm and orderly learning environment where all students know the expectations of their behaviours has contributed to the school's very strong (when compared to similar schools) positive endorsement of sense of connectedness and management of bullying.

Mental Health Support

As part of the school's mental health funding, a partnership was established with a professional mental health practitioner. Since lockdown, the availability for professional support, including long waitlists has been a challenge for families trying to access support for their children.

The role of the mental health practitioner was to support students (and their families) in 1:1 therapy sessions and assessments. 100% of the school's allocated mental health funding was utilised to employ the professional two days a week, where they practised onsite. Overwhelmingly the feedback was positive, as it allowed families to get the help they needed to support their child through challenging scenarios that THPS staff were not trained to provide support to.

This service contributed to the extremely high level of parent satisfaction (95%) recorded in 2024.

Engagement

Engagement Norms

As part of the school's refined teaching and learning model, consistent engagement norms (practices) were introduced. The purpose of the new engagement practices were to ensure high levels of focus and attention by students throughout a lesson. The engagement norms follow the Science of Learning, as they are routines during a lesson that aim to minimise distraction and allow children to develop healthy habits about thinking. The goal of every lesson our teachers deliver are for students to be actively doing something every 30-60seconds, thus keeping their focus and allowing them to think about what they are learning.

These engagement practices are delivered in all classrooms, and teachers received regular professional learning throughout 2024 on how to effectively implement them in their classrooms. These engagement practices have contributed to the very high student learning outcomes (when compared to similar schools) in Teacher Judgements in English and Mathematics.

Extra-Curricular Activities

Throughout the year, many staff, contractors and volunteers provided opportunities for our students to participate in passion-based activities that were offered during non-learning times (before school, lunch time or after school). STEM, Remote Control Cars, Chess, Gardening and Lego lunch time clubs were available for students throughout the year, while an afterschool art class was also available for older students. Students in the upper years also had the opportunity to represent their school in the STEM print-a-car competition, Victorian High Ability Program, Student-run canteen, Maths Olympiad and Maths Games, Public Speaking competition, Inter School Sport, District/Divisional/Regional/State School Competitions and a host of many sporting round robin events.

These extra-curricular opportunities contributed to the school's very high recorded student survey results in sense of connectedness (93%).

Attendance

When compared to the state, student absence rates were lower, whereas when compared to similar schools they were slightly higher. Overall, there was an increase in the number of students (from 2023-2024) that were absent for between 20-30 days (15% to 23%), while conversely the breakdown of students who attended for between 95-100% in 2024 was 26%.

Other highlights from the school year

Sense of Community

THPS continued to offer many opportunities for students, parents and carers to stay connected to our community. Our *Parents & Friends* Association planned and ran many successful events, including the Welcome Picnic, Carols Evening and School Disco. Our elected student voice leaders (who met fortnightly) proudly organised many school events, including dress-up days and selling ANZAC and Remembrance Day badges for the local RSL. The students voice leaders also effectively communicated at all assemblies and in the newsletter.

Supporting our Education System

Throughout 2024, over 100 school leadership teams visited THPS with a goal of observing our teaching and learning model. We were visited by the Education Minister, the Deputy Education Secretary, Channel 7 News, Grattan Institute, La Trobe University, The Victorian Academy of Leadership, The Curriculum Division as well as the Media Unit of the Department of Education, Mastery Schools, Melbourne Archdiocese Catholic Schools Executive Team, White Rose Maths and renown thought leader Ollie Lovell for demonstrating a learning architecture that is seen as high performing and world class. Our position has always been that we are indebted to the many wonderful people and organisations that gave so much of their time and resources so freely and willingly, and we want to give it back. We see part of our purpose that if we can help schools in their journeys by supporting them in anyway, it is a way for our system to get better and allow for high quality education for all.

We also hosted two conferences on a Saturday, where teachers from all across Australia attended to learn more about maths teaching and a behavioural curriculum. THPS was also invited to be a host school for the La Trobe University Momentum Schools Project. Throughout the year we had many of our school leaders invited to present at local, state and national conferences, all linked to the THPS teaching and learning model.

Financial performance

The Finance Committee meets monthly meeting to regularly review and monitor expenditure/revenue, safeguarding well-informed decisions for the viability of the financial position of the school. Due to strong financial leadership, the school continues to manage a favourable budget. The school registered a surplus in 2024 due in part to limiting spending on non-essential items and conservative budgeting.

Expected revenue was up by \$94k for the 2024 financial year, mainly due to the School Savings bonus Government initiative, higher than expected LSL reimbursement and an insurance claim for damaged shade sails. Parent payments for school fees were 76.7% which is down from 85.5% in 2023. Cost of living expenses may have impacted on this figure. Our fundraising events in 2024 raised just over \$9000.

Due to current & previous year's surpluses, the school was able to spend \$360k on the following Capital Expenditure items:

- library upgrade,
- Classroom entrance re- configured,
- Installation of storage cupboards in Boardroom,
- Tigerturf (synthetic grass at back of school) replacement,
- solar panels
- 21 new split system air conditioners for classrooms

Casual Relief teacher budget continued to be a big-ticket item for 2024 with a total of \$290k spent over the school year.

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 492 students were enrolled at this school in 2024, 246 female and 246 male.

22 percent of students had English as an additional language and 1 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).

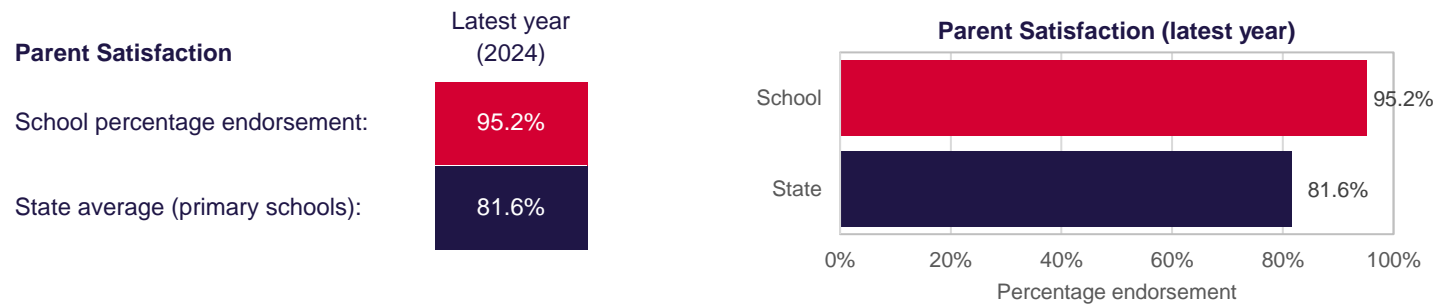
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

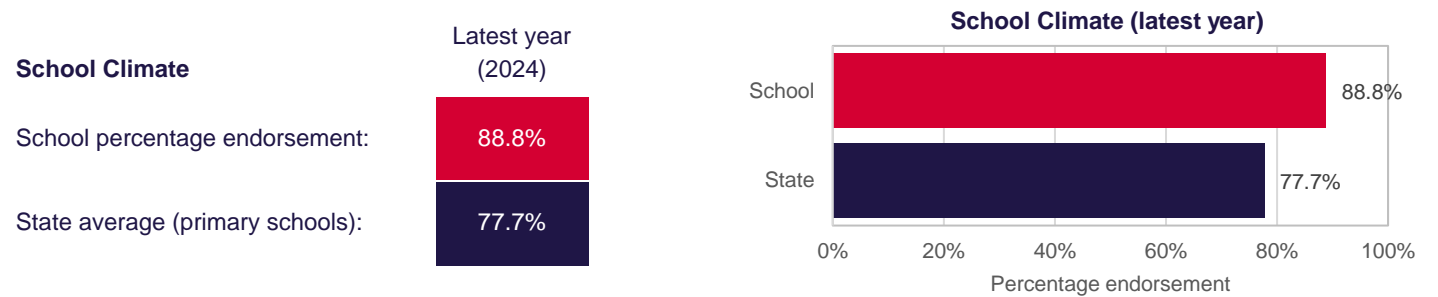


School Staff Survey

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.

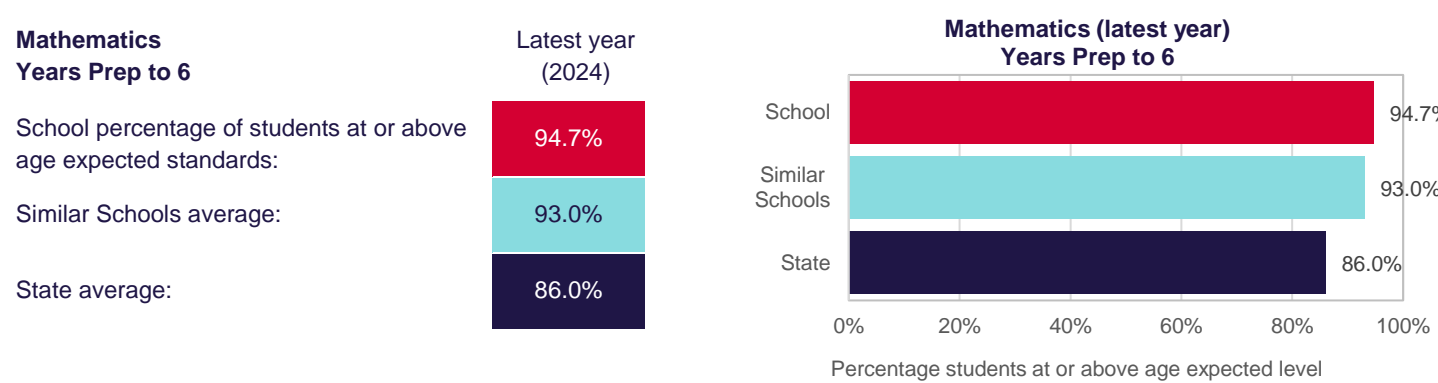
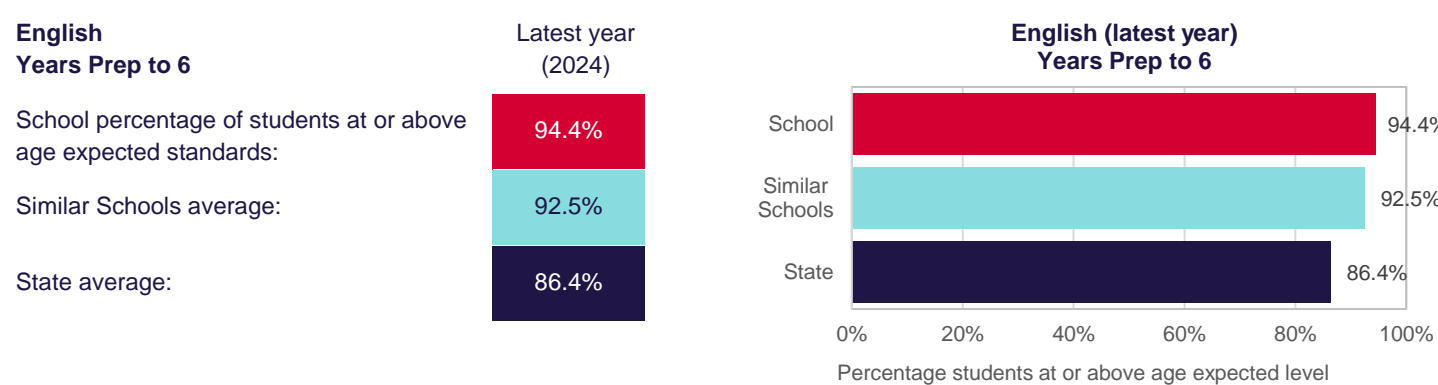


LEARNING

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.



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.

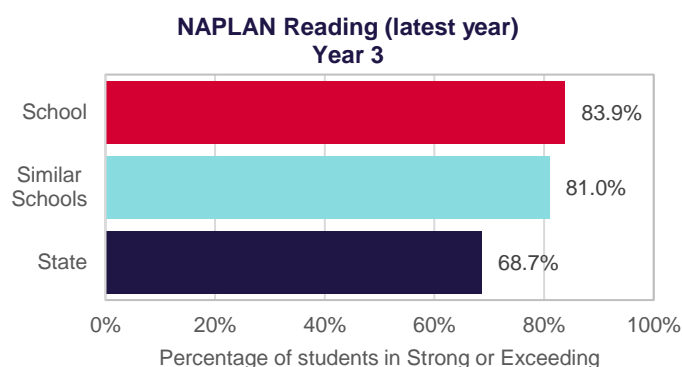
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

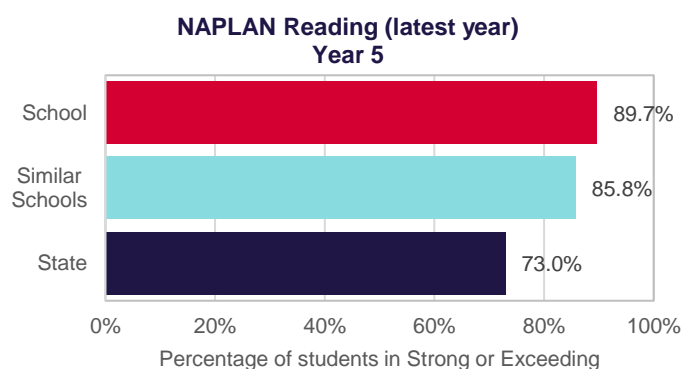
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.9%	85.6%
Similar Schools average:	81.0%	81.8%
State average:	68.7%	69.2%



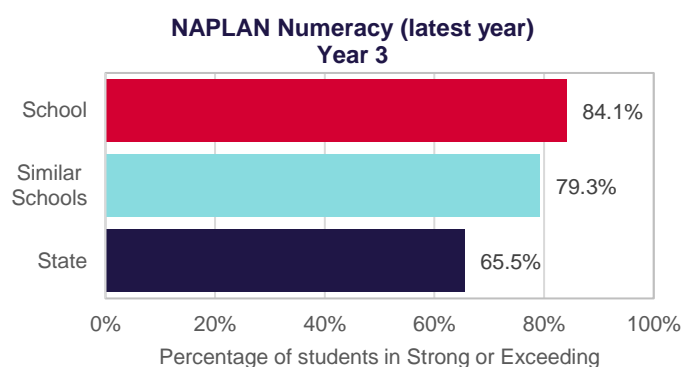
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.7%	92.2%
Similar Schools average:	85.8%	87.5%
State average:	73.0%	75.0%



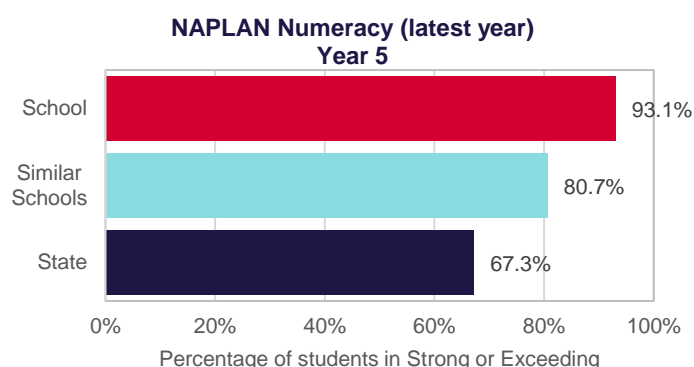
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.1%	85.1%
Similar Schools average:	79.3%	80.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	93.1%	92.5%
Similar Schools average:	80.7%	81.0%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

96.3%

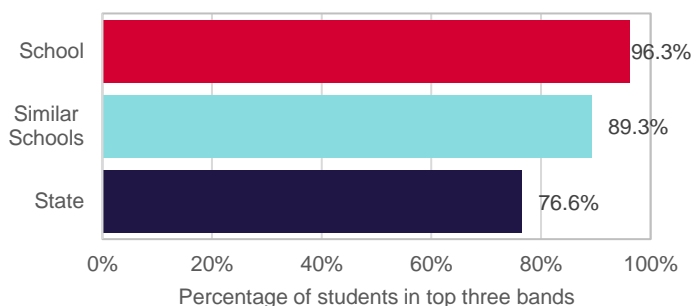
Similar Schools average:

89.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

76.9%

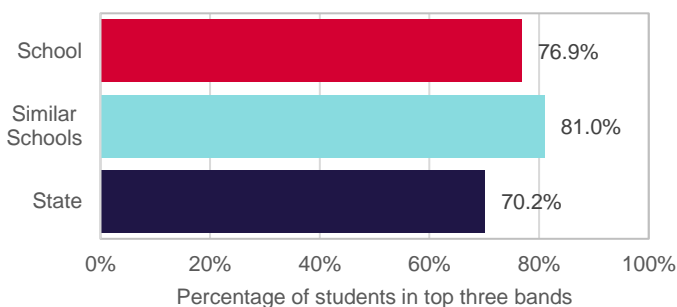
Similar Schools average:

81.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

92.6%

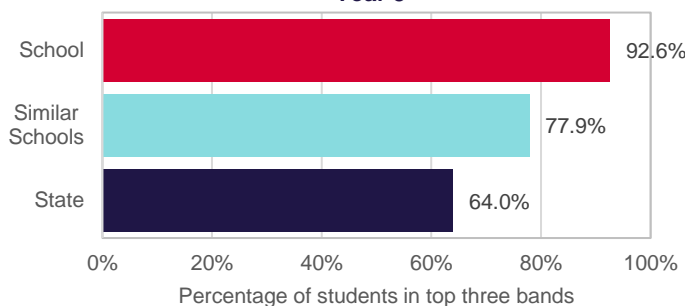
Similar Schools average:

77.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

63.5%

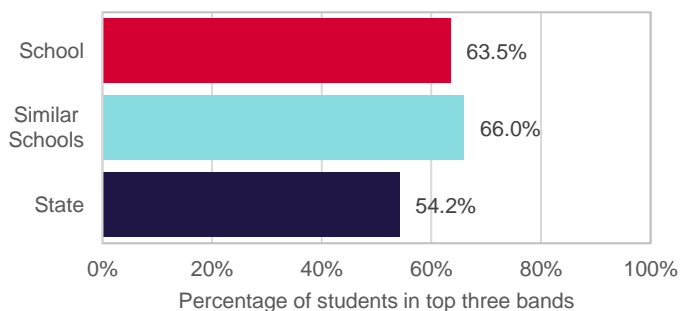
Similar Schools average:

66.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

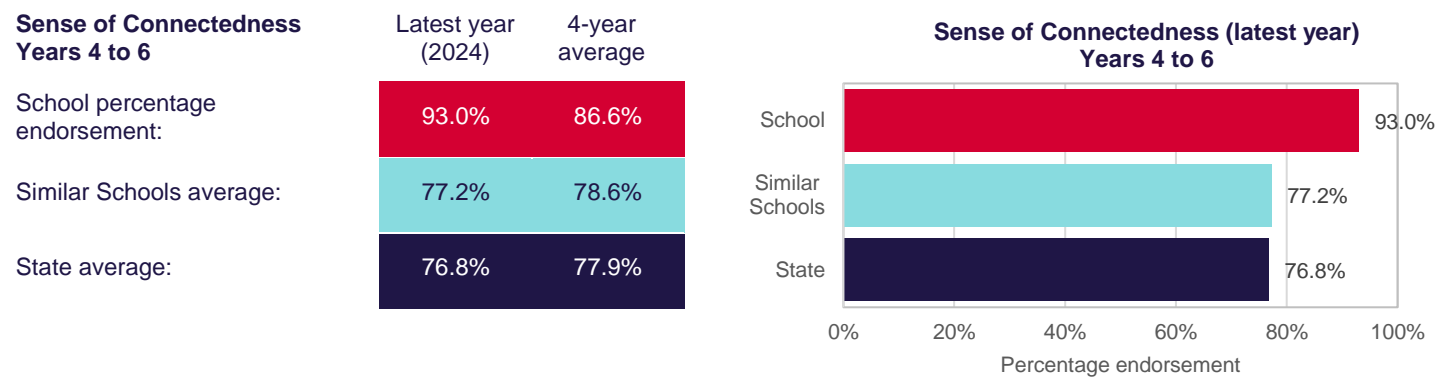


WELLBEING

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.

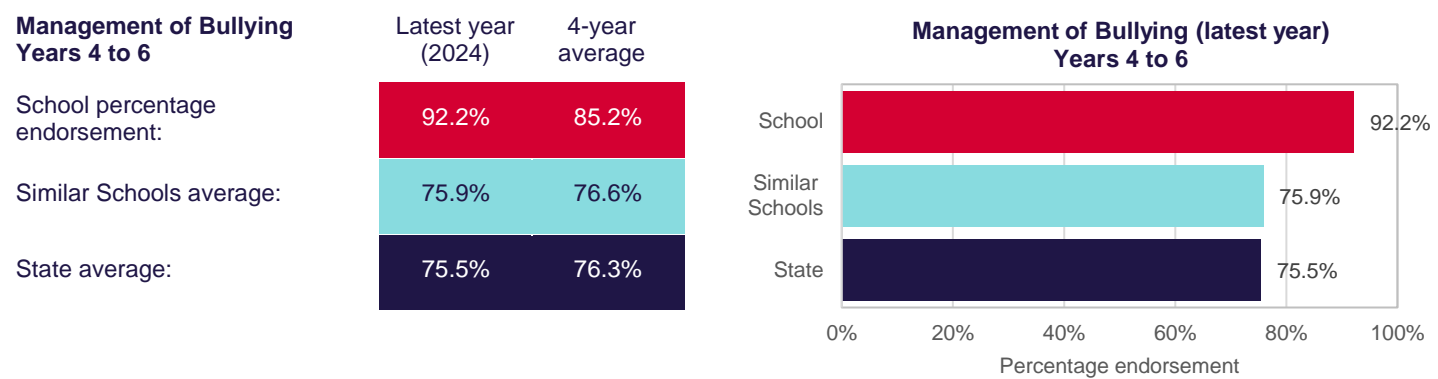
Student Attitudes to School – Sense of Connectedness

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).



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).

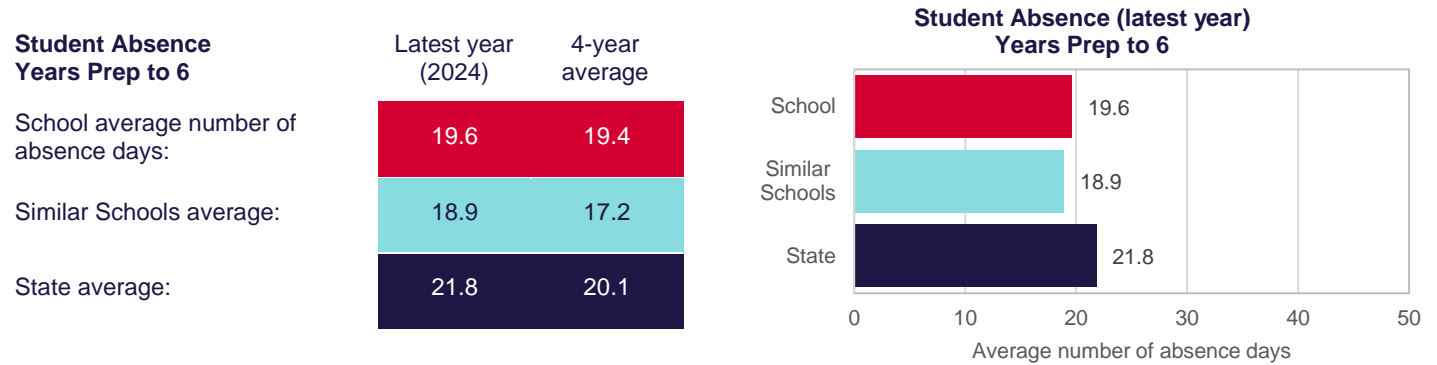


ENGAGEMENT

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.



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 (2024):	92%	92%	90%	92%	87%	90%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$4,730,970
Government Provided DET Grants	\$795,156
Government Grants Commonwealth	\$8,586
Government Grants State	\$0
Revenue Other	\$60,642
Locally Raised Funds	\$406,043
Capital Grants	\$24,534
Total Operating Revenue	\$6,025,931

Equity ¹	Actual
Equity (Social Disadvantage)	\$31,120
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$31,120

Expenditure	Actual
Student Resource Package ²	\$4,587,293
Adjustments	\$0
Books & Publications	\$9,142
Camps/Excursions/Activities	\$123,904
Communication Costs	\$2,808
Consumables	\$85,970
Miscellaneous Expense ³	\$35,616
Professional Development	\$18,451
Equipment/Maintenance/Hire	\$61,379
Property Services	\$53,259
Salaries & Allowances ⁴	\$154,050
Support Services	\$297,161
Trading & Fundraising	\$23,343
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,962
Total Operating Expenditure	\$5,491,339
Net Operating Surplus/-Deficit	\$534,593
Asset Acquisitions	\$386,474

- (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 03 Mar 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$548,391
Official Account	\$33,030
Other Accounts	\$22,886
Total Funds Available	\$604,306

Financial Commitments	Actual
Operating Reserve	\$152,106
Other Recurrent Expenditure	\$14,279
Provision Accounts	\$1,304
Funds Received in Advance	\$234,503
School Based Programs	\$24,649
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,036
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,973
Capital - Buildings/Grounds < 12 months	\$43,000
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$570,851

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.