

## About Our School

### School context

Templestowe Heights Primary School is situated in the eastern suburbs of Melbourne and as of March 2026, has an enrolment of 571 students and 25 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, synthetic turf courts, a newly established orchard as well as a vegetable and herb 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.

A whole-school behaviour curriculum sets out clear, consistent expectations for how everyone learns, interacts and contributes, creating a shared language and approach that every staff member reinforces. By teaching these routines explicitly and supporting students with predictable structures and positive relationships, the school maintains high standards while nurturing a calm, safe environment that protects the wellbeing of students and staff alike.

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 is well-resourced with laptops and iPads for student use.

Parents and carers work closely with staff to support their children's learning at school and at home. 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 annual general meeting, assemblies, notices and parent teacher interviews.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2025, students achieved higher learning outcomes when compared to similar schools. When comparing year 3 and 5 NAPLAN results, the number of students achieving strong or exceeding levels of proficiency (in Reading, Numeracy, Writing, Spelling and Grammar & Punctuation) were higher, and significantly higher percentages of medium and high growth in Reading and Numeracy were also attained. Across the entire North-East Region (roughly 350 schools) Templestowe Heights Primary recorded the highest percentage of students from year 3-5 who recorded high learning growth in Numeracy. We were also proud to identify that teacher judgements demonstrated students in Prep-Year 6 recorded higher levels of achievement above or at expected curriculum knowledge standards when compared to state and similar schools.

### Core Curriculum and Instruction

Over the past five years, a major contributing factor for high student learning results can be attributed to the school's established curriculum, that is aligned to the science of learning. Templestowe Heights Primary's curriculum sequences the skills, concepts and knowledge we want our students to learn throughout their time at school. The knowledge-building is cumulative and recursive, meaning that the content is not simply taught once and assumed the students have learnt it, but retaught and revised many times, building on prior knowledge to connect to new knowledge.

Evidence-based teaching strategies are now employed by all teachers and embedded across all lessons, meaning the content is delivered in the most effective way to allow all children to learn. The staff have worked exceptionally hard at creating a calm, orderly and predictable environment, where the conditions for learning make a safe place for the students, with minimal distractions.

The senior leadership team supported and guided the planning and delivery of the core curriculum. They also built the capacity of teachers by running weekly professional learning workshops and sessions, targeting the pillars of the curriculum including; concepts (i.e. phonological awareness, number place value) as well as skills (i.e. algorithmic processes, plural rules), and knowledge (historical events, geographical landmarks).

Evidence-based assessment tools are also used to track and monitor student progress.

### Coaching Model

Last year the school implemented a coaching model that was aligned to our mantra "***the quality of the programs we offer will never be better than the quality of the teachers that deliver them.***" This involved our Learning Specialists completing an accredited coaching course. Using a framework, teachers were coached through identifying specific teaching strategies and provided with feedback on how they could then enhance their practice. The goal was to help all teachers

improve their practice (as lifelong learners) with a view of delivering the core curriculum to a higher standard. All staff were open to improving their practice and ultimately improving the learning outcomes of the children under their care.

## Wellbeing

In 2025, the percent of positive responses from students in year 4-6 for wellbeing measures (99% for **sense of connectedness** and 99% **managing bullying**) were significantly higher when compared to similar schools.

### Behaviour Curriculum

The school continued to develop and embed its behaviour curriculum that has provided a basis for student wellbeing to flourish. The goal of the behaviour curriculum is to create expectations that are consistent and to provide a learning environment where all students can thrive. The school has now embedded predictable and consistent learning routines that minimise distractions and maximise attention. A consistent response to undesired behaviours (i.e. disrespectful, disruptive and defiant) has added to the predictability and ensured a respectful learning environment. Routines include how students walk in and between buildings during learning time, how students enter classrooms, line up, greet each other, and set up for the start of the day.

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 wellbeing results.

### Experience of Success in Learning Drives Motivation

The school's explicit teaching and learning model sequences all the skills, concepts and knowledge into small, manageable steps. These are taught in sequence and regularly revisited and retaught to provide the best possible opportunity for all students to learn the content. Student learning results have been exceptionally strong through this spaced practice of reviewing and retrieving key learning concepts. Due to this approach, we have noticed that because all students are experiencing success in their learning, they are demonstrating high levels of motivation and confidence. We used to believe that motivation drives success, but we have realised it is in fact success that drives motivation. Attitudes to School Survey results supported this with the recording of positive endorsements for **motivation** 96% (76% for similar schools), **sense of confidence** at 96% (80% similar schools), **effort** 97% (79% similar schools) and **perseverance** 93% (77% similar schools).

## Engagement

### Attendance

When compared to the state, student absence rates were lower, whereas when compared to similar schools they were slightly higher. Overall, there was a slight reduction in the number of students (from 2024-2025) that were absent for between 20-30 days (23% to 21%), while conversely the breakdown of students who attended for between 95-100% rose slightly from 26% in 2024 to 27% in 2025.

## Multi-Tiered Systems of Support

As part of the school's focus of ensuring all students can be supported in their learning at point of need, the school continued to develop and implement an evidence-based approach called a Multi-Tiered System of Support (MTSS) framework. A key element of this model was to ensure the core curriculum that children learn in their classrooms is accessible to all. Using data to identify students that may require an additional "dose" of the core curriculum (i.e. particular phonics or number sense concepts), ensures that targeted intervention is offered to support students in reaching mastery. Using the same curriculum to over-expose students to essential learning, rather than use a different intervention curriculum, created strong learning results. Similarly, students achieving significantly higher results than expected levels in mathematics were able to participate in enrichment sessions.

Building the knowledge of our education support (ES) staff, facilitated by our Assistant Principal, was also a strategy that enabled our ES staff to have a greater understanding of the evidence-based strategies the school uses to deliver lessons. The school also employed a private psychologist to support students with 1:1 sessions. Where there was a need, family-funded therapists were also encouraged to come onsite and undertake 1:1 therapy sessions.

## Other highlights from the school year

### System Leaders

Over the past two years, more than 250 school leadership teams as well as government representatives, organisations, and international visitors have come to THPS to learn from our teaching and learning model. These visitors have included Education Ministers, media outlets, universities, independent policy groups, large international study tours, Catholic, independent and government schools.

We have always believed that we owe a great deal to the many people and organisations who generously shared their time and expertise with us, and we feel a responsibility to give back. Part of our purpose is to support other schools on their improvement journeys. By helping them in any way we can, we contribute to a stronger education system and better learning opportunities for all children.

We have hosted numerous Saturday conferences at THPS, welcoming teachers from across Australia who want to learn more about maths instruction and behavioural curriculum. THPS was also selected as a host school for the La Trobe University Momentum Schools Project. In addition, many of our school leaders have been invited to present and deliver keynote addresses at local, state, and national conferences, all focused on the THPS teaching and learning model. Through their growing expertise, many of our teachers have also been asked to write curriculum documents and provide feedback to organisations developing system-wide resources.

We are very proud of all our staff for being acknowledged for their strong understandings both in theory and in practice of what effective teaching and learning looks like in every lesson.

## 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 2025 due in part to limiting spending on non-essential items and conservative budgeting.

Expected revenue was up by \$148k for the 2025 financial year, mainly due to the School Savings bonus Government initiative, higher than expected Long Service Leave (LSL) reimbursement and capital works projects that have been delayed. Parent payments for school fees were 79.5%, slightly higher from 76.9% in 2024. Cost of living expenses may have impacted this figure. Our fundraising events in 2025 raised just over \$11,000.

Due to current & previous year's surpluses, the school was able to spend \$130k on the following Capital Expenditure items:

- Student laptops (48 of them)
- Air conditioning units in all rooms of the school
- Landscaping at front of school
- Veal's Orchard
- Fence across TC and STEM room
- Concrete path connecting Church carpark to Building B

Casual Relief teacher budget continued to be a big-ticket item for 2025 with a total of \$340k spent over the school year.

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

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