

2017 Annual Report to the School Community

School Name: Templestowe Valley Primary School

School Number: 4985





About Our School

School Context

Templestowe Valley Primary School has a comprehensive, challenging curriculum, academic excellence and lasting friendships between community members. Our School endeavours to deliver best practice teaching methods, within a safe and caring environment, empowering students to become self-motivated, successful and active global citizens.

The School has a current census enrolment of 452 students with 20 classrooms and the following Specialist Programs: Art, Mandarin, Physical Education, Performing Arts, Library, Literacy Support and EMU Maths. There are 46 FTE staff members including 2 Principal class, 28 teachers & 16 ES staff.

The teaching staff members at Templestowe Valley Primary School are friendly, committed and approachable. They strive to deliver quality programs and take extra care in learning about the unique abilities of each child. The school prides itself on an Inclusive Learning Program catering for students with special needs.

The partnership with parents is an integral component of the success of our school. This includes a training program, conducted annually by the Assistant Principal, for parents who wish to volunteer as a classroom assistant. The program, in particular, informs parents about how to support student learning in Literacy. A number of the parent volunteers seek further education to become Integration Aides. The parents and community members work actively to support our educational programs.

Following funding from the State Government, many classrooms have been refurbished and modernized. Two rooms have been set aside for STEM activities, which is a focus in our Strategic Plan. An outdoor gymnasium has been constructed which has enriched the physical education & sporting programs as well as break-time pursuits.

Framework for Improving Student Outcomes (FISO)

The students at Templestowe Valley Primary School are hard-working, productive, respectful and display high levels of self-discipline. Their academic achievement consistently exceeds State means and benchmarks.

In 2017, our planning was based on the following FISO initiatives;

1. Building Practice Excellence
2. An Innovative and Aspirational Curriculum
3. Setting expectations and Promoting inclusion

A key improvement strategy for Building Practice Excellence was to develop and document an agreed instructional model, particularly in Reading. This strategy was implemented through teacher professional development – Reader's Workshop and CAFÉ Reading - as well as the consistent use of Learning Intentions and Success Criteria.

STEM was chosen as the focus for innovative and Aspirational Curriculum. The appointment of staff to lead this program has set up the foundation for the extension of this curriculum area into the future.

Student Welfare has always been paramount to the calm, harmonious working environment at TVPS. The 'You Can Do It' program was extended to Grades 3-6, MAGic was introduced [each staff member mentoring a small group of F-6 students] and Respectful Relationships Program included in planning.

The TVPS distributive leadership structure has meant that a number of highly talented members of staff have been able to contribute constructively to the development of scope and sequence documents in literacy, numeracy, ICT and humanities.

The vision of the school community is for our students to be confident, resilient leaders and self-regulating & independent in their learning and behaviour. Ultimately we seek to ensure the maximum learning growth of every individual.

Our goals are-

- to develop an agreed Instructional model to strengthen student learning
- to increase the leadership capacity of staff and to provide opportunities for staff professional development
- to provide a safe, secure school environment that develops responsible and resilient students
- to encourage input and feedback from parents to strengthen the home school relationship



Achievement

Templestowe Valley Primary School is proud of its achievements in student learning.

Our data from the National Assessment Program [NAPLAN] is noteworthy. In both Year 3 and Year 5, the Reading and Numeracy data is consistently above the State median score. It is 'Similar' to 'like' schools in Year 3 & Year 5 Numeracy and Reading, including the 4-year Averages. The VicCurriculum teacher judgements for F-6 in Mathematics and English are also 'Similar' to 'like' schools.

In our school the ICT device to student ratio is almost 1:1. This is most evident in Years 4-6 where all students have a laptop assigned to them for the school year and in Year 3 with our 1:1 iPad Program. Across all Year Levels the use of electronic whiteboards, Smart TVs, iPads, laptops and iPods is embedded in our curriculum with meaningful and stimulating learning tasks.

In 2017, staff professional development focused on the enhancement of student Reading and Mathematics – working beyond the algorithm. By following 'The Stages of Writing' format, the students extended their skills and became more proficient writers. The approach to teaching Mathematics became more inquiry based using rich learning tasks. This work extended the learning for our students and formed an integral part of staff PDP.

Enrichment Programs in Sustainability, Science and Performing Arts [the school production 'Shrek'] extended the learning experiences for our students. TVPS continues to enrich its Sustainability Program through work conducted in the Asian garden. The garden has complemented the teaching of Mandarin language with cultural aspect of the LOTE program. TVPS has won Regional Awards for the Kevin Heinz Schools Garden Project, presented at the Royal Botanical Gardens.

These programs support the TVPS goal to 'Aim High' and provide a comprehensive and stimulating curriculum for all students.

Engagement

Our student attendance data was 'Higher' than 'like' schools and for all other Government schools – both for 2017 and for a 4-year average. Parents are advised in the newsletter of the importance of time on task to improve their children's education, as compared with any benefits derived from extended family holidays.

Templestowe Valley Primary School devotes time and resources to supporting its high achieving students as well as those students who need extra assistance. Extension activities for the high achievers include Maths Olympiad, Website group, GateWAYS, ICAS subject competitions, Writing Club, Italian Speaking Poetry Competition and Rock Band. For students who need support there is Multi-Lit, Literacy Support, EMU Maths [Years 1 and 4] and Integration Aide support.

Templestowe Valley Primary School has recognized that a seamless transition program supports students when they enter the school and make their way through each year level.

Our Foundation transition commences in June with a Flying Start Program [for pre-school students] to experience and learn more about readiness for school. This is followed by a 1:1 interview in October and further Orientation sessions in November.

There are vital communication links with our feeder preschools, a Music Mayhem Program and reciprocal visits that build early confidence for future Foundation students. The Big Friends, Little Friends Program closely supports the first months at school and contributes to developing their social competence.

The Year 6 Graduation ['Valley-dictory'], student leadership, 'Sweet Valley High' – a secondary teaching week for Grades 5&6, Puberty & Drug Education and Cyber Safety led by Manningham Youth Services, public speaking at assemblies and curriculum emphases on Personal Development, all help to prepare students for transition into secondary school.

The Open Days and the strong relationships that we have established with our secondary feeder schools, enable our students to make successful transitions to further education.

Wellbeing

The results for the Attitudes to School Survey are similar to 'like' schools and higher than the State mean for Years 4, 5 & 6 students. There is a strong sense of school connectedness, student motivation, stimulated learning, student morale and teacher empathy.

The Student Code of Conduct has a focus on the School's underpinning values – Honesty, Acceptance, Respect & Responsibility. A primary strategy is for students to make well-informed, conscious choices and to act responsibly.

TVPS is an inclusive school - 16 students participate in the Program for Students with a Disability [PSD]. We work collaboratively with Bulleen Heights School in a Social Skills Program. This is an important aspect of our school's culture and reflects the value we place on 'Acceptance'.

The extensive student leadership opportunities, Big Friends Little Friends, "You Can Do It" and social values teaching, develop self-esteem, confidence and resilience.

The Student of the Week awards, recognizing student achievements & the weekly House Competition, reward and encourage positive student behaviour.

The teaching, role modelling and reinforcing of values and responsible behaviour have created a stimulating, safe and nurturing work environment where the emphasis is on teaching and learning.

We endeavour to make every day a happy one for each individual student.

For more detailed information regarding our school please visit our website at
www.tempvalprimary.vic.edu.au



Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 475 students were enrolled at this school in 2017, 215 female and 260 male.</p> <p>15 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> 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> Similar</p> <p> Similar</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 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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>52%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>48%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>52%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>55%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>53%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	52%	21%	Numeracy	29%	48%	23%	Writing	22%	52%	26%	Spelling	13%	55%	33%	Grammar and Punctuation	18%	53%	29%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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 2017 attendance rate by year level:</p> <table border="1" data-bbox="555 913 1029 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>95 %</td> <td>89 %</td> <td>94 %</td> <td>95 %</td> <td>91 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	89 %	94 %	95 %	91 %	95 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	95 %	89 %	94 %	95 %	91 %	95 %										



Performance Summary

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

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

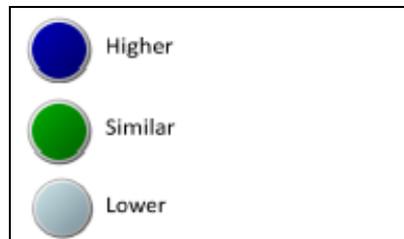


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

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



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

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



Financial Performance and Position

Financial performance and position commentary

Total Operating Revenue for 2017 has had a slight increase of 1.5% (approx. \$69k) from 2016 to 2017. There was an increase in the SRP of \$91k due to an increase in student numbers of 9.4 from 2016. Government Provided DET funds decreased by approx. \$55k however this was partially offset by an increase in Revenue Other of \$31k – A term investment matured generating \$18k in interest and a reimbursement of \$24k was received from the building company completing building works at the school to cover the use of facilities and utilities consumed as part of the building process. Sporting Grants totalling \$9,800 were received in 2017, this funding was used to run additional sporting programs for students such as Volleyball, Netball, and Soccer clinics.

There has been an increase of approximately \$181k (4.1%) in Total Operating Expenditure. Miscellaneous Expenses has seen the biggest increase from 2016 to 2017. This is due to expenditure relating to the school's portion of the building works project of \$150k. There has been an increase in the Student Resource Package Expenditure of approximately \$79k due to the Canteen Manager and the two OSHC Coordinators moving to Central Payroll, correspondingly there has been a decrease in expenditure of approximately \$44k in Salaries & Allowances (from the school-level payroll). The decrease is not as significant due to the financial impact of the new EBA that came into effect in 2017 with not only the increase in hourly rates of both CRT's and ES staff but also the backpay that had to be expensed too. There were also significant increases from 2016 to 2017 in both Property and Equipment services of approximately \$23k relating to the purchase of court turf, and \$17k in Trading & Fundraising due to expenses related to the 2017 School Production.

As a net result of the above there was a Net Operating Surplus of \$23,766. This is significantly lower than the surplus reported in 2016 due to the expenditure that has resulted with regard to the building works completed last year. This surplus of \$23k will be used in 2018 to help offset a potential deficit due to decreased prep student numbers.

Overall the change in Financial Commitments from 2016 to 2017 was a decrease of approximately \$30k. The most significant decrease was in regard to Capital – Building and Grounds of \$120k, \$2101k was committed in 2016 for building works, as this project has been completed additional funds totalling \$100k in 2017 have been committed to Asset/Equipment replacement <12 months. This is to be used for the purchase of ipad cases and trolley's, and chromebooks/win 10 PC's.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,340,644	High Yield Investment Account	\$312,473
Government Provided DET Grants	\$468,878	Official Account	\$37,695
Government Grants Commonwealth	\$9,800	Other Accounts	\$224,458
Revenue Other	\$63,531	Total Funds Available	\$574,626
Locally Raised Funds	\$712,810		
Total Operating Revenue	\$4,595,662		
Equity¹			
Equity (Social Disadvantage)	\$16,744		
Equity Total	\$16,744		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,299,966	Operating Reserve	\$197,135
Books & Publications	\$1,652	Asset/Equipment Replacement < 12 months	\$100,519
Communication Costs	\$10,663	Capital - Buildings/Grounds incl SMS<12 months	\$89,900
Consumables	\$126,229	Maintenance - Buildings/Grounds incl SMS<12 months	\$40,924
Miscellaneous Expense ³	\$402,401	Revenue Receipted in Advance	\$67,310
Professional Development	\$15,732	School Based Programs	\$8,823
Property and Equipment Services	\$258,674	Provision Accounts	\$12,271
Salaries & Allowances ⁴	\$292,317	Other recurrent expenditure	\$18,787
Trading & Fundraising	\$137,053	Asset/Equipment Replacement > 12 months	\$38,958
Travel & Subsistence	\$898	Total Financial Commitments	\$574,626



Utilities \$26,311

Total Operating Expenditure	\$4,571,896
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Net Operating Surplus/-Deficit	\$23,766
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Asset Acquisitions	\$7,743
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- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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