



2020 Annual Report to The School Community

School Name: Templestowe Valley Primary School (4985)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*.
This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 30 April 2021 at 10:05 AM by Alison Rees (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 April 2021 at 10:08 AM by Eva Wong (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

What is 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 a disability 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').

About Our School

School context

Templestowe Valley Primary School, established in 1969, is situated in the leafy suburb of Lower Templestowe. With a rich history and culturally diverse community; inclusive of family involvement in the school spanning three generations. The TVPS community comprises of culturally diverse family backgrounds with 18 different languages spoken in students' homes, with approximately 14% of students having a Language Background other than English (LBOTE). At the 2020 August Census, there were 438 students enrolled across 20 classrooms and supported by 36.86 FTE staff members; comprised of 2 Principal class, 27 teachers & 9.86 ES staff; including administration, aides and first aider.

Vision: Templestowe Valley Primary School strives to provide an innovative and engaging learning experience, which promotes individual excellence and develops social responsibility. We aim to instil a lifelong love of learning through meaningful and challenging activities, within a safe and caring environment. TVPS endeavours to deliver best practice teaching methods, empowering student learning through programs that encourage our students to become self-motivated, successful and active global citizens.

Values: Templestowe Valley's philosophy reflects the values of Honesty, Acceptance, Responsibility and Respect. Our shared values and common language set out expectations for all stakeholders in our school community.

At Templestowe Valley Primary School, the aim is to foster the best possible teaching and learning environment that is both innovative and secure, with a zero tolerance of child abuse. The school's objective is to be the school of choice for the local community. TVPS staff aspire to provide an inclusive and collaborative learning environment for all students, staff and families that promotes high expectations for lifelong learners, strives for academic excellence and supports students to build positive relationships and lasting friendships. Staff endeavour to deliver best practice teaching methods, within a safe and caring environment, empowering students to become self-motivated, successful and active global citizens.

At TVPS staff recognise that all students have special skills, abilities and aptitudes and that all learn at varying rates and in different ways, so learning and the curriculum is planned, implemented and evaluated using a differentiated approach to cater best for individual needs. A challenging and stimulating environment is created in which children are encouraged to become independent, motivated learners in order to:

- achieve high levels of intellectual and physical competence,
- acquire decision-making, problem solving and critical thinking skills,
- develop the skills of leadership and the ability to work cooperatively in teams, and
- achieve their full potential.

The teachers and support staff 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 has a commitment to the achievement of excellence and the maintenance of an environment where the children are valued as individuals. The school believes that children learn best when:

they are actively involved in their learning.

they are challenged and see a purpose for their learning.

TVPS aims, through successful learning and teaching, to develop the whole person and to enable our students to become lifelong learners. The students at Templestowe Valley Primary School are positive and enthusiastic and have a strong sense of connectedness to their school. Each student is valued, listened to and supported in their learning. They learn in a classroom environment that is calm and accepting, with behaviour and expectations aligned to the school values of Honesty, Acceptance, Respect and Responsibility. Students are provided with a wide range of challenging activities within learning domains of the Victorian Curriculum with particular emphasis being placed upon the development of literacy and numeracy. Extra-curricular activities are offered, with the Performing Arts, Visual Arts, Languages - Mandarin and Physical and Sport education commanding special focus.

Learning at Templestowe Valley is a partnership between a student, their family and the school. It can only be successful when all three parties work closely together for the benefit of the child. Parents are encouraged to be actively involved in all aspects of their child's education. This includes participating in school activities, joining committees, reading newsletters and Compass/Seesaw notes, etc., and most importantly, talking to their child's teacher.

Framework for Improving Student Outcomes (FISO)

Whilst 2020 had its challenges, it was successful due to the dedication of the leadership team and teachers who have made it their priority to be flexible and to put the students' needs and learning first. Transitioning between on-site and Remote Learning for several months was challenging for our students, staff and families. Keeping students and their family informed and connected to school was the school's priority.

At the start of 2020, new middle leadership and team structures were introduced. Learning initiatives focused on implementing AIP key improvement strategies (KIS) were driven by the School Improvement Team (SIT) Leaders; the Learning Specialists and teacher/leaders with expertise in these areas. In working to develop greater teacher consistency in planning, use of data and implementation across year levels, TVPS nominated for, and was accepted to complete the DET PLC initiative training. The core team of educators involved in the training included the TVPS Learning Specialists, Literacy and Numeracy Coordinators and the Principal. Whilst PLC initiative training was initially planned for Term 2, it didn't commence until Term 4 after the lock down period, and was completed in an on-line environment. Plans developed from that training directed the goals and actions for the 2021 AIP and were introduced to staff at the commencement of 2021.

At the beginning of 2020, Templestowe Valley PS plan was to focus on the following improvement initiatives:

Goal 1: To improve students' relative growth in all areas of the curriculum with particular emphasis on literacy and numeracy

KIS 1a: Building practice excellence

Refine and then document the agreed instructional model for Mathematics – Numeracy at each year level

Develop teacher understanding and capacity to conference and support students to develop and enrich the craft of writing

Continue to implement the Readers' Workshop and Café Reading strategies across P – 6

KIS 1b: Setting expectation and promoting inclusion

Include explicit learning intentions and success criteria in all planning documents and then ensure this/these is/are clearly displayed in the classroom and understood by students

KIS 1c: Building practice excellence

To improve differentiation practice to meet the needs of all students through the cycle of documented assessment, collaborative curriculum planning and shared pedagogical practices

Goal 2: To develop an innovative and aspirational curriculum that empowers and engages all students in their learning

KIS 2a: Building practice excellence

Build teacher capacity to embed explicit high impact teaching strategies in STEM; focussing specifically in 2020 on the M - Mathematics teaching.

KIS 2b: Empowering students and building school pride

Embed innovative and personalised teaching strategies across all aspects of the curriculum and develop agency and voice to ensure students are challenged to be creative and curious learners.

Despite the challenges of 2020, TVPS delivered on the KIS, however, some of the associated actions, strategies and professional development plans were modified to suit the period of Remote Learning. Teaching teams delivered a personalised and very successful Remote Learning Program through the use of agreed digital tools - SeeSaw & the Google platform - across Prep to Year 6. This saw all PLC sharing their learning and lesson plans, targeted Literacy and Numeracy tasks with both extension and support and ongoing feedback to both students and families. Teachers supported one another to develop and extend their ICT skills and accessed on-line professional learning modules to support their individual growth. A strong focus was on building the capacity of PLC Leaders and teachers to support data analysis within their PLC.

The Literacy and Numeracy Leaders supported teachers in PLC to analyse and interpret student data in order to inform teaching practices, and to build teacher capacity in utilising data to teach to the point of student need. A modified version of this goal was undertaken during Remote Learning as the data collected was not always reliable. However, on returning to on-site learning in Term 4, the students undertook a range of assessments to measure achievement levels and learning

growth. With the introduction of the Tutoring Learning Initiative in 2021 this improvement cycle will be implemented with all students' learning closely tracked.

A strong emphasis was placed on improving student data in Writing; particularly in challenging and extending students. To support this target, the school engaged an Educational Consultant and provided staff with professional learning on improving the quality of students' writing using rich text. Unfortunately, the Numeracy professional learning day that was planned; needed to be deferred until 2021.

Achievement

At Templestowe Valley Primary School, we strongly believe:

- every student is able to learn,
- students learn at different rates, (own learning continuum),
- individual progress of students should and must be celebrated by home and school.

and these beliefs continued to be evident in the learning provided to students during the Remote Learning period.

Curriculum planning and implementation engages and challenges all students. This is evident in the way that teachers:

- communicate high expectations about all aspects of school
- emphasise the quality of learning and value the effort made by students
- provide constructive feedback and challenge students to 'Aim High' and further their learning.

2020 was an eventful year at Templestowe Valley PS. Despite the challenges presented by COVID-19, the school had continued to provide excellent educational opportunities for all students. Through the provision of a quality differentiated curriculum, Templestowe Valley teachers worked strategically to support each student to take the next step in their learning. The school has a strong commitment to staff working collaboratively to plan, teach, assess and reflect on the curriculum offered to students. A strong emphasis was placed on consistency within teams and across the school. To support this, timetables and meeting schedules prioritised collaboration, data analysis and professional learning. Protected weekly PLC time fostered cohort ownership among teams and allowed teaching teams to plan collaboratively based on student data.

The structures and expectations for learning continuance and student wellbeing that were put in place at TVPS were reflected upon by teachers at weekly Year Level team meetings (PLC) meetings to ensure that the planned program for each week was:

Targeted at meeting each students' individual needs with a particular focus on Literacy and Numeracy learning continuance.

Easily accessed through digital tech. TVPS devices - iPads and ACER notebooks - were loaned to family for the lock down period

Supported by the structures and processes already in place at school – Seesaw, Google platform, WebEx, known apps and programs, etc.

Clearly communicated to students and their family. (Learning intentions and success criteria was embedded throughout.) This was done via video in the "Morning Messages" and uploaded to Seesaw & Google Classroom

Offering opportunities for:

families and students to communicate with their teacher/s primarily through WebEx, Seesaw and by phone

allowing students to stay connected with each other via WebEx and the Google platform

Very similar in what other NEVR schools were doing

Meeting DET requirements.

"Morning Messages" and teaching videos were an essential part of every day, with staff introducing more elements of synchronous teaching through the use of WebEx. This included: discussions, forums, reading groups, small group teaching, student presentations, etc. along with collaborative activities involving both WebEx and the Google platform. All tasks were designed to maintain engagement and connection, whilst facilitating learning continuance.

Specialist teachers also provided activities in Languages - Mandarin, PE, Performing Arts and Visual Art. Staff adapted extremely well to the constant changes and ensured strong communication with families via phone calls and emails. The Seesaw platform was used for students to upload their work and staff viewed and assessed many pieces of work over the months.

During 2020, no NAPLAN assessments were completed across the state. However, Victorian Curriculum Teacher

Judgement data across key areas of Literacy and Numeracy indicates that TVPS students performed extremely well when compared with schools with a similar demographic and at a state level. Teacher judgements from Prep – Year 6 demonstrated high percentages of students working at or above the age expected curriculum standards in Literacy and Numeracy.

The nature of Remote Learning in 2020, meant that despite everyone's best efforts, some students and families were able to engage more readily than others. Close analysis of TVPS data has highlighted students who would benefit from targeted catch up support in key learning areas. At the beginning of 2021, rigorous processes around the Tutor Learning Initiative were established to identify short term, achievable goals for targeted students. A strong partnership between the tutors, classroom teachers and home will be a feature of the evidence-based program.

Engagement

Templestowe Valley PS is committed to providing stimulating learning environments for all students. In 2020 teachers and students were engaged in their learning in a range of spaces across the school including flexible learning spaces and team-teaching environments which promoted collective responsibility for cohorts. Protected weekly PLC (Professional Learning Communities) time fostered cohort ownership among teams and allowed teaching teams to plan collaboratively based on student data. Whilst not all the planned professional learning was able to take place, teachers still had opportunities to develop their teaching practice through collaborative discussions, peer teaching, as well as a range of online professional learning opportunities.

The impact of COVID 19 was significant in changing our learning priorities in 2020. With a move to Remote Learning, the focus was initially on the wellbeing of students and staff, supporting families to move to a digital platform through the provisions of school owned devices, and building the technical skills of both parents and staff. After that, the focus was on learning continuance; particularly in Literacy and Numeracy, and maintaining the connection to school; peers and teachers.

Students continued to be active participants in their own learning through setting learning intentions and success criteria and teachers continued to offer a comprehensive and meaningful curriculum where students were encouraged to be competent learners, problem solvers and to "Aim High". TVPS teachers continued to create a range of opportunities for their students to engage in classroom activities by catering for the diverse learning needs of students. Tracking students throughout the Remote Learning period was especially important and several strategies were put in place to ensure that teachers and the community remained connected with students and their families

From the onset, a TVPS Learning Hub with online access to all areas of the curriculum was established and students uploaded all work either through the Google Classroom platform, or the Seesaw App. As the Remote Learning period stretched into Term 3, learning activities and the program developed richness, breadth and inclusion of synchronous elements. The decision to work solely off a digital platform was made in order to best cater for students' individual learning needs, and also for sustainability and budgetary purposes. Paper copies were provided on request.

The digital platform provided us with a vehicle to successfully:

Communicate with families – Seesaw, telephone calls, emails, video messages

Share learning expectations and activities – Google platform, Seesaw, Morning videos, with follow up phone calls for some individuals

Meet with students – WebEx

Provide synchronous learning opportunities – WebEx

Allocate differentiated learning tasks – Reading Eggs, Sunshine Online, Mathletics, Mathrific, Pobble, and additional online apps and programs.

All Templestowe Valley teachers have been trained in programs which identify and support the wide spectrum of student talent and abilities. Those students who require additional support all have Individual Education Plans (IEP), are assisted within the classroom and through other support programs with advice and guidance being sought from a wide range of professionals including a psychologist, social worker and speech therapist. TVPS supported student engagement in transitioning back to on-site learning through high levels of parent/family communication, access to outside agencies for psychology, occupational therapy, intensive speech therapy, and maintained Individual Education Plans throughout for students "at risk", vulnerable and 6 months or more below the indicative level in Literacy and/or Numeracy.

At TVPS the ICT device (iPad or ACER Notebook) to student ratio is 1:3 in Prep - Year 2, and 1:1 in Years 3 - 6. 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 a 1:1 dedicated iPad Program. The use of electronic whiteboards, Smart TVs, iPads and laptops is embedded in our curriculum across the school, with meaningful and stimulating learning tasks. Resourcing for the purchase digital devices to support the teaching of coding was made available, resulting in high levels of student interest and engagement, and the development of Numeracy, problem solving and analytical skills. Student feedback identified the provision of ICT as an important factor in the way students value their stimulating learning environment. During the Remote Learning period, a TVPS device, suitable to their year level, was provided for any student in need. This facilitated greater continuance in learning, maintained connectedness to school and engagement.

Across the school, student agency allowed for students to work collaboratively with their teachers to set and monitor Individual Learning Goals. Feedback to teachers about their learning experiences promoted authentic student voice.

Wellbeing

2020 was an extraordinary year for all. Our Templestowe Valley school community – students, staff and parents - should be proud of the way in which it not only survived, but continued to thrive. Managing the COVID-19 pandemic caused much anxiety and uncertainty for staff and parents, so our school's priority was to ensure the students felt safe and connected to their teachers and peers. Our students showed great strength and resilience in managing the change between on-site schooling and Remote Learning, and our teachers were resilient and resourceful in their delivery of at home and at school learning.

The well being of all of our students continued to be of the highest priority in our school and we are proud of the way our staff and students embraced all opportunities provided to them. The role of Student Well coordinator was strategically assigned to the TVPS Assistant Principal with the aim being to ensure a proactive approach was taken in regard to welfare and behaviour. In relation to supporting student learning many students had individual education plans which ensured that they are both supported and extended in their academic/social and behavioural goals. A differentiated curriculum was provided to all of students, focusing on the continuance and relative growth in their learning.

Throughout the Remote Learning period, the TVPS Yr 6 student leaders continued to develop their leadership skills. They would meet on a weekly bases via WebEx to discuss ideas and whole school activities that could be continued via WebEx. An example of this were the weekly "Student of the Week" awards that the Student Leaders would announce via video uploaded to Seesaw. The Performing Arts initiative, "Wellbeing Wednesdays" were introduced to allow families time together without the use of digital technology. The Year 6 Student Leaders were supported and guided by staff to develop agency and take ownership of this initiative. They suggested, developed and promoted the WBW tasks which included activities such as: cooking, bike riding, playing games, etc. to the community. Photos were uploaded to Seesaw and then shared via a weekly show. A family "Trivia Night" was organised by the students and held via WebEx. The Performing Arts initiative, "Valley TV" was also launched during this time and rapidly gained popularity. Student presenters from all year levels shared information, gave demonstrations and interviews, etc. all from home and these were collated into episodes.

Usually TVPS attendance is impacted by families going on holidays during the term, however this was not the case in 2020 due to COVID-19 travel restrictions. During both Remote Learning periods, on-site schooling was provided on a daily/weekly basis for a number of students whose family were unable to supervise them due to work commitments, and for vulnerable students, with OHSC continuing to provide a quality essential service to the school despite the fluctuation in numbers. Attendance on-site averaged between 30 - 40 students on a daily basis with students from across all year levels. Teachers tracked student attendance through daily WebEx meetings and the submission of work onto the different digital platforms. This continued to be recorded through the Compass system. Student absent for multiple days were noted and followed up with communication from school, and if needed, the family given guidance. It was reassuring to see that the measures and processes put in place at TVPS throughout the year were proven successful. This is evidenced in the data provided by the Yr 4 - 6 students in the Student Attitudes to School survey with their "Sense of Connectedness" average being higher than that of both Similar Schools and State Schools. Student attendance was at 94% for 2020; sitting just above Similar Schools with an average of 11.4 days, but well below the State average of 13.8 days.

Transition and orientation activities for both the 2021 Preps and exiting Year 6 students needed to be adjusted and moved to the digital platform. The Prep PLC team were extremely creative and developed a website with classroom videos to promote their program and engage the 2021 Prep students. They also developed a communication forum with local kindergartens and early years staff to ensure Kinder to Prep transition was positive. The Year 6 team continue to liaise with secondary schools and implement the well-received "Sweet Valley High" practice program and met with secondary schools to support transitions. Child Safe standards and Respectful Relationships programs were implemented effectively and understood by the whole school community.

Financial performance and position

COVID-19 had a significant impact on Templestowe Valley Primary School's financial position in 2020, both on the income and expenditure side of the accounts. Whilst the school's Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities, the lockdown period in Terms 2 and 3 meant that revenue normally created by the TVPS Trading Operations – Canteen, OSHC & Uniform Shop – ceased, whilst salaries continued to be paid. Even when students returned to being on-site, sales were slow. All P&F fundraising activities ceased. The other COVID-19 related expenses that significantly impacted on TVPS' financial position was the introduction of a DET HR Operational Guideline which introduced a scheme for compensation of school council (local payroll) employees, to ensure those employees who are not employed elsewhere, would continue to receive either employment or compensation.

Total Operating Revenue decreased by \$270k (6%) with the biggest movements seen in:

Government Provided DET Grants – a decrease of \$87k (19%) from 2019 to 2020 - due to the 2019 SRP Deficit recovery payment

Revenue Other – a decrease of \$16k (37%) owing to the:

reduced rate of interest being received on funds now that Term Investments are no longer allowed to be held

reduction in Reimbursement Income for an Education Support Office that was funded by TAC in 2019,

decrease of \$38k (42%) in Locally Raised Funds as a result of there being no fundraising in 2020, very limited excursions/incursions, a decrease in OSHC revenue, and a decrease in Trading Operation Revenue – specifically Canteen sales.

There was a decrease of approximately \$237k (5%) in Total Operating Expenditure. Considerable variations between 2019 and 2020 expenditure were seen in:

Camps/Excursions/Activities (a decrease of \$146k)

Consumables (a decrease of \$46k – 37%)

Property Services (a drop in expenditure of \$87k – 51%).

It must be noted that funds that were unspent from 2020 have been carried over to the 2021 budget, and Trading and Fundraising, (a decrease of \$94k – 63%), all as a direct result of COVID-19.

Expenditure on the 2020 SRP Credit Account increased by \$183k (5%) with the largest movement seen in an increase in Classroom Teacher 2 salaries of \$186k. This was due to retaining experienced teaching staff that subsequently progress up into the next salary band as opposed to having Graduates (who fall into the Classroom Teacher 1 range, where a decrease of \$38k was seen between the 2019 and 2020 year).

The DET operational directive regarding paying CRTs 85% of their 2019 wage also significantly impacted Templestowe Valley PS 2020 spend. Even though total CRT expenditure was down from 2019, actual spend vs budget for 2020 was substantially higher resulting in a \$117k overspend from the initial confirmed cash budget approved at the beginning of 2020.

Total Funds Available remained relatively constant from the 2019 to the 2020 year however Financial Commitments increased by \$36k (8%). The most significant variation in numbers was seen in the amount of \$280k repayable to the Department. This comprised of both the balance owed from the:

2019 SRP Deficit of \$63k, and

\$217k from 2020 (a total increase of \$128k from 2019).

The surplus balance from previous years in the Parents and Friends budget of \$21k reflected in the Funds for Committees/Shared Arrangements has been carried over to 2021 to spend on shade sails. The Maintenance – Buildings/Grounds < 12 months of \$32k is made up of 2020 unspent funding carried forward to the 2021 year.

The Operating Reserve has decreased in 2020 to \$106k. However, this is a direct result of the decreased spend in 2020 due to COVID-19 so the figure from 2019 of \$176k is more realistic. This potentially increased the Total Financial Commitments figure for 2020 to approximately \$582k. This adjusted figure then results in a variance of \$151k, which will be used towards offsetting the Indicative 2021 Cash Budget shortfall of approximately \$198k.

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.

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 440 students were enrolled at this school in 2020, 200 female and 240 male.

16 percent of students had English as an additional language and 0 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) which takes into account parents' occupations and education.

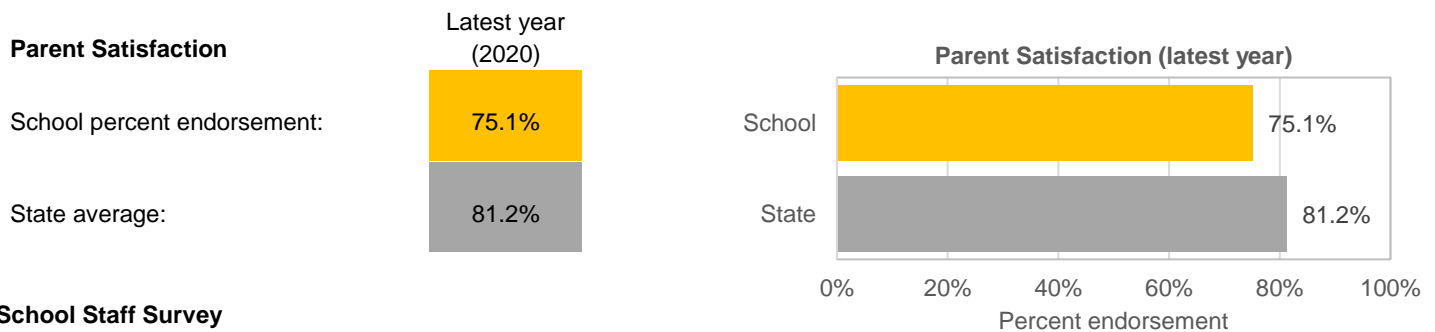
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

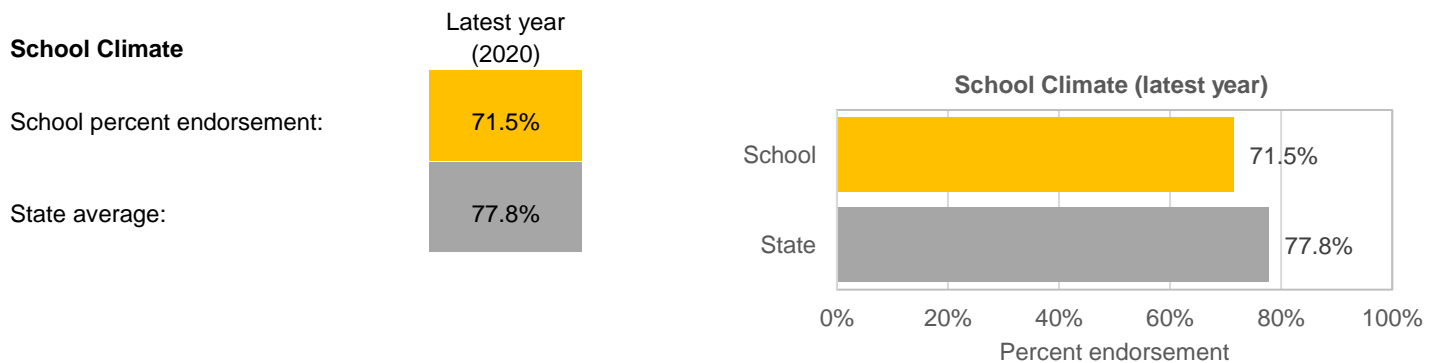


School Staff Survey

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.



ACHIEVEMENT

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

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

English

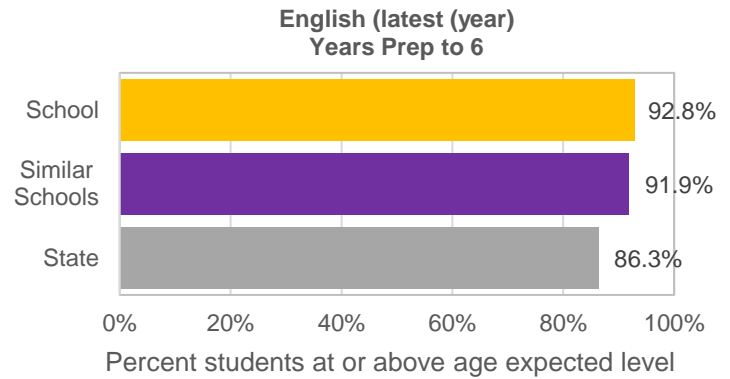
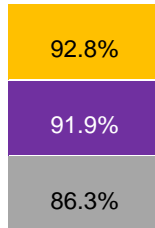
Years Prep to 6

School percent of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2020)



Mathematics

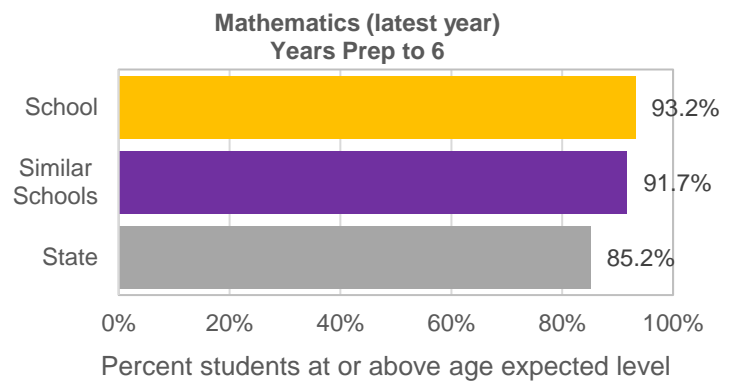
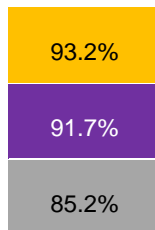
Years Prep to 6

School percent of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2020)



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

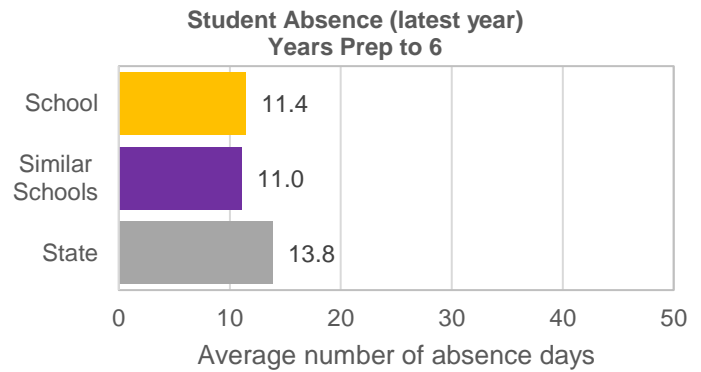
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	11.4	13.5
Similar Schools average:	11.0	13.4
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	92%	95%	94%	94%	94%	95%

WELLBEING

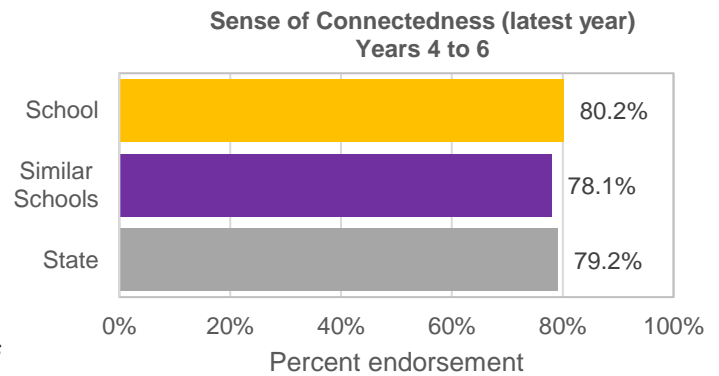
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	80.2%	85.3%
Similar Schools average:	78.1%	79.9%
State average:	79.2%	81.0%



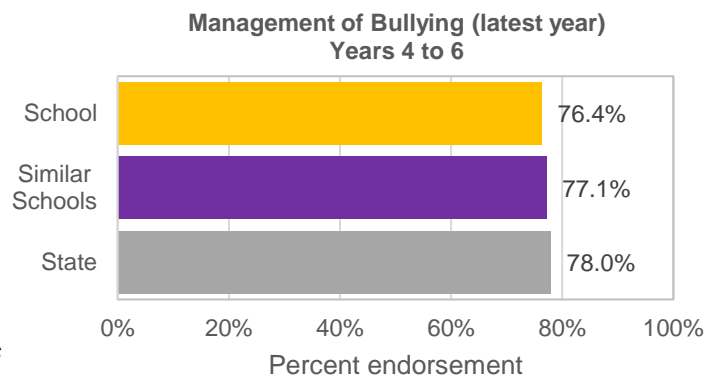
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	76.4%	83.1%
Similar Schools average:	77.1%	79.5%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,344,749
Government Provided DET Grants	\$282,456
Government Grants Commonwealth	\$26,949
Government Grants State	NDA
Revenue Other	\$26,905
Locally Raised Funds	\$430,569
Capital Grants	NDA
Total Operating Revenue	\$4,111,628

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,939
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$14,939

Expenditure	Actual
Student Resource Package ²	\$3,566,408
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$29,435
Communication Costs	\$7,197
Consumables	\$76,633
Miscellaneous Expense ³	\$39,315
Professional Development	\$10,283
Equipment/Maintenance/Hire	\$53,929
Property Services	\$84,190
Salaries & Allowances ⁴	\$317,749
Support Services	NDA
Trading & Fundraising	\$55,296
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$34,545
Total Operating Expenditure	\$4,274,981
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$5,469

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$693,733
Official Account	\$14,190
Other Accounts	\$25,163
Total Funds Available	\$733,086

Financial Commitments	Actual
Operating Reserve	\$106,150
Other Recurrent Expenditure	\$4,748
Provision Accounts	\$12,843
Funds Received in Advance	\$30,116
School Based Programs	\$18,261
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$21,031
Repayable to the Department	\$279,699
Asset/Equipment Replacement < 12 months	\$7,438
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$32,296
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$512,582

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.

For more detailed information regarding our school please visit our website at
<http://www.tempvalprimary.vic.edu.au>