

2021 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 2021 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 01 May 2022 at 05:25 PM by Alison Rees (Principal)

- This 2021 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 03 May 2022 at 04:25 PM by Eva Wong (School Council President)



How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 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').

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). The school's SFOE index 0.2018 (Band– Low)

At the 2021 August Census, there were 431 students enrolled across 18 classrooms; inclusive of 9.2 PSD students (3 Dual Enrolment students with Bulleen Heights), 1 Out of Home Care student and 50 EAL enrolments. In 2021 there were no Indigenous or International students enrolled at TVPS.

The staffing profile included:

- a Principal and Assistant Principal (0.4 teaching load),
- 2 Learning Specialists – focus on Literacy & High Ability Program/Coaching
- 20.4 full time equivalent (FTE) teachers; inclusive of 3.8 Specialists (Mandarin, Performing Arts, Physical Education and Visual Arts) & 0.5 Learning Support (TLI Program & EAL)
- 4.92 FTE Education Support Officers (ESO); inclusive of classroom based & TLI Program
- 2.46 office administration staff and a qualified First Aid Officer.

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.

Our school has a commitment to continuous improvement and academic excellence, with our most recent academic results displaying high levels of growth even through the 2021 COVID pandemic restrictions with remote and flexible learning in place for two terms of the year. At TVPS we take pride in preparing our students to thrive in the world of today and tomorrow as effective global citizens. We offer a challenging, meaningful and authentic curriculum in an environment of care, collaboration and mutual respect. Developing social competence is a priority, with a whole school approach to student learning and wellbeing. The use of High Impact Teaching Strategies across all levels of the school allow us to deliver excellence in teaching and learning. Templestowe Valley Primary School promotes the value of living sustainably through coordinated programs and practices that educate the school community about environmental awareness and responsibilities. Our school motto is 'Aim High', and our prime focus is to enable our students to achieve success, particularly in Literacy and Numeracy, develop a strong feeling of confidence and self-worth and develop skills that enable them to contribute positively to society.

Our learning spaces boast an abundance of spacious, contemporary and flexible learning spaces. Our school grounds provide students with fun, safe and varied play spaces. We have a strong commitment to embedding Digital Technologies throughout our curricular areas and have invested in state of the art learning devices including Google Suite collaboration tools and technology, to enhance and engage our students. All classrooms are fitted with Interactive Whiteboards with students also having access to iPads and laptops. Coding technologies and equipment has been an area of growth.

A dedicated School Council assist all aspects of the school's operations and coupled with the school's Parents and Friends Association (PFA) provide the basis for a strong community partnership. TVPS School Council oversees the finances, administration, staffing and operations of its 3 trading groups: accredited Canteen, accredited Out of School Hours Care (OSHC) Program and Uniform Shop. School Council also ensures the school environment is safe, attractive and stimulating to cater for the diverse learning and developmental needs of all of our students.

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.

Framework for Improving Student Outcomes (FISO)

FISO

Templestowe Primary School was in its final year of its Strategic Plan 2017-2020. As a result of the interruptions to schooling in 2020 by the COVID-19 pandemic, the School Strategic Review was rescheduled from Term 3, 2020 to Term 2, 2021. Our FISO priorities for 2020 were aligned to maximise learning outcomes for our students focusing in the areas of "Building Practice Excellence" and "Curriculum Planning and Assessment".

Over the Strategic Review period, the school has continued to successfully grow and enhance its operations to provide a high level of service to the community. Evaluation of the school's progress and staff development against the FISO dimensions as part of the Review placed the school consistently as "Emerging" against the dimensions, with the goal of being rated as "Evolving" by the end of the next Review period.

Highlights from the Strategic Plan included:

Title: Development of an instructional model

FISO dimension: Building practice excellence

As a Key Improvement Strategy (KIS) for the 2017 - 2020 Strategic Plan, the school embarked on establishing an instructional (teaching and learning) model. Involvement of five (5) SIT members in the 2020/2021 Inner East Primary PLC Community of Practice (CoP) provided team members with the time, professional learning and structure to develop their understandings and create a model to best fit TVPS needs.

Professional learning modes including readings, workshops and modelling from the PLC CoP Team supported the capacity building of all teachers and a model/framework based on the Gradual Release of Responsibility was co-created.

The development and implementation of a whole school Literacy and Numeracy instructional model allowed for consistent, best practice strategies to be adopted across all classrooms. It enabled effective team collaboration when planning lessons; with students involved in creating learning goals at the start of a lesson. Peer coaching in 2021 was aligned to the implementation of the model. The introduction of this model contributed to teachers using the instructional model as a framework to seek feedback on their practice.

The creation of a best practice strategies rubric linked to the instructional model and HITS will provided teachers with goal-setting to grow their instructional practice. The instructional model also provided a vehicle for collaboration during planning meetings. Lessons are now planned and framed using the model.

Title: Successful use of data to drive teaching and learning.

FISO dimension: Curriculum planning and assessment

As part of the school's strategic plan to address the learning needs of all students, the school worked to develop teachers abilities to:

- Construct pre/post assessment tools for mathematics to identify individual student Zone of Proximal Development (ZPD).
- Analyse data in order to group students with like needs.
- Collaborate and plan the learning for these groups with targeted and explicit teaching.

Through regular review of the process, increased knowledge, skills and understandings, year level teams are now able to:

- develop constructs to assess student understandings from the Victorian Curriculum's achievement standards
- create questions to identify understandings of key mathematical concepts for pre/post tests
- identify each child's ZPD and linked learning goals
- design and scaffold learning experiences to sequentially develop mathematical concepts
- measure learning growth through analysis of pre/post test
- develop proficiency scales in reading and writing to target essential learning skills for students to grow

The introduction of a number of reading assessment tools addressed teacher concerns regarding barking at print vs comprehension levels. This has had a significantly positive impact on teacher confidence for judgments for reporting and identifying students' learning point of need.

The introduction of a whole-school spelling program did not meet the needs of all students across the school – particularly in the senior years. However it has supported teachers in using consistent assessment tools to identify each student's phonemic awareness and plan targeted lessons to further develop their understandings of spelling patterns and sounds.

Title: Guaranteed and Viable Reading/Writing curriculum

FISO dimension: Building practice excellence

The school's major focus of the 2017 - 2020 strategic plan was to develop a whole-school reading and writing program. After investigating a number of different reading and writing programs, and staff participating in PL, the school implemented the following: Café Reading, Readers Workshop - Book Club, Stages of Writing, Writers' Notebook and the 6+1 Traits. From that basis, the school worked to establish a guaranteed and viable reading and writing curriculum. Professional learning was provided to support the development of teacher's knowledge and understandings of an independent reading and writing model. Many modes of professional learning was utilised, including workshops, modelling, designated team planning time, collegiate visits and professional readings.

The impact of the new whole-school approach to the teaching of reading and writing was significant:

- Staff opinion survey data has had a positive trend in:
 - o Guaranteed and viable curriculum – 2018 - 32.5%, 2019 - 62.5%, 2020 - 63.4%

- Improved student engagement in learning tasks was noticeable on learning walks and classroom visits.
- Improvement in achievement targets for decreasing the number of students BELOW the indicative level in Writing were achieved in Prep – Yr 4.
- NAPLAN Writing targets were achieved in Yr 3, and for both aspects of growth – High Relative and Low Relative and demonstrated very strong results.
- Improvements in both Relative Growth data and achievement against the Top 2 Band results in Writing (NAPLAN) was noted
- Parent feedback was supportive of the new approaches to reading and writing, driven by a focus of student choice.

Whilst 2021 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 engaged with learning and showing growth in learning, and their family informed and connected to school was the school's priority.

Achievement

Templestowe Valley's commitment to academic growth and achievement was a major focus throughout 2021 and will continue to be as we move in to 2022. We have had major successes across all curriculum domains relating to the capacity building in data literacy of our staff and the outcomes of our students. Our students are consistently meeting expectations and showing strong levels of growth; even more significant after 2 years of interrupted learning because of COVID-19. We were extremely pleased to see both our 2021 NAPLAN and Victorian Curriculum data; particularly in comparison with Similar Schools, as recognition of the improvements in academic results and focus within the school and the hard work and dedication of all our school staff. Some highlights included:

Victorian Curriculum - Teacher Judgement of student achievement

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

English

TVPS Average: Years Prep to 6 (2021) – 93.7%. This being 1.6% about Similar Schools average and significantly higher (7.5%) than the State Average.

Mathematics

TVPS Average: Years Prep to 6 (2021) – 92.5%. This being 0.8% about Similar Schools average and significantly higher (7.6%) than the State Average.

NAPLAN

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

Reading

- Year 3 (2021) – 97.4% of students were scored in the top three bands of testing. This was significantly higher when compared to both Similar Schools (10% higher) and State (20.5%).
- Year 5 (2021) – 79.7% of students were scored in the top three bands of testing. Whilst on par with Similar Schools (-1.0%), TVPS students tested significantly higher than State (9.3%)

Numeracy

- Year 3 (2021) – 84.6% of students were scored in the top three bands of testing. This was higher when compared to Similar Schools (4.1%) and significantly higher than State (17%).
- Year 5 (2021) – 72.9% of students were scored in the top three bands of testing. Whilst on par with Similar Schools (-0.4%), TVPS students tested significantly higher than State (10.3%)

Learning Gain

Year 3 (2019) to Year 5 (2021)

In comparison to Similar Schools, in the areas of Reading and Writing (inclusive of spelling/grammar/punctuation), more TVPS students demonstrated high growth in the 2 year period than their Similar School peers.

- Reading (4%)
- Writing (14%)

The collection and analysis of student data, including these NAPLAN results, highlights to the School Improvement Team the achievements that the targeted focus on school-wide goals, including rigorous assessment, differentiated instruction and explicit teaching practices across the school, resulting in outstanding outcomes for all students. We will retain our commitment in 2022 and beyond to continue to build a culture of high expectations for student learning and the capacity of staff to deliver high-quality instruction.

All students funded under the Program for Students with Disabilities made expected gains in their learning through targeted support and strategies being implemented by our skilled staff team. The inclusive nature of our teaching programs and learning environments ensure equal opportunities for all learners.

The teaching and learning pedagogies within our school are aligned with evidence-based practice at the forefront of educational initiatives. High Impact Teaching Strategies (HITS) are embedded within the Instructional Model of the school, and there is a high expectation of all teachers that this is implemented and planned for in all areas of the curriculum.

TVPS delivered on our KIS to develop a Literacy and Numeracy whole school instructional model. However, some of the associated AIP actions and professional development plans were modified to suit remote learning. Whether on-site or online learning, the whole school instructional model had ensured consistent implementation of high-quality planning and delivery of learning. Whole team planning meetings have continued throughout the year, with a focus on reflection and refinement of practice to continue to impact student learning outcomes through the implementation of HITS.

This became an area of particular focus through remote learning as the collaboration between school and home grew. Due to this, we have moved to an ongoing feedback model using Seesaw to provide regular and individual feedback for students with a focus on literacy and numeracy. This work has led to the refinement of the whole school instructional model, with key lessons learned during remote learning around areas for improvement and areas for change of practice.

Professional Learning continued in the area of data literacy throughout the year and was pivoted to completing assessments virtually and streamlining the essential assessments required given the context of education during the COVID-19 pandemic. Our teachers worked tirelessly to differentiate, strategically plan and assess each child on an individual basis to optimise student outcomes. Home Learning environments and engagement were also taken into account to modify the delivery of high-quality evidence-based instruction. The data collated still provided triangulated data to make evidence informed decisions and guide future teaching and learning. Staff capacity with data has improved greatly this year, with the understanding of how data impacts the teaching and learning cycle for individual students as well as at a cohort level.

The common approach of HITS was further strengthened by the delivery of professional learning around formative assessment, questioning, differentiated practice and use of exemplars (Bump It Up Walls). Our work with our school's EIL (Education Improvement Leaders (EIL), involvement in Intake 4 of the DET Professional Learning Community (PLC) initiative and use of a Data Literacy consultant, encouraged further inclusion of authentic student voice and learner agency through goal setting and ongoing feedback.

Engagement

Due to student opinion survey data demonstrating a decline in survey factors linked to student voice & agency, wellbeing and school connectedness over the past few years, as part of the Strategic Review, feedback was sought from student forums. These forums gathered student views and perceptions related to what makes Templestowe Valley Primary a great school and what could be done to make it even better.

Throughout these forums it was evident that students identified they wanted a greater input in making decisions about

the school, so a series of strategies were instigated to provide greater opportunities for students to contribute to life of the school. All initiatives below were developed in consultation with students:

- ? Changed student leadership elections by increasing the level of teacher input. This resulted in an amendment to the Student Leadership Policy
- ? Students wanted “real” leadership positions where they could use their initiative and take responsibility for activities, etc. Consequently, after discussion, the number of leadership positions have increased across the school:
- ? Time-tabled fortnightly Sustainability and Junior School Council meetings
- ? Introduced suggestions boxes
- ? Establishment of lunch time clubs
- ? Established Passion Projects curriculum in Years 3 - 6, aligned to interests of students
- ? Developed the school Sustainability and Asian gardens and introduced school chickens

A broad range of initiatives and strategies to support and extend our students learning experiences and ability to transfer knowledge and understanding into other domains has continued to be a success in 2021 even while we navigated home learning due to the COVID 19 pandemic. Empowering students to take greater responsibility in challenging and pursuing their own learning is a Key Improvement Strategy in the new Strategic Plan.

As with 2020, the impact of COVID 19 was significant in changing our learning priorities in 2021. With a move to Remote Learning, the focus was on the wellbeing of students and staff, supporting families with learning being provided through the digital platform, along with building the technical skills of both parents and staff. Then the focus was on learning continuance; particularly in Literacy and Numeracy and maintaining the connection to school; peers and teachers.

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.

Students from Prep to Year 6 have become increasingly able to set individualised learning goals through consultation with their teacher and parent/carer, self-evaluate their progress and provide informative feedback to self and peers. This, coupled with the explicit use of Learning Intentions and Success Criteria allow students to move seamlessly through a high-level learning cycle which provides progression and challenge at students' point of need and the creation of independent learners.

Student engagement at Templestowe Valley was enhanced through participation in a range of student clubs which complement the Victorian Curriculum and provide extended opportunities to engage in students' passions. TVPS staff and Student Leaders provide an assortment of lunch time clubs and activities. These include Lego Club & Board Games, Choir & Jazz/Blues Band, Writing Clubs, Digital Tech – Coding Club and sports & games. External operators provide weekly (user pay) services. These include instrumental music lessons, occupational & speech therapy, and a variety of sporting groups – soccer, karate, basketball, tennis. Other opportunities offered to students included Incursions, Excursions, Camps, Production, Math Olympiad, Tournament of Minds, Science Talent Search, Inter school Sports, Cultural Days, School Leadership roles and Big Friends, Little Friends, (Yr 6 Buddies).

A strong and continuing focus on STEM and Digital Technologies enables all students to regularly interact with a range of engaging software that motivates them and meets their individual learning needs. As an 'eSmart' accredited school, our rigorous and consistent approach to cyber safety, based on responsible use, supports our focus on Digital Technologies.

Improving Student Voice has been a recent focus of the school. Students and staff have a common language of 'voice' and 'choice', and a developing understanding of what voice, choice, agency and leadership mean in the classroom and related to their learning. Teacher knowledge and understanding has been built through professional learning in the

area of student voice, creating a higher capacity for incorporating opportunities for student choice and voice within lessons. Discussion of voice, choice and agency is now commonplace within teacher planning sessions and reflected in planning documents. Future plans for improvement include PLC planning documents to embed learner agency and voice ensuring that teachers focus on and document the choice and voice opportunities for each lesson, linking these to High Impact Teaching Strategies. Reflection among teachers regarding the effectiveness of choice and voice opportunities occurs regularly, ensuring that practice is monitored, evaluated and improved.

Templestowe Valley Primary School maintained well established links with local preschools and strong links with our local secondary schools. We provided a comprehensive transition program through the digital platform (WebEx) and on-site during Terms 3 and 4 for our prospective Prep students and our outgoing Year 6 students. These programs facilitated the immersion of our students in their new learning environments and help them build new relationships to support these new chapters in their lives. Throughout the year preschools had visits from Prep teachers, PLC Leaders and specialist teachers and preschool families were invited to join the rest of the school community during community events. The Year 6 students are well prepared for their transition to secondary education. A major part of the program at Year 6 focuses on developing skills in organisation, study habits, time management, adapting to change and building resilience. We worked closely with our secondary colleagues to host webinars, WebEx meetings and visits from their staff to help build the relationship between our students and theirs.

Attendance is recognised as a key contributor to student success. Our student absences are similar to the State median and remain stable. 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. Regular welfare checks were made of both staff and students; with “at risk” individuals or families being contacted by either the Principal or Assistant Principal. Students where there were significant concerns from families regarding demonstration of high anxiety, disengagement from learning, refusal to learn from home or safety were offered tuition on-site for part or all of the week.

Wellbeing

As for all schools, 2021 was an incredibly challenging 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.

In 2021, our school community navigated the pandemic year and utilised every aspect of our Wellbeing Framework, including Growth Mindset, Resilience Project, Respectful Relationships, You Can Do It, etc. Parents and community members were supported with regular articles, “Tips and Hints” to support their child’s and their own well being, as well as conversation and discussions with their child’s teacher or Principal Class member as required.

Our Wellbeing Team; led by the TVPS Assistant Principal and involving PLC Leaders, continued to provide outstanding support to our school community in relation to social and emotional wellbeing. Our teachers and Education Support Officers (ESO) were heavily involved in all aspects of students’ learning, their social and emotional wellbeing and their participation in the school community. Differentiation within the classroom, supported by Individual Learning Plans for targeted students continue to support the academic wellbeing of all students. Behavioural, Wellbeing and Return to School plans were also discussed and implemented on for a number of students on their return to on-site schooling.

Our clubs and lunchtime activities program were a highlight in Semester 1 with students from Prep to Year 6 demonstrating their excitement and engagement each week. The wide range of clubs on offer foster passions and ignite new interests, building relational connections among peers while supporting learning through the Victorian Curriculum. Student Leadership opportunities instil in students a sense of pride and meaningful contribution to our school. Our Big Friends, Little Friends program continued to play an integral role in fostering positive relationships between students, where older students set wonderful examples for younger students to follow, supporting a positive school culture. Importantly, this was able to continue virtually.

Throughout the Remote Learning period, the TVPS Yr 6 student leaders continued to develop their leadership skills. They would meet on a weekly basis 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" continued to screen during this time. Student presenters from all year levels shared information, gave demonstrations and interviews, etc. all from home and these were collated into episodes.

Despite the challenges of doing them virtually, our transition programs remained highly effective in supporting opportunities for students to be ready and prepared for their movement into and through the school. The school actively worked to build close links with surrounding Kindergartens and Secondary Schools, to enhance transition opportunities for students at both ends of the school.

Our embedded values and principles, strong routines and the provision of additional wellbeing resources were a key focus to aid transition between onsite and home learning. As a result, students at all year levels have a heightened understanding and appreciation for their personal wellbeing and the wellbeing of those around them. The health and wellbeing of individual students and cohorts of students was continually monitored, and the impact of Positive Education initiatives through data, observations and discussion was actively pursued. This focus will continue throughout 2022 with the health and wellbeing of our students being paramount as we continue to navigate and recover from the ongoing challenges faced due to COVID-19.

The development of a TVPS Positive Education and Wellbeing Framework is a KIS in the new Strategic Plan. It will involve all staff, with the elements within the framework holding staff to account in supporting wellbeing through a Positive Education approach and encouraging the school to continue strengthening current initiatives and pursuing new ones, to ensure positive wellbeing outcomes for all. Staff will continue to engage in professional learning and conversations related to Positive Education, embedding deeply the knowledge and skills required to help all children flourish. Continuing to provide a range of engaging academic and social opportunities for students will continue to foster a positive school climate and contribute to heightened levels of student wellbeing in the future.

Finance performance and position

Covid-19 once again impacted on Templestowe Valley Primary School's financial position in 2021; both on the income and expenditure side of the accounts. This was due to the significant periods of time that students and staff spent in lockdown with Remote Learning being conducted. Fortunately it didn't affect a number of the excursions/incursions and camps to the same extent as it did in 2020.

Total Operating Revenue – an increase of \$145k (3.5%) with the biggest movements seen in Government Provided DET Grants.

* This was a decrease of \$44k (16%) from 2020 to 2021 resulting from a decrease in enrolment numbers.

Revenue Other – a decrease of \$24k (87%). This was owing to:

- * reimbursements being paid in 2020 by TAC for an ESO,
- * reimbursements paid by other schools for CRT replacements to cover teachers attending State-run camps,
- * an increase of \$191k (44%) in Locally Raised Funds as a result of camps and a majority of excursions being able to be held in 2021 (as opposed to 2020 when they could not go ahead due to Covid-19 restrictions).

Total Operating Expenditure - an increase of approximately \$48k (1%) in. Variations between 2020 and 2021 expenditure were seen in Student Resource Package:

* a decrease of \$181k due to a decrease in Classroom Teacher 1 expenditure on salaries (linked to reduced

enrolments),

- * Camps/Excursions/Activities (an increase of \$150k due to these activities once again able to be held in 2021),
- * Miscellaneous Expenses (an increase of \$160k for repayment to DET of the 2019 and 2020 SRP deficit),
- * Property Services (a drop in Building Works expenditure of \$15k and Grounds Work of \$33k. It must be noted that funds that were unspent from 2020 and 2021 have been carried over to the 2022 budget), and
- * Salaries and Allowances - a decrease of \$68k (21%) in costs associated with a reduction in CRT spend (which for 2020 was substantial due to the DET directive regarding paying CRTs 85% of their 2019 wage).

Total Funds Available – a decrease of \$74k from the 2020 to the 2021 year due to having to draw on funds to help repay the 2019 and 2020 SRP deficit.

Financial Commitments – a decrease of \$219k (43%). The most significant variation in numbers seen in the amount of \$280k Repayable to the Department in 2020 for the SRP deficit. This was comprised of both the balance owed from the 2019 SRP deficit of \$63k and \$217k from 2020.

- * Funds Received in Advance decreased by \$30k to \$0 due to changes in the Parent Payment Policy for 2022 in which any funds received for the 2022 year by families in 2021 could not be carried over to the following year.
- * The School Based Programs amount of \$51k was made up of funds carried forward from 2021 that were unspent in the Art, Swimming and Water Safety, Book Stall, and Student Excellence programs. These have been budgeted to spend in 2022.
- * The surplus balance from previous years in the Parents and Friends budget of \$21k reflected in the 2020 Funds for Committees/Shared Arrangements figure was spent in 2021 on shade sails.
- * The Maintenance – Buildings/Grounds < 12 months of \$59k was made up of 2020 and 2021 unspent funding carried forward to the 2022 year.

Operating Reserve - an increase in 2021 to \$152k as a direct result of the increased spend in 2021 from 2020 on camps/excursions that were unable to be held in 2020 due to Covid-19.

- * This reserve however is less than the 2019 reserve of \$176k (being a 'non COVID year'), so this amount possibly should be at least \$180k which would reduce the variance of \$365k to \$337k.
- * This variance will be used towards offsetting the Confirmed 2022 SRP Budget deficit of \$310k which has resulted due to a shortfall in operational expenses because of a drop in enrolment numbers.
- * Any remaining funds will be used to cover the potential 2022 CRT overspend that is being seen in the Cash Budget because of staff shortages directly related to Covid-19 isolation rules.

Equity funding - \$16.7K - was used to:

- * provide ESO support to several students "at risk" who did not qualify for PSD funding, and
- * purchase digital equipment, games and tactile resources for students.

For more detailed information regarding our school please visit our website at
<https://www.tempvalprimary.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.

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 423 students were enrolled at this school in 2021, 199 female and 224 male.

15 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).

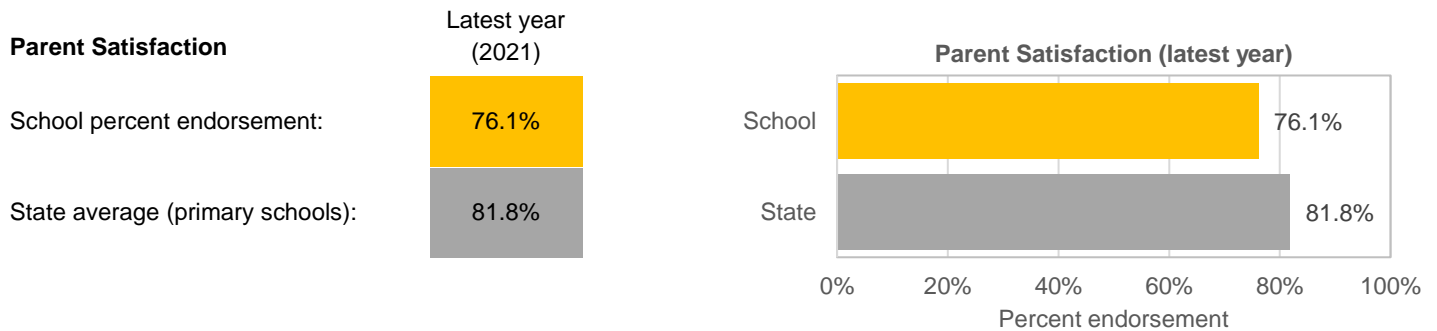
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

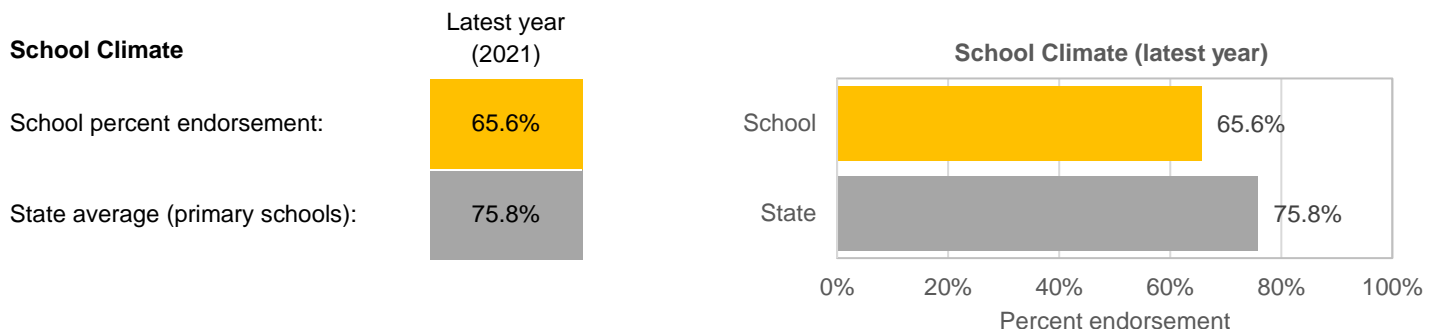


School Staff Survey

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

Latest year
(2021)

School percent of students at or above age expected standards:

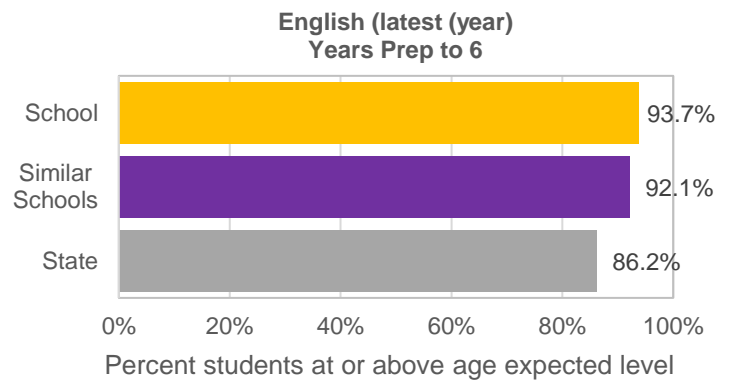
93.7%

Similar Schools average:

92.1%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

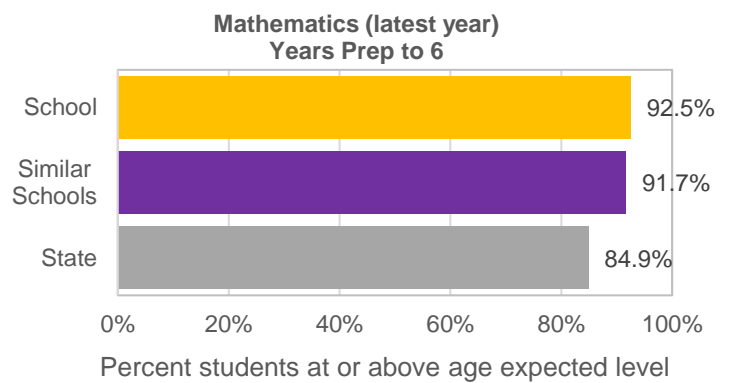
92.5%

Similar Schools average:

91.7%

State average:

84.9%



ACHIEVEMENT (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.

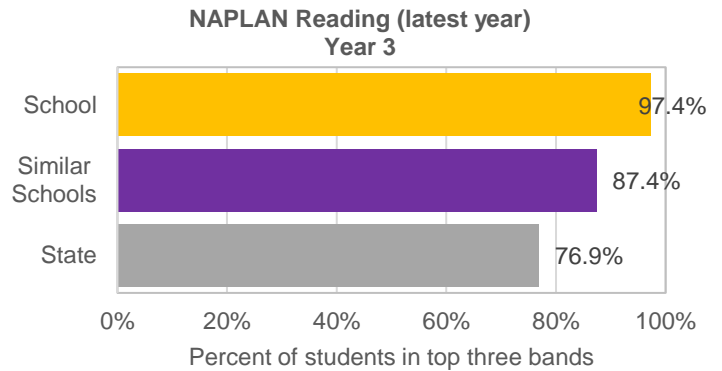
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

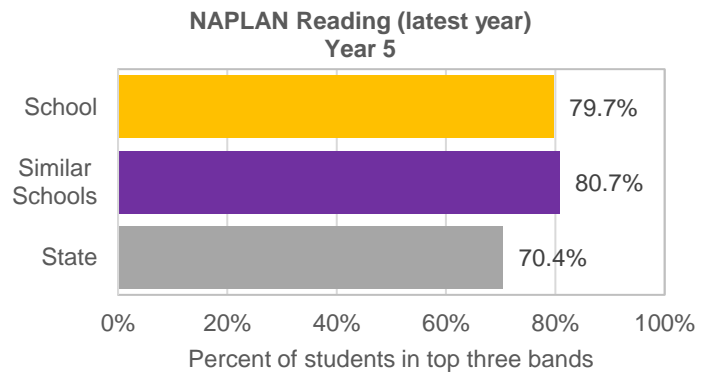
Reading Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 97.4% | 89.0% |
| Similar Schools average: | 87.4% | 86.7% |
| State average: | 76.9% | 76.5% |



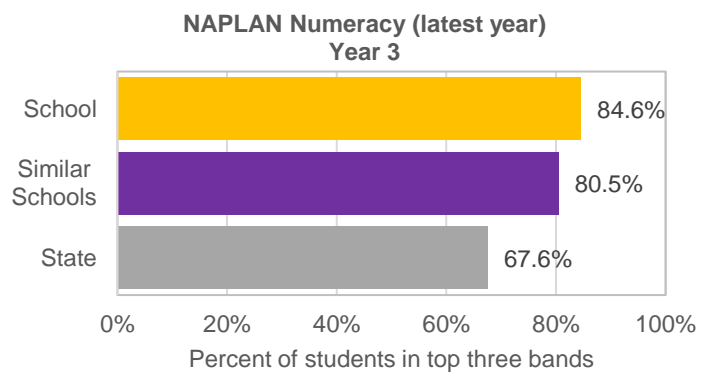
Reading Year 5

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 79.7% | 77.0% |
| Similar Schools average: | 80.7% | 80.1% |
| State average: | 70.4% | 67.7% |



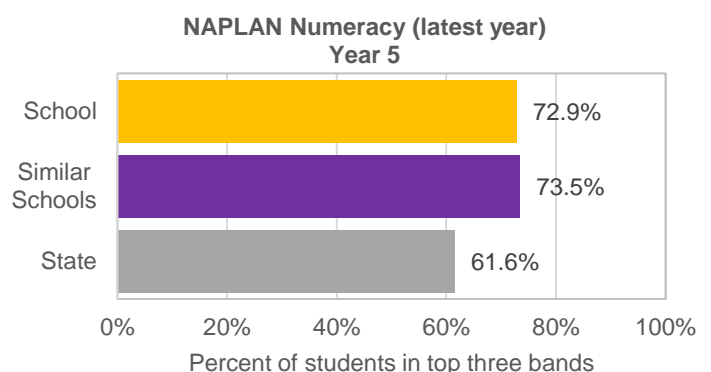
Numeracy Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 84.6% | 81.7% |
| Similar Schools average: | 80.5% | 80.6% |
| State average: | 67.6% | 69.1% |



Numeracy Year 5

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 72.9% | 76.0% |
| Similar Schools average: | 73.5% | 72.4% |
| State average: | 61.6% | 60.0% |



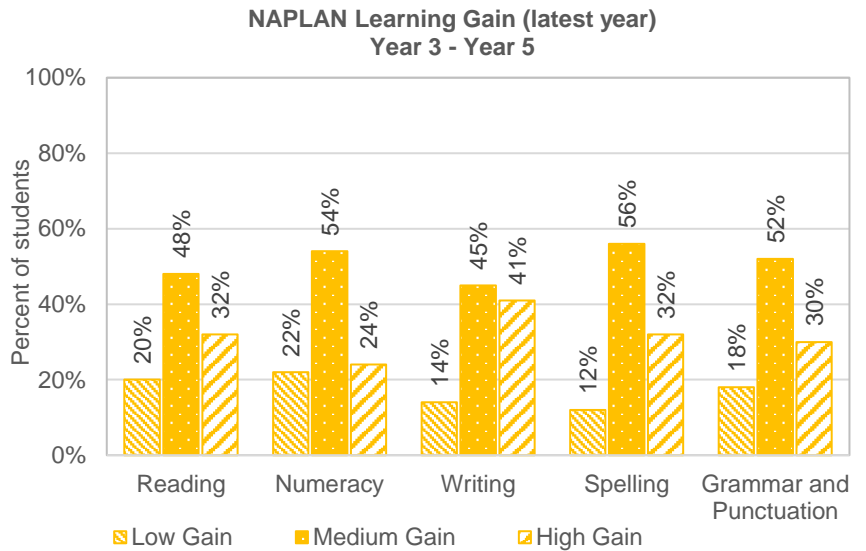
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

| | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading: | 20% | 48% | 32% | 28% |
| Numeracy: | 22% | 54% | 24% | 26% |
| Writing: | 14% | 45% | 41% | 27% |
| Spelling: | 12% | 56% | 32% | 26% |
| Grammar and Punctuation: | 18% | 52% | 30% | 28% |



ENGAGEMENT

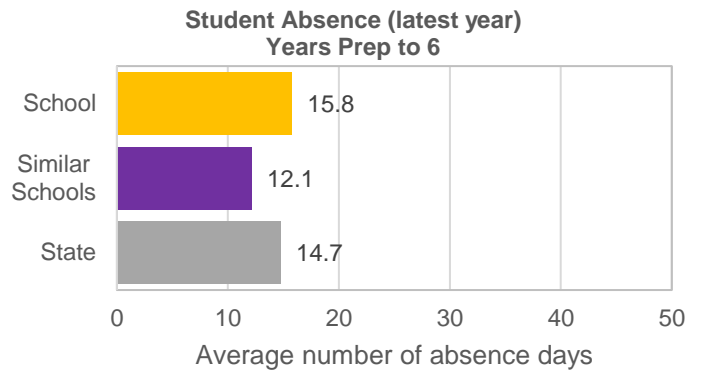
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 15.8 | 14.1 |
| Similar Schools average: | 12.1 | 12.9 |
| State average: | 14.7 | 15.0 |



Attendance Rate (latest year)

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2021): | 93% | 93% | 92% | 93% | 93% | 91% | 90% |

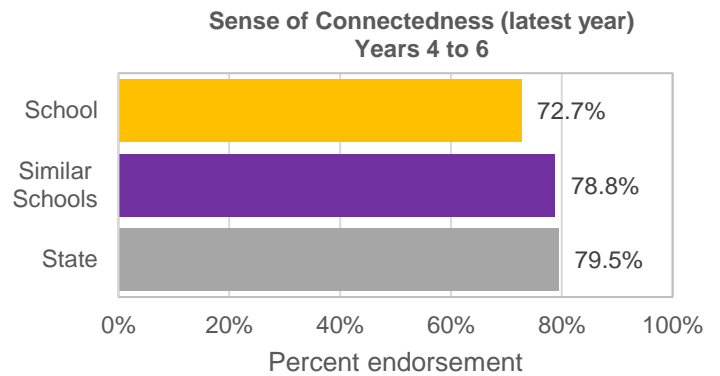
WELLBEING

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).

| Sense of Connectedness Years 4 to 6 | Latest year (2021) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percent endorsement: | 72.7% | 80.8% |
| Similar Schools average: | 78.8% | 79.1% |
| State average: | 79.5% | 80.4% |

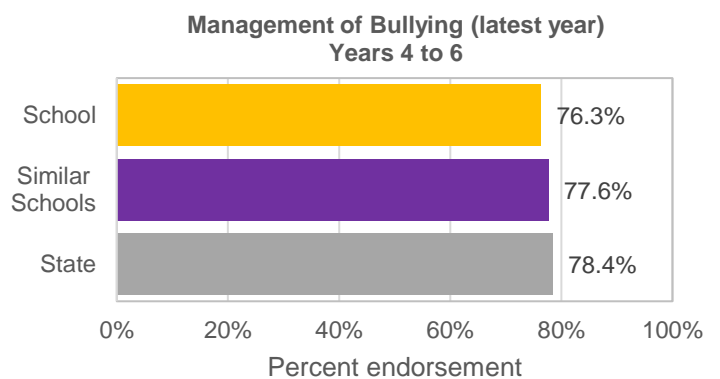


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

| Management of Bullying Years 4 to 6 | Latest year (2021) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percent endorsement: | 76.3% | 80.1% |
| Similar Schools average: | 77.6% | 78.7% |
| State average: | 78.4% | 79.7% |



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,372,220 |
| Government Provided DET Grants | \$238,641 |
| Government Grants Commonwealth | \$21,572 |
| Government Grants State | \$0 |
| Revenue Other | \$3,377 |
| Locally Raised Funds | \$621,103 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$4,256,912 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$16,746 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$16,746 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,385,633 |
| Adjustments | \$0 |
| Books & Publications | \$0 |
| Camps/Excursions/Activities | \$179,283 |
| Communication Costs | \$9,988 |
| Consumables | \$72,831 |
| Miscellaneous Expense ³ | \$199,280 |
| Professional Development | \$15,242 |
| Equipment/Maintenance/Hire | \$78,119 |
| Property Services | \$31,123 |
| Salaries & Allowances ⁴ | \$250,054 |
| Support Services | \$2,750 |
| Trading & Fundraising | \$68,462 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$30,633 |
| Total Operating Expenditure | \$4,323,398 |
| Net Operating Surplus/-Deficit | (\$66,486) |
| Asset Acquisitions | \$14,037 |

- (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 24 Feb 2022 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 2021

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$600,658 |
| Official Account | \$33,562 |
| Other Accounts | \$25,166 |
| Total Funds Available | \$659,386 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$152,375 |
| Other Recurrent Expenditure | \$5,311 |
| Provision Accounts | \$13,078 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$50,859 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$13,413 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$58,800 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$293,837 |

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.