

2018 Annual Report to The School Community



School Name: Templestowe College (8823)



- 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 2018 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 03 April 2019 at 08:41 AM by Peter Ellis (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 23 April 2019 at 02:35 PM by Susie Lukis (School Council President)

About Our School

School context

In 2018 Templestowe College, or TC as it is known, undertook the first year of its new strategic plan for 2018-2021. The new school vision of “to co-create high quality learning experiences within an inclusive and supportive community” was implemented for the first time, alongside three new FISO Goals. This was the first year of the school being led by a new Principal, Peter Ellis, who had previously been a Co-Principal of the school alongside previous substantive Principal Peter Hutton.

In 2018, our diverse, yet inclusive community, numbered over 1100 students, including 60 International students from 9 countries and 15 students with disabilities. This was an increase in size from 2017 of around 100 students. Our school has 86 equivalent full time staff, including 3 Principal class, 65 teachers and 25 Educational Support Staff. Of these staff, 28 were new in 2018.

TC is located 17 km east from the centre of Melbourne, on 6.5 ha of land. The site incorporates significant green space, including a well-developed permaculture garden. The majority of the buildings are 45 years old, but are generally in a good state of repair.

Over the past ten years, TC has introduced major educational innovations, such as the removal of Year levels, all students having their own Individualised Learning Plan (ILP), students having choice of over 150 electives and moving to an optional uniform. These innovations have led to a large amount of interest from educators, both within Australia and overseas, which have led to TC running its own staff professional development sessions for those external to the school.

As part of the new strategic plan, TC introduced numerous further educational innovations in order to move towards meeting its new FISO Goals. There was an increased emphasis on the whole school wellbeing structure in place, with structural and philosophical changes implemented, as well as the introduction of numerous positions of responsibility to support the implementation of the new priority areas.

Framework for Improving Student Outcomes (FISO)

In 2018, the targets set through the AIP as agreed by the school community focused on the improvement initiatives of Building Practice Excellence and Building Communities. This was built through the three FISO Goals as part of the 2018 – 2021 Strategic Plan.

TC also were part of a FISO group based around the FISO areas of Whole School Instructional Model. As a result of being a member of this group, TC developed a whole school Instructional Model at the end of 2018, ready for whole school implementation in 2019.

TC has also continued to be part of a federation of schools looking to initiate change at a system level. Working alongside Bundoora Secondary College and Mount Alexander College, the schools have held joint staff professional development days, student leader forums and also formed a Community of Practice based around the PIVOT feedback survey. This group has met regularly.

The school continues to self assess against the FISO Continuum, as well as integrate elements of the Victorian Teaching and Learning Model into the pedagogy of the school.

The community felt that we had made good progress in the identified areas of FISO as detailed in the following report.

Achievement

TC is a school that prides itself on every student having the opportunity to 'Take Control' of their own educational journey. Achievement is demonstrated in multiple ways and determined by individuals in relation to their own journey, with 100% of students above Entry level having an Individualised Learning Plan.

Teacher judgments determined through assessment against Victorian Curriculum levels, take place twice each year. On Demand testing is a common format used to identify and support individual progress in Literacy and Numeracy and is reported in each student's online Individual Learning Plan.

TC has a sizeable proportion of NAPLAN withdrawals based upon Parents philosophical objections. Those students that undertake NAPLAN have demonstrated, as a cohort, a trend of improvement in the level of progress made over a 2-year period with more students making higher levels of progress in comparisons to their peers at the same starting point.

TC's parent community support the use of additional mechanisms used by the school for feedback, such as a Work and Study Habits Index (WASHI), including a measure for progress relative to self, that is completed twice each term.

TC offers multiple pathways for students in their learning, however the most common pathway is still the VCE. Another option is VCAL and in 2018 we saw the highest numbers of students being offered multiple jobs at the conclusion of their VCAL certification. TC is proud to partner with Swinburne University and 5% of the student cohort undertook the Swinburne Alternative Tertiary Entry Program with a 100% success rate.

The previous year's improvement in VCE results in respect of 40+ scores was sustained and the VCE median score increased from 28 to 28.5. TC students data included a perfect study score and our DUX achieved the highest ATAR achieved in the last 9 years. The school continues to support students to demonstrate growth attainment for those students engaged in achieving a Study Score and subsequent ATAR. When comparing VCE outcomes to those across the state, some of the data appear slightly lower, because of students completing many VCE subjects earlier than Year 12. 2018 saw a large proportion of students of Year 10 age achieving a study score from a VCE subject, with several achieving a score of over 40. Whilst students attaining a study score early benefits the students, it does tend to impact negatively on the schools VCE data. Templestowe College prioritises student's needs and choices above its published data sets.

Given the focus upon self-regulation and student-led learning, virtually all graduates transition successfully into tertiary education and remain in first choice courses throughout. A very high number of students access post-Year 12 learning and employment-based opportunities.

Engagement

2018 again saw high levels of student engagement, as demonstrated by the data collected through the Attitudes to School survey, improvements in our student attendance data and the continued high demand for enrolment into the school

The continued structure of vertical electives and choice of electives for all has been positive in engaging students in their passions and their connectedness to school.

We have an ongoing commitment to a broad range of pathways and opportunities for students that are equally valued and supported to suit the varying needs of our students. This was evidenced by the introduction of a link with Swinburne University for a non-ATAR entry, of which we had 5% of our Graduates apply, with 100% successful entry rate into the program.

Our attendance again reflects the varying needs of student and families. In 2018 saw the appointment of an attendance officer, with an added focus on high levels of attendance at the VCE program. There continue to be developing accountability measures and high levels of support for those students who are displaying higher levels of absenteeism than the average. Early intervention strategies include the use of Individual Learning

Plans, wellbeing counselling, mediation and family support. During 2018 we saw an improvement in our student attendance data, which saw an increase from the previous 2 years. The 2018 retention rate is higher than the four-year average and both the yearly figure and the four-year average are above the state average.

The provision of regular communication via, information evenings, weekly informative emailed “This week at TC” and strong communication with teachers continued to enable community engagement and connectedness. With Parent general satisfaction in the Parent Opinion Survey at 95% positive, TC continues to be supported by the parent community.

Wellbeing

In 2018, the Student Attitudes to School survey showed that satisfaction in relation to connectedness of students is significantly higher than other Victorian government schools. Measures in relation to safety again saw an increase in 2018 with TC percentiles of 80-88 in the parameters of advocate at school, managing bullying and respect for diversity.

Active adherence to actioning and aligning all that we do as a College to our core philosophy, policies and mode of interaction within the community continued to foster student, family and community wellbeing. Examples include policies such as “Yes is the Default” answer to any request from students, parents and staff, and the “One Person Policy”. As a community we actively seek, promote, listen to and incorporate student voice in our decision-making processes.

Student wellbeing was supported by our main pastoral system of students being both academically and pastorally connected to a House system which stays with them throughout their time at the College building connections both with students and families over that time.

As a response to the school review process we restructured the school into three Communities with each community having four Houses and then each House having four SSDP groups (Student Support Development Program groups). SSDP groups were vertical and met daily for 40 minutes. Overarching and supporting all communities was our extensive administrative and support team and the Principal Group. This change was pivotal in ensuring that students felt they were known and were treated as individuals despite the continued growth of the school population.

Student voice continued to be incorporated in all aspects of the life of the school. Each community had student voice and empowerment embedded via student Community and House leaders.

Subject selection was driven by student choice. Increased numbers enabled increased classes providing a more flexible timetable grid for students to select the course of their choice.

Extracurricular activities were also driven by student choice. Examples of this were involvement in State School Spectacular, camps that ran and development of areas of passion such as drone club, DJ club and dance in the school’s clubs program. Students leadership was fostered in the running of these activities under a supported model working in tandem with a staff mentor.

Financial performance and position

The major component of the College Revenue for 2018 at \$9,235,885 was the Student Resource Package (DET Staff Funding). It represented 68.3% of Total Revenue. Student Resource Package (SRP) expenditure at \$8,974,729 made up 70.3% of all College expenditure. The SRP surplus of \$261,156 can be made available to the College in 2019.

The College received \$1,940,099 in Department Grants including \$1,053,576 in SRP Cash Funding and \$820,587 for Overseas Fee Paying Students. Department funding of \$32,788 was also received including \$17,687 for VCE Exam Supervision and \$16,000 to furnish additional portable classrooms. An amount of

\$33,149 was also received from the Camp Sport Excursion Fund to financially assist eligible students to attend various school activities.

Locally Raised Funds of \$2,004,275 included Parent Payments for Essential Education Items of \$760,387, Optional Items \$339,928, Camps and Excursions \$305,959, Hire of School Facilities \$155,527, Canteen Operations \$205,935, Homestay \$99,701 and Fundraising Activities \$12,673.

Expenditure for 2018, other than the SRP Expenditure noted above, included Property \$519,304 for Building and Ground Works, Utilities, Contract Cleaning (part year), Security, Safety and Fire Protection Services, Sanitation, Furniture and Fittings purchases, Technology and Equipment purchases and Operating Lease costs.

Salaries and Allowances expenditure totalled \$809,969 and included School Level Payroll cost for Casual Relief Teachers, Specialist Teachers including Instrumental Music, Non-Teaching Support Staff for additional Administration, Information Technology Services, Integration Services, Sustainability, Canteen, Elite Sports Development Program (ESDP) and Student Tutors.

Miscellaneous Expenditure totalled \$1,545,794 included Camps/Excursions, Administration costs, Information Technology Services, Health and Personal Development, Staff Agency costs, Service Provider charges, Bank charges and Taxation charges.




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

Performance Summary

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

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

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

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

School Profile

Enrolment Profile

A total of 1108 students were enrolled at this school in 2018, 504 female and 604 male.

6 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey


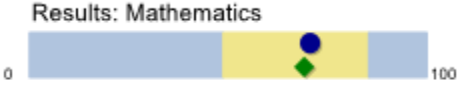


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>













Performance Summary

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




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p> Lower</p> <p> Lower</p>
<p>Students in 2018 who satisfactorily completed their VCE: 93% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 23% VET units of competence satisfactorily completed in 2018: 83% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 58%</p>		


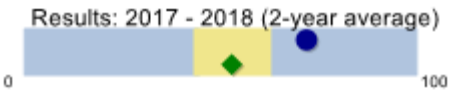



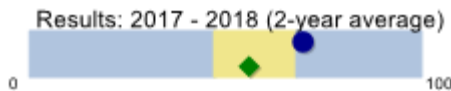


Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>88 %</td> <td>88 %</td> <td>85 %</td> <td>86 %</td> <td>87 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	88 %	88 %	85 %	86 %	87 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	88 %	88 %	85 %	86 %	87 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Higher</p> <p> Higher</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$9,235,885	High Yield Investment Account	\$597,577
Government Provided DET Grants	\$1,940,099	Official Account	\$75,227
Government Grants State	\$6,910	Other Accounts	\$50,389
Revenue Other	\$281,419	Total Funds Available	\$723,193
Locally Raised Funds	\$2,004,275		
Total Operating Revenue	\$13,468,588		
Equity¹			
Equity (Social Disadvantage)	\$28,224		
Equity (Catch Up)	\$25,500		
Equity Total	\$53,724		
Expenditure		Financial Commitments	
Student Resource Package ²	\$8,974,729	Operating Reserve	\$54,609
Communication Costs	\$63,169	Funds Received in Advance	\$329,878
Consumables	\$478,801	School Based Programs	\$298,353
Miscellaneous Expense ³	\$1,545,794	Funds for Committees/Shared Arrangements	\$6,163
Professional Development	\$41,544	Maintenance - Buildings/Grounds < 12 months	\$34,190
Property and Equipment Services	\$519,304	Total Financial Commitments	\$723,193
Salaries & Allowances ⁴	\$809,969		
Trading & Fundraising	\$112,680		
Travel & Subsistence	\$60,942		
Utilities	\$156,274		
Total Operating Expenditure	\$12,763,207		
Net Operating Surplus/-Deficit	\$705,381		
Asset Acquisitions	(\$1,701)		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

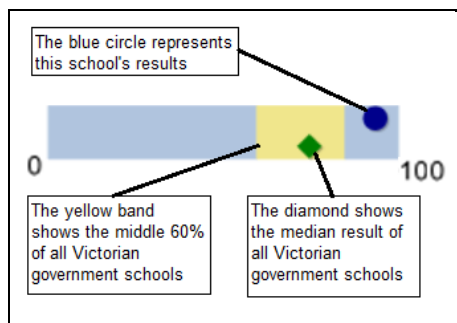
Engagement

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

Wellbeing

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

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

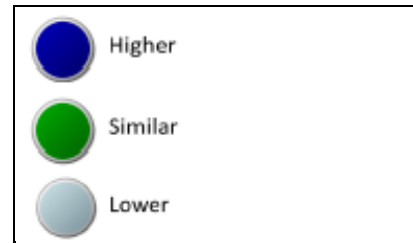


What does *School Comparison* refer to?

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

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

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



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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