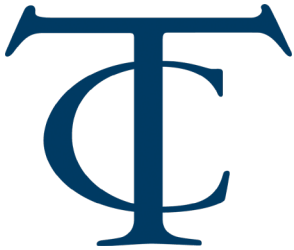


2017 Annual Report to the School Community



School Name: Templestowe College

School Number: 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 Regulation 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 2017 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 2018 at 05:49 PM 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 Regulation 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 2017 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 17 May 2018 at 05:25 PM by Susie Lukis (School Council President)



About Our School

School Context

In 2017 our vision was to be a supportive community, empowering students to manage their individualised learning and turn ideas into reality. Guided by our Strategic Plan 2013-2017, we have implemented a range of innovative programs. These have included removal of year levels, supporting each student to have their own Individualised Learning Plan (ILP), where they select their own academic program from more than 150 electives, and offering students a choice of starting time. TC also moved to an optional uniform in 2017. These are just some of the ways we challenge the old paradigm of schooling.

Our diverse, yet inclusive community, numbers over 1000 students, including 70 International students from 9 countries and 15 students with disabilities. Our school has 86 equivalent full time staff, including 5 Principal class, 65 teachers and 25 Educational Support Staff.

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. A \$3.5M government grant in 2015, saw the significant renovation of the Resource Centre, science rooms, art rooms and a new Performing Arts Centre.

Over a ten-year period from 2000 to 2010, enrolments dropped from around 1000 students to just 280 local students in 2010, causing the viability of the school to be called into question. Adopting a new vision based on student empowered learning, the school has since become known as one of the most innovative in Australia, with the leadership group regularly called on to present at local, national and international forums, and weekly school tours conducted for interested educators. The school population is now just over 1000 students with an Index of Community Socio-Educational Advantage (ICSEA) of 1091 (SFO 0.23) and strong enrolment demand from the local and wider community.

In 2017, TC undertook an extensive Peer Review +1 process. This process included consultation with all members of the community and world educational thought leaders to develop a new strategic plan for TC2018-2021. At the end of 2017, Co-Principal Peter Hutton resigned from the Department of Education, with Co-Principal Peter Ellis appointed to the substantive role of Principal for the commencement of 2018.

Framework for Improving Student Outcomes (FISO)

In 2017, the targets set through the AIP as agreed by the school community focused on the improvement initiatives of Building Practice Excellence, Empowering students and building school pride and building communities.

TC also were part of a FISO group based around the FISO areas of Empowering students and building school pride. This group met regularly, as both school staff leaders and students from each school to carry out activities based around this area.

TC has also formed a federation of schools to initiate change at a system level. Working alongside Bundoora Secondary College, Mount Alexander College and Beechworth Secondary College, the school has been engaging in making improvements in education at a level across regions through holding joint staff professional development sessions, students combining for learning activities and also acting as support for the Leadership teams across all of the schools.

Throughout the year, the community carried out several self evaluations against the FISO framework, both as an internal process but also as part of the Peer Review Self Evaluation process.

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 judgements 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.

The previous year's improvement in VCE results in respect of 40+ scores was sustained and the VCE median score increased by 2 points to 28 from 26 in 2016. Work continues to grow attainment for those students engaged in achieving a Study Score and subsequent ATAR. When comparing VCE outcomes to those across the state, these appear slightly lower, because of students



completing many VCE subjects earlier than Year 12. 2016 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 it's 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

2017 again saw high levels of student engagement, as demonstrated by the data collected through the Attitudes to School survey 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, a program that 10 students completed.

Our attendance again reflects the varying needs of student and families. In 2017 saw the retention of the attendance officer with 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. The 2017 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 2017, the Student Attitudes to School survey showed that satisfaction the connectedness of students is significantly higher than other Victorian government schools. Measures in relation to safety saw an increase in 2017 with TC moving to be higher in relation to school comparison.

Active adherence to actioning and aligning all that we do as a College to our core philosophy, policies and mode of interaction with in the community continued to foster student, family and community empowerment connectedness and 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.

We maintained a continued focused approach to ensuring that students felt they were known and were treated as individuals despite the continued growth of the school population.

Student Congress provided ongoing opportunities for student voice to be incorporated in all aspects of the life of the school and as we undertook the school review process and developed the school vision for 2018-2021. Strategies to provide greater access to the Principal team continued with the Co-Principal model which enabled greater access to the principal team and the continued relocation of the team to the Resource Centre.

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.

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 the selection of the school production, camps that ran and development of areas of passion such as drone club, DJ club and Leather craft in the school's clubs program. Students leadership was fostered in the running of these actives under a supported model working in tandem with a staff mentor.



For more detailed information regarding our school please visit our website at 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	
<p>Enrolment Profile</p> <p>A total of 988 students were enrolled at this school in 2017, 458 female and 530 male.</p> <p>6 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government 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> Lower</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> Higher</p> <p> Similar</p> <p> Higher</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>Reading Low: 27% Medium: 46% High: 27%</p> <p>Numeracy Low: 31% Medium: 49% High: 19%</p> <p>Writing Low: 36% Medium: 47% High: 17%</p> <p>Spelling Low: 28% Medium: 55% High: 17%</p> <p>Grammar and Punctuation Low: 34% Medium: 45% High: 22%</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>Reading Low: 25% Medium: 64% High: 12%</p> <p>Numeracy Low: 34% Medium: 43% High: 23%</p> <p>Writing Low: 25% Medium: 46% High: 29%</p> <p>Spelling Low: 35% Medium: 48% High: 16%</p> <p>Grammar and Punctuation Low: 25% Medium: 49% High: 26%</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: 2017 0 to 50 scale. School score (blue dot) is approximately 45. State median (green diamond) is 30.</p> <p>Results: 2014 - 2017 (4-year average) 0 to 50 scale. School score (blue dot) is approximately 45. State median (green diamond) is 30.</p>	<p>● Similar</p> <p>● Lower</p>
<p>Students in 2017 who satisfactorily completed their VCE: 85% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 16% VET units of competence satisfactorily completed in 2017: 84% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 76%</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 2017 attendance rate by year level:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>89 %</td> <td>87 %</td> <td>83 %</td> <td>85 %</td> <td>79 %</td> <td>81 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	87 %	83 %	85 %	79 %	81 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>○ Lower</p> <p>○ Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	87 %	83 %	85 %	79 %	81 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Higher</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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>○ Lower</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: 2017</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: 2017</p>	<p>● Higher</p>

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

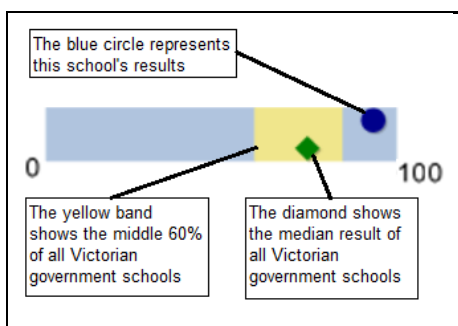
Engagement

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

Wellbeing

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

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

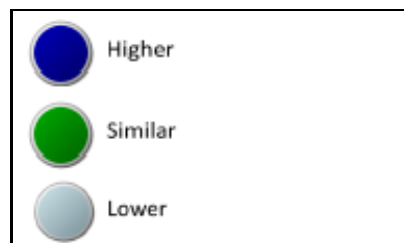


What does *School Comparison* refer to?

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

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

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



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

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

What does '*Data not available*' mean?

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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

Financial Performance and Position

Financial performance and position commentary

The major component of the College Revenue for 2018 at \$7,965,765 was the Student Resource Package (DET Staff Funding) which made up 69.3% of Total Revenue. Student Resource Package (SRP) expenditure at \$7,838,653 made up 69.4% of all College expenditure. The surplus of \$126,597 in the SRP can be made available to the College in 2018.

The College received \$1,583,842 in Grant funding from the Department including \$723,625 in SRP Cash Grants and \$805,612 for Overseas Fee Paying Students. Department Grants of \$21,082 were also received including \$13,082 for VCE Exam Supervision payments and \$8,000 to furnish new portable classrooms.

Locally Raised Funds of \$1,716,475 included Parent Payments for Essential, Optional and Voluntary Education Items, Camps and Excursions, Hire of School Facilities, Homestay, Canteen Operations, Donations and Fundraising Activities.

Expenditure for 2017 other than the SRP Expenditure noted above, included Property and Equipment Services of \$654,546 for Contract Cleaning, Building and Ground Works, Security/Safety and Fire Protection Services, Sanitation, Furniture and Fittings purchases, Technology Equipment and Operating Lease costs.

Salaries and Allowances expenditure totalling \$796,605 covered School Level Payroll costs 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 Expenses totalling \$1,235,939 included Health and Personal Development, Administration cost, Camp/Excursion c, Service Provider charges including Staff Agency costs, Bank charges and Taxation charges.

Note the SRP expenditure figures as of 05 March 2018 did not change as a result of the reconciliation process and the SRP surplus of \$126,597 therefore remains.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,965,765	High Yield Investment Account	\$144,435
Government Provided DET Grants	\$1,583,842	Official Account	\$123,780
Government Grants Commonwealth	\$9,725	Other Accounts	\$64,648
Revenue Other	\$223,630	Total Funds Available	\$332,863
Locally Raised Funds	\$1,716,475		
Total Operating Revenue	\$11,499,437		
Equity¹			
Equity (Social Disadvantage)	\$19,350		
Equity (Catch Up)	\$34,419		
Equity Total	\$53,769		
Expenditure		Financial Commitments	
Student Resource Package ²	\$7,838,653	Operating Reserve	\$28,609



Communication Costs	\$54,842	Asset/Equipment Replacement < 12 months	\$46
Consumables	\$381,217	Maintenance - Buildings/Grounds incl	\$670
Miscellaneous Expense ³	\$1,235,939	SMS<12 months	
Professional Development	\$52,764	Revenue Received in Advance	\$269,640
Property and Equipment Services	\$654,546	School Based Programs	\$16,533
Salaries & Allowances ⁴	\$796,605	School/Network/Cluster Coordination	\$6,475
Trading & Fundraising	\$77,915	Other recurrent expenditure	\$10,844
Travel & Subsistence	\$58,650	Total Financial Commitments	\$332,817
Utilities	\$139,006		
Adjustments	\$260		

Total Operating Expenditure	\$11,290,396
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Net Operating Surplus/-Deficit	\$209,041
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Asset Acquisitions	\$142,890
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- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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