

2016 Annual Report to the School Community



School Name: Templestowe College

School Number: 8823

Name of School Principal:	Peter Hutton/Peter Ellis
Name of School Council President:	Susie Lukis
Date of Endorsement:	28 th April 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training

About Our School

School Context

Our vision is 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. These are just some of the ways we challenge the old paradigm of schooling.

Our diverse, yet inclusive community, numbers over 1000 students, including 65 International students from 9 countries and 15 students with disabilities. Our school has 86 equivalent full time staff, including 5 Principal class, 60 teachers and 21 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.

Framework for Improving Student Outcomes (FISO)

In 2016, the targets set through the AIP as agreed by the school community, focused on all of the FISO areas. It was decided to note that the school was making improvements in these areas as the school was in its 3rd year of its Strategic Plan. The school community felt that the Key Improvement Strategies in the AIP from the School Strategic plan actually met all of the FISO initiative areas and this formed the decision to not nominate for improvement in only a smaller number of areas.

Throughout the year, based on progress made, largest improvements were made in the particular focus of building practice excellence as well as on the area of empowering students and building school pride. A further focus identified was on the area of building communities. The school continued to make good progress against these areas as detailed in the following sections.

Achievement

TC is a school that prides itself on every student taking control of their own educational journey. Teacher assessments determined through assessments against AUSVELs, taking place at several points throughout the year, demonstrates good progress for individuals when compared to self. On Demand testing is a common format used to support this finding.

We see a sizeable proportion of NAPLAN withdrawals based upon Parents philosophical objections. Our parent community generally support other mechanisms used by the school for feedback. When viewed alongside State standards, Students NAPLAN results are strong in Entry (Year 7) with particular strong in Reading, as is the case shown in our Year 9 age equivalent cohort. Trends over time have identified a need to re-focus upon Writing and Numeracy in Year 9 and there will be improvements in these key areas, as this is the current whole-school focus, building upon the strong foundations developed in Reading.

Students VCE results in respect of 40+ scores increased by 1.2% in 2016 and this is expected to continue. 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, as a result of students completing many VCE subjects earlier than Year 12, and also repeating Unit 3&4 subjects as part of their individual acceleration program. 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.

With a program in place to track Graduates for at least three years after they have left TC, we know that a significant proportion of graduates transition successfully into tertiary education in the most part because of the model of education supports this extremely well, ensuring that students take responsibility for all aspects of their own learning.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

We continued to have large levels of student engagement, as demonstrated by the data collected through the Attitudes to School survey.

Templestowe College continues to empower its students giving them a broad range of pathways to opportunities to suit their varying needs. This enhances their engagement in their education and future pathway options. Our attendance reflects the varying needs of student and families. In 2016, we had the addition of a dedicated Attendance Officer as we continued to support those students who are displaying higher levels of absenteeism than the average. We applied early intervention strategies such as Individual Learning Plans, wellbeing counselling, mediation and family support. The 2016 retention rate is higher than the four year average and both the yearly figure and the four year average are above the state average.

In 2016, both the Parent Opinion Survey and Student Attitudes to School survey showed that satisfaction from parents and the connectedness of students are significantly higher than other Victorian government schools. We believe that this is in response to the school policies based around the “Yes is the Default” answer to any request from students, parents and staff, and the “One Person Policy”, in conjunction with strong student voice, information evenings, weekly informative newsletters, and strong communication with teachers.

Staff have also indicated a positive school climate higher than the median state school. Continuing development of staff through in house PD and collaboration ensures that positive climate results in improved engagement of students.

Wellbeing

Data both for students’ connectedness to school in 2016 and over a 4-year average shows elevated levels of connectedness with TC scoring higher in school comparison measures for both these categories. Measures in relation to safety saw an increase in 2016 with TC continuing to be similar in relation to school comparison.

A focused approach to ensuring that students felt they were known and were treated as individuals continued as we saw student numbers growing both at the Entry level (Year 7) and throughout the Flexible Learning Environment (Years 8-12). The adoption of a Co-Principal model enabled greater access to the principal team and this was actively taken up by students throughout the year.

Overseeing transition was made a key role for one of the Assistant Principals and this, supported by a strong House system sustained positive development in relation to transition into the College. Successful transition was also supported by the continuation of interviewing of all students and parents prior to commencement. Student buddies could be best matched to foster positive wellbeing.

Ongoing communication in a variety of formats explaining key initiatives kept students informed and provided opportunities for their voice to help shape the processes, programs and policies of the school. A continued focus was given to individual support through subject counselling. Increased student numbers lead to greater flexibility of courses for students as they were more likely to get their first preference subjects.

VET course provision within the College grew with the introduction of VET in Sport and Recreation, alongside current options of Music and IT. Students continued to explore a wide range of career pathways through this option and work experience both externally and within the TC community.

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 774 students were enrolled at this school in 2016, 372 female and 402 male. There were 8% of EAL (English as an Additional Language) students and < 10% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

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>	<ul style="list-style-type: none"> Higher Higher Similar Higher

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>46%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>61%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>43%</td> <td>34%</td> </tr> <tr> <td>Spelling</td> <td>35%</td> <td>45%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>49%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	46%	30%	Numeracy	27%	61%	12%	Writing	23%	43%	34%	Spelling	35%	45%	20%	Grammar and Punctuation	25%	49%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>Lower</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 95% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 13% VET units of competence satisfactorily completed in 2016: 80% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 92%</p>																										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="580 826 1034 922"> <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>89 %</td> <td>88 %</td> <td>87 %</td> <td>83 %</td> <td>86 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	89 %	88 %	87 %	83 %	86 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Lower</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	89 %	88 %	87 %	83 %	86 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>												
<p>Students exiting to further studies and full-time employment</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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>												



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

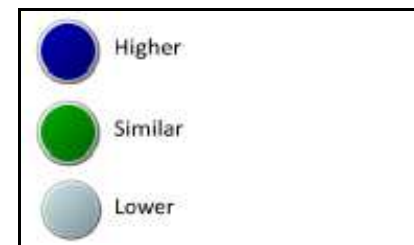
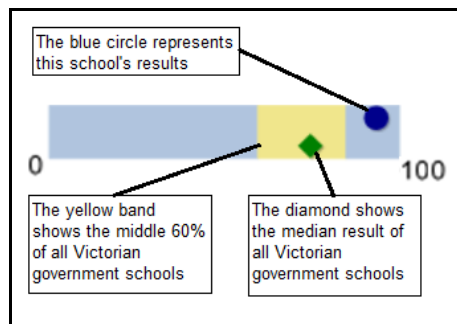
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

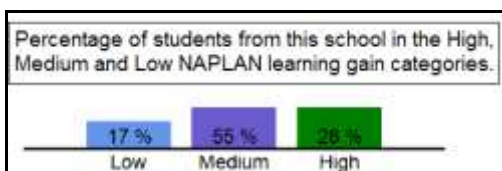
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

The largest component of the College Revenue at \$6,544,896 was the Student Resource Package (DET Staff Funding) which made up 67.5% of Total Revenue. Student Resource Package (SRP) expenditure at \$6,670,790 made up 67.8% of all College expenditure. The shortfall/deficit of \$155,249 includes \$125,894 overrun of the Student Resource Package which is budgeted for and scheduled to be repaid in 2017.

The College received \$1,443,463 in Grants from the Department including \$675,668 in SRP Cash Grants and \$728,901 for Overseas Fee Paying Students. Locally Raised Funds of \$1,517,989 included Parent Payments for Essential, Optional and Voluntary Education Items, Camps and Excursions, Hire of School Facilities, Homestay, Canteen takings, Donations and Fundraising Activities.

Expenditure for 2016 other than the SRP Expenditure noted above, included Property and Equipment Services of \$802,986 for Contract Cleaning, Building and Grounds Works, Sanitation and Security/Safety and Fire Protection Services, purchase of Furniture and Fittings, and Technology Equipment and Operating Lease Costs.

Salaries and Allowances expenditure totaling \$802,986 covered School Level Payroll costs for Casual Relief Teachers, Specialist teachers including Instrumental Music, Non-Teaching Support Staff for additional Administration, Information Technology and Integration services, Sustainability, Canteen and Student Tutors.

Miscellaneous Expenses totaling \$1,000,107 included Health and Personal Development, Administration costs, Camp/Excursion costs, Service Provider charges including Staff Agency costs, Bank charges and Taxation charges.

Note the Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$6,544,896
Government Provided DET Grants	\$1,443,463
Government Grants Commonwealth	\$1,575
Revenue Other	\$182,101
Locally Raised Funds	\$1,517,989
Total Operating Revenue	\$9,690,024

Expenditure	Actual
Student Resource Package	\$6,670,790
Books & Publications	\$945
Communication Costs	\$54,491
Consumables	\$357,267
Miscellaneous Expense	\$1,000,107
Professional Development	\$54,066
Property and Equipment Services	\$802,986
Salaries & Allowances	\$672,773
Trading & Fundraising	\$82,829
Travel & Subsistence	\$48,092
Utilities	\$100,929

Total Operating Expenditure **\$9,845,274**

Net Operating Surplus/-Deficit **(\$155,249)**

Asset Acquisitions **\$7,872**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$237,712
Official Account	\$114,169
Other Accounts	\$69,042
Total Funds Available	\$420,923

Financial Commitments	Actual
Operating Reserve	\$16,171
Asset/Equipment Replacement < 12 months	\$36,674
Capital - Buildings/Grounds incl SMS<12 months	\$48,947
Maintenance - Buildings/Grounds incl SMS<12 months	\$204
Revenue Received in Advance	\$239,578
School Based Programs	\$35,219
Other recurrent expenditure	\$44,130
Total Financial Commitments	\$420,923



Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

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.