

## 2015 Annual Report to the School Community

Templestowe College

School Number: 8823



Name of School Principal:

**PETER HUTTON**

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Name of School Council President:

**JO SKUSE**

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Date of Endorsement:

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

Our vision is to be as supportive community, empowering students to manage their individualised learning and turn ideas into reality.

2015 saw yet another increase in student enrolments, with the introduction of an enrolment capacity restriction of 900 students at the end of the year.

Our school is proud to be considered as one of the most innovative schools in Australia. New initiatives in 2015 included the introduction of Individualised Learning Programs for all students. This previously had been only available for Year 7 (Entry) students in 2014. These Individual Learning Plans allowed students total vertical flexibility in their selection of their own curriculum. If a student reaches a high year 8 level in English and Maths these subjects no longer become compulsory. Another new initiative was the removal of any reference to year levels to ensure that every student had access to the full range of curriculum on offer from over 130 subjects. As a result, radical acceleration was an option for students with 25% of year 8 aged students and 75% of Year 9 aged students studying a VCE subject. Some students were able to study University level subjects whilst still at school.

New formats for students receiving more feedback were introduced in 2015. The reporting format was modified to a continuous feedback model, with feedback available immediately on line. This was in addition to the 3 weekly feedback given on students work and study habits.

Much of 2015 was spent building on the sense of community at the school through the House System with an increased emphasis on the role of the house. A large proportion of the year was also spent educating students and their families to be able to create their own individualized learning plan (ILP). By the end of the year every student had produced their own ILP which was approved by their parents and the Principal of the school to plan their pathway through their education for the next 5 years.

Our diverse yet inclusive community grew in 2015 to now includes 70 International students from 10 countries across both Asia, the Americas and Europe, reflecting our truly global focus and our commitment to supporting our students to become effective global citizens.

### Achievement

Our school population continues to evolve, with students at lower years joining the school with far higher NAPLAN and other academic results than in previous years. This, combined with a large proportion of students joining us after Year 7, makes comparing relative growth a difficult proposition.

Our teachers continued to adjust their programs in light of the change to individualised learning for all students and focus on extending all students to their capacity. With the introduction of Individualised Learning Plans for all students in 2015, students who had achieved a high Year 8 level in English and Maths no longer had these subjects as compulsory. Only 2 students elected to not study English in 2015. Our students remain very responsible and want to be challenged in their studies.

Our Montessori Adolescent Program entered its fourth year in 2015, meaning the program is now into its 2<sup>nd</sup> 3 year cycle. The first cohort of MAP students completed their VCE or VCAL program. Enrolments within the programme moved to a level high enough for a new class to be created for 2016.

NAPLAN results at year 9 show high levels of growth when compared to similar schools.

VCE outcomes are lower than the state average but comparable to outcomes of similar schools. VCE outcomes also 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. 2015 saw the first time that a student of Year 9 age achieved a study score from a VCE subject. Whilst this benefits the students, it does tend to impact negatively on the schools VCE data.

### Engagement

We continued to have high levels of student engagement. Students are actively involved in planning their education at TC. They are encouraged to find their areas of strength and passion and to pursue these academically, co-curricular and in the world beyond school. Opportunities to contribute to the development of curriculum offerings, camp destinations and planning, performing arts events to be staged within the school and staff interviews to name but a few aspects of school life allow students to take control and drive the climate of the school day to be one they want to be part of.

Our one-person policy continues this engagement as students are treated equally within the TC community.

“Programs” time saw in 2015 an opportunity for students to develop clubs in areas of importance and engagement to them being taken up enthusiastically.

Our “Yes is the default” response to any student, staff or parent suggestion continues to ensure that students not only feel heard but in

control. Student attendance levels are similar to other Victorian government schools.

The benefits of longevity of relationship with a Head of House getting to know a student over a period of years rather than changing year level coordinators each year sees strong relationships between families and the school. Parents continue to be active participants in their students' school life reflecting high satisfaction levels.

## Wellbeing

Focusing on getting to know the individuals at TC is a key to the successful transition of students into the College not only at entry level but at levels throughout the school. Enrolment interview of all students establishes connections that foster positive wellbeing. Course counselling is enhanced by this knowledge of the student as is the relationship between the families and the school.

The partnership between students, families and the school is established with a student focus empowering students to be in control and to manage their pathway of their education. Students have high levels of ownership and this is reflected in student feedback.

The school works very hard to support each student to reach their preferred tertiary pathway. VET programs were again positive in enabling students to explore broader career options. Along with actively supporting and encouraging students to explore courses externally TC introduced both VET in Information technology and Music Performance in 2015. Our careers coordinator offers counselling for all students and undertakes individual careers counselling with students and their parents from age 15 onwards.

2015 saw a rise in both opportunities and uptake of student employment within the school community. Areas where students worked alongside staff were, event management, maintenance, catering, music production and lighting, IT support, reception and tutoring.

## Productivity

The school was in its 2<sup>nd</sup> year of its vision for the period 2014-2017. College Council and the School Leadership team regularly review and update school policies, procedures and decision making processes. There is regular reflection on the AIP at all levels, from College Council through to activities taking place in staff meetings. Staff professional learning is included in Performance and Development plans and these are guided by the School Strategic Plan and Annual Implementation Plan.

The whole school community have been involved in the process of creating options of subjects for students (called the Flexible Learning Environment) that allow total student choice in subjects studied in 2015. All teachers work in professional learning teams with time available for collaborative planning and peer observations that take place at least two times per term.

The financial position of the school allowed for changes to the Positions of Responsibilities in 2015. An additional Assistant Principal, overseeing Learning, was appointed as well as the creation of three Learning Development Leaders to work with both students and staff. Heads of House were given a lower proportion of teaching time to enable them to develop the role to foster a greater sense of community within the House system.

The school was able to open the new Performing Arts Centre in 2015. The facility is truly exceptional and not only allows students the opportunity to learn and perform in a venue of professional quality, but also offers the school an opportunity to create revenue that can be used to fund additional student programs. The facility was also used for the first TC Conference, where staff and students planned and ran a conference for other schools to help share ideas on improving education for students based upon the Take Control model.

In 2015 the school created the TC Consultancy. This group, consisting of staff and students, offers Professional Development opportunities to other schools. In 2015, 18 schools from all around Australia and New Zealand worked with the consultancy.

For more detailed information regarding our school please visit our website at

## 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.

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

#### Enrolment Profile

A total of 605 students were enrolled at this school in 2015, 281 female and 324 male. There were 5% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## 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><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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><b>NAPLAN Year 7</b></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>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></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>		<ul style="list-style-type: none"> <li> Similar</li> <li> Higher</li> <li> Higher</li> <li> Higher</li> </ul>

## Performance Summary






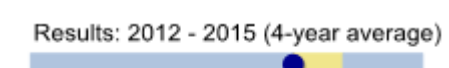



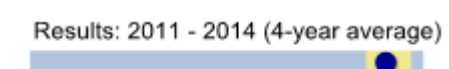


Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; 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>31%</td> <td>39%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>56%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>34%</td> <td>52%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>36%</td> <td>43%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>34%</td> <td>48%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	39%	31%	Numeracy	31%	56%	13%	Writing	34%	52%	14%	Spelling	36%	43%	20%	Grammar and Punctuation	34%	48%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p><b>Victorian Certificate of Education (VCE)</b></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: 2015: </p> <p>Results: 2012 - 2015 (4-year average): </p>	<p> Lower</p> <p> Lower</p>																								

Students in 2015 who satisfactorily completed their VCE: **92%**  
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **15%**  
 VET units of competence satisfactorily completed in 2015: **87%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **39%**




## Performance Summary





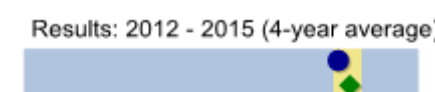

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></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 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 815 1029 913"> <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>93 %</td> <td>93 %</td> <td>92 %</td> <td>90 %</td> <td>94 %</td> <td>88 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	93 %	92 %	90 %	94 %	88 %	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	93 %	92 %	90 %	94 %	88 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</b></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><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></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><b>Students Attitudes to School - Connectedness to School</b></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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p>No Data Available</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p>No Data Available</p> <p> Similar</p>

# How to read the Performance Summary

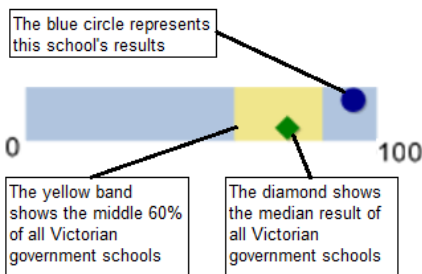
## What are student outcomes?

*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 colleges, 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.

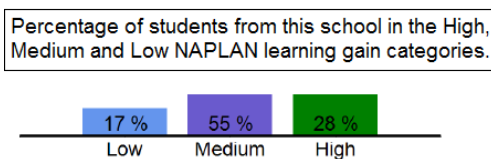
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

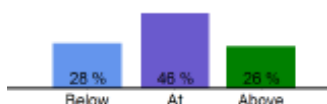


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



## 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 - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$5,143,087	High Yield Investment Account	\$228,826
Government Provided DE&T Grants	\$1,217,137	Official Account	\$19,279
Government Grants Commonwealth	\$113	Other Accounts	\$197,659
Government Grants State	\$9,725	<b>Total Funds Available</b>	<b>\$445,764</b>
Revenue Other	\$140,125		
Locally Raised Funds	\$1,125,697		
<b>Total Operating Revenue</b>	<b>\$7,635,884</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$5,125,443	Operating Reserve	\$55,052
Books & Publications	\$17,547	Asset/Equipment Replacement < 12 months	\$50,689
Communication Costs	\$45,347	Capital - Buildings/Grounds incl SMS<12 months	\$46,405
Consumables	\$291,495	Maintenance - Buildings/Grounds incl SMS<12 months	\$73
Miscellaneous Expense	\$1,138,225	Revenue Received in Advance	\$207,552
Professional Development	\$40,900	School Based Programs	\$53,804
Property and Equipment Services	\$876,911	Capital - Buildings/Grounds incl SMS>12 months	\$32,189
Salaries & Allowances	\$391,153	<b>Total Financial Commitments</b>	<b>\$445,764</b>
Trading & Fundraising	\$72,828		
Travel & Subsistence	\$45,149		
Utilities	\$80,590		
<b>Total Operating Expenditure</b>	<b>\$8,125,587</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$489,703)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 04 March 2016 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.*

### Financial performance and position commentary

[Insert financial commentary here]