



Department of Education and  
Early Childhood Development

# 2012 Annual Report to the School Community

Tallygaroopna Primary School  
School Number: 3067



#### Tallygaroopna Primary School

Tallygaroopna Primary School with a population of 48 students is situated 17km north of Shepparton. Whilst located in a rural setting, the school's parent community is mainly comprised of families who work in Shepparton with very few being involved in farming. The school is extremely well equipped mainly due to a healthy injection of locally raised funds over the past ten years or more and a new BER building along with updated existing buildings.

The school buildings, grounds and facilities have been improved extensively over the last twelve months due to grants from State and Federal governments. The school has a new BER building which has three learning studios and a project room. This facility has just been fitted out with new furniture and extensive IT equipment and other resources. The school also has a multi purpose room which boasts a new kitchen and servery and two other classrooms that have been set up as a student library/reading recovery/specialist teacher room and computer lab. Off-road parking which has also been upgraded provides a safe entry and exit to the school.

Our school values are used to support our students, teachers and parents in becoming positive citizens within their community. These values are: Inclusion, Respect and Honesty. Staffing has remained stable. The current (2012) staffing is comprised of the Principal, teaching full time, supported by 2 expert teachers with a grade structure of Prep-Year 1, Years 2-4 and Years 5-6. Our school is supported by a Business Manager who works 4 days a week.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Tallygaroopna Primary School's combined teacher assessed data comprising of Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests indicate that the students are performing at the level expected given our student cohort.</p> <p>The 2012 teacher assessments in VELS and the Year 3 &amp; 5 NAPLAN results were similar. NAPLAN results were very positive with most areas being in line with the State Mean of other Victorian Government Schools or slightly above. The 4 year average is also similar to other schools. At our school we are aiming to maintain nil% of students below the NAPLAN National minimum standard and increase the percentage in the top two bands by 5%.</p> <p>Over the past few years, the staff at Tallygaroopna PS have implemented the Hume Region's professional learning in both Literacy and Numeracy. Key Improvement Strategies based on our Strategic Plan focus on:</p> <ol style="list-style-type: none"> <li>1. Identifying appropriate actions</li> </ol>	<p>Tallygaroopna Primary School's data for student attendance in 2012 was similar to other schools, when taking into account relevant student characteristics. We value student's attendance and students with attendance above 95% each term and semester receive awards. We also understand that high absenteeism can have a negative impact on a child's educational development. Being at school ensures that all students are maximising their learning and social development opportunities. Students and families will continue to be reminded about the importance of regular school attendance. We are particularly pleased with the 4 year attendance data although the Grade 4 cohort needs to be closely monitored.</p> <p>The results of the student attitudes to school survey are positive with the outcomes being similar to that of other schools. However, the 4 year average is lower than the majority of schools.</p> <p>With the implementation of the Student Engagement Policy we aim to further develop students' social skills and self-awareness and are actively promoting our school values</p>	<p>At Tallygaroopna Primary School we are in regular contact with the Tallygaroopna Pre School. Our staff visit the Pre-School on a regular basis and occasionally senior students visit the Pre School to do informal activities such as reading. The Pre School are also able to visit our school at any time and utilise some of our resources which include computers, play and sports equipment. During Term 4, four transition days are held. This involves the students who will be attending Tallygaroopna PS in 2013. Contact is made with Shepparton secondary schools early in the school year. Information booklets are forwarded on to families of Year 6 students who then attend information evenings conducted by the schools. Students are able to visit these schools. During Term 4 staff from the secondary schools visit our school to speak to the students. A statewide orientation day is held in early December.</p> <p>In the future, we hope to continue to expand and develop programs and strategies for Transition at all stages with particular focus on student transition from one stage of learning to the next. Focus will also</p>

from the revised Hume Region's Literacy & Numeracy Strategies.  
2. The Ultranet allowing students to access online learning activities and resources which can be tailored to suit their individual development needs.  
3. Focus on Personalised Learning.

of Respect, Honesty and Integrity. Our You Can Do It and Buddies Program supports positive student engagement and wellbeing and our Active After School Communities Program is very popular as it has a major focus on Student Engagement. We have invested in ESmart to focus on cyberbullying and a staff member has completed training in relation to Kidsmatter. This will be a major focus for the school in 2013.

be on students as they move through the school into different grades with a major component being linked to cooperative learning and team work - Curriculum Day on Kagan Learning.

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

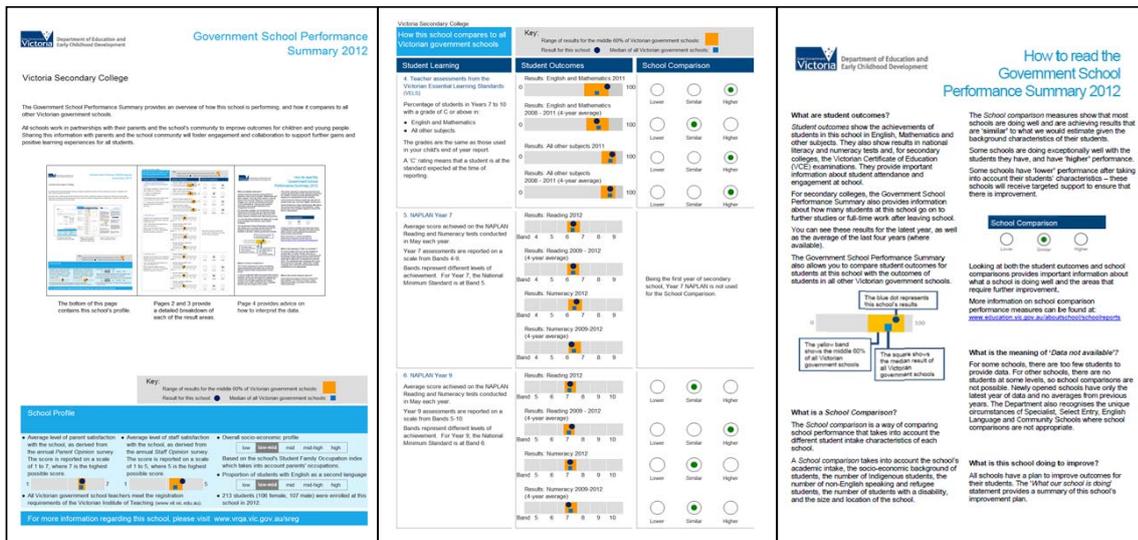
<http://www.tally-ps-3067.vic.edu.au>

or view our 2012 Annual Report online at <http://www.vrqa.vic.gov.au/SReg>

## Tallygaroopna Primary School

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.



The bottom of this page contains this school's profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

Page 4 provides advice on how to interpret the data.

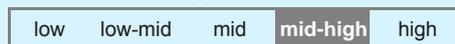
### Key:

Range of results for the middle 60% of Victorian government schools:

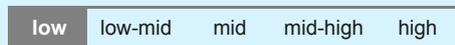
Result for this school: Median of all Victorian government schools:

## School Profile

- 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.
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.
- Overall socio-economic profile
- Proportion of students with English as a second language
- 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)).
- 50 students (22 female, 28 male) were enrolled at this school in 2012.



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



For more information regarding this school, please visit [www.vrqa.vic.gov.au/sreg](http://www.vrqa.vic.gov.au/sreg)

# How this school compares to all Victorian government schools

**Key:**

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

## Student Learning

### 1. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

## Student Outcomes

### Results: English and Mathematics 2011



### Results: English and Mathematics 2008 - 2011 (4-year average)



### Results: All other subjects 2011



### Results: All other subjects 2008 - 2011 (4-year average)



## School Comparison



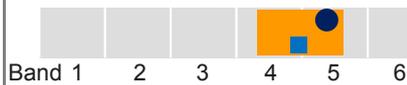
### 2. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

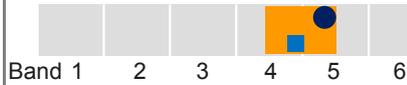
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

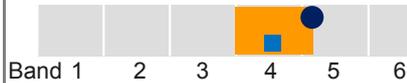
### Results: Reading 2012



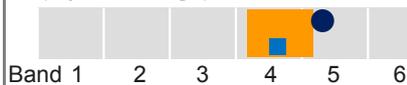
### Results: Reading 2009 - 2012 (4-year average)



### Results: Numeracy 2012



### Results: Numeracy 2009-2012 (4-year average)



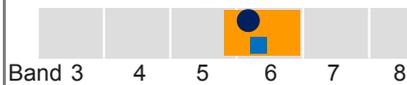
### 3. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

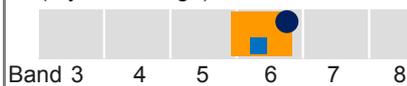
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

### Results: Reading 2012



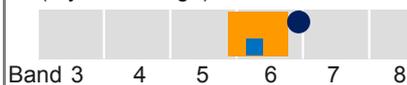
### Results: Reading 2009 - 2012 (4-year average)



### Results: Numeracy 2012



### Results: Numeracy 2009-2012 (4-year average)



How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Engagement and Wellbeing

Student Outcomes

School Comparison

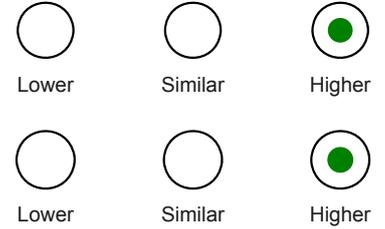
4. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.



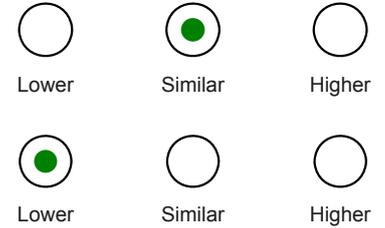
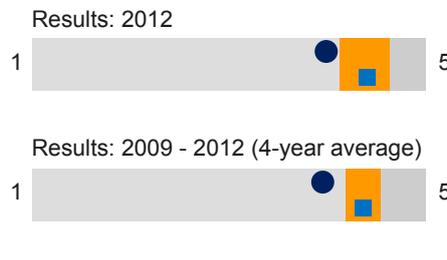
Average 2011 attendance rate by year level:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95%	95%	98%	90%	98%	94%	94%



5. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.



# How to read the Government School Performance Summary 2012

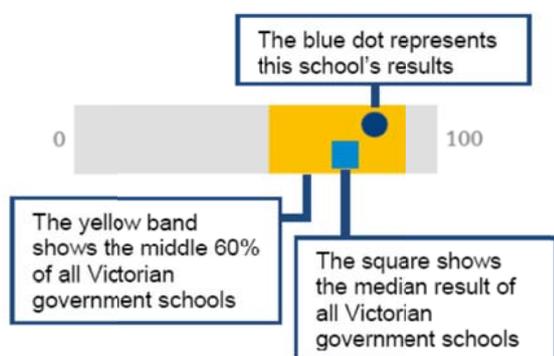
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English, Mathematics and other subjects. 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 Government School 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 Government School 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.



## 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 Indigenous 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: [www.education.vic.gov.au/aboutschool/schoolreports](http://www.education.vic.gov.au/aboutschool/schoolreports)

## 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 '*What our school is doing*' statement provides a summary of this school's improvement plan.

# Financial Performance and Position

## Financial Performance – Operating Statement Summary for the year ending 31st December, 2012

Revenue	2012 Actual
Departmental Grants	\$55,972
Commonwealth Government Grants	\$6,653
State Government Grants	\$0
Other	\$12,609
Locally Raised Funds	\$34,935
<b>Total Operating Revenue</b>	<b>\$110,169</b>

### Expenditure

Salaries and Allowances	\$18,746
Bank Charges	\$15
Consumables	\$12,294
Books and Publications	\$4,480
Communication Costs	\$1,345
Furniture and Equipment	\$9,820
Utilities	\$6,150
Property Services	\$24,478
Travel and Subsistence	\$0
Motor Vehicle Expenses	\$0
Administration	\$3,312
Health and Personal Development	\$155
Professional Development	\$875
Entertainment and Hospitality	\$289
Trading and Fundraising	\$15,445
Support / Service	\$4,269
Miscellaneous	\$29,223
<b>Total Operating Expenditure</b>	<b>\$130,896</b>

**Net Operating Surplus/-Deficit** **-\$20,727**

**Capital Expenditure** **\$0**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

## Financial Position as at 31st December, 2012

Funds Available	2012 Actual
High Yield Investment Account	\$21,823
Official Account	\$1,159
Other Bank Accounts (listed individually)	
Bingo	\$14,113
Investment Account No 1	\$39,180
(insert)	\$
<b>Total Funds Available</b>	<b>\$76,274</b>

### Financial Commitments

	2012 Actual
School Operating Reserve	\$
Assets or Equipment Replacement <12 months	\$
Capital – Building/Grounds including SMS <12 months	\$
Maintenance – Building/Grounds including SMS <12 months	\$
Beneficiary / Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$323
School based programs	\$8,205
Region / Network / Cluster Funds	\$598
Provision Accounts	\$
Repayable to DEECD	\$39,180
Other Recurrent Expenditure (Accounts Payable)	\$496
Assets or Equipment Replacement >12 months	\$2,500
Capital - Building / Grounds including SMS >12 months	\$
Maintenance - Building / Grounds including SMS >12 months	\$5,484
<b>Total Financial Commitments</b>	<b>\$56,785</b>

## Financial performance and position commentary