

2016 Annual Report to the School Community



School Name: Tallygaroopna Primary School

School Number: 3067



Name of School Principal:	David Brodie
Name of School Council President:	Lori Hall
Date of Endorsement:	Wednesday 29 th March 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

Tallygaroopna Primary School, with an enrolment of 64 students, is situated 17kms north of Shepparton. Our schools overall Socio-Economic Profile is in the mid-range and students come from the township of Tallygaroopna and surrounding farms. Our Student Family Occupation Index was .4509. The school grounds consist of a grassed playing field, a basketball court, two separate sets of playing equipment, well shaded and passive recreation areas. The school buildings consist of a large new BER building which has 3 Classrooms and a Project Room along with two small offices which operate as a Resource Room / Student Welfare room and a Computer Resource room. Other facilities consist of an Administration Area, Student Library and Computer Lab and a large Multi-Purpose Room which has a Community School Kitchen. Maintenance funding has been received recently to upgrade some of the existing buildings and more work will be carried out in future years. Computers have been upgraded on a regular basis and the school is fortunate to be able to utilize 6 interactive whiteboards, 30 IPods, 41 Netbooks, 15 Desktop Computers (Computer Lab), 10 Laptops and 2 IPads. All of these resources enable staff to integrate a number of curriculum areas with Information Technology. Currently there is a computer ratio of 1:1 students.

In 2016, the school had 3 classrooms and we were fortunate to have the knowledge and expertise of an Experienced Teacher along with 2 new and enthusiastic young teachers to begin the school year. These staff were supported by the Principal of the school. Tallygaroopna PS currently has 4.3 equivalent full time teaching staff which includes 1.0 Principal class and 3.3 Teaching. Our business manager works at school 4 days a week from Monday to Thursday and we also had 2 Education Support staff at the end of the year who worked 3 days a week. Our school also has a Welfare Worker who is funded by the Chaplaincy Program.

The school is proud of the amount of parental and community involvement which occurs and we promote and encourage assistance with reading in the morning. An active Parents Club provides special events on a regular basis and students in the school participate in the Sporting Schools Program. This promotes an active and healthy lifestyle.

The schools core values are based on Respect, Inclusion and Honesty. In 2016, a successful Playgroup program continued to be implemented and this is open to the community every fortnight on a Thursday from 9-11am for Pre-school children to attend. This program is coordinated by our School Welfare Worker. In 2016, we continued to offer Outside School Hours Care to families 3 nights a week from Wednesday to Friday also. This support program to families has been implemented since 2014 and staff at the school supervise this. In 2016, we also continued implementation of Social and Emotional Learning program called Bounce Back and our Literacy Program has a big emphasis on Writing and Spelling - we have a whole school approach with both of these utilising VCOP (Big Write) and Sound Waves. Nelson Maths is our main teaching resource with Numeracy.

Framework for Improving Student Outcomes (FISO)

In 2016, Tallygaroopna PS was involved in a FISO group with Puckapunyal PS, Dookie PS and Congupna PS. The main goal was to improve student outcomes in writing. During the year, all Principals from these schools visited other FISO schools to observe practice and specific strategies relating to writing. Teaching staff were given this opportunity as well to visit a number of schools in the local area and this information was shared with other staff at PLT's. A key improvement strategy of the group involved the Moderation of Writing with the aim to improve teacher judgements in relation to writing and to make these more consistent. Some progress was made with this initiative, but this work will be ongoing as our group evolves over time. Our FISO group was also able to set up a Google Drive to allow staff to share resources with the VCOP program. Such resources would enable our writing program to be engaging for our students and flow on with positive results with NAPLAN and the Attitude to Schools Survey. In the future, we will continue to look at moderation of writing (Criterion Scale) using the Cold Write Assessment Schedule.

Achievement

Tallygaroopna Primary School's teacher assessments from AusVELS is generally similar compared to all Victorian government schools. This relates to the percentage of students in Years Foundation to 6 who have a grade of C or above in English and Mathematics.

NAPLAN results for Year 3 are lower compared to all Victorian government schools in 2016. However, the 4 year average for Reading and Numeracy is aligned with the middle 60% of all Victorian Government Schools. All Grade 3 students were at or above the National Minimum Standards in all areas except for Spelling (1 student), which was a pleasing result. Some students were in the top 2 Bands (5 & 6) in the following areas: Reading (16%), Writing (33%) and Numeracy (33%).

In comparison, NAPLAN results for Year 5 have been similar over a 4 year period with Reading and Numeracy. All students were at or above the National Minimum Standards in Reading, Spelling and Numeracy. All students in Year 5 were above the NMS for Writing which was a fantastic result and a testament to our VCOP Big Write Program. Only 1 student was below the NMS for Grammar & Punctuation.

Results from the NAPLAN learning gain from year 3 to year 5 indicate positive results in most areas. Numeracy had 62.5% of students in the medium learning gain area, Reading and Grammar & Punctuation had 75% of students in the medium and high learning gain area and Writing had 87.5% of students in the medium and high learning gain area. Finally, Spelling had 50% of students in the medium learning gain area, but 37.5% of students in the low learning gain – data from School Portal.

We believe that our Big Write Program has had a positive effect on Writing and Spelling and we have dedicated some of our professional learning and time to this area. Sharing resources and sharing writing with our children has enabled our school to promote the writing process in a positive way and we look forward to continuing to refine and develop this program in the future. Over the past few years, the staff at Tallygaroopna PS have implemented professional learning in both Literacy and Numeracy. Key Improvement strategies focus on a variety of literacy and numeracy strategies and personalising learning. Students strive to continually improve learning by having student learning goals. These learning goals are evidence based through the use of data and are developed for individual students to achieve. The school continually strives to improve teaching, sharing skills and knowledge with a focus on Literacy and Numeracy, with staff involved in professional learning at a cluster and network level. This learning is shared with the staff in professional learning teams. This team approach means that all teachers are sharing skills and are responsible for all students' learning and well being.



Curriculum Framework implemented in 2016

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

Engagement

Tallygaroopna Primary School's data for student attendance in 2016 was similar to other schools, when taking into account relevant student characteristics. The majority of absences are for students who are sick or from families having extended holidays, although there was a- 1 student in particular. All Year levels recorded an average attendance rate of 92% or higher (with the exception of Grade 6 – 80%), which was a positive result. We value student's attendance and students with attendance above 95% each term and semester receive awards. Whole year attendance is acknowledged with awards as well. 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 with social development opportunities. Students and families will continue to be reminded about the importance of regular school attendance through informal discussions with staff and items put in the weekly newsletter. We are particularly pleased with our schools 4 year attendance average, with it being below the results for the middle 60% of Victorian Government schools.

In 2016, we had a large emphasis on Student Engagement again with the continued implementation of the Kidsmatter initiative. Specific focus was on providing a positive school community and we continued to implement a celebration wall and a project titled "every face has a place". Students are frequently involved in buddy activities with a mentoring approach being embedded into our school culture from F-6. In 2016, we were also fortunate to continue with the implementation of our Chaplaincy in Schools Program and we were able to employ a School Welfare Worker for the whole year, working 3 days a fortnight. This 2 year position was extended for a further 2 years for 2017/2018 and allows a staff member with welfare expertise to support our staff, children and families with a variety of issues which occur at school and away from the learning environment. Children in the senior grades have numerous leadership opportunities at our school – School Captains, JSC, Playgroup, etc.

Each classroom integrates technology in learning activities and students have access to a combination of laptops, desktops, Ipods and Ipad creating a technology rich learning environment. We complement classroom activities by utilising a number of ICT programs such as Mathletics, Reading Eggs, Spelling City, Ziptales and Skoolbo to promote a positive atmosphere in our classes. Our school went through a transition period with staffing in 2016 with 2 new classroom teachers being employed who are enthusiastic and keen to develop their knowledge. Our school promotes a warm, caring and friendly learning environment and the school actively promotes developing respectful relationships between students, parents and teachers through the newsletter and interactions.

Finally, our school provided our children with many learning opportunities in 2016 which allowed them to explore their interests and develop their skills and capabilities in a variety of areas. Specialist programs were offered in 6 specific learning areas in 2016. These were for Physical Education, Library, Art, Music, Science and LOTE (Italian) and we look forward to continuing with such programs into the future.

Wellbeing

The results of the Student Attitudes to School Survey were very encouraging with the Connectedness to School factor being similar to other Victorian Government Schools. The 4 year average is similar as well and we look forward to developing this in the future. The Student Perceptions of Safety Factor in 2016 was higher than other Victorian Government Schools which speaks highly for our wellbeing, welfare, discipline and support programs at Tallygaroopna PS. The 4 year average for this factor was similar as well which reinforces this work.

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 of Respect, Honesty and Inclusion. The SEP is sent home each year and constantly reinforced at school and at home. In 2016, we continued to implement our Social & Emotional Learning program "Bounce Back" and teachers currently incorporate these lessons into weekly class activities. We have developed a 3 year plan for this program which incorporates 9 specific components. In 2016, we began a whole school initiative focusing on Random Acts of Kindness and this has allowed our children to appreciate how important it is to be kind to others and value our general rule: "consider the feeling of others at all times".

Our Sporting Schools Program has been very popular as it has a major focus on Student Wellbeing and we look forward to being involved in this program in future years. We are an ESmart school and we frequently focus on cyber safety and a staff member has completed training in relation to Kidsmatter. This year, we have reinforced sound wellbeing by utilising Polycom with the Kids Helpline and sessions have been implemented incorporating themes such as: Being a School Leader, Developing Resilience, Friendship, Feeling Sad, Handling Arguments at Home and Worry. Our Welfare Worker has a keen interest in making sure that the wellbeing of all children, staff and parents of the School Community is catered for.

All of our children are supported with Individual Learning Plans and we provide support services for children in need – ie: Speech Therapy. The school also promotes and maintains a strong sense of family involvement through an active Parents Club, School Council, involvement in excursions, working bees and activity days (ie: Mother's Day Craft Day). Tallygaroopna Primary School prides itself on being a positive and happy place to learn and play.

For more detailed information regarding our school please visit our website at <http://www.tally-ps-3067.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 primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 64 students were enrolled at this school in 2016, 24 female and 40 male. There were < 10% of EAL (English as an Additional Language) students and 6% 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 primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 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> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Lower</p> <p>● Lower</p> <p>● Lower</p> <p>● Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																														
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and 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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> <th>School Result</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>75%</td> <td>-</td> <td>75%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>63%</td> <td>-</td> <td>63%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>75%</td> <td>13%</td> <td>75%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>50%</td> <td>13%</td> <td>50%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>50%</td> <td>25%</td> <td>50%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	School Result	Reading	25%	75%	-	75%	Numeracy	38%	63%	-	63%	Writing	13%	75%	13%	75%	Spelling	38%	50%	13%	50%	Grammar and Punctuation	25%	50%	25%	50%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary 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="561 824 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>95 %</td> <td>97 %</td> <td>94 %</td> <td>95 %</td> <td>96 %</td> <td>80 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	95 %	97 %	94 %	95 %	96 %	80 %	<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> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	95 %	97 %	94 %	95 %	96 %	80 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary 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> Similar</p> <p> Similar</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> Higher</p> <p> Similar</p>

How to read the Performance Summary

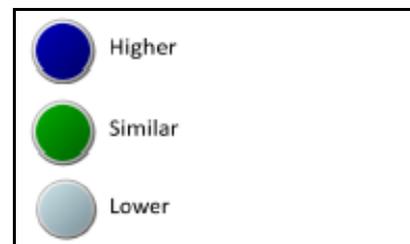
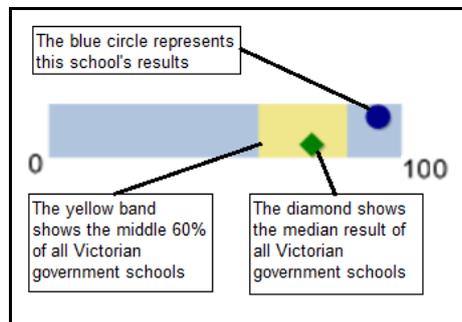
What are student outcomes?

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.

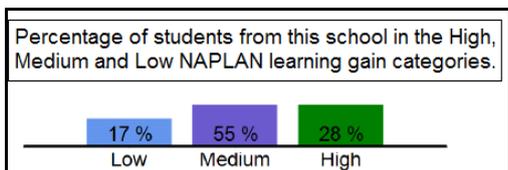
You can see these results for the latest year, as well as the average of the last four years (where available).

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

Tallygaroopna Primary School was fortunate to have a Net Operating Surplus of \$68,656 because of an increase in enrolments over the last 12 months. The structure of our workforce also changed in 2016 with a long standing member of staff retiring at the end of 2015. This allowed for our school to utilize some funds to employ two young and enthusiastic teachers in line with our growing enrolments. Our school received funding from the National Chaplaincy Program to focus on Student Welfare and in 2016 some major buildings works took place as part of the Planned Maintenance Program. In 2016, Tallygaroopna Primary School also began a partnership with WDEA (Western District Employment Access) to ensure some work placements were established in targeted classrooms to support teaching and learning at our school.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$569,808	High Yield Investment Account	\$25,056
Government Provided DET Grants	\$111,405	Official Account	\$1,040
Government Grants Commonwealth	\$13,597	Other Accounts	\$55,770
Revenue Other	\$50,624	Total Funds Available	\$81,867
Locally Raised Funds	\$47,049		
Total Operating Revenue	\$792,484		
Expenditure		Financial Commitments	
Student Resource Package	\$501,116	Operating Reserve	\$30,531
Books & Publications	\$123	Asset/Equipment Replacement < 12 months	\$5,556
Communication Costs	\$1,577	Maintenance - Buildings/Grounds incl SMS<12 months	\$1,750
Consumables	\$20,527	Revenue Received in Advance	\$3,231
Miscellaneous Expense	\$62,158	School Based Programs	\$5,772
Professional Development	\$11,181	School/Network/Cluster Coordination	\$2,592
Property and Equipment Services	\$66,495	Provision Accounts	\$207
Salaries & Allowances	\$42,066	Other recurrent expenditure	\$12,403
Trading & Fundraising	\$11,445	Asset/Equipment Replacement > 12 months	\$10,000
Utilities	\$7,140	Maintenance -Buildings/Grounds incl SMS>12 months	\$9,824
Total Operating Expenditure	\$723,827	Total Financial Commitments	\$81,867
Net Operating Surplus/-Deficit	\$68,656		
Asset Acquisitions	\$0		

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.