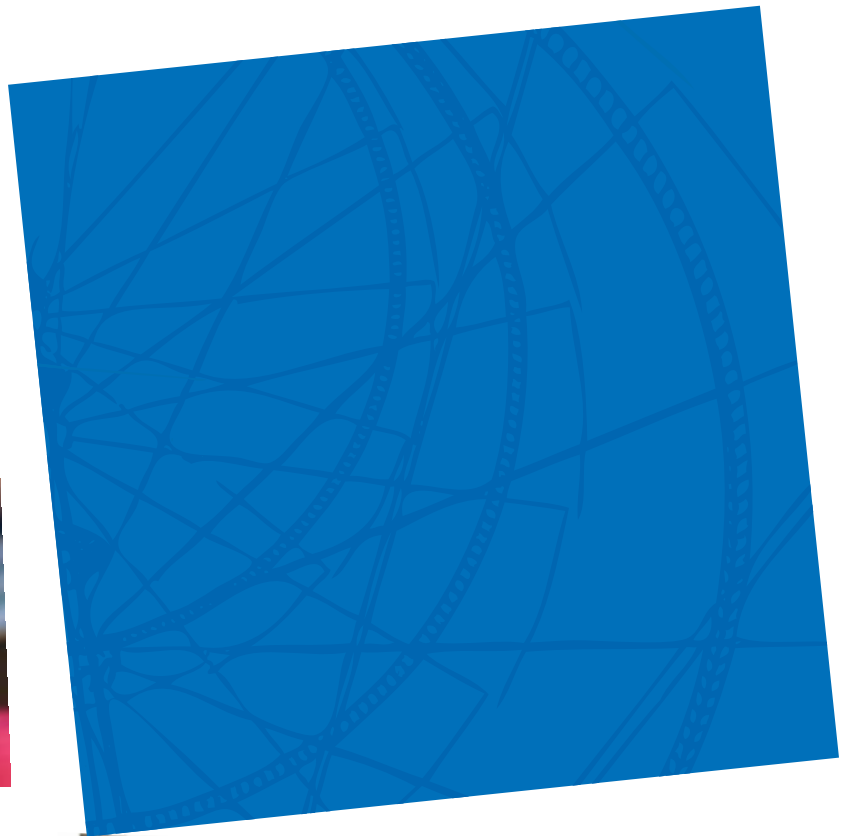




Department of Education and
Early Childhood Development

2010 Annual Report to the School Community

Tallygaroopna Primary School
School Number: 3067



Tallygaroopna Primary School

Tallygaroopna Primary School (PS) is a small primary school located in the township of Tallygaroopna, 17 kilometres north of Shepparton. Student enrolments have remained relatively stable, although this declined to 48 in 2010. The School currently draws its students mainly from the town and surrounding farms and 17 students travel by bus daily that also services Zeerust PS. A number of students enter Prep year from the adjacent Kindergarten, which services the local area.

Tallygaroopna Primary School aims to develop in each of our students a desire for lifelong learning so that they become valuable members of society. The school places a high emphasis on teaching the students how to live with others and we encourage creativity and endorse the philosophy of "considering the feelings of others at all times." Our school values are: Inclusion, Respect and Honesty.

Staffing has remained stable. The Principal joined the School at the start of 2010 as Acting Principal, following the retirement of the previous Principal at the end of 2009. The current (2010) staffing is comprised of the Principal, teaching two days a week, supported by 2.6 teachers with a grade structure of Prep-Year 1, Years 2-4 and Years 5-6.

As part of the Building Futures Program, a new prefabricated 'Learning Studio', housing 3 classrooms and learning spaces has been approved to replace three ageing portable classrooms. This new facility, when completed will support more flexible teaching and learning arrangements consistent with the Effective Schools Model.

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 higher than predicted given our student cohort.</p> <p>The 2010 teacher assessments in VELs and the Year 3 & 5 NAPLAN results in Reading and Numeracy were similar to those in other schools. The 2 year average is also similar to other schools.</p> <p>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 two years the staff at Tallygaroopna PS have implemented the Hume Region's professional learning in both Literacy and Numeracy. This will continue in 2011 with a particular focus on Writing. Key Improvement Strategies based on our Strategic Plan focus on:</p> <ol style="list-style-type: none"> 1. Building the capacity of all teachers in effective Literacy and Numeracy teaching. 2. Expanding intervention and extension programs/strategies to support and extend student learning. 3. Increasing focus on Personalised Learning 	<p>Tallygaroopna Primary School's data for student attendance in 2010 was similar to other schools, when taking into account relevant student characteristics. We value student's attendance as 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 which is higher than other schools for our cohort of students.</p> <p>The results of the student attitudes to school survey are positive with the outcomes being similar to that of other schools. At Tallygaroopna PS we encourage a happy and safe environment. With the implementation of the new Student Engagement Policy we aim to further develop students' social skills and self-awareness.</p> <p>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 and wellbeing.</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. During Term 4, four transition days are held. This involves the students who will be attending Tallygaroopna PS in 2011.</p> <p>Contact is made with Shepparton secondary schools and Numurkah Secondary School 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.</p>

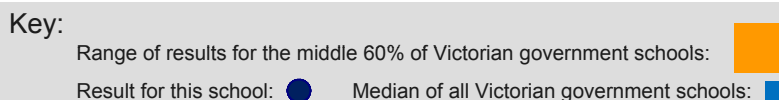
For more detailed information regarding our school please visit our website at

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









or view our 2010 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

Tallygaroopna Primary School



How this school compares to all Victorian government schools



This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures	Student Outcomes	School Comparison
<p>1. Student Learning</p> <p>Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.</p>	<p>Results achieved by students at this school compared to students at other Victorian government schools.</p> 	<p>Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.</p> <p>Lower  Similar  Higher </p>
<p>2. Student Engagement and Wellbeing</p> <p>Combining student attendance rates and results from the annual student <i>Attitudes to School</i> survey.</p>		<p>Lower  Similar  Higher </p>

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

low	low-mid	mid	mid-high	high
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Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language



low	low-mid	mid	mid-high	high
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- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 48 students (25 female, 23 male) were enrolled at this school in 2010.

For more information regarding this school, please visit 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

3. 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 2009



Results: English and Mathematics 2007 - 2009 (3-year average)



Results: All other subjects 2009



Results: All other subjects 2007 - 2009 (3-year average)



School Comparison



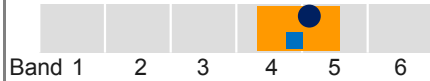
4. NAPLAN Year 3

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

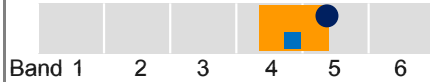
Year 3 assessments are reported on a scale from Bands 1-6.

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

Results: Reading 2010



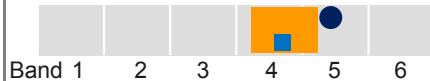
Results: Reading 2008 - 2010 (3-year average)



Results: Numeracy 2010



Results: Numeracy 2008-2010 (3-year average)



5. NAPLAN Year 5

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

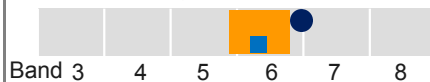
Year 5 assessments are reported on a scale from Bands 3-8.

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

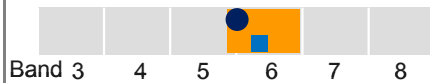
Results: Reading 2010



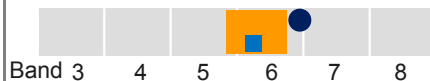
Results: Reading 2008 - 2010 (3-year average)



Results: Numeracy 2010






Results: Numeracy 2008-2010 (3-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

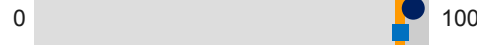
6. Student attendance

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

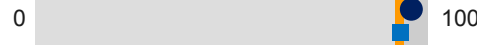
Average 2009 attendance rate by year level:

Student Outcomes

Results: 2009



Results: 2006 - 2009 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
97%	97%	97%	96%	96%	96%	95%

School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

7. 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.

Results: 2010



Results: 2007 - 2010 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

How to read the Government School Performance Summary 2010

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 acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

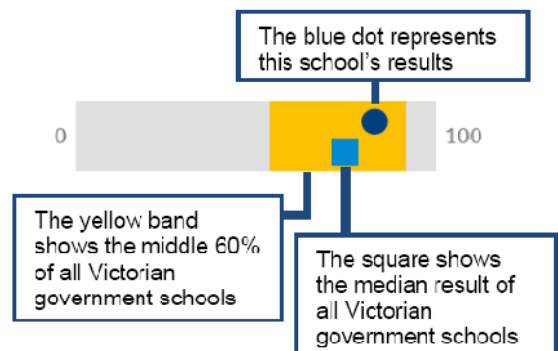
What are student outcomes?

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/

School Comparison



Lower



Similar



Higher

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

Tallygaroopna Primary School

Financial Performance – Operating Statement Summary for the year ending 31st December, 2010

Revenue	2010 Actual
Departmental Grants	\$98,325
Commonwealth Government Grants	\$13,146
State Government Grants	\$
Other	\$11,965
Locally Raised Funds	\$40,745
Total Operating Revenue	\$164,181

Expenditure

Salaries and Allowances	\$17,104
Bank Charges	\$15
Consumables	\$9,222
Books and Publications	\$1,621
Communication Costs	\$1,502
Furniture and Equipment	\$11,342
Utilities	\$6,272
Property Services	\$20,749
Travel and Subsistence	\$
Motor Vehicle Expenses	\$
Administration	\$3,677
Health and Personal Development	\$238
Professional Development	\$2,073
Trading and Fundraising	\$22,039
Support/Service	\$4,815
Miscellaneous	\$16,515
Total Operating Expenditure	\$117,184

Net Operating Surplus/-Deficit **\$46,997**

Capital Expenditure **\$**

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, 2010

Funds Available	2010 Actual
High Yield Investment Account	\$45,030
Official Account	\$1,630
Other Bank Accounts(listed individually)	
Investment Account No 1	\$58,121
Bingo	\$20,835
EGPSSA	\$53
Total Funds Available	\$125,669

Financial Commitments

Financial Commitments	2010 Actual
School Operating Reserve	\$18,250
Assets or Equipment Replacement <12 months	\$41,262
Capital – Building/Grounds including SMS < 12 months	\$4,725
	\$
Maintenance – Building/Grounds including SMS < 12 months	\$
	\$
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$
School based programs	\$491
Region/Network/Cluster Funds	\$53
Provision Accounts	\$
Repayable to DEECD	\$58,121
Other Recurrent Expenditure (Accounts Payable)	\$1,577
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$
Maintenance - Building/Grounds including SMS > 12 months	\$1,190
Total Financial Commitments	\$125,669

Financial performance and position commentary