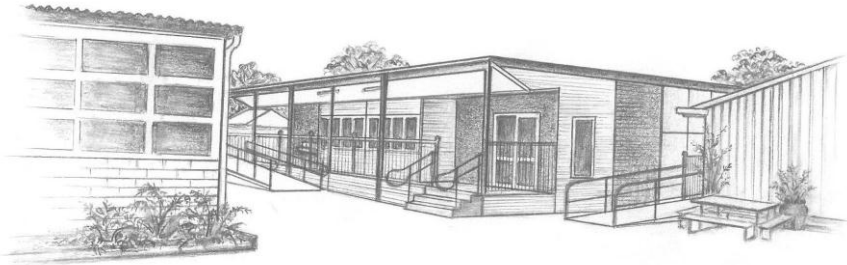


2013 Annual Report to the School Community

Tallygaroopna Primary School

School Number: 3067



Name of School Principal:
David Brodie

David Brodie

Name of School Council President:
Tim Ring

Tim Ring

Date of Endorsement:

Wed 12th March 2014

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Tallygaroopna Primary School with a population of 46 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 2 years 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 (2013) staffing is comprised of the Principal, teaching full time, supported by 2 expert teachers with a grade structure of Foundation-Year 1, Years 2-4 and Years 5-6. Our school is supported by a Business Manager who works 4 days a week.

Achievement	Engagement	Wellbeing
<p>Tallygaroopna Primary School's combined teacher assessed data comprising of the Australian Curriculum / Victorian Essential Learning Standards (AusVELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests indicate that the students are performing at the level expected (similar or higher) given our student cohort, with the exception of Grade 5 with reading. The 2013 teacher assessments in AusVELS and the Year 3 & 5 NAPLAN results were similar. NAPLAN results were very generally 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%. Having identified reading and writing as a concern at school we began to invest in a writing program called "The BIG WRITE". One teacher went to a training session for this initiative towards the end of 2013 and we look forward in developing this program in the future.</p> <p>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.</p>	<p>Tallygaroopna Primary School's data for student attendance in 2013 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. 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. We are particularly pleased with the 4 year attendance data although the Grade 3 and 5 cohorts need to be closely monitored.</p> <p>In 2013, we had a large emphasis on Student Engagement with the implementation of the Kidsmatter initiative. Specific focus was on providing a positive school community and we implemented a celebration wall and a project titled "every face has a place". Students were involved in lunchtime activities which involved table tennis and knitting, for example which promoted student engagement and participation. Children in the senior grades have numerous leadership opportunities at our school – JSC, Playgroup..etc.</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 – we look forward to developing this in the future. 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 Integrity. In the past, Our You Can Do It and Buddies Program has supported positive student wellbeing, but we are looking forward at to implementing a new SEL (Social & Emotional Program) in the future – Bounce Back. Our Active After School Communities Program is very popular as it has a major focus on Student Wellbeing as well. We have invested in ESmart to focus on cyber bullying and a staff member has completed training in relation to Kidsmatter. This has been a major focus for the school this year.</p> <p>All of our children are supported with Individual Learning Plans and we provide SCOPE services for children in need – Speech Therapy. For the last 2 years, some children have also been involved in the Wannik Tutorial Assistance program and some development in literacy and numeracy skills has been evident during this time.</p>

Performance Summary

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.

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

School Profile

School Enrolments

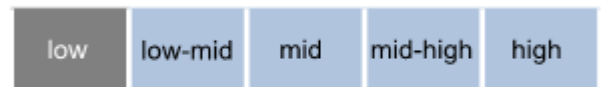
A total of 48 students were enrolled at this school in 2013, 20 female and 28 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <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>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p> Similar</p> <p>No Data Available</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Similar</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:
Result for this school: Median of all Victorian government schools: ◆




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading 75% Low, 25% Medium</p> <p>Numeracy 50% Low, 25% Medium, 25% High</p> <p>Writing 50% Low, 25% Medium, 25% High</p> <p>Spelling 50% Low, 50% Medium</p> <p>Grammar and Punctuation 25% Low, 50% Medium, 25% High</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>





Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="558 795 1045 896"> <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>96 %</td> <td>94 %</td> <td>96 %</td> <td>86 %</td> <td>97 %</td> <td>85 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	94 %	96 %	86 %	97 %	85 %	95 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	94 %	96 %	86 %	97 %	85 %	95 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

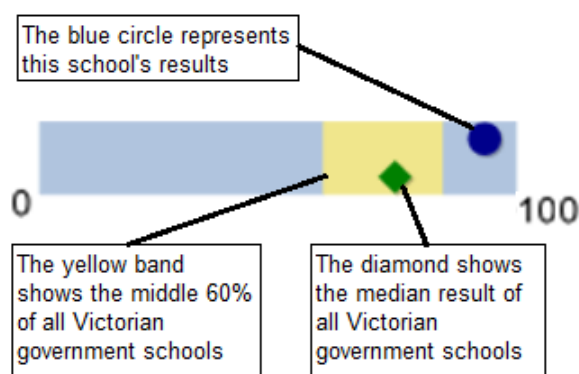
What are student outcomes?

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.



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:
<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.

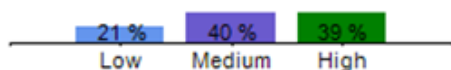
What is this school doing to improve?

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.

Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$89,393
Government Grants Commonwealth	\$6,555
Revenue Other	\$17,298
Locally Raised Funds	\$32,694
Total Operating Revenue	\$145,939

Expenditure	
Books & Publications	\$5,356
Communication Costs	\$1,044
Consumables	\$6,614
Miscellaneous Expense	\$36,973
Professional Development	\$2,709
Property Maintenance	\$32,781
Salaries & Allowances	\$17,157
Trading & Fundraising	\$13,137
Utilities	\$7,948
Total Operating Expenditure	\$123,720

Net Operating Surplus/-Deficit **\$22,219**

Asset Acquisitions **\$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.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

Tallygaroopna Primary School was able to finish with a net operating surplus because the Principal was also teaching full time. Some additional revenue was received from the schools involvement in the Science Specialists in School Program and the Wannik Tutoring Program. Additional expenditure was spent on maintenance on school grounds and buildings – this is a common occurrence.

Financial Position as at 31st December, 2013

Funds Available	Actual
High Yield Investment Account	\$31,050
Official Account	\$1,260
Other Accounts	\$65,530
Total Funds Available	\$97,840

Financial Commitments	
Operating Reserve	\$19,011
Revenue Received in Advance	\$118
School Based Programs	\$17,937
Region/Network/Cluster Funds	\$189
Repayable to DEECD	\$54,091
Other recurrent expenditure	\$6,494
Total Financial Commitments	\$97,840