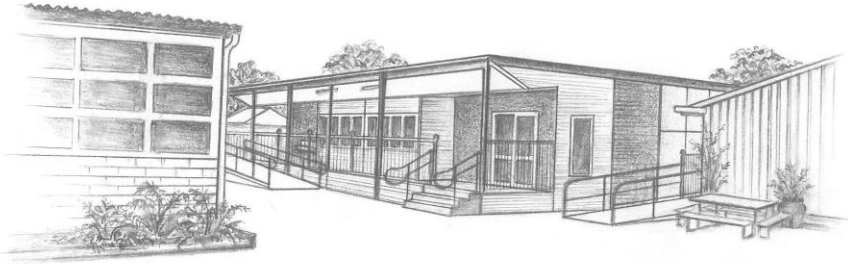


**2014 Annual Report to
the School Community**

Tallygaroopna Primary School

School Number: 3067



Name of School Principal: David Brodie

Name of School Council President: Bernie O'Brien

Date of Endorsement: Wed 25th March, 2015

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 - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Tallygaroopna Primary School, with an enrolment of 47 students (2014 figure), is situated 17 kms north of Shepparton. Students come from the township of Tallygaroopna and surrounding farms. 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 Reading Recovery 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. In 2014, the school was fortunate to receive \$16,886 maintenance funding to upgrade the Teachers Resource room (portable) and a further \$5,539 will be utilised in the future to upgrade the student toilets.

Computers have been upgraded on a regular basis and the school is fortunate to be able to utilise 6 interactive whiteboards, 30 iPods, 20 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 2014, the school had 3 grades and we were fortunate to have the experience and expertise of 2 expert teachers to support the Principal, who had a full time teaching role also. Tallygaroopna PS currently has 3.66 equivalent full time staff including; 1.0 Principal class, 2.0 Teaching, and .66 Educational Support Staff. Our business manager works at school 4 days a week from Monday to Thursday.

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 participated in an Active After School Communities Program. This promotes an active and healthy lifestyle.

The schools core values are based on Respect, Inclusion and Honesty. In 2014, 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. In 2014, we offered Outside School Hours Care for the first time, to families 3 nights a week from Wednesday to Friday and we began implementation of our new Social Skills program called Bounce Back.

Achievement

Tallygaroopna Primary School's teacher assessments from the Australian Curriculum / Victorian Essential Learning Standards (AusVELS) is generally higher 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 similar compared to all Victorian government schools with very positive results being recorded for Reading in 2014. Results for Reading and Numeracy were well above the Year 3 National Minimum Standard (band 2) with all results being above or beyond band 4. The 4 year average of both areas was similar to other schools in the state although just below.

In comparison, NAPLAN results for Year 5 were similar compared to all Victorian government schools in both areas of Reading and Numeracy. However, the 4 year average of both areas was below the median across the state. This was particularly more noticeable in the 4 year average for Reading. Results for Reading and Numeracy were well above the Year 5 National Minimum Standard (band 4) with all results being above or beyond band 6.

Results from the NAPLAN learning gain from year 3 to year 5 indicate positive results in some areas. Numeracy had 78% of students in the medium learning gain area, Writing had 67% of students in the medium learning gain area and Spelling had 66% of students in the medium/high learning gain areas. Reading and Grammar & Punctuation both had 56% of students having a low learning gain.

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 has 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.

Engagement

Tallygaroopna Primary School's data for student attendance in 2014 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. All Year levels recorded an average attendance rate of 93% or higher 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 well below the results for the middle 60% of Victorian Government schools.

In 2014, 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 implemented 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. Children in the senior grades have numerous leadership opportunities at our school – JSC, Playgroup..etc.

Each classroom intergrates technology in learning activities and students have access to a combination of laptops, desktops, Ipods and Ipads 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 has highly experienced teachers who are enthusiastic with a vast amount of knowledge in regard to creating 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.

Wellbeing

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 slightly 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. The SEP is sent home each year and constantly reinforced at school and at home. In 2014, we began to implement our new 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. Our Active After School Communities Program has been very popular as it has a major focus on Student Wellbeing and we look forward to being involved in the Sporting Schools Program in the future. We are an ESmart school and we frequently focus on cyber safety and a staff member has completed training in relation to Kidsmatter. The former has been a major focus for the school this year with a yearly plan being organised to teach these skills and practices in and out of the school environment.

All of our children are supported with Individual Learning Plans and we provide SCOPE services for children in need – Speech Therapy. For the last few 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.

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: cooking). Tallygaroopna Primary School prides itself on being a positive and happy place to learn and play.

Productivity

At Tallygaroopna Primary School, we work strategically within our budget, with the aim to have a surplus each year. Our workforce planning is focused on maintaining at least 3 classrooms so that student learning can be maintained and supported in an orderly manner with small class sizes. The perception of the size of our school is important to potentially new families enrolling at our school. Resources are allocated to support the fundamentals of coordinating and teaching Literacy & Numeracy. This involved programs in the school (BIG WRITE) and professional development for staff (Literacy & Numeracy Leaders).

Tallygaroopna Primary School ensures the effective use and allocation of resources through the use of the Student Resource Package to plan and develop the school budget which is endorsed by school council. As we are small school, the principal consults with all staff in regard to the allocation of financial, human and physical resources guided by the schools strategic plan. In 2014 a school review was conducted and this resulted in the development of a new strategic plan. The new strategic plan will set the future directions of the school. In 2014, our operating position per student dollars data remained high (Spent: 2014 – 89%) and funding provided is utilised in its entirety to support students at need. We have regularly supported children with services associated with SCOPE, sought support of network SSSO personnel on a needs basis and also had a school nurse visit the school early in the year to monitor new Foundation students.

During the last 4 years our school has been totally revamped and our learning spaces and the way we teach and support each other have been revolutionised. All 3 classes are now in the one building which enables us to frequently support each other which is essential with the Principal having a full time teaching load (Grade 5/6). At times, some children have the opportunity to be extended with further learning in a different classroom. Our school facilities are first class with interactive whiteboards in every classroom along with them being in the Project Room, Computer Lab and Library as well. The student to computer ratio is presently 1:1. This allows our school to be very flexible - class structures focus on small numbers if possible in the junior and senior classrooms. Presently, our school time table supports all staff for planning time early in the week and the Principal is released three afternoons a week for management of the school duties.

We also utilise our school facilities with the community by having a Playgroup once every fortnight and OSH Care is available three days a week as well. Both of these services take place in the Multi-Purpose Room. Volunteers from the local community teach Religious Instruction on a weekly basis and we have a few wonderful, highly skilled parents who assist greatly with our Annual School Production which is a highlight of the school year. Some school community members are involved with Kitchen activities with children as well.

Our school prides itself on the way that we communicate with our parents and a comprehensive newsletter is sent home each fortnight with a mini newsletter being available online on alternative weeks. We have been very productive by utilizing Tqibiz in 2014 and this has saved a lot of time in and out of the classroom and enabled our school to regularly communicate with families in regard to school and community matters.

School Council provided high quality governance for the school during the year. The school's financial position is sound and the Council has monitored and prudently managed the school finances effectively. The Parents Club worked diligently on fundraising and the involvement of parents during the year contributed greatly to the culture of the school – classroom reading.

The school is conscious of the financial burden placed on parents and has made every effort to keep the school fee as low as possible. These have remained stable for the last couple of years and incorporate student supplies for the school year. All excursions are paid for when they occur, but parents are given support if needed to ensure that all children can attend excursions.

The school has provided high quality teachers and programs for the students. Teachers have accessed professional learning activities in order to maintain their skills. The children are provided for educationally, socially and emotionally by having caring and professional teachers and access to specialists provided at a Network level.

Parents have expressed high levels of satisfaction with the school and data indicates that teachers enjoy the same high levels of satisfaction. Tallygaroopna PS is clear in its purpose to provide the highest quality education for this community and programs are in place to achieve that goal. All staff complete P & D plans which link into the goals and targets of the school and regular feedback is given in line with mid-year and end of year cycles.

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 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 47 students were enrolled at this school in 2014, 20 female and 27 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.



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 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> Similar</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</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 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> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>56%</td> <td>33%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>78%</td> <td>-</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>67%</td> <td>-</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>33%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>56%</td> <td>44%</td> <td>-</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	56%	33%	11%	Numeracy	22%	78%	-	Writing	33%	67%	-	Spelling	33%	33%	33%	Grammar and Punctuation	56%	44%	-	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	56%	33%	11%																							
Numeracy	22%	78%	-																							
Writing	33%	67%	-																							
Spelling	33%	33%	33%																							
Grammar and Punctuation	56%	44%	-																							





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 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 2014 attendance rate by year level:</p> <table border="1" data-bbox="566 824 1037 918"> <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>95 %</td> <td>94 %</td> <td>94 %</td> <td>96 %</td> <td>95 %</td> <td>96 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	94 %	96 %	95 %	96 %	93 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	94 %	96 %	95 %	96 %	93 %										

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>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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

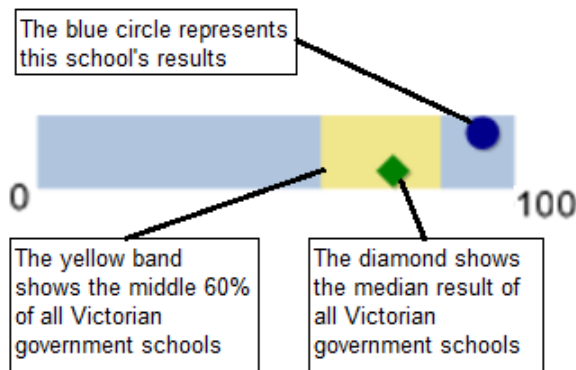
What are student outcomes?

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.



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.

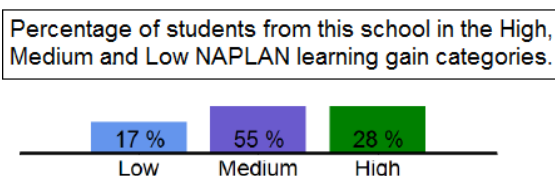
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

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'.



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, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$379,447
Government Provided DE&T Grants	\$78,632
Government Grants Commonwealth	\$7,091
Revenue Other	\$9,544
Locally Raised Funds	\$33,075
Total Operating Revenue	\$507,789

Funds Available	Actual
High Yield Investment Account	\$23,345
Official Account	\$2,357
Other Accounts	\$58,141
Total Funds Available	\$83,842

Expenditure	
Student Resource Package	\$368,645
Books & Publications	\$4,691
Communication Costs	\$1,451
Consumables	\$9,140
Miscellaneous Expense	\$28,676
Professional Development	\$3,136
Property and Equipment Services	\$46,440
Salaries & Allowances	\$31,991
Trading & Fundraising	\$11,010
Utilities	\$7,137
Total Operating Expenditure	\$512,317

Financial Commitments	
Operating Reserve	\$20,294
Capital - Buildings/Grounds incl SMS<12 months	\$2,661
Maintenance - Buildings/Grounds incl SMS<12 months	\$1,800
Revenue Received in Advance	\$379
School Based Programs	\$17,651
Region/Network/Cluster Funds	\$894
Repayable to DEECD	\$23,923
Other recurrent expenditure	\$6,241
Asset/Equipment Replacement > 12 months	\$10,000
Total Financial Commitments	\$83,842

Net Operating Surplus/-Deficit	(\$4,528)
Asset Acquisitions	\$0

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.

Financial performance and position commentary

[Insert financial commentary here]