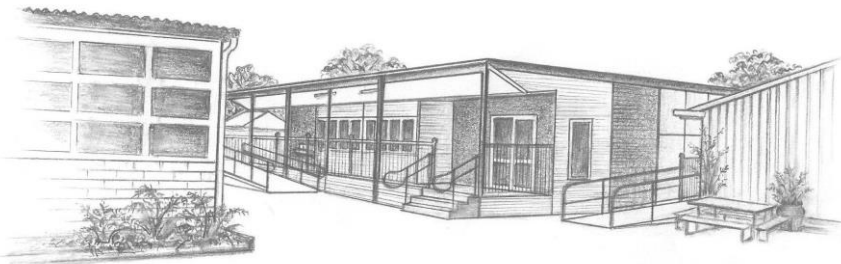


**2015 Annual Report to
the School Community**

Tallygaroopna Primary School

School Number: 3067



Name of School Principal: David Brodie

Name of School Council
President: Lori Hall

Date of Endorsement: Wed 16th March 2016

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 2015.

About Our School

School Context

Tallygaroopna Primary School, with an enrolment of 54 students (2015 census figure), is situated 17 kms north of Shepparton. Our schools overall Socio-Economic Profile is mid to high and 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 / 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. In 2015, the school was fortunate to receive some maintenance funding to upgrade some of the existing buildings and this work will be carried out early in 2016.

Computers have been upgraded on a regular basis and the school is fortunate to be able to utilize 6 interactive whiteboards, 30 iPods, 33 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 2015, 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. Staffing has remained relatively stable for a number of years although one long serving and highly respected classroom teacher retired at the end of 2015.

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 the Sporting Schools Program. This promotes an active and healthy lifestyle.

The schools core values are based on Respect, Inclusion and Honesty. In 2015, 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 2015, we continued to offer Outside School Hours Care to families 3 nights a week from Wednesday to Friday also. This support program for families has been implemented since 2014 and staff at the school supervise this. In 2015, we also continued implementation of Social and Emotional Learning program called Bounce Back and we look forward to having some whole school training with this in the future.

Achievement

Tallygaroopna Primary School's teacher assessments from 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 positive results being recorded for Numeracy and Writing in 2015. Reading was marginally below the median of all Victorian government primary year levels. All Grade 3 students were above the National Minimum Standards with Writing and many students were in Band 6 with Reading (27.3%), Numeracy (18.2%), Spelling (18.2%) and Grammar & Punctuation (9.1%). No students were below the National Minimum Standards in all of these areas which was a pleasing result.

In comparison, NAPLAN results for Year 5 have been similar over a 4 year period with Reading and Numeracy. No specific school comparison was available in 2015 because only 2 students completed NAPLAN testing in Term 2. However, both students were above the National Minimum Standards in Reading, Writing & Spelling and at or above the NMS for Grammar & Punctuation and Numeracy.

Results from the NAPLAN learning gain from year 3 to year 5 indicate positive results in some areas. Numeracy had 100% of students in the medium learning gain area, Spelling and Reading had 50% of students in the medium and high learning gain area and Grammar & Punctuation had 50% of students in the low and high learning gain area. Finally, Writing had 50% of students in the low and medium learning gain area as well – 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.

Engagement

Tallygaroopna Primary School's data for student attendance in 2015 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 is a major issue with the Grade 5 cohort which is currently being addressed. All Year levels recorded an average attendance rate of 94% or higher (with the exception of Grade 5 – 68%), 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 above the results for the middle 60% of Victorian Government schools.

In 2015, 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 2015, we were also fortunate to receive some funding which was part of the Chaplaincy in Schools Program and we were able to employ a School Welfare Worker for 3 terms, working 2 days a week. This position is for 2 years 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 – JSC, Playgroup, etc.

Each classroom integrates 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 been fortunate to have had highly experienced teachers for a number of years, 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 were slightly concerning with outcomes related to School Connectedness being below the results for the middle 60% of Victorian government primary year levels. The 4 year average is slightly lower than the median of all Victorian 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 2015, 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. 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. 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. This year, we have reinforced sound wellbeing by utilising Polycom with the Kids Helpline and sessions have been implemented incorporating themes of: 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 SCOPE services for children in need – 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: cooking). Tallygaroopna Primary School prides itself on being a positive and happy place to learn and play. The Student Perceptions of Safety in the Attitude to Schools Survey are slightly above the median of all Victorian schools and we look forward to continuing to improve on this area in 2016.

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 a 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 2015, we began the journey with our new Strategic Plan and this document will set the future directions of the school.

In 2015, our operating position per student dollars data remained high (Spent: 2015 – 94%) and funding provided is utilized 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 5 years our school has been totally revamped and our learning spaces and the way we teach and support each other have been revolutionized. 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. Major changes in regard to planning will take place in the new year.

We also utilize 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 taught 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 Tiqbiz during the last 2 years 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 with a number of policies reviewed and endorsed. Policy development and review is based on a 4 year cycle which began in 2015 and was a result of our School Review the previous 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 fees 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. An ICT Computer Levy of \$50 was introduced in 2015 also and these funds are utilized to purchase new student netbooks which can be used in classrooms. This is in line with our ICT plan.

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. Throughout 2015, we were able to offer a Music program once a fortnight to complement our MACC (Art) and MARC (Library) programs and plans have been put in place to make our curriculum richer and more engaging with Science and LOTE (Italian) offered in the new year.

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 cycle reviews.

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.

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

Enrolment Profile

A total of 54 students were enrolled at this school in 2015, 23 female and 31 male. There were < 10% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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.









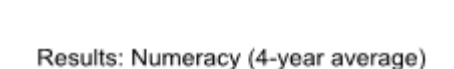





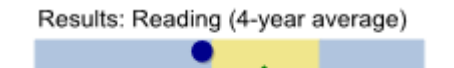
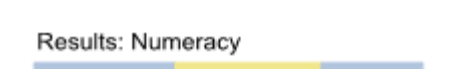
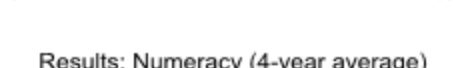


Performance Summary

Key: Range of results for the middle 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 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> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English No Data Available</p> <p>Mathematics No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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>No Data Available</p> <p> Lower</p> <p>No Data Available</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>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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:

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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>97 %</td> <td>95 %</td> <td>94 %</td> <td>96 %</td> <td>68 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	97 %	95 %	94 %	96 %	68 %	96 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	97 %	95 %	94 %	96 %	68 %	96 %										

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: 2015</p>  <p>Results: 2012 - 2015 (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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

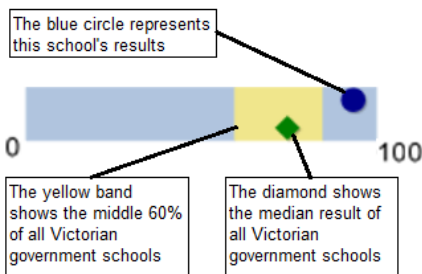
What are student outcomes?

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?

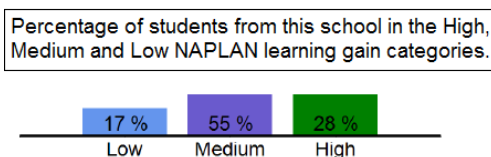
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of 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.

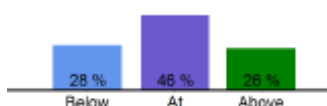
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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 - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$439,469	High Yield Investment Account	\$21,353
Government Provided DET Grants	\$108,422	Official Account	\$830
Government Grants Commonwealth	\$7,928	Other Accounts	\$60,194
Revenue Other	\$13,097	Total Funds Available	\$82,378
Locally Raised Funds	\$35,978		
Total Operating Revenue	\$604,896		
Expenditure		Financial Commitments	
Student Resource Package	\$401,363	Operating Reserve	\$24,706
Books & Publications	\$7,465	Asset/Equipment Replacement < 12 months	\$5,000
Communication Costs	\$1,374	Maintenance - Buildings/Grounds incl SMS<12 months	\$5,850
Consumables	\$7,646	Revenue Received in Advance	\$4,095
Miscellaneous Expense	\$52,413	School Based Programs	\$8,315
Professional Development	\$2,010	School/Network/Cluster Coordination	\$1,507
Property and Equipment Services	\$46,863	Provision Accounts	\$7,905
Salaries & Allowances	\$35,572	Asset/Equipment Replacement > 12 months	\$10,000
Trading & Fundraising	\$9,478	Maintenance -Buildings/Grounds incl SMS>12 months	\$15,000
Utilities	\$5,774	Total Financial Commitments	\$82,378
Total Operating Expenditure	\$569,957		
Net Operating Surplus/-Deficit	\$34,939		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 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.

Financial performance and position commentary

Tallygaroopna Primary School was able to have a surplus at the end of 2015. This result occurred because of the Principal teaching full time instead of employing a third classroom teacher. These funds will be utilized for future staffing and to provide Specialist curriculum programs which focus on engagement.