

# 2021 Annual Report to The School Community



**School Name: Tallygaroopna Primary School (3067)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 March 2022 at 08:56 AM by David Brodie (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 March 2022 at 08:58 AM by Geoff Akers (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## About Our School

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### School context

Tallygaroopna Primary School, with an enrollment of 80 students, is situated 17kms north of Shepparton. Our schools overall Socio-Economic Profile is in the mid range and students come from the township of Tallygaroopna and surrounding farms. Our Student Family Occupation Index was .4043 (SFOE Index - .3602). Our Teaching FTE for 2021 was 5.6, while our Support Staff FTE was 2.5. We had no Aboriginal and Torres Strait Islander staff.

Our workforce composition in 2021 also played an influential role in improving student outcomes. In 2021, the school was able to maintain a 4th classroom and we were fortunate to have the knowledge and expertise of two experienced staff (Literacy & Numeracy Coordinators) who had remained at our school and built strong relationships with our children and families over the last couple of years. We welcomed a new and enthusiastic Graduate Teacher to teach the Grade 3/4 class and said goodbye for the time being to another staff member who took family leave for the majority of Semester 2. She was replaced by another Graduate Teacher who navigated extremely well through some difficult times with snap lockdowns and Remote & Flexible learning. All staff were supported by the Principal of the school which included MACC & MARC teaching staff and any volunteers in the school who assisted classroom teachers.

The school grounds at TPS 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 BER building which has 3 Classrooms and a Project Room along with two small offices which operate as a Resource Room / Student Welfare room and a Computer Resource room. Other facilities consist of an Administration Area, Grade F/1 Classroom, Computer Lab / Specialists Room and a large Multi-Purpose Room which has a Community School Kitchen. Maintenance funding has been received in the past to upgrade some of the existing buildings and we anticipate more work will be carried out in future years. Computers have been upgraded on a regular basis and the school was able to purchase 4 interactive panels for the second semester to enhance the teaching and learning in the classroom. We are also fortunate to have 2 other interactive whiteboards and a number of Netbooks and iPads along with 10 Desktop Computers in the Computer Room / Specialist Room. All of these resources enable staff to integrate a number of curriculum areas with Information Technology. Currently there is a computer ratio of 1.2:1 students.

The school is proud of the amount of parental and community involvement which occurs and we promote and encourage this as much as possible, although there were restrictions in line with COVID-19 again in 2021. An active Parents Club normally provides special events on a regular basis and our school community promotes an active and healthy lifestyle. Our school day begins at 8.45am and we try and start the day being active with some activities involving such things as morning walks around the oval and reading, for example.

The schools core values are based on Respect, Inclusion and Honesty. In 2021, we were still able to provide our OSH Care service to our families for 5 days a week, but during Remote & Flexible learning this program was not utilised too much because of the limited number of children on site at the time. We had two Education Support Staff employed to share the OSH Coordinator role for the first time and the school still made a major investment financially, although government grants were provided to assist with this service during the COVID-19 pandemic. We hope that the school will continue to benefit from this service into the future - OSH Care supports working families and has been implemented at Tallygaroopna Primary School since 2014. Unfortunately, Playgroup did not operate in 2021 because of restrictions with visitors coming into the school buildings. Normally, our playgroup is open to the community one day a fortnight from 9-11am for Pre-school children to attend. This program is coordinated by our School Chaplain (Welfare Worker).

In 2021, we were able to update and refine Whole School Literacy & Numeracy plans across the school and also developed Scope and Sequence documents to allow for consistent teaching. Our school was also involved in Project 21 where we were able to sharpen our focus on Assessment Plans and Calendars for the 4 classrooms. We also continued with implementation of the Workshop Model with Reading and Writing. This allows children to be creative and responsible in their own learning and become active and engaged in their work and development of understanding. In regard to Numeracy, staff have the flexibility to utilise other resources in line with the Victorian Curriculum. In 2021,

we trialed Essential Assessment tasks across the whole school, which involved Pre and Post testing and we are aiming to do this more effectively in the future by utilising more of the online components of the Essential Assessment Website. Staff at the school are always investigating new ways that we can be inventive and be better as professional educators.

Our Literacy focus has moved to an Evidence Based approach with reading with decodable readers (Little Learners Love Literacy) and students were assessed on a regular basis. Decodable books align with the letter-sound sequence being taught and they enable students to consolidate the phonics skills they are learning in class. Heggerty is also utilised daily in the F-2 classroom to support students' phonemic awareness skills and we continue to use some elements of the VCOP (Big Write) and SMART Spelling Programs, but prefer to have some flexibility which allows for creativity and continued exploration.

In 2021, we continued to implement our Respectful Relationships program with minor emphasis on our Social & Emotional Program (Bounce Back). The Principal took fortnightly classes with all children and teaching staff also focused on specific themes on the alternative week.

There were some successes and challenges that arose during remote and flexible learning again in 2021. This involved a number of snap lock downs with limited preparation time, where we would implement Remote & Flexible Learning. Webex was again our main teaching platform during this time with ClassDojo supporting this as well with regular communication to our school community. Because Remote & Flexible learning was of a shorter period (generally only a week) with snap lock downs, we were able to transition quality teaching time from 3 days a week to 5 days a week at times. Learning materials continued to be available in a hard copy form to reduce the stress levels for all key stakeholders, but they were provided online as well. Our approach to Remote & Flexible learning had a satisfaction percentage of 69% on the Parent Opinion Survey.

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## Framework for Improving Student Outcomes (FISO)

2021 priority school goals were adjusted in line with COVID-19. As with all schools, specific goals related to priorities based on: Learning catch-up and extension, Happy active and healthy kids and Connected schools.

In 2021, Tallygaroopna Primary School had a major FISO focus on building teacher capabilities to deliver targeted student support in literacy and numeracy while also delivering the tutor learning initiative. A major focus here was on our Evidence Based approach with decodable readers and also trialing the use of Essential Assessment Tasks across the school which involved Pre and Post testing in line with our Scope & Sequence Plan. Specific students were identified for support and extension and goal setting was discussed and identified with staff and students on a semester basis and communicated with families at Student Led Conferences which were held twice throughout the year. Our TLI program was successful with implementation from late Term 1 until mid Term 3 with two Tutors supporting students each Tuesday with explicit teaching and growth being monitored on an ongoing basis. All TLI students were on Individual Learning Plans.

Other priorities focused on training of new staff with the basics of Respectful Relationships and continuing to provide a school wide environment that fostered positive mental health and normalises support seeking. Respectful Relationship sessions explicitly taught and provided opportunities for students to practice the skills needed to seek support and allowed children to share experiences in a balanced and comfortable environment if needed. The general school rule of "considering the feelings of others at all times" and supporting others was reinforced constantly through various themes such as problem solving and help seeking. Sadly, we said goodbye to John Hosking as our School Chaplain who had been at our school since 2017. John left the school mid year and we were fortunate to have Tim Ford fill this role for Semester 2 and continue to support our whole school community.

Strengthening and embedding the connection with parents/carers during remote and flexible learning was also a key improvement strategy action and regular check ins occurred with our school community both formally and informally. Regular communication occurred through Webex and with ClassDojo and this is reflected in the Parent Opinion Survey where 100% of families indicated that they could contact their child's teacher when they needed to. Other positive data

was based on: school connectedness (88%), high expectations for success (82%) and student motivation and support (79%). For the first time we did our normal Meet & Greet session at the beginning of the year online and this enabled specific information to reach a more broader audience rather than only having a small amount of families attend onsite. This was one of the benefits of developing staff knowledge in regard to our online platform Webex. Unfortunately, most normal school events organised by the Parents Club had to be cancelled because of COVID-19 restrictions, but it was wonderful to have an end of year Graduation Ceremony & Meal with our Grade 6 students with their families in attendance outside at our Outdoor Learning Space.

The Workshop Model continues to be a large piece of work for all staff. This allows students to engage in authentic reading and writing experiences. The Workshop model continues to be an effective way to differentiate instruction where lessons may vary in length and include time for teaching, selecting and reading books, writing about books, and sharing ideas about books with partners or in group discussions. Moderation of Writing continued as much as possible, with the aim to improve teacher judgements and to make these more consistent. Our staff discussed writing samples and teachers continue to find this a rewarding experience as they shared their knowledge and understanding of the Criterion Scale. Individual judgements were discussed, analysed and reviewed if needed. Moderation of writing continued to develop with staff at school throughout the duration of the school year and samples of writing are a constant assessment task each term. Some progress was made with this initiative, but this work will be ongoing as it evolves over time. We continued to refine writing topics with this program as we aim to have a consistent approach with all set writing topics across the whole school. Only minor adjustments were made to our normal Assessment Plan because of the interruptions with COVID-19.

Finally, all classrooms implement Spelling which is aligned to our Scope & Sequence and also specific areas addressed with our Evidence Based approach to reading. While phonics has always been part of our instruction, we now have a continuum of phonics skills to ensure that letter-sounds are explicitly and systematically taught. Students progress through the continuum as they master skills. From Grade 3-6, the focus has shifted more to word study skills such as exploring grammar and morphology (prefix, suffixes, root words).

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## Achievement

During 2021, our students responded generally well to self directed learning during the remote learning period. Staff were able to utilise Webex and teach our children consistently during the school week and our 2 PSD funded students continued to be supported with their learning on or off site.

Tallygaroopna Primary School's teacher assessments from the Victorian Curriculum are above those of all Victorian government primary schools. English at the school level is 81.3% compared to the State - 86.2% where as Mathematics at the school level is 82.3% compared to the State - 84.9%. This relates to the percentage of students in Years Foundation to 6 who are working at or above age expected standards in English and Mathematics.

NAPLAN results for Grade 3 students in Reading and Numeracy are below all Victorian government primary schools in 2021. The percentage of students at our school in the top 3 bands for Reading & Numeracy was 37.5% compared to the State Average of 76.9% for Reading and 67.6% for Numeracy. The 4 year average (2018, 2019 and 2020 only) for Reading and Numeracy (students in top 3 bands) was slightly lower when compared with the State Average of all Victorian government primary schools. Reading was 68.8% compared to 76.5%, where as Numeracy was 58.8% compared to 69.1%. The majority of Grade 3 students (8) were at or above the National Minimum Standards (NMS) in all areas except for 1 student in Writing, Spelling and Numeracy and 2 students in Grammar & Punctuation. Some students were in the top 2 Bands (5 & 6) in the following areas: Writing (2 - 25%), Reading (2 - 25%), Grammar & Punctuation (3 - 37.5%) and Numeracy (2 - 25%)

In comparison, NAPLAN results for Grade 5 students in Reading are below all Victorian government primary schools in 2021. However, it was pleasing to see that Numeracy results are at or above the Statewide Average. For Reading, the percentage of students at our school in the top 3 bands was 60% compared to the State Average of 70.4%. The 4 year average (2018, 2019 and 2020 only) for Reading was 54.5% (students in top 3 bands) which was slightly lower when compared with the State Average of 67.7% for all Victorian government primary schools. For Numeracy, the

percentage of students at our school in the top 3 bands was 70% compared to the State Average of 61.6%. The 4 year average (2018, 2019 and 2020 only) for Numeracy was 59.4% (students in top 3 bands) which was on par with the State Average of 60% for all Victorian government primary schools. All Grade 5 students (10) were at or above the National Minimum Standards (NMS) in all areas except assessed during NAPLAN. Some students were in the top 2 Bands (5 & 6) in the following areas: Reading (1 - 10%), Grammar & Punctuation (5 - 50%), Spelling (4 - 40%) and Numeracy (5 - 50%)

Results from the NAPLAN learning gain from year 3 to year 5 indicate some successes compared to similar schools. High gain was above similar schools in Spelling, Grammar & Punctuation and Numeracy. Writing high gain was at 20% on par with similar schools, but Reading was 15% below the high gain figure for similar schools.

Throughout 2021, numerous challenges continued with COVID-19. However, we were able to continue to adapt our remote and flexible learning program and ensure that it was consistent across the whole school. The snap lock downs which went for a shorter period allowed our school to spend more quality teaching time with our students on Webex and continue to focus on supporting and extending our children. Focus continued to address 3 key learning areas (Reading, Writing & Numeracy) and weekly tasks were provided in a booklet format in a hard copy at school and also online for families if needed. Class Dojo was the main online tool we used for communicating specific tasks for the week as needed. Support sessions were offered in the afternoon for any children having difficulty with specific tasks. Specialist Programs (Art, Library, PE, and Music) continued although in a modified form also and all most staff used Webex as a form of communication initially for students and families, until some children were independent enough to grasp these tasks themselves. Current Information Technology programs such as Mathletics and Reading Eggs were utilised as well.

The program that was organised by class teachers was flexible and involved self paced learning to reduce the anxiety and worry with families at home. Class teachers encouraged students to submit work on Class Dojo for feedback each day and other work has been sited as well. The senior students (Grades 3-6) have benefited greatly from being able to explore their independence during this time. Obviously over time this type of teaching has continued to be adapted and instructional videos for students have increased throughout Term 2 and 3. Students generally responded well to self-directed learning tasks during the remote learning period and staff were able to utilise online resources for content-delivery and consequently develop new ways of differentiating for students.

When we returned to onsite learning throughout the year, we were able to complete normal school assessments in line with our school assessment schedule and this data has been shared with families as part of Semester 2 Reporting.

In 2021, we started a new Evidence Based Reading Approach with decodable readers and we believe that this will positively impact our reading data across the school and help some children who have gaps in their learning. Specific focus has been on the junior school and we look forward to seeing our children flourish and develop their reading in years to come. We also believe that our implementation of the Workshop Model has the potential to make a big impact with more students reaching the top 2 bands. We are also formalising the use of Essential Assessment across the school for explicit teaching and this has the potential to influence our children's knowledge of Literacy & Numeracy as well.

As always, we will continue to dedicate some of our professional learning to the areas of Literacy and Numeracy and look forward to continuing to refine and develop these approaches and curriculum plans into the future. Key Improvement strategies tend to 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. We look forward to these goals continuing to be ongoing in 2022 and providing formalised feedback to our families and students. The school continually strives to improve teaching, sharing skills and knowledge with a focus on Literacy and Numeracy, with staff involved in professional learning as much as possible although COVID-19 has made this difficult of late. Generally any 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. Regular classroom observations drive teaching and learning and aim to improve student achievement.

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## Engagement

Tallygaroopna Primary School's data for student attendance in 2021 was above similar schools and the State Average. The school average number of absence days for 2021 was 17.1 compared to 16.2 for similar schools and 14.7 for the State Average. This has increased from 11.9 days from 2020 and is attributed to the difficulty with attendance and engagement during remote and flexible learning throughout the year. Our attendance is always below other comparable data, so this will be an area for specific focus when we return to more consistent onsite learning in 2022.

The majority of absences are for students who are sick or from families having extended holidays. All Year levels recorded close to an average attendance rate of 90% 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 - although this was suspended in 2021 again because of the specific local processes implemented and will resume in 2022. 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 and unexplained absences are followed up.

In 2021, we continued to have a large emphasis on Student Engagement again with the implementation of fun and engaging learning opportunities for our children along with a comprehensive Specialist program. 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 2020, we were also fortunate to continue with the implementation of our Chaplaincy in Schools Program and we were able to employ a School Welfare Worker for the whole year, working 4 days a fortnight with additional funding for the 2021 / 2022 school years as well. This initiative 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 as well – School Captains, JSC...etc.

Each classroom integrates technology in learning activities and students have access to a combination of laptops, desktops and ipads creating a technology rich learning environment. This was obviously more evident during Remote & Flexible learning and skills and knowledge has been developed by key stakeholders which will allow us to use technology as a teaching tool if the need arises again in the future. We complement classroom activities by utilising a number of ICT programs such as Mathletics and Reading Eggs and promote a positive atmosphere in our classes. In 2021, we continued to implement the BYOD program for the Grade 5/6 students and also utilised Dropbox with this class to enable easy access to classroom tasks in line with Remote & Flexible learning. Our school provided our children with many learning opportunities in 2021 which allowed them to explore their interests and develop their skills and capabilities in a variety of areas. Specialist programs were offered in 4 specific learning areas in 2021. These were for Physical Education, Library, Art, and Music. With some creative thinking because of financial constraints, staff also began a rotation program in semester 1 which involved Italian, Science, Sport and Dance / Drama lessons although this didn't run in semester 2 because of the need to prioritise Literacy & Numeracy skills in the classroom.

We had some alterations to our workforce for the first time in a while, with a new graduate teacher teaching Grade 3/4 and also another graduate teacher replacing a teacher (Grade 1/2) on family leave just after the first semester break. Our school continues to promote a warm, caring and friendly learning environment. The school actively promotes developing respectful relationships between students, parents and teachers through the newsletter and interactions.

The School made a concerted effort to engage all students and families during Remote & Flexible learning periods and attendance was monitored daily. General communication involved daily posts and private messages through Class Dojo and weekly assemblies which focused on health, wellbeing and engagement. All staff contacted parents directly each week and we followed up any lack of communication with phone calls if needed to offer support and assistance. Virtual excursions were also encouraged and students also commented that they liked being able to ask questions privately with a teacher, without the fear of embarrassment. Small group sessions have also been available if needed to support students with Education Support staff.

Finally, to support student learning and achievement, our school was actively involved in the Tutor Learning Initiative (TLI), with 20% of our students involved in this program. This began late in Term 1 and concluded in the middle of Term 3 with 2 tutors being employed to work with junior and senior students respectively. The main aim was to support some children whom we felt would benefit after numerous challenges during the COVID-19 pandemic with specific focus again was on Reading, Writing and Numeracy. Both tutors were well known to our children and were able to build on previous relationships developed and this program emphasised our strong desire to make sure that all children in need were supported after such a disruptive time again with remote learning. This type of support will continue again in 2022 with specific modifications.

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## Wellbeing

The results of the Student Attitudes to School Survey for 2021 were generally positive. The area of Sense of Connectedness which was 68% in 2020 improved to 78.8% in 2021 and was only just slightly below the similar school average of 81.7% and the State Average of 79.5%. The 4 year average of 75.3% continues to be below both of these comparable figures. We were extremely impressed with Bullying (management of bullying) as this increased from 82.2% in 2020 to 86.9% in 2021. This area is at or above the other 2 comparable figures which is pleasing.

With the implementation of the Student Engagement Policy we aim to further develop students' social skills and self-awareness and are actively promoting our school values of Respect, Honesty and Inclusion. Our general rule of "considering the feelings of others at all times" is constantly reinforced as well. The SEP is reinforced via Skool Loop and the School Newsletter at school and at home. In 2021, we began the implementation of the Respectful Relationships curriculum although some interruptions obviously occurred with Remote & Flexible learning. Some elements of our Social & Emotional Learning Program "Bounce Back" are still reinforced at school as well.

Tallygaroopna PS is an ESmart school and we frequently focus on cyber safety formally and informally at school. 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 with informal and formal discussions, but we could not implement the "Survival Snacks" cooking program across the whole school. This fun program enables our school chaplain to build relationships with many different cohorts of children (buddies) and we hope that this may start up again in the near future. Families were also able to reach out to any staff across the school and seek out any support if needed and we were able to cater for many essential workers children on site during Remote & Flexible learning with adequate supervision by staff who were willing and able to be involved.

We were also fortunate to have 2 Education Support staff in 2021 along with some great classroom volunteers and our main focus on the return to school after Remote & Flexible learning was to ensure that our children remained happy, safe and engaged at school. We eased them back into the learning environment with lower expectations before getting back to normal routines and tasks.

All of our children are supported were supported with individual goals each semester while other children were on Individual Learning Plans for Semester 1 as per DET guidelines (ie: TLI students, Out of Home Care and Koorie students). Normal support (ie: Speech Therapy) for children in need was also affected because of limitations with the amount of staff that could be onsite which was very frustrating along with limited parent involvement across the school. The school always promotes and maintains a strong sense of family involvement, but we had to turn families and carers away again in 2021 which was often a demoralising experience. We look forward to reconnecting with our families again for 2022, because they are a key ingredient behind the success and make up of a small school.

It was pleasing that some end of year extra curricula activities were able to be held. Our modified school production which was performed at our Outdoor Learning Space was made available online and the 2021 year culminated in a Grade 6 graduation ceremony and dinner. Tallygaroopna Primary School continues to prides itself on being a positive and happy place to learn and play.

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## Finance performance and position

Tallygaroopna Primary School was fortunate to have a Net Operating Surplus of \$32,147 because of steady enrolments over the last 48 months. For many years our school hovered around 50 students consistently, but since 2015 we have had regular enrolment increases which has benefited our school financially. We have plateaued at about 80 students of late.

The structure of our workforce did change in 2021, but some adjustments had to be made in line with financial constraints. Our school received funding from the National Chaplaincy Program to focus on Student Welfare again in 2021 and our school was funded for 2 students through the Program for Students with Disabilities Program. This funding is used to provide human resources (Education Support Staff) who support these students and teachers.

Our schools' investment in solar panels in 2019 has allowed our school to be able to move forward in generally a strong financial position. There are obviously strong links to teaching and learning with this school initiative.

**For more detailed information regarding our school please visit our website at <http://www.tally-ps-3067.vic.edu.au/>**

# Performance Summary

The Performance Summary for government schools 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 80 students were enrolled at this school in 2021, 37 female and 43 male.

0 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

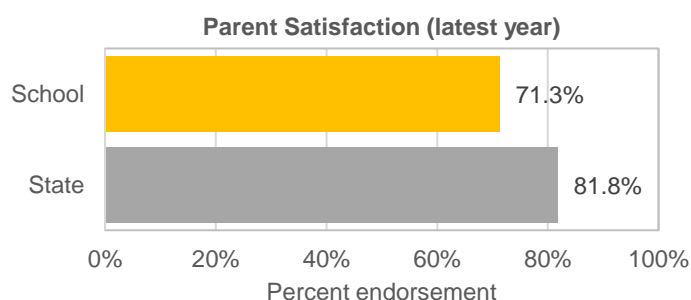
This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	Latest year (2021)
School percent endorsement:	71.3%
State average (primary schools):	81.8%



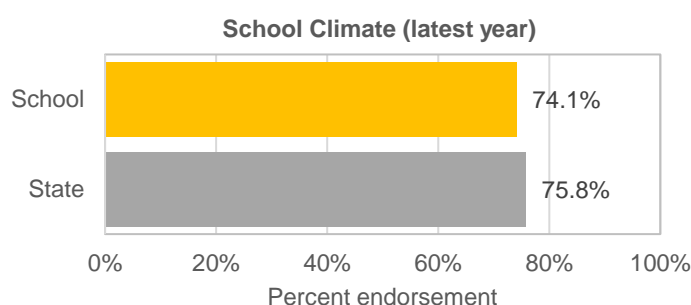
### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2021)
School percent endorsement:	74.1%
State average (primary schools):	75.8%



## ACHIEVEMENT

**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

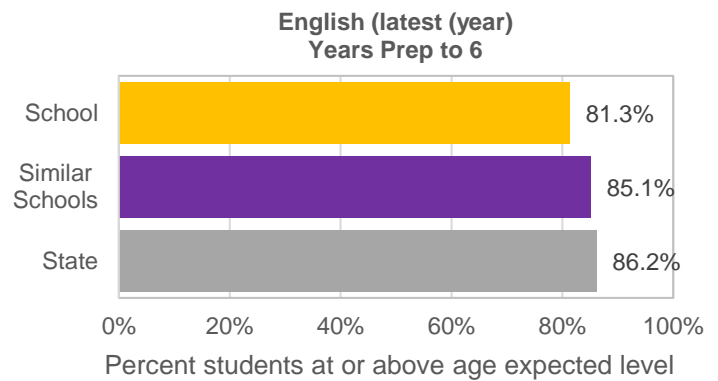
81.3%

Similar Schools average:

85.1%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

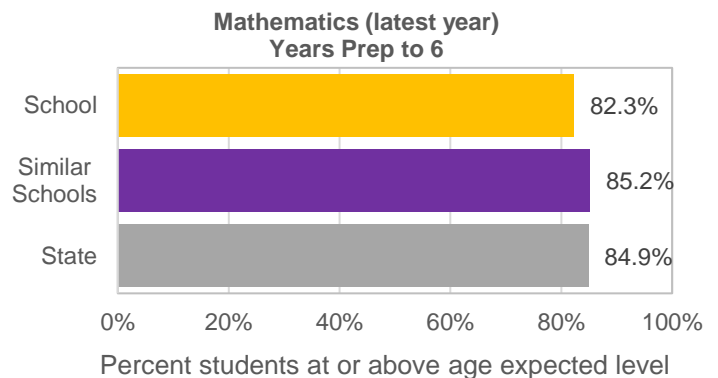
82.3%

Similar Schools average:

85.2%

State average:

84.9%



## ACHIEVEMENT (continued)

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

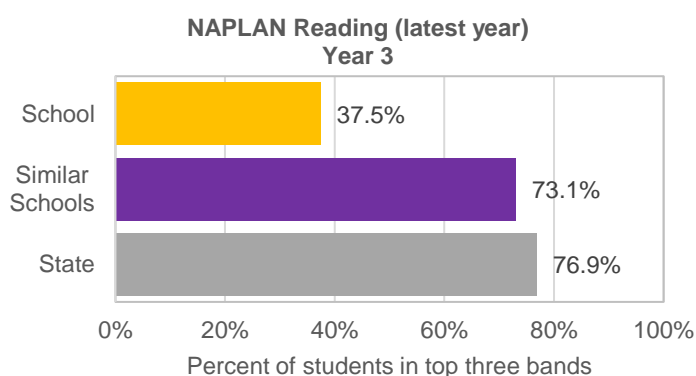
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

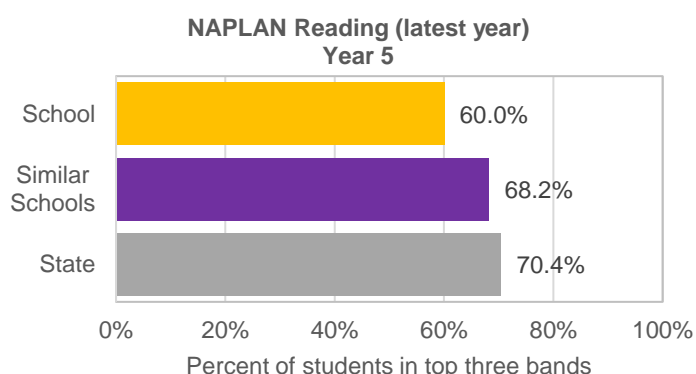
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	37.5%	68.8%
Similar Schools average:	73.1%	73.7%
State average:	76.9%	76.5%



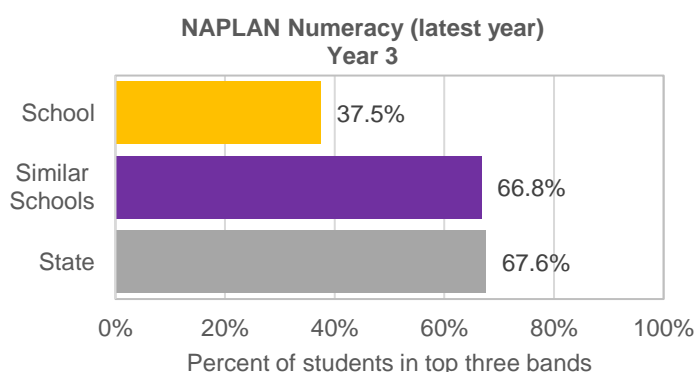
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	54.5%
Similar Schools average:	68.2%	67.4%
State average:	70.4%	67.7%



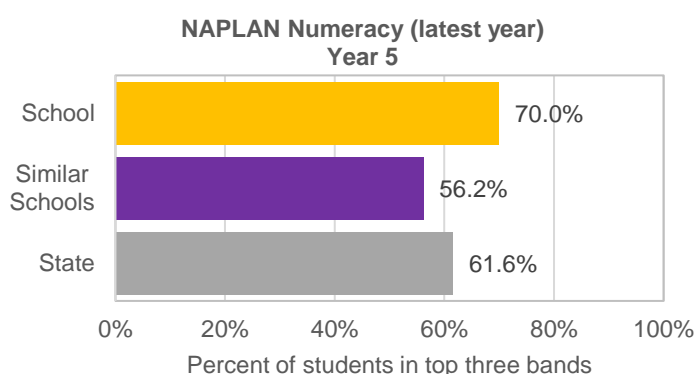
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	37.5%	58.8%
Similar Schools average:	66.8%	66.3%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.0%	59.4%
Similar Schools average:	56.2%	57.7%
State average:	61.6%	60.0%



## ACHIEVEMENT (continued)

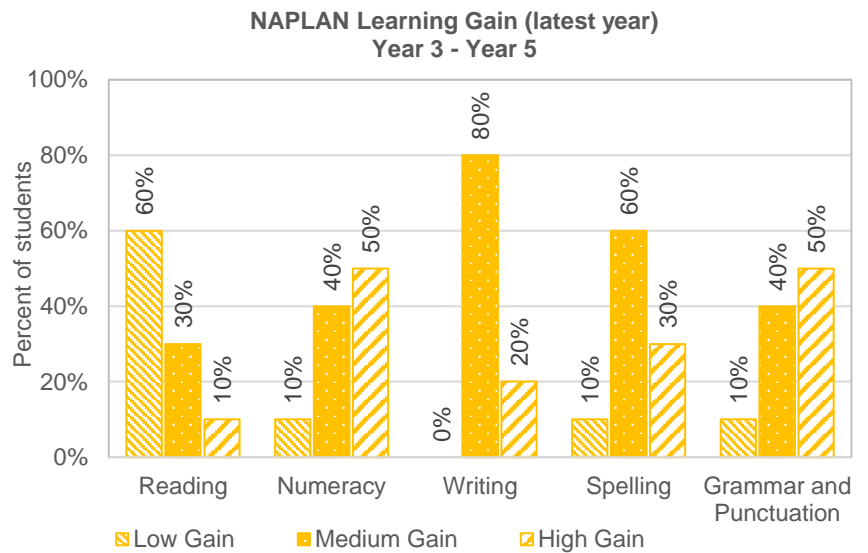
### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

#### Learning Gain

Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	60%	30%	10%	25%
Numeracy:	10%	40%	50%	27%
Writing:	0%	80%	20%	20%
Spelling:	10%	60%	30%	25%
Grammar and Punctuation:	10%	40%	50%	25%



## ENGAGEMENT

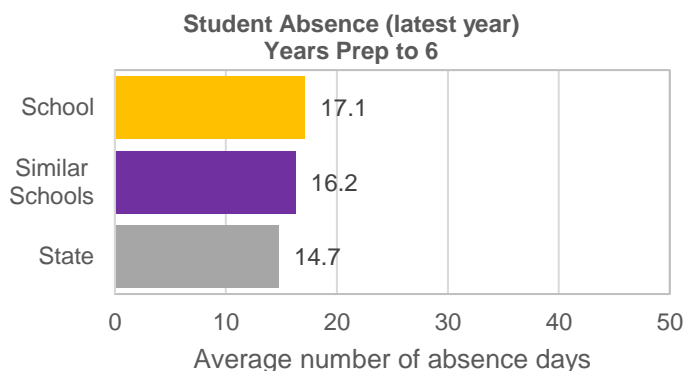
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	17.1	12.3
Similar Schools average:	16.2	16.0
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	91%	89%	91%	91%	89%	95%

## WELLBEING

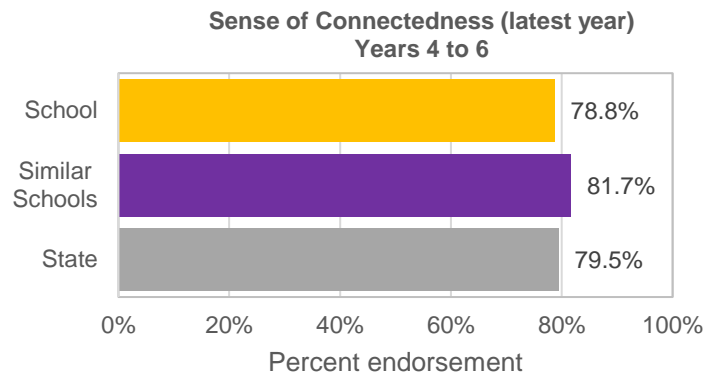
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2021)	4-year average
School percent endorsement:	78.8%	75.3%
Similar Schools average:	81.7%	82.0%
State average:	79.5%	80.4%



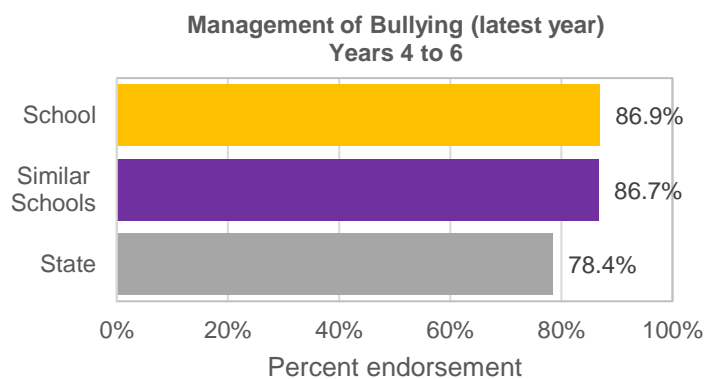
*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2021)	4-year average
School percent endorsement:	86.9%	85.6%
Similar Schools average:	86.7%	84.7%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$808,645
Government Provided DET Grants	\$150,809
Government Grants Commonwealth	\$12,378
Government Grants State	\$0
Revenue Other	\$3,247
Locally Raised Funds	\$38,725
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,013,804</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$9,680
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$9,680</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$781,104
Adjustments	\$0
Books & Publications	\$3,205
Camps/Excursions/Activities	\$11,695
Communication Costs	\$1,064
Consumables	\$15,600
Miscellaneous Expense <sup>3</sup>	\$8,167
Professional Development	\$3,703
Equipment/Maintenance/Hire	\$30,112
Property Services	\$38,902
Salaries & Allowances <sup>4</sup>	\$63,930
Support Services	\$3,366
Trading & Fundraising	\$15,756
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$5,052
<b>Total Operating Expenditure</b>	<b>\$981,657</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$32,147</b>
<b>Asset Acquisitions</b>	<b>\$4,298</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$105,573
Official Account	\$5,228
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$110,801</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$30,123
Other Recurrent Expenditure	\$4,386
Provision Accounts	\$332
Funds Received in Advance	\$12,109
School Based Programs	\$10,564
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,206
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$15,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$21,081
<b>Total Financial Commitments</b>	<b>\$110,801</b>

*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.*