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.
School Context

Tallarook Primary School is a small rural school located in the town of Tallarook which is 95 kilometres north of Melbourne. The school has proudly served its community since 1875. There is still an increasing trend of families travelling to bring their children to this school from the neighbouring towns of Broadford, Seymour and Avenel. 2014 saw an enrolment of 71.2 students ~ 26 female and 46 male. There are currently no students of non-English speaking backgrounds in the school community and there are very few Koori and Pacific Island students at the school.

Tallarook Primary School is an active member of the Ranges Network, McHargarook Small Schools Cluster and the Broadford Cluster of schools in the North Eastern Victoria Region. Membership to these clusters are to provide staff with additional professional learning opportunities through collaboration as well as to provide our students with more opportunities to further develop social and emotional skills in a variety of contexts.

The workforce consists of a range of classifications from graduate through to the expert range. There are 3 full time teaching staff, 0.2 to support Performing Arts, 0.8 support staff in the office, 0.5 education support staff, as well as access from paraprofessionals such as Speech Pathologists, Occupational Therapists, Art Therapist, School Psychologist and Community Healthy Nurses. The curriculum is also supported by a visiting specialist teacher who provides Visual Art and another visiting teacher who provides the Mobile Library service.

Tallarook Primary School is committed to the key foundations of Literacy and Numeracy as well as developing the emotional and social wellbeing of each child. Academic and Wellbeing data is collected on a regular basis and each child's progress is monitored closely. Teaching and learning is focused through the use of data and the planning of appropriate activities to take each student to the next level. Parent participation is promoted through strong home school connections and a range of whole school events.

The expansion of the information and communication technology program into all facets of the curriculum is ever increasing. This is enhanced by the provision of 1:1 devices available across all levels of our school.

We continued providing Active After School Communities Program twice a week throughout the year. Students were exposed to a range of active pursuits on offer in the broader community such as Zumba, cricket, soccer, basketball and AFL.

Whole school events are conducted annually to embraced and enrich home-school relationships and enhance the development of Tallarook Primary School as a learning community.

Achievement

The school's goal is to improve learning outcomes for all students from Prep to Year 6 by providing every student with the opportunity to reach their learning potential through a comprehensive and sequential curriculum that caters for students' individual needs. Collective accountability for assessment of student learning is rigorous and data is used to inform future learning needs. Students requiring additional support or extension with their learning are identified on an ongoing basis and appropriate programs and teaching strategies are provided for them. The school works actively to build the capacity of teachers through the development of consistent school wide pedagogy and individual coaching.

In 2014 NAPLAN assessment of Year 3 and Year 5, Reading was higher than other government schools on adjusted school performance. Numeracy was similar to other schools on adjusted school performance. The school continues to regularly identify and track students not performing at expected levels in English and Mathematics. We are thereby able to improve instructional practice across all year levels. The school uses numerous assessment tools to validate teacher assessment according to AusVELS.

There have been continuous reviews of Professional Learning and planning with extensive evaluation during planning days. More formal and informal conversations about learning are becoming part of the learning culture of our school. To meet the needs of students, particularly in the Early Years, coming into the school with poor oral language skills, developmental play has been introduced. A speech therapist employed to perform screening during Kinder to Prep transitions and provide ongoing therapy and classroom support.

There is evidence of more use of ICT to support learning. This is particularly so in Literacy and Numeracy with technology being used extensively to support classroom programs at school and home.
Engagement

One of our schools goals is to provide experiences for students that develop a strong sense of belonging, leadership qualities, resilience and engagement, as well as developing a strong sense of values, in line with the school’s Student Engagement and Inclusion Policy. In 2014 student attendance was in the mid 90% range for most grades. The school will continue promoting improved levels of attendance through the implementation of strategies and programs that target levels of absence and late arrivals.

Student voice is actively encouraged and fostered across all year levels. Students are encouraged to step forward and have input into decision making. Junior School Council projects include organising fun days/activities at school, fundraising for charity as well as fundraising for items on the students’ wish list. In 2014 our senior school leaders combined with other schools in the broader cluster to further develop personal leadership skills.

The Attitudes to School Survey data for Year 5 and 6 students showed positive improvement on 2013. Teachers are beginning to seek feedback from students across all year levels about their views related to learning, engagement and safety.

Staff continue working together to build teacher capacity in order to implement a rigorous approach to teaching and classroom management that supports an engaging and challenging learning environment. The TEAM (Together Everyone Achieves More) Program at the beginning of each school year continues to be a feature of developing a sense of belonging for all students, including the identification of class and school values, establishing processes and teamwork protocols.

Wellbeing

We endeavor to provide experiences for all our students that enhance readiness and enthusiasm to continue the next step in their learning journey, including starting school, moving between year levels or into secondary school, in a resilient, confident and motivated way. The school continues to further develop positive relationships with the local preschools. The Kinder children visit our school for a taster session and all kinder children who enroll to our school enjoy a comprehensive transition program (8 sessions) spread over Term 3 and 4. The Grade 4/5/6 and Prep Buddy Program is a feature of welcoming and inducting the new students into our school.

Within our school the transition program for all other students occurs in Term 4. Students are linked with the following year’s students and teachers and prepares them for their entry into the next year level. The focus of this program is developing a sense of belonging, learning about expectations of the new year level and developing a cooperative team approach to the new learning community. New students moving into our school across Year 1-6 are personally invited and welcomed to participate in this program.

Our Year 6 students move on to a variety of local secondary colleges. They participate in all relevant transition programs offered by their selected secondary colleges. Our school ensures all Year 5 and 6 students attend local secondary school taster programs as well as ensuring all open days are advertised in our school correspondence to parents. The school continues to review its transition processes and programs from pre-school to school, from year to year, transferring into the school, and moving on from primary to secondary settings.

The employment of an Art Therapist and Welfare Officer has ensured students are well supported in all emotional and social aspects of their school life.
At Tallarook Primary school we carefully allocate our resources so that the focus remains on our students and their learning needs. To this end we have been successful enabling the employment of a Speech Therapist, Occupational Therapist, Art Therapist and Welfare Officer ensuring successful support for both students and family needs and affirming the school's commitment to relationships.

Staff received regular and ongoing planning allocation with additional release as requested or required for extra duties. Staff are provided with professional learning programs within the school as well as within the cluster and region to enhance professional capacity.

Extensive expenditure has occurred in the area of property and equipment services with the provision of shade structure, maintenance and removal of trees and installation of play equipment.

For more detailed information regarding our school please visit our website at http://www.tallarookps.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.

School Profile

School Enrolments

A total of 71 students were enrolled at this school in 2014, 26 female and 45 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

## Achievement

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

## Student Outcomes

### Results: English

![Graph showing results in English]

### Results: Mathematics

![Graph showing results in Mathematics]

## School Comparison

- Lower

## NAPLAN Year 3

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

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

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

### Results: Reading

![Graph showing results in Reading]

### Results: Reading (4-year average)

![Graph showing results in Reading (4-year average)]

### Results: Numeracy

![Graph showing results in Numeracy]

### Results: Numeracy (4-year average)

![Graph showing results in Numeracy (4-year average)]

- Similar

## NAPLAN Year 5

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

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

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

### Results: Reading

![Graph showing results in Reading]

### Results: Reading (4-year average)

![Graph showing results in Reading (4-year average)]

### Results: Numeracy

![Graph showing results in Numeracy]

### Results: Numeracy (4-year average)

![Graph showing results in Numeracy (4-year average)]

- Similar
- Higher
- Similar
- Similar
### Performance Summary

#### Achievement

**NAPLAN Learning Gain**  
Year 3 - Year 5  
Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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’.

#### Student Outcomes

<table>
<thead>
<tr>
<th>Domain</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### School Comparison

NAPLAN Learning Gain does not require a School Comparison.
## Performance Summary

### Engagement

**Student Attendance**

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

Average 2014 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>93%</td>
</tr>
<tr>
<td>Yr1</td>
<td>90%</td>
</tr>
<tr>
<td>Yr2</td>
<td>93%</td>
</tr>
<tr>
<td>Yr3</td>
<td>91%</td>
</tr>
<tr>
<td>Yr4</td>
<td>90%</td>
</tr>
<tr>
<td>Yr5</td>
<td>96%</td>
</tr>
<tr>
<td>Yr6</td>
<td>94%</td>
</tr>
</tbody>
</table>

### Student Outcomes

#### Results: 2014

The results for 2014 show the performance of the school in various subjects. The chart indicates the percentage of students who achieved at least the standard level.

#### Results: 2011 - 2014 (4-year average)

The chart for the 4-year average shows a consistent performance with slight variations year over year.

### School Comparison

- **Similar**: The school comparison rating indicates that the school's performance is similar to the state average.

---

**Key**: Range of results for the middle 80% of Victorian government schools:
- Result for this school: ●
- Median of all Victorian government schools: ▲
### Wellbeing

**Students Attitudes to School**

Measures the Connectedness to School factor derived from the *Attitudes to School* 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.

### Student Outcomes

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results: 2011 - 2014 (4-year average)</td>
<td>2</td>
</tr>
<tr>
<td>Results: 2014</td>
<td>5</td>
</tr>
</tbody>
</table>

### School Comparison

- **Results: 2014**
  - Median: 5
  - 60th percentile: 5
  - Result: 5

- **Results: 2011 - 2014 (4-year average)**
  - Median: 5
  - 60th percentile: 5
  - Result: 5

*Similar*
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.


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**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$524,314</td>
</tr>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$149,776</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$1,461</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$65,364</td>
</tr>
</tbody>
</table>

**Total Operating Revenue** | **$740,916**

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$497,896</td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$1,104</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$3,204</td>
</tr>
<tr>
<td>Consumables</td>
<td>$3,146</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$52,363</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$12,343</td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$53,283</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$27,489</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$10,648</td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$276</td>
</tr>
<tr>
<td>Utilities</td>
<td>$11,066</td>
</tr>
</tbody>
</table>

**Total Operating Expenditure** | **$672,818**

**Net Operating Surplus/-Deficit** | **$68,098**

**Financial Commitments**

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$24,542</td>
</tr>
<tr>
<td>Asset/Equipment Replacement &lt; 12 months</td>
<td>$10,000</td>
</tr>
<tr>
<td>Capital - Buildings/Grounds incl SMS&lt;12 months</td>
<td>$5,000</td>
</tr>
<tr>
<td>Maintenance - Buildings/Grounds incl SMS&lt;12 months</td>
<td>$3,000</td>
</tr>
<tr>
<td>Revenue Receipted in Advance</td>
<td>$269</td>
</tr>
<tr>
<td>School Based Programs</td>
<td>$2,976</td>
</tr>
<tr>
<td>Region/Network/Cluster Funds</td>
<td>$2,170</td>
</tr>
<tr>
<td>Asset/Equipment Replacement &gt; 12 months</td>
<td>$8,000</td>
</tr>
<tr>
<td>Capital - Buildings/Grounds incl SMS&gt;12 months</td>
<td>$3,000</td>
</tr>
</tbody>
</table>

**Total Financial Commitments** | **$58,955**

**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

Casual Relief Teacher salaries were once again a major expense for Tallarook Primary School in 2014. Significant expenditure also occurred in the areas of Buildings and Grounds with the construction of the shade area at the western end of the Alec McKay Building and in the preparation of the area and the installation of the new playground equipment at the front of the Administration Building.
School Council Presidents Report 2014

On behalf of School Council, I’d like to welcome you all here tonight. This is the first time I’ve been inside the Performing Arts Centre and it really is a terrific venue. Some decisions we make at school council are easy and straightforward but sometimes they’re a little bit tougher. Deciding on where to hold our concert and awards night was one we really struggled with. We’re a small community and we all felt very strongly that our end of year celebrations should be held if not within the school grounds, then at least elsewhere in the town. But we can’t let emotion take over from practicality. We’ve tried many options over the six years that I have been a councillor, from the Mechanics Hall to the Alec McKay building to the classrooms and they’ve all had their good and bad points. We’ve tried for years to utilise the oval and the wonderful tiered seating we had installed but the weather has just refused to co-operate. With student numbers steadily increasing over the last few years and set to continue, we really have run out of room….with parents, grandparents and siblings to accommodate, we wanted to make sure that you would all be able to see and hear the children. I hope that you enjoy the evening.

We have had another terrific year at TPS. The McHargarook cluster of small schools is proving to be very successful. This year, not only did we join them for camps, sporting activities and our Grade 4-6 Young Leaders program, we also trialled the sharing of an Indonesian language teacher utilising the polycom system. Our camps this year were all outdoor adventure based which not only took the students out of their comfort zones, but also taught them new skills and encouraged them to focus on team-work.

A highlight of the year has been our participation in the RACV Energy Breakthrough Challenge, which was held last month in Maryborough. Congratulations to the students and parents involved in making this happen. Tallarook Primary finished a respectable 24th out of 57 competing primary schools in their field. Not bad for a school that hasn’t competed for many years and if there was an award for best team shirt, by all accounts we would have won - hands down!

One of the best new additions to TPS this year, and I really can’t believe I’m going to say this, would have to be Facebook. Now I am so not a Facebook fan but being able to keep up with what my children were doing whilst away at camps and excursions has been terrific. But still not enough to make me want to join!

We have seen some big changes within the school grounds this year and some of these changes school council has been wishing for and working on for some time so it has given us great pleasure to see them come to fruition. The alfresco area to the side of the Alec McKay building is a welcome addition as it provides us with a lovely covered area for the students to sit under. Our aim is to furnish it with outdoor tables and chairs so all students can sit and eat their lunch together. School council would like to thank Karl McGhie for all his efforts in providing this area for us. Karl has been the brains and the muscle behind this structure from planning to construction – thank you Karl. The toilets finally received their makeover and just when we thought we’d started to get on top of things, along came the termites. Work on the admin building is still ongoing at this stage but hopefully the worst is behind us. The playground equipment we have been waiting to install looks set to happen over the holidays in time for the return to school which will leave us with next year’s goal to install a shade sail over this area and bring back the sandpit. All up, it’s been another very busy year. I would like to take this opportunity to thank my fellow school council members for their input, ideas and good humour at our meetings this year. We got a bit fiery at times which was exciting…

I’m sure I speak on behalf of all parents when I say a big thank you to our terrific teaching staff – Vera, Johnathon, Kelly, Luci and Lindy. As parent’s we appreciate all your effort, your dedication and the care you show our children. A big thank you also, to our very kind and very wise Student Welfare Officer Annabel, for the wonderful work she’s doing with our students. Lynette and Nicole, I’m the first to admit that I had no idea how much work was involved in running a school until I became a member of school council. Now that I know, I appreciate even more all that you do to keep this school running. Thank you.

I’d like to acknowledge the work of Natalie Tonkin and her Parents and Friends club committee and band of helpers for all their hard work again this year. Your efforts with canteen, fundraising, garden club and the yearbook have been outstanding. Thank you.

Goodbye and good luck to our graduating grade 6’s – Jaiden, Jessica, Krista, Xavier, Aiden, Anton and Daniel. I still remember meeting some of you as kinder kids when I first brought Erin to Tallarook Playgroup 8 years ago and now here you are all grown up. We wish you all the very best as you head off to secondary school. We hope that you leave us with fond memories and are ready to go and make your mark on the world.

Finally, thank you to our students for all their hard work throughout the year and in preparing for tonight’s concert. You are all amazing and you are the reason why I became a school councillor. Every decision that I help make is to try and make sure that your time at primary school is the best it can be.

Thank you.
Julie Mumford