

2024 Annual Report to the School Community

School Name: Tallarook Primary School (1488)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 March 2025 at 11:06 AM by Seraphim Kyprianou (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 26 March 2025 at 11:06 AM by Seraphim Kyprianou (Principal)

HOW TO READ THE ANNUAL REPORT

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

School Context Tallarook Primary School’s Vision and Values

At Tallarook Primary School, we are committed to providing authentic, engaging learning experiences that empower our students to reach their full potential. Our learning environment is dynamic, caring, and supportive, ensuring that every child has access to high-impact teaching strategies backed by evidence-based and research-driven programs. We foster a strong emphasis on wellbeing, helping students develop emotional intelligence and resilience to support their lifelong learning journey.

Collaboration between staff, students, and the wider school community is a cornerstone of our approach. We strive to create safe, stimulating, and inclusive learning spaces where students are encouraged to take ownership of their education. Through our inquiry-based learning programs, students develop curiosity, critical thinking, and problem-solving skills, equipping them to be active and engaged citizens.

Our school values underpin everything we do:

- **Respect**
- **Integrity**
- **Excellence**
- **Collaboration**
- **Perseverance**

School Size, Structure, and Workforce

Tallarook Primary School is a small but vibrant learning community. In 2024, we have an enrolment of **31 students**, structured as follows:

- **Prep:** 4 Students
- **Grade 1:** 9 students
- **Grade 2:** 6 students
- **Grade 3:** 2 students
- **Grade 4:** 4 student
- **Grade 5:** 3 students
- **Grade 6:** 3 students

Overseas Students
Currently Not Available

Our dedicated staff work closely to ensure every student receives personalised support. The school’s workforce consists of:

- **Principal:** 1.0 FTE



- **Teachers:** 2.0 FTE
- **Office Manager:** 0.8 FTE

Geographic Location and Facilities

Located in North-West Victoria, Tallarook Primary School is set in a picturesque rural environment at **52 Main Street, Tallarook 3659**. Our school buildings include a historic brick schoolhouse for administration, two Mod 5 buildings used as classrooms, and a multipurpose hall that serves as a library, event space, and kitchen for cooking and science lessons, along with our Out of School Hours Care.

The outdoor environment features multiple play spaces at different levels, a basketball court, a grassed oval, and sustainable learning areas such as vegetable gardens, fruit trees, and a chook house. Ramped access ensures connectivity across all areas of the school.

Social and Enrolment Characteristics

Our school community values strong connections between students, families, and staff. We take a holistic approach to student development, ensuring learning is both rigorous and supportive. Wellbeing programs and partnerships with external agencies provide additional support for students and families as needed. We also incorporate nationally recognised initiatives such as **National eSmart Week** and the **ResourceSmart Schools Program** to reinforce life skills and digital safety.

At Tallarook Primary School, we continue to build a culture of high expectations, innovation, and inclusivity to ensure every student thrives.

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning

In 2024, Tallarook Primary School has made significant strides in improving student learning outcomes by aligning our teaching practices with the revised **Numeracy and Literacy curriculum**. Our commitment to evidence-based instruction has ensured that students receive high-quality, targeted learning experiences that support their individual needs.

Implementing and Embedding Instructional Model (To be revised based on VTLM 2025)

2024, our focus was on refining our **Instructional Model** and strengthening the delivery of **explicit teaching** across all year levels. We developed structured **planners** to ensure our Instructional Model was consistently embedded into daily practice, supporting a clear and systematic approach to teaching. Through **extensive professional learning**, teachers enhanced their ability to deliver explicit, high-impact lessons, particularly in literacy and numeracy. These efforts have ensured greater consistency in planning and instruction, improving student engagement and learning outcomes.

Data-Driven Instruction to Support Student Growth



Along with the introduction of our Professional Learning Community training and process, we continue to use **Acer PAT Maths & Literacy assessments** to analyse student performance data, identify learning needs, and guide targeted instruction. By leveraging these insights, teachers tailor their approaches to ensure all students receive the support necessary to progress in their learning. Notably, data analysis has highlighted **significant improvements in numeracy skills**, reinforcing the effectiveness of our targeted strategies.

Technology-Enhanced Personalised Learning

Our use of **digital programs such as Splash Learn, Maths Seeds, and Reading Eggs** has provided students with personalised, self-paced learning opportunities. These **empirically supported platforms** complement classroom instruction by addressing individual learning needs, resulting in increased student engagement and measurable growth in literacy and numeracy.

Strengthening Differentiated Instruction

With our **restructured grade levels (Prep–1 and 2–6)**, teachers have been able to implement more focused differentiation strategies. The **Primary Maths and Science Specialist inquiry-based approach** has further enriched numeracy instruction, ensuring students receive tailored learning experiences that support deep conceptual understanding. Classroom observations and student work samples demonstrate increased participation and achievement across all proficiency levels.

Through these initiatives, Tallarook Primary School remains committed to **delivering high-quality, research-informed instruction** that drives continuous improvement in student learning outcomes.

Wellbeing

Wellbeing

At Tallarook Primary School, student wellbeing remains a core priority, ensuring that every child feels supported, valued, and equipped to thrive both academically and personally. In 2024, we strengthened our **tiered approach to wellbeing** by embedding targeted programs and additional staff support to cater to students' diverse needs.

Dedicated Wellbeing and PE Teacher to Support Students

This year, we introduced a **Wellbeing and PE teacher (1 day per week)** to work with all students, providing dedicated time for wellbeing-focused activities and small-group interventions. This role has enabled us to **further embed evidence-based programs** such as **Resilience, Rights, and Respectful Relationships (RRRR)**, ensuring students develop essential emotional and social skills. Through structured wellbeing sessions, our teacher has provided additional support to students who require tailored interventions, reinforcing positive behaviour strategies across the school.

Establishing a Supportive Foundation

Recent improvements at Tallarook, including the **stabilisation of teaching staff, enhancements in organisational structures, and the reduction of class sizes**, have laid the groundwork for a nurturing environment focused on student wellbeing. With fixed teaching positions and **smaller class sizes**, students receive **personalised attention and support**, fostering a sense of belonging and security within the school community.

Holistic Approaches to Student Wellbeing

Tallarook continues to prioritise the **emotional and social growth** of students alongside academic success. Through **innovative strategies** such as **mindfulness exercises** and **regular individual check-ins**, teachers actively promote mental health awareness and support students in navigating their emotions and challenges.

Cultivating Connections and Resilience

Recognising the importance of **strong relationships and resilience-building**, Tallarook offers **camp, excursions, and various activities** that foster student connections and personal growth. These experiences provide students with opportunities to form meaningful relationships, **build confidence**, and develop essential life skills.

Engagement

Engagement

The school's unwavering dedication to strengthening relationships and partnerships with families, carers, communities, and organisations has continued to yield remarkable results in enhancing student participation and engagement. Moreover, it has deepened the sense of belonging and overall wellbeing across the entire school community.

Continuing its proactive approach, the school remains committed to actively involving parents and stakeholders in the school's activities. It consistently cultivates an environment that fosters belonging and wellbeing for both students and their families, prioritising student voice and agency in learning and leadership initiatives.

To strengthen connections within the school community, **Tallarook Primary School hosted an Engagement Night in Term One**, providing families and staff an opportunity to meet, interact, and build meaningful relationships to better support student development. This event fostered a sense of community and partnership, reinforcing the collaborative efforts between home and school.

Tallarook Primary School remains committed to fostering a strong culture of attendance, recognising the direct impact regular attendance has on student learning and engagement. In 2024, the school recorded an average student absence rate of **18.3 days**, which, while slightly above our **four-year average of 14.9 days**, remains **significantly lower than both similar schools (25.9 days) and the state average (21.8 days)**.

Key observations include:

- **Strong attendance in Prep, Year 1, and Year 4**, with attendance rates above 90%.
- **Lower attendance in Year 2 (88%) and Year 5 (85%)**, highlighting the need for continued engagement strategies at these levels.
- **Non-disclosed data (NDP) for some year levels**, which may reflect small cohort sizes or data privacy considerations.

The school continues to implement proactive measures to support attendance, including clear communication with families, early intervention strategies, and a focus on student engagement and wellbeing. Looking ahead, the school aims to further improve attendance rates by

strengthening partnerships with families, reinforcing the importance of consistent school attendance, and continuing to support students' wellbeing to minimise avoidable absences.

Other highlights from the school year

In 2024, our commitment to fostering community connections was evident through key events such as the **School Graduation** and **Community Gathering**. These celebrations not only highlighted our students' academic achievements but also reinforced the importance of unity and collaboration within our school community.

Additionally, the **Parent Engagement Evening** in Term 1 provided a valuable opportunity for families to connect, interact, and strengthen their relationships, deepening the partnership between home and school.

Our dedication to community involvement extended beyond the school, with initiatives supported by school grants. A particularly meaningful moment was **Tallarook's participation in the ANZAC Day dawn service in Seymour**, where we had the honour of laying a wreath in remembrance of those who served our nation.

These efforts reflect our ongoing commitment to **holistic education** and **meaningful engagement**, ensuring our students are connected to their community and learn the values of respect, gratitude, and collaboration.

Financial performance

Financial Performance and Position – 2024

The school has demonstrated strong financial performance for the year ending December 31, 2024, with a well-managed allocation of resources to support its educational objectives.

Financial Performance:

- **Total Operating Revenue:** \$934,546
 - Student Resource Package: \$708,706
 - Government Provided DET Grants: \$194,020
 - Government Grants Commonwealth: \$3,944
 - Locally Raised Funds: \$11,439
 - Revenue Other: \$16,438
- **Net Operating Surplus:** \$250,871, reflecting effective financial management and expenditure control.

Expenditure Breakdown:

- **Total Operating Expenditure:** \$683,675
 - Student Resource Package: \$495,978

- Property Services: \$47,127
- Camps/Excursions/Activities: \$5,063
- Consumables: \$20,376
- Salaries & Allowances: \$88,117
- Professional Development: \$2,302
- Utilities: \$8,646

Equity Funding:

- **Equity (Social Disadvantage):** \$5,000, demonstrating a commitment to equity and addressing the needs of disadvantaged students.

Financial Position:

- **Total Funds Available:** \$384,086
 - High Yield Investment Account: \$353,301
 - Official Account: \$30,784
- **Financial Commitments:** \$154,328
 - School-Based Programs: \$87,605
 - Maintenance - Buildings/Grounds < 12 months: \$35,440
 - Operating Reserve: \$31,283

Summary:

- The school has maintained a strong financial position, with a significant surplus, prudent investments, and diverse revenue streams.
- Commitments are appropriately allocated to maintenance, school programs, and operational reserves.
- The School Council has ensured adherence to financial policies, supporting sustainable educational practices and resource management.
- Attention to long-term asset replacement and capital works will be essential to maintaining the school's operational sustainability and growth.

For more detailed information regarding our school please visit our website at
<https://www.tallarookps.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 2.0 (FISO 2.0).

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 33 students were enrolled at this school in 2024, 20 female and 13 male.

0 percent of students had English as an additional language and 20 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).

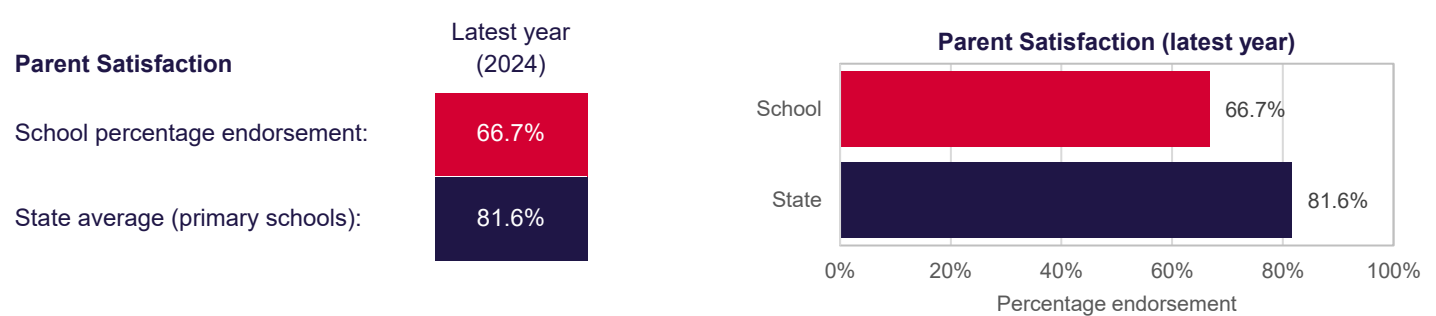
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

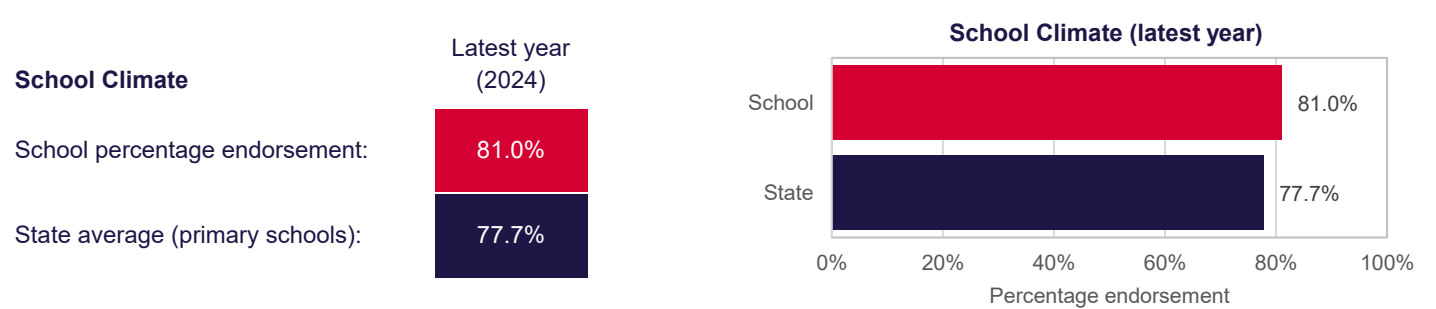


School Staff Survey

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.



LEARNING

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 against the Victorian Curriculum

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

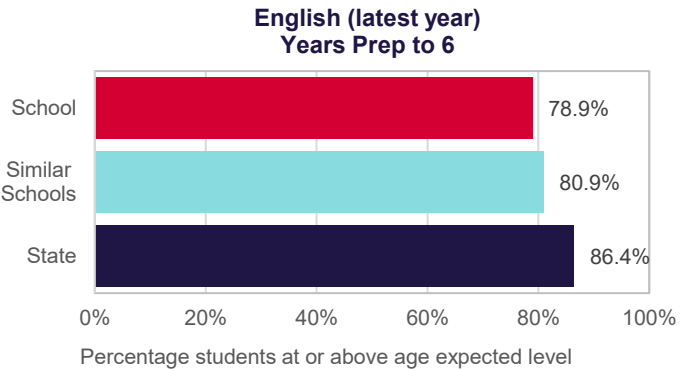
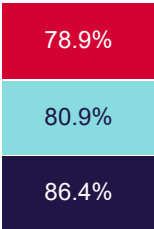
English
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2024)



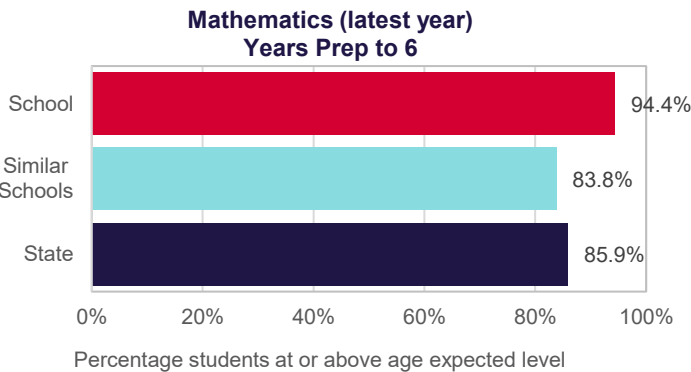
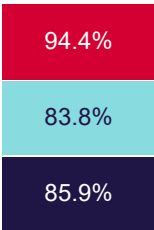
Mathematics
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2024)



LEARNING (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.

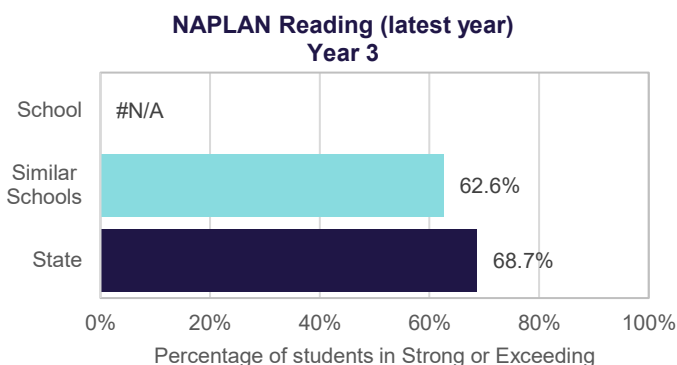
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

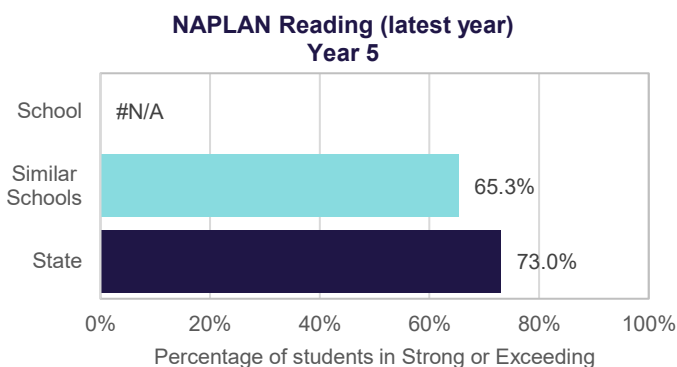
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	100.0%
Similar Schools average:	62.6%	64.8%
State average:	68.7%	69.2%



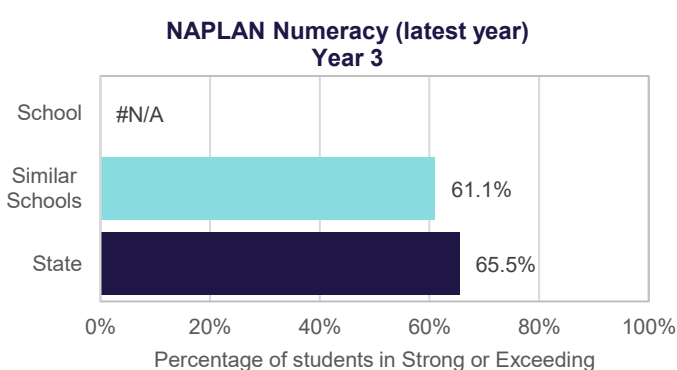
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	60.0%
Similar Schools average:	65.3%	70.6%
State average:	73.0%	75.0%



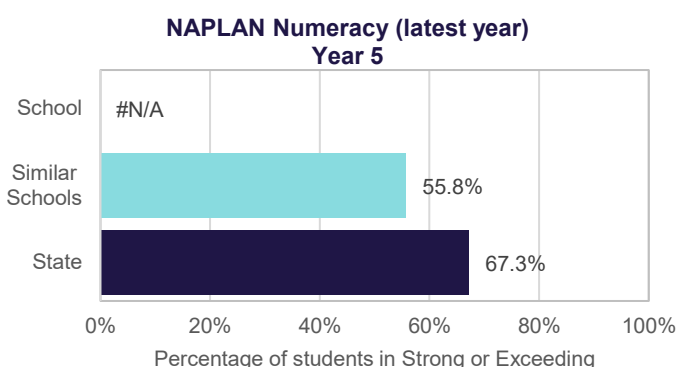
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	60.0%
Similar Schools average:	61.1%	67.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	33.3%
Similar Schools average:	55.8%	59.5%
State average:	67.3%	67.6%



LEARNING (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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

NDA

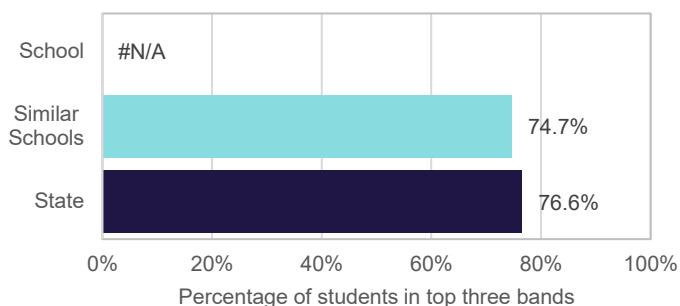
Similar Schools average:

74.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

NDP

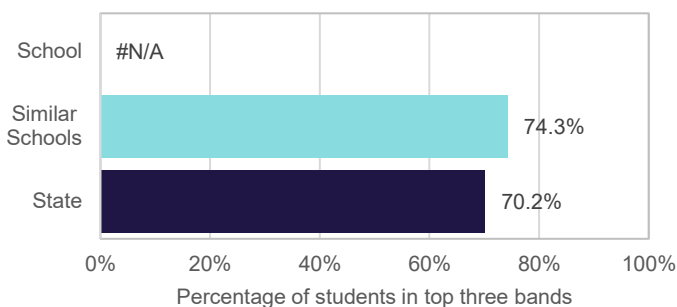
Similar Schools average:

74.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

NDA

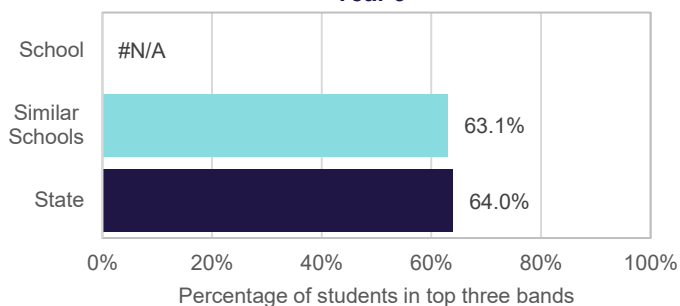
Similar Schools average:

63.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

NDP

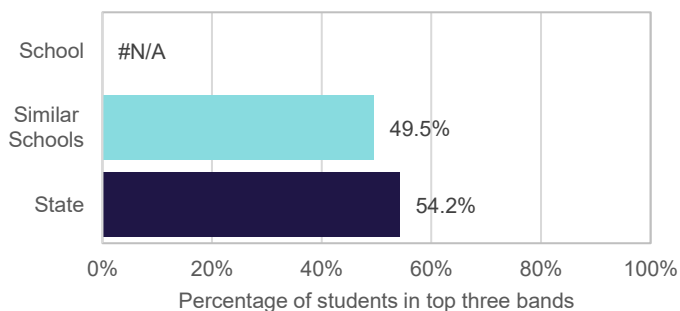
Similar Schools average:

49.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

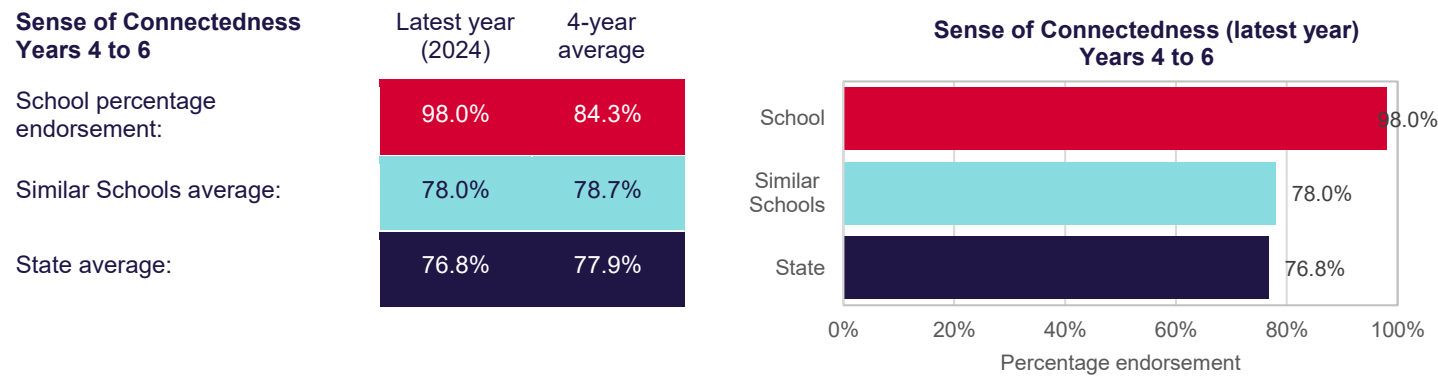


WELLBEING

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.

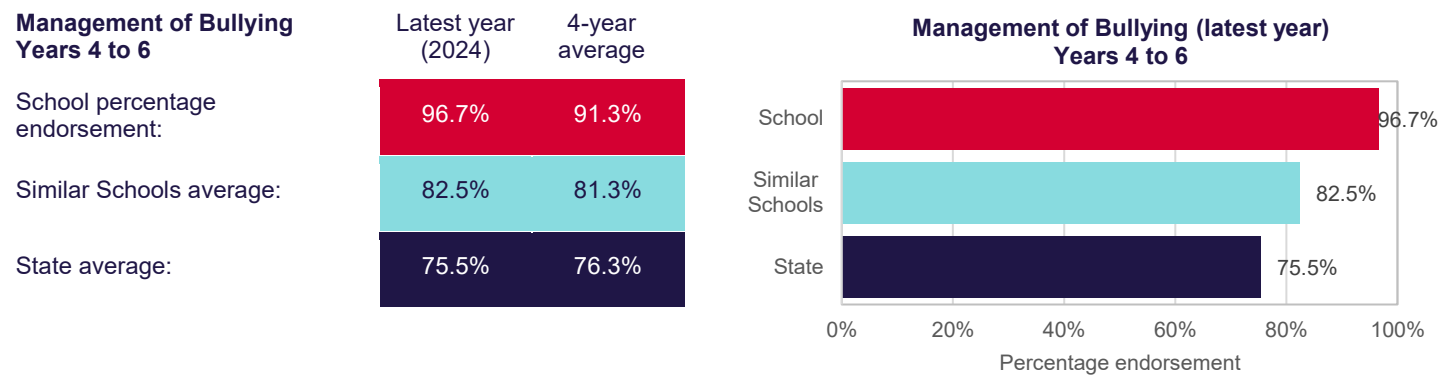
Student Attitudes to School – Sense of Connectedness

The percentage 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).



Student Attitudes to School – Management of Bullying

The percentage 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).

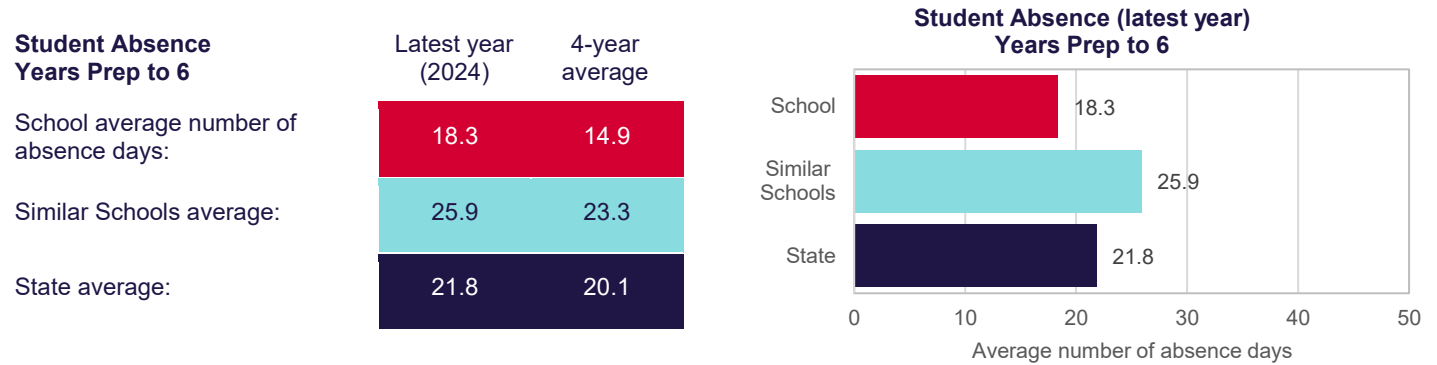


ENGAGEMENT

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.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	92%	92%	88%	NDP	95%	85%	NDP



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$708,706
Government Provided DET Grants	\$194,020
Government Grants Commonwealth	\$3,944
Government Grants State	\$0
Revenue Other	\$16,438
Locally Raised Funds	\$11,439
Capital Grants	\$0
Total Operating Revenue	\$934,546

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$495,978
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$5,063
Communication Costs	\$1,618
Consumables	\$20,376
Miscellaneous Expense ³	\$4,153
Professional Development	\$2,302
Equipment/Maintenance/Hire	\$1,111
Property Services	\$47,127
Salaries & Allowances ⁴	\$88,117
Support Services	\$0
Trading & Fundraising	\$9,184
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$8,646
Total Operating Expenditure	\$683,675
Net Operating Surplus/-Deficit	\$250,871
Asset Acquisitions	\$0

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$353,301
Official Account	\$30,784
Other Accounts	\$0
Total Funds Available	\$384,086

Financial Commitments	Actual
Operating Reserve	\$31,283
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$87,605
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$35,440
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$154,328

All funds received from the Department of Education, 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.