

2015 Annual Report to the School Community

Tallangatta Primary School

School Number: 1365



Name of School Principal:

Ellyssa Brennan

Name of School Council President:

Rick Smith

Date of Endorsement:

20/4/2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Tallangatta Primary School sits on the shores of picturesque Lake Hume in Victoria's North East. A total of 99 students were enrolled at this school in 2015, 54 female and 45 male. There were 0% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students. Tallangatta Primary School has the equivalent full time staff of a Principal, 3 Educational Support staff and 6.6 teaching staff and .4 instructors for Indonesian. The Student Family Occupation figure is mid to high (.43) which is slightly below the state mean. Approximately 40% of our current enrolment travel to school by bus.

Tallangatta Primary School offers students an education that one would expect in a larger metropolitan school, yet has that unique friendly atmosphere typical of a small rural community. Our school strives to ensure all students, regardless of ability or style of learning, are provided with the opportunity to reach their full potential in a positive, supportive and engaging learning environment. We foster individual student interests, encourage active participation in the learning process, and assist students to develop their ability to apply knowledge and skills to real life experiences and challenges. Student achievement is at the forefront of our core business.

Tallangatta PS offers a comprehensive curriculum with a concentrated emphasis on using meaningful learning strategies to engage our students, with the promotion of sustainable environments through our kitchen garden program a particular highlight. Students having access to one-to-two technology ration. Tallangatta Primary School has developed an extensive integrated curriculum spanning Foundation - Year 6, which is based on the AusVELS domains. The school has strong literacy and numeracy programs rigorously incorporating the principles and practices of the former Hume Region Placemats for exemplary teaching. Curriculum programs are supplemented by Life Education, swimming, camps, excursions, incursions, inter- school sports, Student Representative Council, and the KGB (Kids Garden Brigade).

The school values its strong partnerships with parents and wider community and has an extremely active and supportive Parents' Club and School Council. Parents provide strong support for the school. Our proactive Parents' Club is a group of vigorous fund raisers and who have increased the parent and community support base. Parents are encouraged to become involved in all aspects of the school's operations and many take the opportunity to do so. As a school we are committed to consultation, the principles of democratic decision making, systematic whole school planning and evaluation. Student's best educational interests are the focal point for all decision making. Our school is also an active member of the Tallangatta F-12 Cluster which incorporates 8 primary schools that feed into Tallangatta Secondary College plus the Corryong group of schools. This larger cluster supports and promotes the sharing of resources and staffing expertise and, joint curriculum planning.

Achievement

Tallangatta Primary school has been working on improving our student results. We identified a number of areas for improvement in our peer review in 2014 and have been improving ever since. Experienced staff have taken on roles of mentoring and coaching and a philosophy of change has been encouraged. Our teacher professional judgements are now falling within the expected range. However change can be uncomfortable at times and this may be reflected in our staff opinion survey results. We acknowledge that effective change takes time.

Reading:

We saw our year 3 group trending up in 2015 and a significant downward trend in our year 5 data. Overall, reading was trending down. We sought to address this by revisiting lesson structure and focusing in on specific teaching points rather than generalized concepts. We have also endeavored to upgrade our reading resources by identifying gaps and paying more for higher quality resources. Further work is to be done in 2016 around the delivery of the reading curriculum in grades 3 -5 and ways to enhance and develop teacher pedagogy. We are currently trialing using the CAFÉ and Daily 5 model in the 3/4 class in 2016.

Numeracy:

In numeracy our year 3's showed an upward trend whereas the year 5's showed a slight downward trend. Of concern, was that year 3 was trending down and year 5 has made no progression over the four years. We actively sought to

change this by applying for the Maths/Science Initiative grant which will allow us to train up two specialists in both maths and science over the next two years. The specialists will then work to increase overall teacher confidence and knowledge of maths and science.

Learning Gain:

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). We have a number of areas showing high percentages of low gain which validates the work we are currently doing around improving professional knowledge and practice. We are also working on developing student resilience and capacity to persist when times are tough as these are necessary skills for further development. We have a number of areas which have shown medium growth but only a few areas with high growth. This highlights the need for extension of our higher students which is an area of discussion amongst staff in 2016.

Engagement

We have continued to work on increasing Engagement in our school, not only of students but also amongst families through our Kidsmatter program. We also ensure we comment regularly and publically on the positive choices students make within the school and community. We share these in the classrooms with our smiley face system, in the newsletter with our success stories and articles and even in the Tallangatta Herald! Our senior students undertake roles of responsibility within the school which includes being school captains and vice captains, sports captains and vice captains and foundation buddies. They also organise and present the end of week school assemblies attended by students, teachers, families and school community members. This year for the first time, we also looked at ways of giving our junior students more of a voice within the school as well. They were included in the Kidsmatter surveys and also on the Student Representative Council. Students changed termly so that more students had the chance to get involved.

Tallangatta Primary School was an active participant in the Tallangatta Cluster group and hosted a year 6 transition day for all students in the Cluster designed to build relationships with others. Our work has been considered very successful, so much so that Tallangatta Primary School and Tallangatta Secondary College were Case Study Schools in the Successful Strategies project commissioned from Deakin University in term four 2015. The results have now been published. Please click on the link below if you are interested in the findings (CASE STUDY ONE).

<http://www.education.vic.gov.au/school/teachers/transitions/Pages/transitionstrategies.aspx>

Our care around transitions is not limited to the upper grades. We also took our F-2 students for a 'Friendship visit' to Kiewa Primary school to practice all the great 'getting to know you skills' we had been learning about in class. This visit was reciprocated in 2016. We also held a very successful transition program for our new foundation students. They had a year 6 buddy throughout the year and during the grade 6 graduation, this was commented on as being one of the highlights of primary school. At the end of each year we hold a 'my new class' day to introduce staff and the students to each other.

We also sought to increase community engagement with the school by holding a number of 'Open Days' and special events during the school year, some of which were organized and led by the Student Representative Council (SRC). This included the Pet Show, Responsible Pet Ownership program, the Meet & Greet BBQ night, the TPS Cup (a la Melbourne Cup), Crazy hair Day, Band together to prevent Bullying day, not to mention Grandparents and Special Friends day (eSmart focus) during Literacy and Numeracy Week and a 'Come game with us' open classrooms morning session.

Our attendance in 2015 fell below the State 60% range band but we were delighted to see this figure trending up on previous years. We published information in our newsletter and promoted attendance at school. We did have a number of families take holidays during the school term so this has impacted on our data. Work around this will continue in 2016.

Wellbeing

In 2015, we began to explore the Kidsmatter program in greater depth, particularly component one. We adopted the concept that 'every face has a place at Tallangatta Primary School' and created a huge display in Bell Hall. We continued working on social skills as a whole school through our play is the way assemblies but increasingly sought inspiration for activities and games outside the program. We covered topics such as resilience using the T.H.I.N.K. acronym, belonging and acceptance and our school rules.

We also established a Kidsmatter team through our School Council and surveyed staff, parents and students to gain information about the way our school was perceived by others. There were many positive things that came out of the surveys.

The top 5 things for parents were:

- I feel that my child's teacher cares about my child.
- I am comfortable talking to my child's teacher about my child
- The school provides a safe and caring environment for my child
- I feel welcome when visiting my child's school
- I am satisfied with how my child is progressing socially, emotionally and behaviourally.

The top 5 things for staff were:

- Making the time to get to know students is a priority for me.
- The belief that improving students' social and emotional skills supports their academic learning.
- Children's mental health and wellbeing is better supported when home and school work together.
- Supporting students' mental health and wellbeing helps reduce behavioural problems and improves their academic learning outcomes.
- It is important that the social and emotional curriculum focuses on developing competencies for self-awareness, self-management, social awareness, relationship skills and responsible decision making.

The top 5 things for students in 4-6 were:

- I know how to help a friend who is upset or worried.
- I don't give up when things are difficult.
- Teachers help students who are worried or upset.
- I can tell when a student is upset or worried.
- My teachers listen to me and value my opinions.

The top 5 things for students in F-2 were:

- My teachers care about me.
- I always try my best at school.
- If I have a problem I can talk to my teacher.
- I like this school.
- I like myself.

Our data showed concerns around connectedness to School and student perceptions around safety which dropped in 2015. Our overall trend over the 4 year period still places the school inside the 60% band for the State. We are investigating this further in 2016 as part of our Student Engagement Policy review.

Productivity

We kept our class numbers small in 2015 and ran 6 classes. The two grade 5/6 classes and the two 1/2 classes used an open plan team teaching model. We also had a straight F/1 class and a 3/4 class. We offered specialist areas of music, art, health and food technology to students in addition to Indonesian. We are fortunate to have a native Indonesian speaker teaching one day a week across the whole school as well as a local lady who lived in Indonesia for many years teaching F-4 in terms 2 and 3 one day a week.

We chose to continue funding a curriculum coordinator position for one day a week. Miss Brennan worked throughout the year to broaden staff understanding in the area of writing in particular and engaged with 5 different writing 'programs' throughout the year. Our next step is to use this knowledge to generate a context specific writing curriculum

for the school. She also began working with the Victorian Curriculum and Assessment Authority and helped write elaboration statements for the new Victorian Curriculum in the area of the general capabilities. The school has agreed to undertake an action research project with the VCAA in 2016. At the end of 2015, we applied for and successfully received funding for the maths and science initiative grant in 2016 and 2017. The grant will allow us to train two maths/science specialists within our school.

We also developed our understanding of the GradeXpert program which we use to track and collate data for our whole school. We also write our ILP's and reports using the program. Staff explored new features and achieved greater autonomy and confidence when using the program. Individual learning Plans (ILPs) were completed for all students and now have a sharper focus on goals in literacy and numeracy. Goals are selected based on the students individual point of need. This helps students focus on improving themselves rather than competing with others.

In 2015 we examined ways to increase engagement with parents which included establishing the school app – Tiqbiz. We went from 18 registered users by the end of Feb 2015 to around 60 by December 2015. We have used the app to upload newsletters, add class and school reminders and it also allows parents to send messages such as bussing updates to the school. We also had an active P&C and School Council who worked with the school for the betterment of our students.

We improved our facilities by upgrading our school fence to encompass most of the school grounds and purchased new stools for the art room. This was achieved with support from the P&C. We also started working on improving our school website.

For more detailed information regarding our school please visit our website at
<http://www.tallangattaps.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 99 students were enrolled at this school in 2015, 54 female and 45 male. There were 0% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.









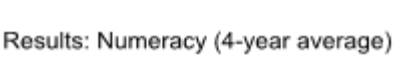







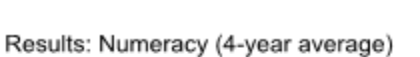




Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																														
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> <th>School Result</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60%</td> <td>30%</td> <td>10%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>40%</td> <td>20%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>44%</td> <td>11%</td> <td>44%</td> </tr> <tr> <td>Spelling</td> <td>40%</td> <td>50%</td> <td>10%</td> <td>50%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>60%</td> <td>-</td> <td>60%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	School Result	Reading	60%	30%	10%	30%	Numeracy	40%	40%	20%	40%	Writing	44%	44%	11%	44%	Spelling	40%	50%	10%	50%	Grammar and Punctuation	40%	60%	-	60%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High	School Result																												
Reading	60%	30%	10%	30%																												
Numeracy	40%	40%	20%	40%																												
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Grammar and Punctuation	40%	60%	-	60%																												

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Engagement

Average Number of Student Absence Days

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 2015 attendance rate by year level:

Student Outcomes

Results: 2015



Results: 2012 - 2015 (4-year average)











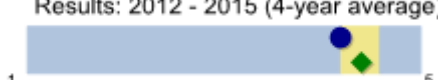


Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	95 %	92 %	96 %	96 %	95 %	94 %

School Comparison



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

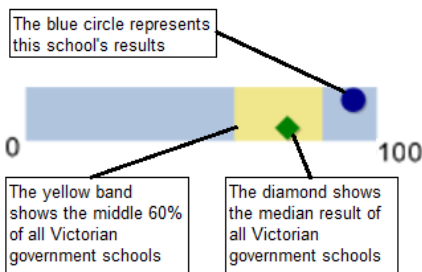
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

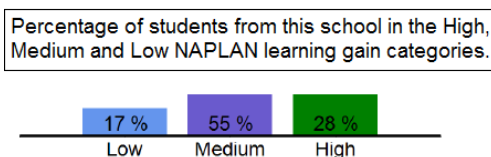
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

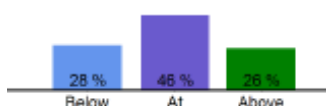


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



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



What is a School Comparison?

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

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

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



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

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

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$853,594
Government Provided DET Grants	\$205,906
Revenue Other	\$4,185
Locally Raised Funds	\$40,806
Total Operating Revenue	\$1,104,490

Funds Available	Actual
High Yield Investment Account	\$8,959
Official Account	\$5,685
Total Funds Available	\$14,644

Expenditure	
Student Resource Package	\$805,010
Books & Publications	\$3,412
Communication Costs	\$3,999
Consumables	\$36,427
Miscellaneous Expense	\$40,607
Professional Development	\$5,535
Property and Equipment Services	\$90,641
Salaries & Allowances	\$61,649
Trading & Fundraising	\$8,089
Utilities	\$16,383
Adjustments	\$303
Total Operating Expenditure	\$1,072,056

Financial Commitments	
Operating Reserve	\$14,644
Total Financial Commitments	\$14,644

Net Operating Surplus/-Deficit	\$32,434
Asset Acquisitions	(\$308)

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

In 2015, the budget was adjusted accordingly throughout the year. We also received some money from our Pine Plantation (locally raised funds). We finished the year with a surplus. Going forward the school is working on best management practices to ensure resources are aligned to positive student outcomes.