

2024 Annual Report to the School Community

School Name: Tallangatta Primary School (1365)



- 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 13 March 2025 at 02:49 PM by Alisha Watson (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 18 March 2025 at 12:28 PM by Alisha Watson (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

Tallangatta Primary School's vision is to nurture kind, caring individuals who are lifelong learners. We are committed to fostering a supportive environment where students thrive academically, socially, and emotionally. Our vision is guided by our STAR values: Stay Safe, Be a Terrific Learner, Act Responsibly, Show Respect, and Choose Resilience.

Located in the beautiful northeast of Victoria, on the shores of Lake Hume and just a 30-minute drive from Wodonga, Tallangatta Primary School prides itself on being an inclusive community that meets the diverse needs of all students. We value strong, positive relationships and take pride in our ability to support each student's unique strengths and challenges. Our students travel to school by car, bicycle, foot, and approximately 40% of them use the bus service.

In 2024 there were 74 students enrolled. The staffing model included a Principal, 3 Educational Support Staff, 2 Educational Support Office Staff, 4.4 classroom teachers, and a Mental Health & Wellbeing Leader. Daily instruction focuses on core areas including Reading, Writing, and Mathematics. In addition, students engage in an integrated curriculum that includes respectful relationships, health and physical education, STEM, and AUSLAN, delivered by both classroom and specialist teachers.

As a School Wide Positive Behaviour Support (SWPBS) school, we pride ourselves on fostering a consistent approach to behaviour and creating a positive learning environment. In 2025, we will be undertaking a major refurbishment and modernisation project, enhancing our facilities to better support our students and their learning journey.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 Tallangatta Primary School continued to focus on student learning with an increased focus on Numeracy. This entailed working collaboratively as staff to make an instructional model in Numeracy that worked across all year levels in our school. In Literacy, teachers programs continued to include mentor texts and explicit teaching of the writing traits.

In 2024 the learning data showed that the school had 85.4% of students working at or above the expected level in English. This was above similar schools and just below the state average. The data showed that 88% of students were working at or above the expected level in Numeracy; a great outcome that is evident of the focussed work of the school.

NAPLAN data shows that Tallangatta Primary School's results are very closely aligned with similar schools and then below, at and above state.

Wellbeing

Tallangatta Primary School had a large focus on behaviour and expectations in 2024. A lot of the work completed by staff around Wellbeing was looking at how we can embed a consistent approach to School Wide Positive Behaviour. The schools Student Engagement and Wellbeing Policy was reviewed and improved. Small groups to increase students sense of belonging were completed. The school's Social, Emotional Learning scope and sequence was refined to include new, consistent practices.

In 2024 Tallangatta Primary School's Attitude to School Survey (ATOSS) data was ordinary. Students were below the state average and similar schools in all areas: Sense of Connectedness and Management of Bullying. This was disappointing data that was acted upon immediately.

Tallangatta PS were successful in being a part of the Victorian School Breakfast Club. This has allowed our school to provide breakfast for students a couple of days per week but also provide food hampers to families to assist with cost of living expenses, this initiative has been gracefully appreciated.

Engagement

The attendance data for Tallangatta Primary School is quite good. In grade 1-6 we have a 91%+ attendance rate. Our Foundation students sit at 86% for 2024. This sits above both the state and similar schools average.

If a student is absent and not explained through Compass, a phone call is made to enquire why the student is not at school.

In 2024 there was a conscious decision to include engaging activities on the last day of term to encourage students to attend school and not start holidays early.

The schools commitment to SWPBS (School Wide Positive Behaviour Support) allows students to frequently receive positive acknowledgements for their positive choices, which has increased student engagement.

Other highlights from the school year

In 2024 our Grades 3-6 went on a 3 day and 2 night adventure camp to Valley Homestead.

In Term 3, TPS had an Artist in Residence who did a 3 day intensive program with all students teaching them about the Polynesian culture. This was celebrated with a whole school concert at the end of the week. This was a successful community event.

The boys cricket team were runners up to go to the State final for cricket by 3 runs.

Financial performance

Tallangatta Primary School continues to sit in a healthy financial position. The school's high yield account was used to purchase a new literacy program across the school and get some new technology for the senior classes.

Equity funding goes directly to staffing to ensure that we can offer an Education Support Worker in each classroom and man our office 5 days per week.

The Tutor Learning Initiative continues to assist in offering intervention to students in small groups that allows targeted learning to assist in their academic progress.

Funds in the grounds and maintenance pot will be used to fund any beautification works that are not included in the refurbishment project.

**For more detailed information regarding our school please visit our website at
<https://www.tallangattaps.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 74 students were enrolled at this school in 2024, 30 female and 44 male.

0 percent of students had English as an additional language and 9 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).

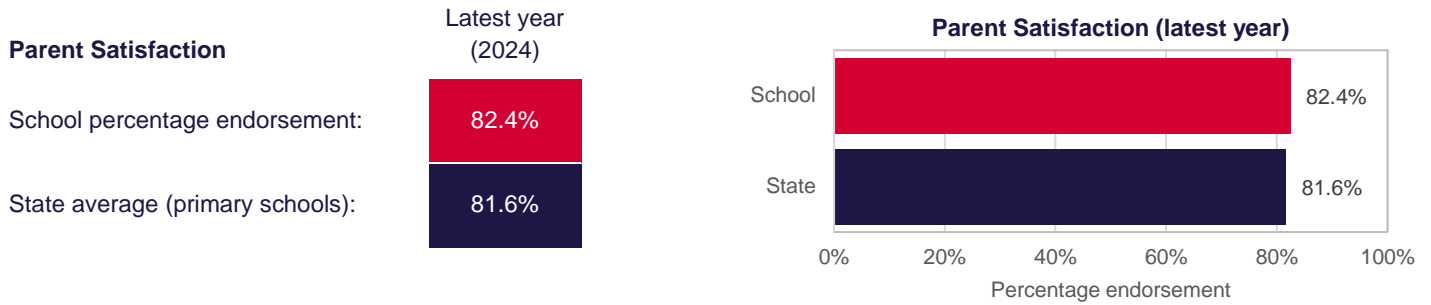
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

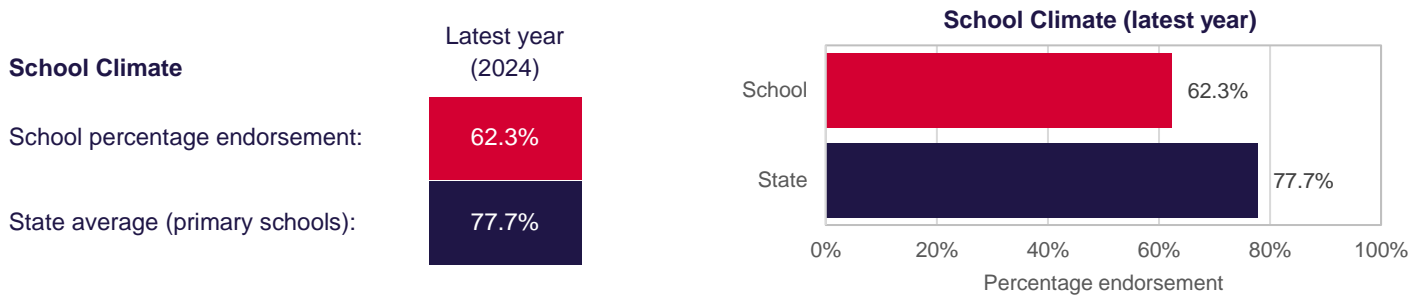


School Staff Survey

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.

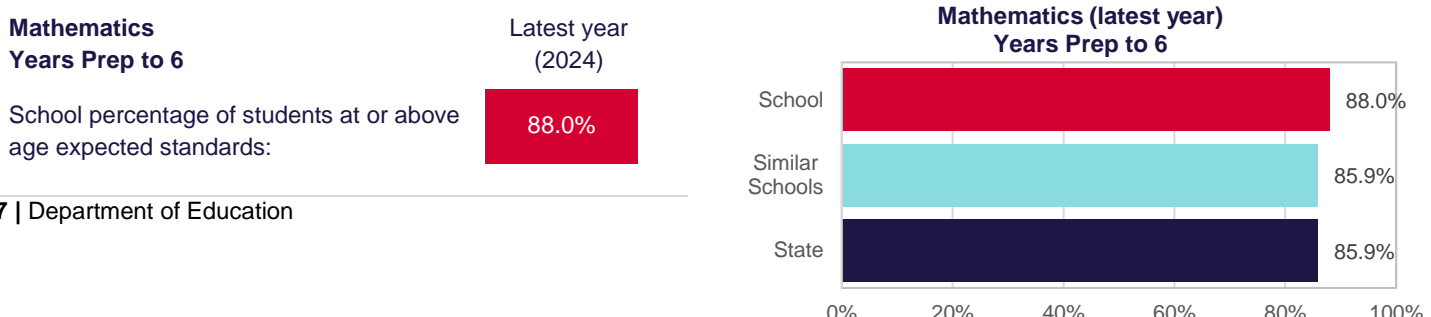
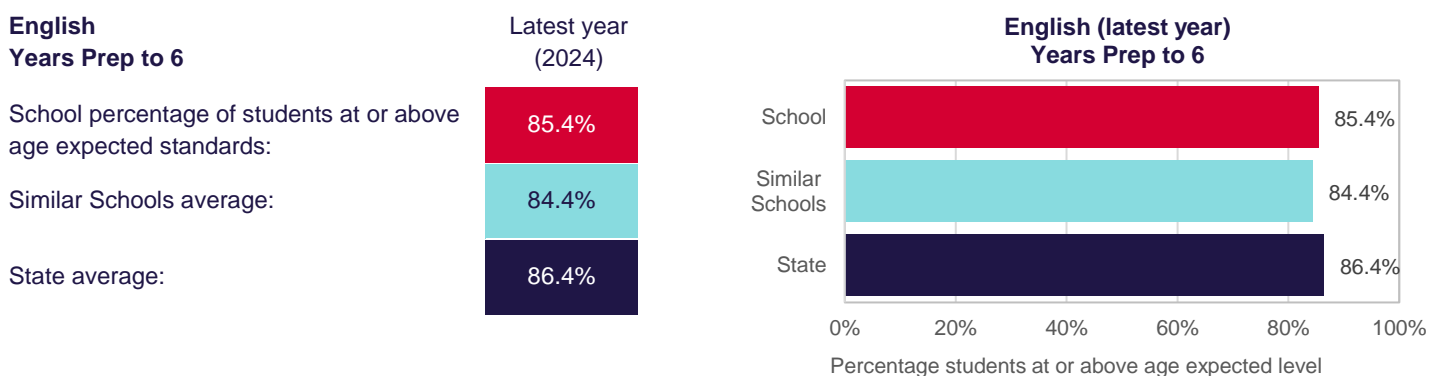


LEARNING

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.



Similar Schools average:

85.9%

State average:

85.9%



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.

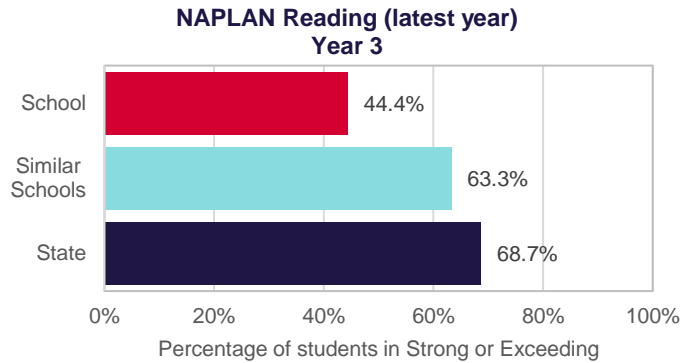
NAPLAN

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.

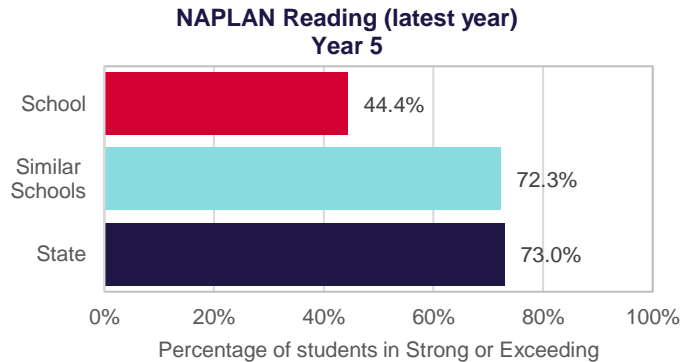
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	44.4%	45.8%
Similar Schools average:	63.3%	62.1%
State average:	68.7%	69.2%



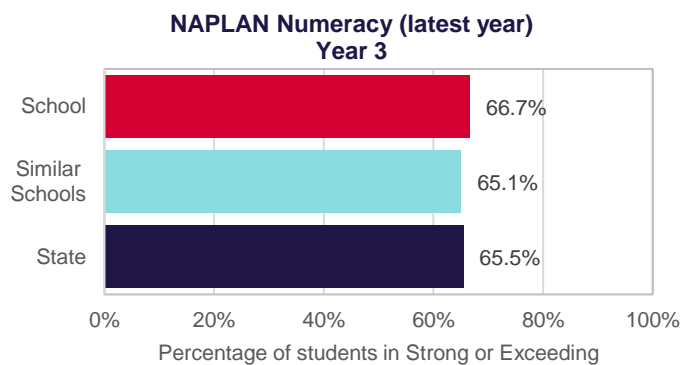
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	44.4%	66.7%
Similar Schools average:	72.3%	73.9%
State average:	73.0%	75.0%



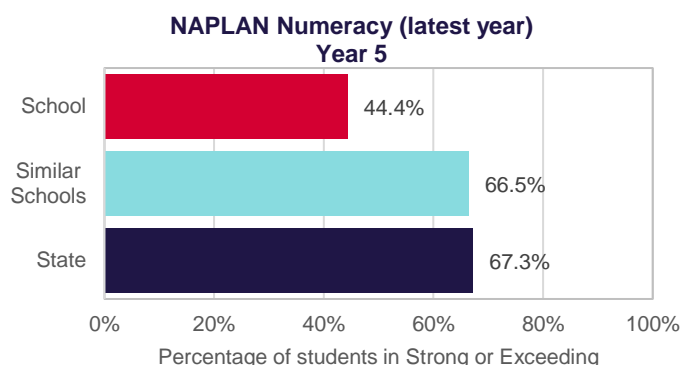
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	62.5%
Similar Schools average:	65.1%	64.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	44.4%	71.4%
Similar Schools average:	66.5%	64.7%
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:

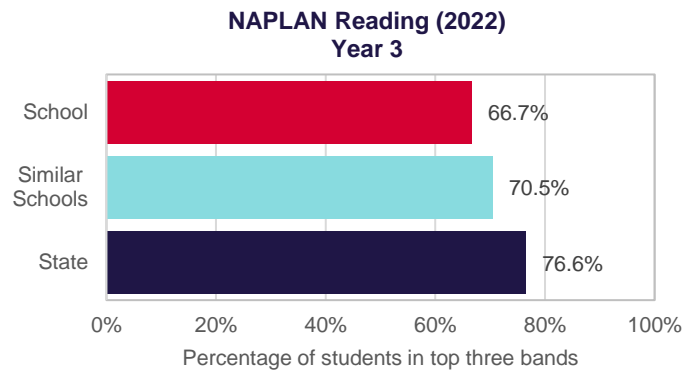
66.7%

Similar Schools average:

70.5%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

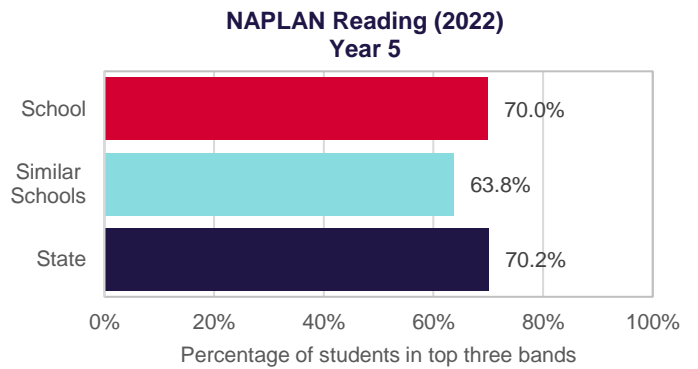
70.0%

Similar Schools average:

63.8%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

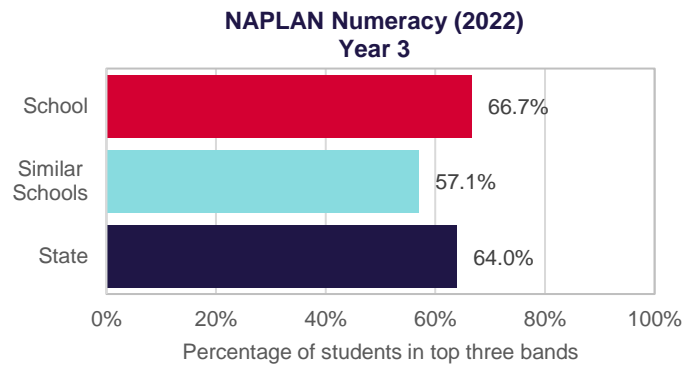
66.7%

Similar Schools average:

57.1%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

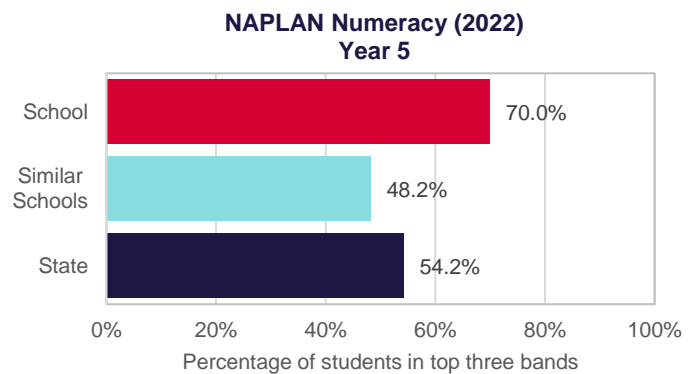
70.0%

Similar Schools average:

48.2%

State average:

54.2%



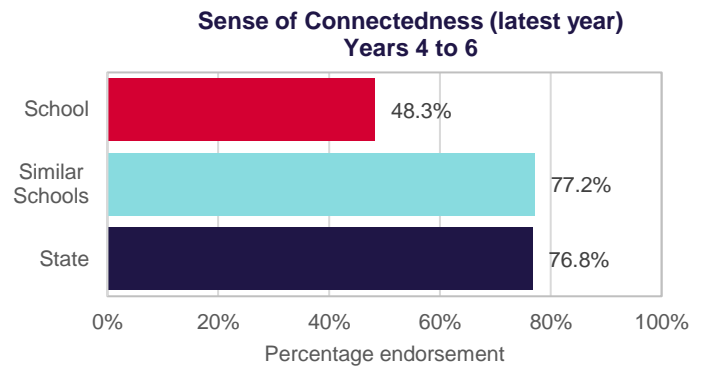
WELLBEING

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).

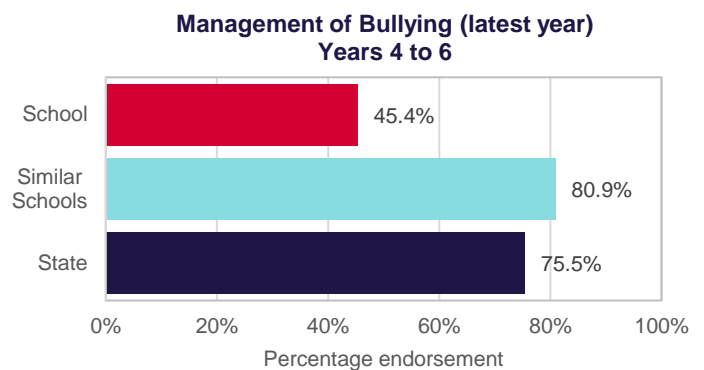
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	48.3%	69.6%
Similar Schools average:	77.2%	80.3%
State average:	76.8%	77.9%



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).

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	45.4%	68.2%
Similar Schools average:	80.9%	82.7%
State average:	75.5%	76.3%



ENGAGEMENT

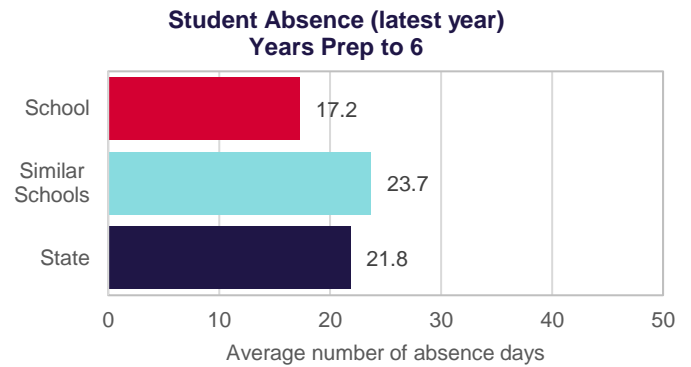
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	17.2	18.4
Similar Schools average:	23.7	21.8
State average:	21.8	20.1



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):	86%	91%	91%	92%	92%	93%	92%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,115,466
Government Provided DET Grants	\$230,194
Government Grants Commonwealth	\$5,200
Government Grants State	\$2,000
Revenue Other	\$36,635
Locally Raised Funds	\$46,118
Capital Grants	\$0
Total Operating Revenue	\$1,435,614

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,082
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$25,082

Expenditure	Actual
Student Resource Package ²	\$1,110,235
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$31,164
Communication Costs	\$1,991
Consumables	\$38,328
Miscellaneous Expense ³	\$18,745
Professional Development	\$5,411
Equipment/Maintenance/Hire	\$38,838
Property Services	\$34,321
Salaries & Allowances ⁴	\$125,147
Support Services	\$13,569
Trading & Fundraising	\$11,099
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,782
Total Operating Expenditure	\$1,438,629
Net Operating Surplus/-Deficit	(\$3,015)
Asset Acquisitions	\$33,873

- (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	\$342,834
Official Account	\$6,373
Other Accounts	\$0
Total Funds Available	\$349,207

Financial Commitments	Actual
Operating Reserve	\$54,750
Other Recurrent Expenditure	\$5,231
Provision Accounts	\$878
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$53,600
Capital - Buildings/Grounds < 12 months	\$48,000
Maintenance - Buildings/Grounds < 12 months	\$186,748
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$349,207

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.

