

2017 Annual Report to the School Community



School Name: Talbot Primary School

School Number: 954

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Talbot PS is a school of around 70 students in rural Victoria. The school dates back to 1869 but has been sympathetically updated and extended over the years. In 2017 there were 4 classes, P/1, 2/3, 4 & 5/6. The school also offered specialist classes in Visual Art, Library, PE, Music, French & ICT. The school had a total equivalent full-time staff of 10.01 plus 0.2 shared library specialist. This consisted of 1 principal, 6 fulltime teachers, 0.22 Visual Art teacher, 0.2 MARC Library teacher, 1 fulltime ES and 3 part time ES staff members.

The school has had a significant focus on STEM over the last 2 years with funding for two 0.5 Primary Maths Science Specialists. Additionally with a new Strategic Plan in place the overall focus is on developing student voice and personalised learning. The goals in the 2017 AIP had the first steps being design and trialling of an instructional model and developing student goal setting.

The school also successfully applied for a \$19000 grant through the CASS foundation to provide students with individualised off-site experiences to broaden their horizons, with the ultimate aim of improving student writing.

Vision

Talbot Primary School seeks to provide a caring, supportive environment, which promotes a healthy spirit of co-operation, encourages respect for all while protecting the right of each individual to maximise their learning potential and experience success through recognition of achievement and effort.

Values

The Talbot Primary School community maintains a commitment to the five values of:

Respect, Responsibility, Persistence, Teamwork, Honesty

Through these values we aim to:

- provide a caring, supportive and protective environment, which promotes a healthy spirit of co-operation and encourages respect for all
- offer a comprehensive curriculum, which encourages high standards in learning and provides opportunities to maximise the potential of all students
- develop in each child the ability to adapt to change, accept challenges and set realistic goals
- foster and develop each child's natural abilities, which make it possible for each to enjoy a sense of achievement and self-worth
- develop in each child a sense of responsibility to the community by fostering networks with other local groups
- promote effective communication processes, which enhance and strengthen the partnership between home and school.

Framework for Improving Student Outcomes (FISO)

The school's main FISO focus areas were:

- Building Practice Excellence – Build teacher capacity to implement the agreed instructional model across the school, which will have feedback as a major component.
Significant research was undertaken to decide what was important to Talbot PS and formulate an instructional model framework that might work for us.
- Curriculum Planning and Assessment – Design and implement a differentiated and personalised curriculum specific to the school
This undertaking is much more complex than thought at first glance. Whilst differentiated learning was fairly clear to the staff, much work was, and still is needed, around what constitutes personalised learning. The staff completed professional reading and engaged in professional discussion on this topic. All students are setting their own goals in Reading, Writing and Maths following 1:1 discussions with their teachers. The students are showing greater ownership of their learning and willingness to improve.
- Setting Expectation and Promoting Inclusion – Develop a scope and sequence with a whole school approach to ethical and learning values



With all teachers training in the Berry Street Educational Model, it was important that we review our Values program and develop a documented whole school plan. This is being accomplished a term at a time with completion estimated by the end of Term 1 2018.

Achievement

The school is an active learning community and celebrates each milestone the students achieve. Student progress is tracked using a variety of measures including Naplan, On Demand and Online interviews. This data is used to target strategies required both in Literacy and Numeracy and additional assistance is provided to individuals and small groups to work on specific needs.

The school continued to focus heavily on Mathematics and building numeracy in the students. The second year of funding from DET provided an extra teacher so that two staff members at 0.5 could complete training as Primary Maths and Science specialists. They in turn worked with all staff to build school capacity to plan, teach, assess and modify Science and Mathematics across the school. The specialists had a much broader coaching focus during the year, aiming to meet the individual needs of each teacher. Talbot PS once again achieved higher than state average growth across the five areas of NAPLAN. The following table shows student growth from Year 3 to Year 5 for the state and for the matched cohort at Talbot PS.

POINTS OF GROWTH FROM YR 3 TO YR 5	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
STATE	75	54	84	62	92
SCHOOL	92	69	96	100	93

Whilst the Numeracy growth from yr 3 to 5 wasn't as high as hoped, the Yr 3 Numeracy results in NAPLAN are very promising, with 55% of yr 3 students in the top two bands.

The embedded practices in Reading continue to support students, as the relative growth shows. The significant improvement in Grammar and Punctuation is also very pleasing. The whole school Spelling program also continues to support good results. The return of the Beyond the Horizon program was welcomed by all. To stimulate interest in writing the students were able to self select an excursion. A great deal of writing by the students was involved in the preparation and follow up for each excursion which culminated in the printing of a book of all the student writing. Every student in the school received a copy of the book.

During the year the staff also began trialling student made goals in Reading, Writing and Numeracy. The students developed the goals in consultation with teachers after reviewing work or results in each area. Whilst it is a work in progress, the students appear to have responded positively and improvements in work are obvious.

Staff continue to work collaboratively to develop consistent planning and school specific scope and sequence documents were reviewed during the year. Teachers also met each term with staff from our cluster schools to improve consistency in Literacy teaching and assessment across the cluster.



Engagement

Teachers have been able to build and maintain positive relationships with all students. This is particularly noticeable for the students we have accepted from other schools where they were previously unable to attend full time. We have a proven history of being able to support these students to connect with the school, other students and staff and enable them to build positive behaviours that they carry on to Secondary School.

Students trust that staff are trying to help them be the best they can be which has a positive impact on motivation and confidence.

We have an active student leadership group. The School Leaders participate in a Student Leadership Conference during the year, lead our Monday assembly on a weekly basis, represent the student body in an official capacity, decide on and organise playtime games and sports, and convene, with a teacher, the Student Representative Council. The SRC is made up of a representative from each year level and meets approximately fortnightly to plan special school activities and fundraisers.

The teachers facilitate Ethical learning sessions within the classroom at least three times a week focussing on the school values and building students' ability to interact effectively in a complex world. Daily circle time activities give students a chance to voice their concerns and ideas for improvement. All teachers were trained during the year in the Berry Street Educational Model. This supported the teachers in trauma informed practice and facilitated the further development of our Ethical learning sessions. The teachers are almost finished the documentation of our whole school approach and lesson outlines for each term at each grade level.

Development of personalised learning and therefore authentic student voice became a major focus, aiming to bring it into more areas of the school, including classroom design and topic planning to improve engagement and motivation.

ICT is a major part of our world and as such is a major part of our classroom program. It is just another tool we use on a daily basis. All classrooms have access to netbooks, iPads and interactive large screens (IWB's and an interactive TV) and teachers use a weekly planner to book times for access. In addition the school has a polycom unit which is used by staff to bring the wider world into the classrooms. During 2017 the polycom was used to provide English as an Additional Language (EAL) tuition for two students. Without this technology these students would have missed out on this specialised tuition.

"Every Day Counts" is promoted and attendance prizes at the end of each week, term and the year are keenly sought. The significant absences of a couple of students has caused a rise in the over all data.

The school caters for all interests through taking part in local and regional sporting competitions, facilitating camps for years 3-6, the RACV Energy Breakthrough, a Performing Arts program and Code Club. Our Health and Physical Education, French, Music, Visual Arts and Library programs provide other avenues of learning that are not always available in a small community.

Wellbeing

The school's commitment to the health and wellbeing of students is evident in our curriculum, professional learning, physical spaces and policies. As a small school our staff know every student, their immediate family and in some cases the extended family. We are very aware of much more than just the academic pressures on each child and ensure they are supported.

As a rural school access to community programs is limited but we endeavour to link with the community where ever possible, eg; Best Start, Linking Learning & Early Years Forum. In addition, we share professional learning opportunities, student activities like camps with network schools and have provided school spaces for local health professionals to meet with families.

The school actively monitors the wellbeing of all students. Teachers are committed to creating a positive learning environment. School wide positive behaviour plans are implemented to ensure the students feel safe, learning time is maximised and students are engaged. The school actively develops students' social and cognitive skills and provides an inclusive environment.

Student Attitudes to School Survey changed in 2017 so it is difficult to compare results to previous years, however most remain positive. The impact of a couple of students with behaviour issues can be seen in the low positive result in "not experiencing bullying" questions however managing bullying is quite positive. It appears that the students are concerned about the bullying but feel the staff manage it well. It is pleasing to see 75% of students feel positive about their sense of connectedness as this is a lead indicator for the Education State resilience target. 97% of students feel their teachers put in a lot of effort and have high expectations of success for them.



Transition programs at the school provide many opportunities to experience a new setting for students entering or exiting the school. The Prep transition is organised in co-operation with the local kindergarten and many visits are held at both sites throughout the year, making the new arrivals very confident to enter the school. Prep students are ready for learning as the social aspects are already underway and each child feels comfortable. Parents are also made welcome during these visits and are invited to be involved in many school projects.

In co-operation with the local secondary school a very successful two year program operates for students in the senior school. Students spend half days at the secondary school accompanied by their own teacher, experiencing each subject area, spending time in the playground and having an opportunity to purchase lunch at the canteen. Older students act as guides and mentors on these days.

Transitions within the school are provided through buddy visits to classrooms and co-operative activities, as well as through teachers regularly working with each other's classes.

For more detailed information regarding our school please visit our website at
www.talbotps.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 69 students were enrolled at this school in 2017, 34 female and 35 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 12 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>67%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>45%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>58%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>67%</td> <td>8%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>17%</td> <td>50%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	67%	17%	Numeracy	36%	45%	18%	Writing	33%	58%	8%	Spelling	25%	67%	8%	Grammar and Punctuation	33%	17%	50%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>80 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	94 %	94 %	95 %	80 %	92 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	94 %	94 %	95 %	80 %	92 %	93 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

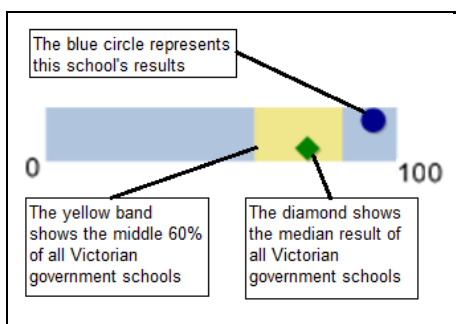
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

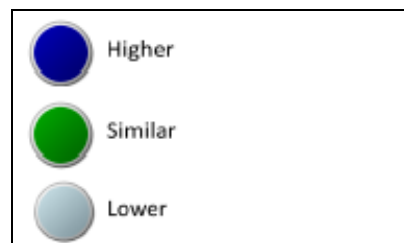


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

The School continues to be in a strong financial position. Due to the unpredictability of student numbers, the school maintains a healthy surplus to ensure staffing continuity.

The school spent significant additional funds on repairs and upgrades to the facilities: septic upgrade, general building repairs, replacement of entry doors to Arts building and painting. The DET provided funds for the repair of the bell tower.

The school used much of the equity funding on additional staff to provide intervention, 1:1 support for 'at risk' students, and to ensure staff could access training to better meet the individual needs of all students. The school also accessed additional grants through CASS to run the Beyond the Horizon project and Sporting Schools.

The second year of Primary Maths Science Specialist funding continued to provide an additional teacher to release 2 X 0.5 specialists to build teacher capacity in these areas.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,002,156	High Yield Investment Account	\$76,824
Government Provided DET Grants	\$135,576	Official Account	\$20,541
Government Grants Commonwealth	\$13,053	Other Accounts	\$0
Government Grants State	\$0	Total Funds Available	\$97,365
Revenue Other	\$15,684		
Locally Raised Funds	\$42,713		
Total Operating Revenue	\$1,209,182		
Equity¹			
Equity (Social Disadvantage)	\$131,923		
Equity Total	\$131,923		
Expenditure		Financial Commitments	
Student Resource Package ²	\$896,391	Operating Reserve	\$30,857
Books & Publications	\$282	Asset/Equipment Replacement < 12 months	\$5,000
Communication Costs	\$3,608	Maintenance - Buildings/Grounds incl SMS<12 months	\$5,000
Consumables	\$27,426	Beneficiary/Memorial Accounts	\$6,500
Miscellaneous Expense ³	\$36,446	School Based Programs	\$20,000
Professional Development	\$5,444	Other recurrent expenditure	\$10,000
Property and Equipment Services	\$60,999	Asset/Equipment Replacement > 12 months	\$16,007
Salaries & Allowances ⁴	\$45,673	Capital - Buildings/Grounds incl SMS>12 months	\$2,000
Trading & Fundraising	\$9,963	Maintenance -Buildings/Grounds incl SMS>12 months	\$2,000
Travel & Subsistence	\$3,992	Total Financial Commitments	\$97,365
Utilities	\$10,475		
Total Operating Expenditure	\$1,100,699		
Net Operating Surplus/-Deficit	\$108,483		
Asset Acquisitions	\$11,837		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.