

# 2023 Annual Report to the School Community

School Name: Talbot Primary School (0954)



- 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 16 April 2024 at 04:10 PM by Tess Kelly (Principal)

- This 2023 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 25 April 2024 at 04:27 PM by Fallon Cook (School Council President)

# How to read the Annual Report

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## 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.

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## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Talbot Primary School is situated in Talbot, a rural community in the Victorian Shire of Central Goldfields, with a total enrolment of 34 students. Our staff consists of a substantial principal, 4 teachers (2 part time) and 4 educational support staff (2 part time). Talbot Primary School's vision is to provide a happy and safe learning environment where students are inspired to achieve their best academically, while making a positive contribution to their community. At Talbot Primary School, students are encouraged to be independent learners who are confident in themselves and their learning and are able to embrace challenges. Students are supported to be resilient, open minded, kind, caring and respectful of others and responsible for their actions. Supporting this vision are five core values:

- Honesty - telling the truth and using mistakes as learning experiences
- Persistence - always keep trying and aim to achieve our best
- Respect - appreciating diversity and being considerate of how people think and live
- Responsibility - understanding and meeting expectations
- Teamwork - showing compromise and encouragement to work well with others

The school's socio-economic profile, based on families' occupations and education, is considered in the medium band representing a medium level of socio-educational disadvantage.

Our curriculum at Talbot Primary School reflects the Victorian Curriculum framework, with weekly specialist programs in Science, Visual Arts, Music, Physical Education and Auslan. Our core curriculum of Reading, Writing and Mathematics is delivered as three classes with the Foundation class being provided with a dedicated teaching and learning program to enable success in early literacy and numeracy learning. For all other subject areas, students are in two multi-age classrooms with educational support staff available in both.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2023, learning at Talbot Primary School focused on 'Improving student learning, with an increased focus on numeracy' in line with a state-wide goal set by the department. We continued to implement the Tutor Learning Initiative, with Semester One focusing on reducing potential learning gaps in early numeracy skills and Semester Two focusing on reducing potential learning gaps in early literacy skills. Our tutors ran individual and small group sessions across all year levels using data identified through PAT Maths assessments and the Mathematics Online Interview in numeracy, and PAT Reading, the Observation Survey and benchmarking assessments in literacy. Speech and MultiLit programs were also continued to support students to fully access literacy learning opportunities.

Professional learning was targeted at developing and implementing a summative assessment schedule as well as developing the data literacy of teachers to inform understandings of student needs and identifying students requiring additional support. This enabled teachers to more accurately meet the needs of the students by developing learning goals at their point of next discovery as well as more accurately report current student achievement levels. Parents and carers were involved in the learning journey every step of the way with the implementation of Learning Conferences each term. This ensured that expectations, achievement and learning approaches were clearly explained.

Throughout the year, teachers completed the 6 + 1 Master Traits course which provided richer and deeper understandings of the elements required to improve students as writers, and Sound Waves was introduced and implemented in all classrooms to ensure a synthetic phonics program was being delivered to provide students with the knowledge and confidence to engage fully in writing lessons.

A pleasing measure to note is the percentage of students making at and above expected growth. This has remained steady or increased in all areas other than Number and Algebra which will be a particular focus in 2024. This indicates that the gap between achievement and age expected levels is being continually reduced and that the learning needs of students is being particularly well address at the individual level.

Teacher judgements show that students working above expected levels in Writing has increased from 16% to 22%, from 16% to 19% in Speaking and Listening and has remained steady in Reading and Viewing when compared with 2022 results. In Mathematics, teacher judgements indicate that students working above expected levels has increased in Number and Algebra and Statistics and Probability, with Measurement remaining steady. This is a strong indication that students with high abilities are being well supported by our school programs.

## Wellbeing

In 2023, wellbeing at Talbot Primary School was supported by implementing the department's priority goal of mobilising available resources to support students wellbeing and mental health, especially the most vulnerable.

To support student wellbeing, Talbot Primary School continued to embed the Resilience, Rights and Respectful Relationships (RRRR) program across the school. To support this, all staff attended professional learning, with extra sessions and parent information concerning Topics 7 and 8 provided. We implemented a school-wide timetable to ensure topics were covered and that a whole school focus could be established and matched with our school values education program. These were highlighted fortnightly at our student-led assemblies.

Our Term 3 PLC focused its inquiry cycle on the academic, social and emotional needs of students based on analysis of the data collected through the department's Student Check-In Tool. Using this data, teachers were able to identify and provide early intervention for students indicating an at-risk rating. By focusing on the High Impact Wellbeing Strategy 5 - 'Foster student self-efficacy' and the timely implementation of the Posi-Socks program, teachers were enabled to deliver a 21-day program aimed at educating students on the power of having a positive mindset. The Senior classroom focused on the topic of Mindset while the Junior classroom looked to Connection as their focus. We will continue to complete the Student Check-In Tool each term to target our provision of student wellbeing and mental health supports.

The approaches put in place to support student wellbeing had a positive impact on our Attitudes to School data, with 85% of our Year 4-6 students reporting feeling connected to school last year, compared to 81.3% in 2022 and 88.9% of the same cohort reporting positively to the management of bullying compared to 68.8% in 2022. It is very pleasing to note that our results were above those of both similar schools and state average in these areas.

## Engagement

Our attendance data in 2023 was significantly higher than in 2022, although we are proud of the improvements that were noted in Semester 2. This was due to several instances where students voice and agency, extracurricular activities and external events supported student engagement.

In Term 1, The Song Room program came to Talbot Primary School. Students were incredibly engaged in these weekly music lessons which culminated in a brilliant performance for family and community members. This program showed the interest of students in music and it was reinstated as a specialist subject for this reason. Students were provided with more performance opportunities throughout the year, finishing with their first whole school choir performance in many years at the 'Light Up Talbot' event. Feedback from students has supported the decision to once again implement The Song Room program in 2024 through the Mental Health Funding provided to all schools.

Attendance data was analysed to identify students and trends of absenteeism. Immediate supports such as Student Support Group (SSG) meetings to develop attendance plans were implemented, guided by department engagement officers, and long term provisions were made to increase support by applying for the National Student Wellbeing Program funding to support the school to employ a Student Wellbeing Officer from 2024 - 2027. As previously stated, improvements were noted through Semester Two of 2023, with partnerships between the school and families strengthened through constant communication and student check ins. At the conclusion of the year, we ensured that our 4-year average of 19.1 days absent per student remained below the 20.6 of similar schools. This is an area we are confident will continue to improve.

The programs implemented to support engagement and increase attendance in 2023 included Bike Education, Breakfast Club, Camps, Cluster activities, Swimming, Energy Breakthrough, Athletics and Cross Country events and end of year activities such as whole school excursions to the Werribee Zoo and a horse riding experience in Daylesford.

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## Other highlights from the school year

As a school that is proud of its school leaders, student body, staff and parent support we would like to share the events and activities that enable positive promotion within our community. They included:

- Promoting the school at the 2023 Goldfield's Community Festival
- Building a strong connection with our local Kindergarten organising fortnightly visits back and forth and establishing buddies for the upcoming enrolments
- Becoming a member of the Country Education Partnership (CEP)
- Hosting a Book Fair
- Special Persons gatherings

- Having a presence at local commemorative occasions
- Our Pantry to your Pantry initiative
- Updating of school signage in the community
- School working bees
- Hosting a Showcase of student artwork at the Dovecote Gallery
- Upgrading classrooms (painting & furnishings)
- Extensive transition program into Foundation
- Hosting a visit from Her Excellency, The Governor of Victoria

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## Financial performance

Talbot Primary School met budget expectations for revenue and expenditure. Sound strategic management of finances including human, physical and financial ensured that Talbot Primary School finished the 2023 year in surplus, whilst ensuring that resources were allocated to identified goals and targets. Talbot Primary School completed 2023 with a \$68,415 surplus. This surplus will be instrumental in enabling the school to have a third classroom operating during core curriculum times in 2024. In 2023, the school received \$44,134 in Equity Funding, which was directed towards the department priorities goals detailed in the 2023 Annual Implementation Plan.

Talbot Primary School has taken care to present accurate monthly finance details at all School Council meetings. All funds held by the school as at 31.12.2023 were reported and certified by School Council at the February 2024 meeting, with the Financial Commitment Summary being presented. Talbot Primary School will continue to spend targeted funds on building repairs, upgrades to facilities and grounds maintenance/upkeep as required of all BARR schools. It will be imperative that sound financial and strategic planning occurs in all future years at Talbot Primary School as projected student enrolments may continue to remain between 30 and 40 students. Foundation enrolments for 2024 and 2025 look to support the stability of these enrolment numbers.

**For more detailed information regarding our school please visit our website at**  
<https://www.talbotps.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 30 students were enrolled at this school in 2023, 21 female and 9 male.

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

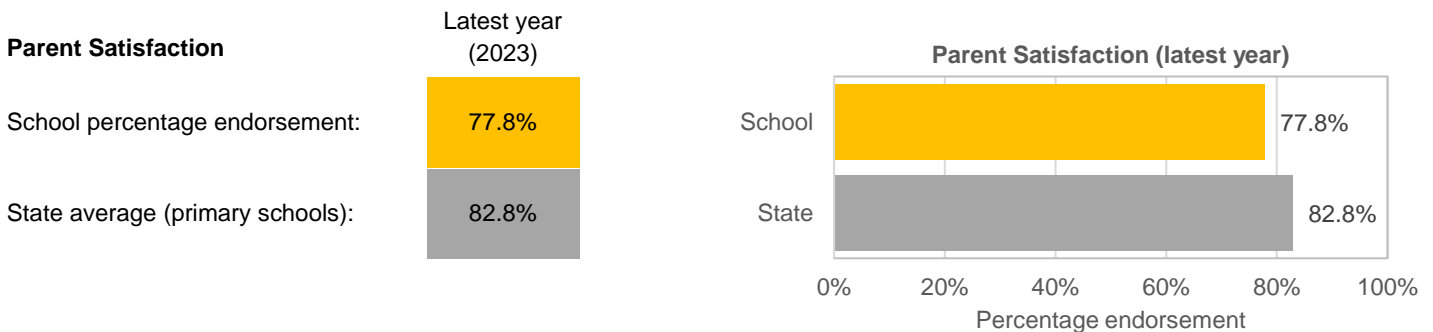
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

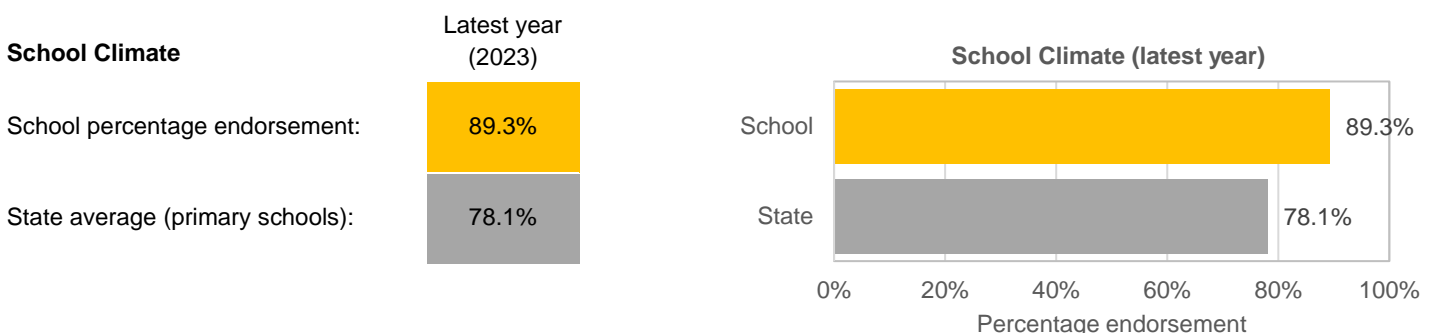


### School Staff Survey

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

Latest year  
(2023)

School percentage of students at or above age expected standards:

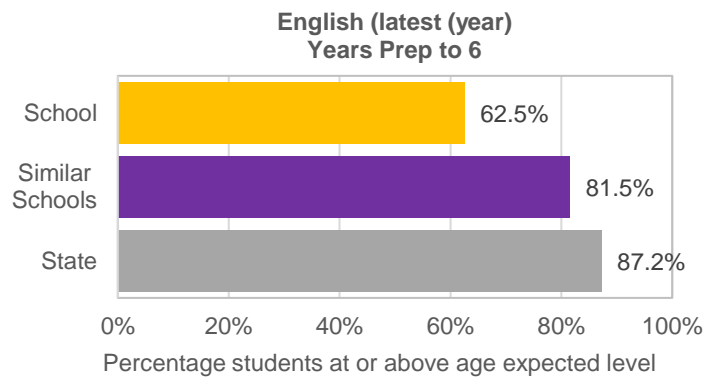
62.5%

Similar Schools average:

81.5%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

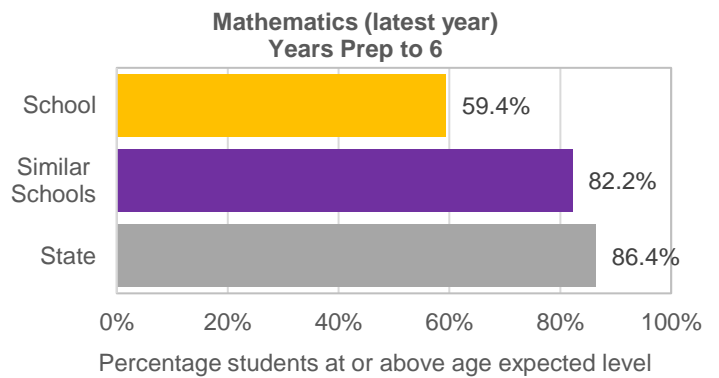
59.4%

Similar Schools average:

82.2%

State average:

86.4%





## 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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

37.5%

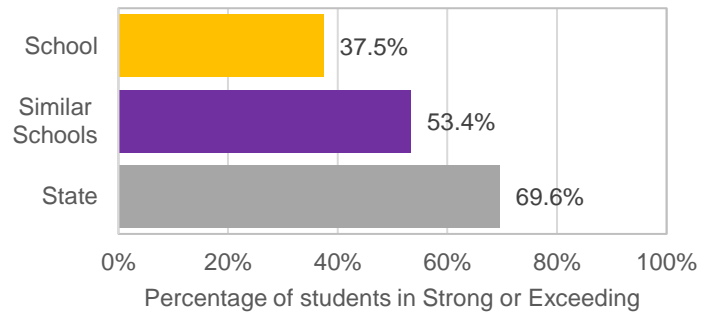
Similar Schools average:

53.4%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

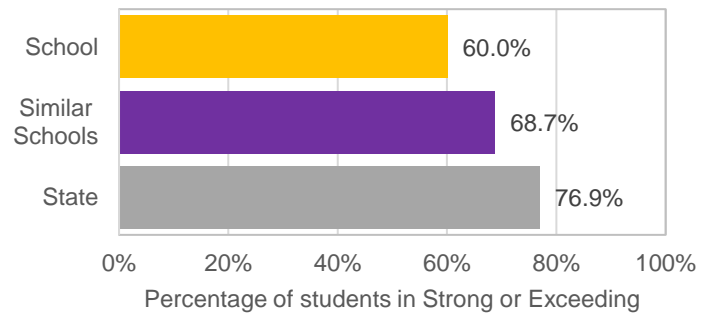
Similar Schools average:

68.7%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.0%

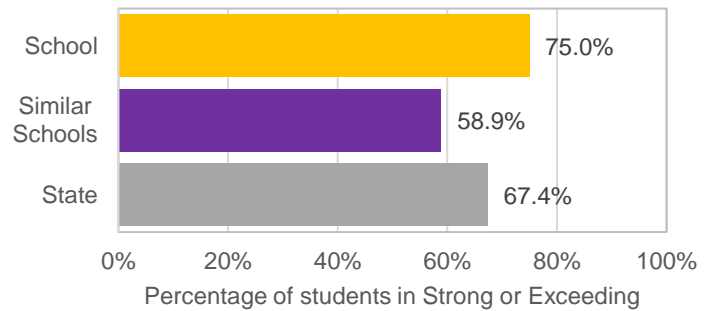
Similar Schools average:

58.9%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

33.3%

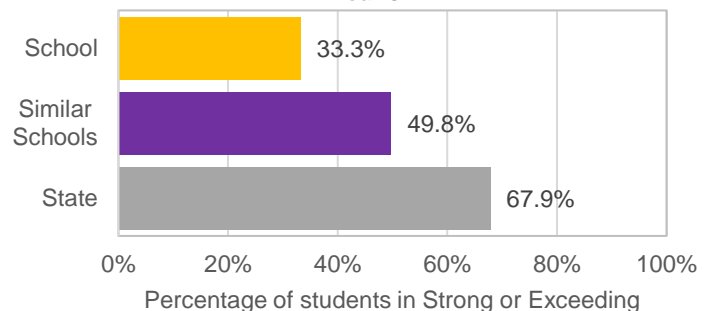
Similar Schools average:

49.8%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5



## 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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

60.0%

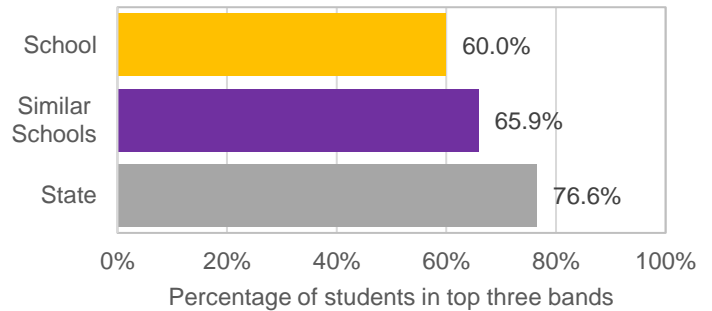
Similar Schools average:

65.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

50.0%

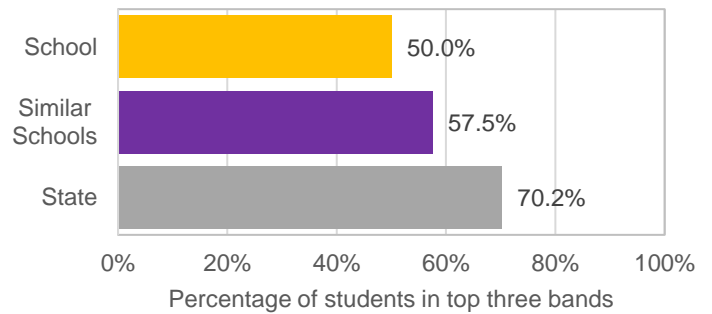
Similar Schools average:

57.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

20.0%

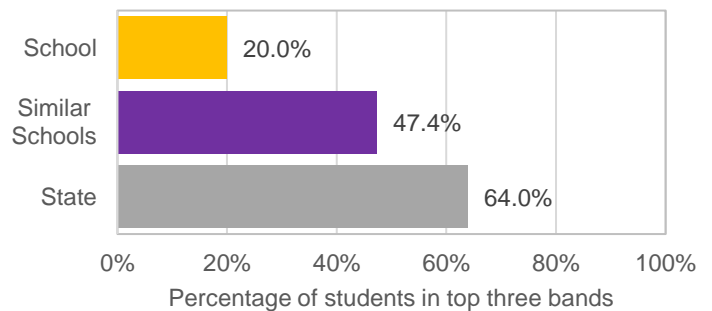
Similar Schools average:

47.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

50.0%

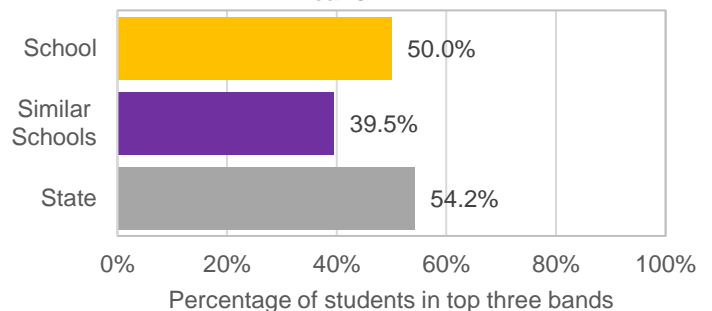
Similar Schools average:

39.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



## WELLBEING

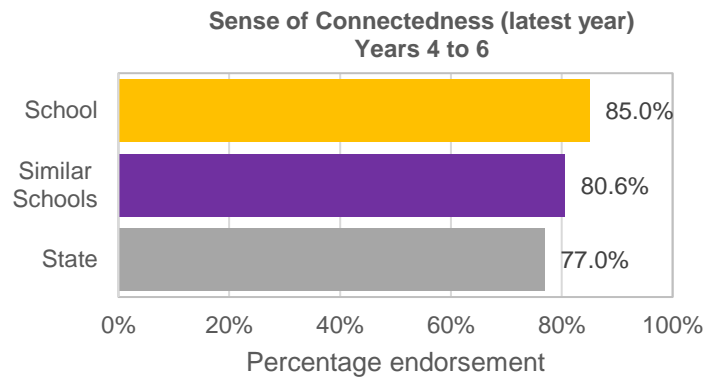
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	85.0%	82.5%
Similar Schools average:	80.6%	81.1%
State average:	77.0%	78.5%

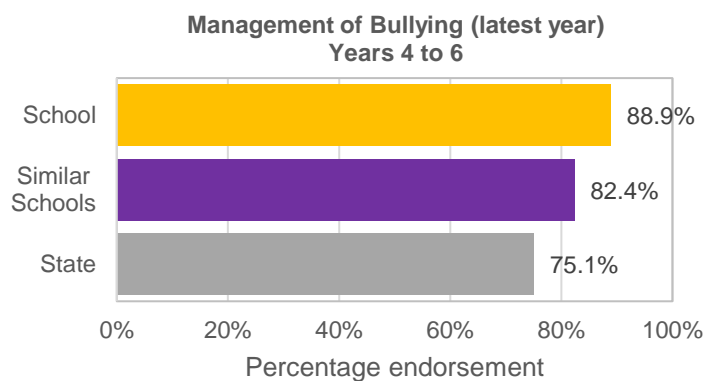


### Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	88.9%	84.3%
Similar Schools average:	82.4%	82.6%
State average:	75.1%	76.9%



## ENGAGEMENT

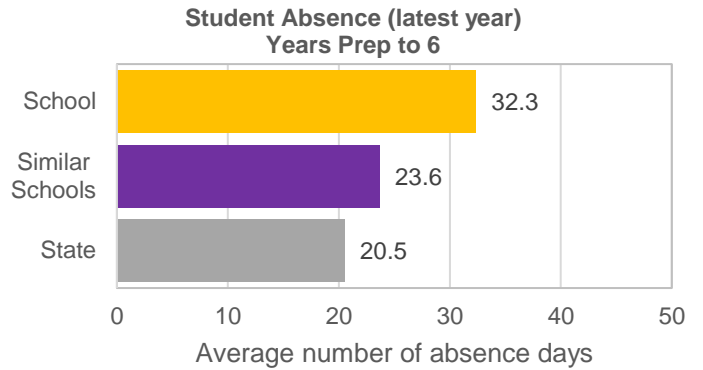
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	32.3	19.1
Similar Schools average:	23.6	20.6
State average:	20.5	18.1



### 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 (2023):	NDP	79%	NDP	88%	76%	84%	86%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$698,171
Government Provided DET Grants	\$216,899
Government Grants Commonwealth	\$0
Government Grants State	\$1,800
Revenue Other	\$23,455
Locally Raised Funds	\$22,247
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$962,572</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$44,135
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$44,135</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$627,707
Adjustments	\$0
Books & Publications	\$528
Camps/Excursions/Activities	\$15,691
Communication Costs	\$1,938
Consumables	\$29,730
Miscellaneous Expense <sup>3</sup>	\$6,320
Professional Development	\$4,334
Equipment/Maintenance/Hire	\$47,724
Property Services	\$68,352
Salaries & Allowances <sup>4</sup>	\$28,556
Support Services	\$77,915
Trading & Fundraising	\$6,943
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$8,392
<b>Total Operating Expenditure</b>	<b>\$924,131</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$38,441</b>
<b>Asset Acquisitions</b>	<b>\$26,397</b>

- (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 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$200,975
Official Account	\$29,882
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$230,857</b>

Financial Commitments	Actual
Operating Reserve	\$42,323
Other Recurrent Expenditure	\$3,200
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$269,460
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	\$49,430
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$10,000
Maintenance - Buildings/Grounds > 12 months	\$27,420
<b>Total Financial Commitments</b>	<b>\$401,833</b>

*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.*