

2024 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 22 April 2025 at 12:59 PM by Tess Kelly (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 22 April 2025 at 12:59 PM by Tess Kelly (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

Talbot Primary School is situated in Talbot, a rural community in the Victorian Shire of Central Goldfields, with a total enrolment of 36 students. Our staff consists of a substantive principal, 4 teachers (2 part time) and 6 educational support staff (all 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 high band representing a high level of socio-educational disadvantage. Our curriculum at Talbot Primary School reflects the Victorian Curriculum framework, with weekly specialist programs in Science, Visual Arts, Performing Arts, 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, learning at Talbot Primary School continued to focus on 'Improving student learning, with an increased focus on numeracy' in line with a state-wide goal set by the department. 2024 was the final year of our current strategic plan with the Whole School Review to commence in Term 4 and be completed in Term 1, 2025.

Our goals in learning were:

By the end of 2024, to maintain or improve the percentage of students in the proficiency levels of strong and exceeding in NAPLAN.

Yr 3 (2023)

Reading 38% NDP (2024)

Writing 50% NDP (2024)
 Numeracy 75% NDP (2024)

By the end of 2024, to maintain or improve the percentage of students in the proficiency levels of strong and exceeding in NAPLAN.

Yr 5 (2023)

Reading 60% 25% (2024)
 Writing 50% 25% (2024)
 Numeracy 33% 0% (2024)

We were unable to measure Benchmark growth due to the change in NAPLAN measures.

By the end of 2024 the combined percentage of students at or above the age expected levels of achievement measured against Teacher judgments increase from:

Number and Algebra from 56% (2023) to 85%	63% (2024)
Reading from 59% (2023) to 80%	51% (2024)
Writing from 53% (2023) to 72%	36% (2024)

- Individual Education Plan goals have been recently integrated into learning programs to ensure students with additional needs are given continued focus when planning is completed learning.
- Data collected shows that consistent and correct implementation of formative and summative assessment is imperative to identify current learning needs and plan effective differentiation.
- There has been continued extension for students working above expected levels as demonstrated in continued growth for these students, and this extension is well supported in our multi-age setting.

Tutor Learning throughout 2024 included focusses on both Mathematics and English.

- Multi Lit was continued with the Principal conducting these sessions 3-4 times/week. Up to 6 students were enrolled at any one time.
- A split instructional model was implemented in Mathematics to support implementing the Tutor Learning Initiative in our small school setting. This approach enables all students to receive explicit instruction in small groups targeted to their point of need.

Professional learning was targeted at researching, designing and implementing a whole school instructional model. This work was very detailed to match our context and its needs, recognising our small, multiage class settings. The implementation of this instructional model has strengthened our pedagogical approach (methods use to facilitate learning, encompassing course design, content delivery, and student engagement) within the classrooms. Learning Conferences have continued to encourage parent involvement in all students' learning journey and a differentiated approach has supported the beginnings of student involvement in goal setting. PLCs have enabled staff to improve outcomes on a specific focus. Due to our staffing size, we complete 2 Professional Learning Cycles a year. One has a wellbeing focused based on the data collected in the Student Check In Tool and the other has a learning focus based on current Annual Implementation Plan priorities. These inquiries are rich and student focused, using department developed supports such as peer observation, HIWS (High Impact Wellbeing Strategies) and HITS (High Impact Teaching Strategies) to build teacher knowledge and skills.

Wellbeing

In 2024, Wellbeing at Talbot Primary School was supported by focussing on strategies to 'Strengthen student engagement and wellbeing in learning'.

Our goals in Wellbeing were:

By the end of 2024, the percentage of Year 4-6 students reporting positive endorsement will increase for the following factors:

Learner characteristics and disposition

- Attitudes to attendance from 89% (2023) to 95% 76% (2024)

Social engagement

- Sense of connectedness from 85% (2023) to 88% 83% (2024)

By the end of 2024, the percentage of parents reporting positive endorsement will increase for the following factors:

Parent community engagement

- Parent participation and involvement from 74% (2023) to 85% 92% (2024)

- Teacher communication from 72% (2023) to 80% 100% (2024)

By the end of 2024, the percentage of staff reporting positive endorsement will increase for the following factors:

School climate

- Parent and community involvement from 81% (2023) maintain or improve 70% (2024)

- Trust in students and parents from 83% (2023) maintain or improve 73% (2024)

To support student wellbeing, Talbot Primary School has continued to embed the Resilience, Rights and Respectful Relationships (RRRR) program across the school. 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. Art Therapy, The Song Room program and Ballet without Borders were all outside providers engaged to support the wellbeing of our students.

Sense of Connectedness data collected by the Attitudes to School survey 83% was very favourable when compared to similar schools (80.6%) and state (76.8%) averages, and the Management of Bullying data is also strong with results of 96.3% compared to similar schools (83.3%) and state (75.5%).

Engagement

The attendance data shows that the significant resources employed to address absenteeism were well placed. For the first time in 4 years, the attendance rate of average days absent did not increase, in fact a slight decrease was recorded, indicating a sustained shift in culture towards a more positive attitude towards school attendance.

By the end of 2024, the average days absent per EFT student [from Foundation to Year 6] to be 20 or below. 2024 average days absent [31.4]

2023 average days absent [32.3 days]

2022 average days absent [20.8 days]

2021 average days absent [17.1 days]

We have had high levels of positive feedback regarding the implementation of a Wellbeing Support Officer through NSWP funding. Documentation is still ongoing especially the role description given that it was a new role to the school.

Attendance is closely monitored with high levels of contact from the school to families.

Frameworks for attendance thresholds and responses has been successfully implemented with the principal and the Wellbeing Support Officer maintaining accurate records, conversation logs and SSGs for Attendance Plan development in consultation with families. Work with Genevieve Lovejoy has strengthened our approach to high absenteeism and we have felt well supported by DET Senior Wellbeing and Engagement staff.

'Catch Ups' with the Wellbeing Support Officer have been well received by students and families with all except one family giving permission. Catch Ups are organised based on data from the Student Wellbeing Check-In tool (completed each term in Week 4) and in response to student needs. Feedback has been sought from all students registered for Catch Ups with very positive results and attendance for certain cohorts has stabilised and/or improved.

Whole school attendance data has been shared with families regularly throughout the year to celebrate stable numbers and to encourage good attendance numbers towards the end of the year. There has been mixed success with this as those identified as at-risk are still registering high absenteeism, however better communication has been established.

An increase of community engagement by way of incursions (emergency services, St John's First Aid, Pillowcase Workshop) has supported engagement, and the introduction of Kimochis (Social and Emotional Learning program) has been successful next to the continued running of Respectful Relationships.

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 enabled positive promotion within our community. They included:

- Building a strong connection with our local Kindergarten organising fortnightly visits back and forth and establishing buddies for the upcoming enrolments
- Representing rural schools at forums and professional development as a member of the Country Education Partnership (CEP)
- Hosting a Book Fair
- Special Persons gatherings
- Contributing to Christmas celebrations by singing at the Light Up Talbot event
- Presenting student essays at local commemorative services
- Our Pantry to your Pantry initiative
- Senior Camps to Creswick (Year 3/4) and Melbourne (Year 5/6)
- School working bees

- Hosting a Showcase of student artwork in the Learning Street
- Extensive transition program into Foundation
- Winner of the Human Powered Vehicle Display and Presentation Award (Class A1) at 2024 Energy Breakthrough
- Fundraising through BBQs at the Talbot Market and the Talbot Swap Meet
- Increase in enrolments from 33 to 39.

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 2024 year in surplus, whilst ensuring that resources were allocated to identified goals and targets. Talbot Primary School completed 2024 with a \$20,069 surplus after completing an approved credit to cash transfer of \$46,250 to support the installation of new fencing around the front and side of the school. This surplus will be instrumental in enabling the school to have a third classroom operating during core curriculum times in 2025. In 2024, the school received \$42,537 in Equity Funding, which was directed towards the department priorities goals detailed in the 2024 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 31.12.2024 were reported and certified by School Council at the February 2025 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 student enrolments are projected to remain between 30 and 45 students. Foundation enrolments for 2025 and 2026 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 34 students were enrolled at this school in 2024, 23 female and 11 male.

0 percent of students had English as an additional language and 14 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.

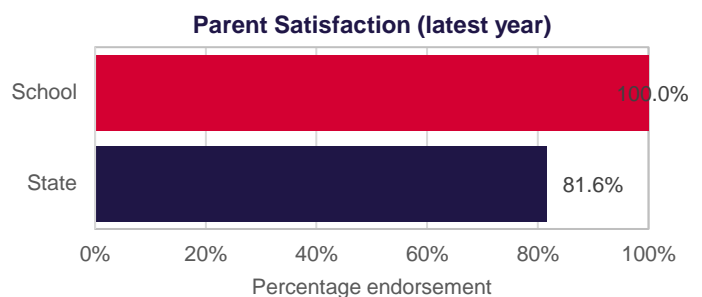
This school's SFOE band value is: **High**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	100.0%
State average (primary schools):	81.6%



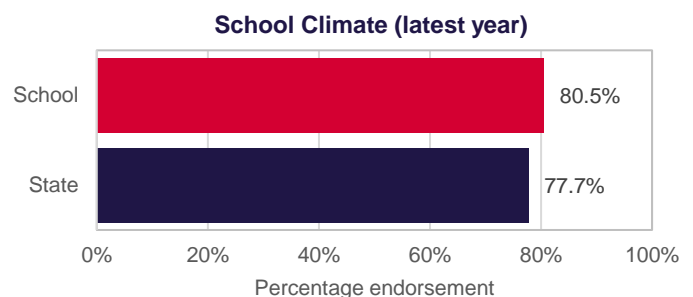
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	80.5%
State average (primary schools):	77.7%

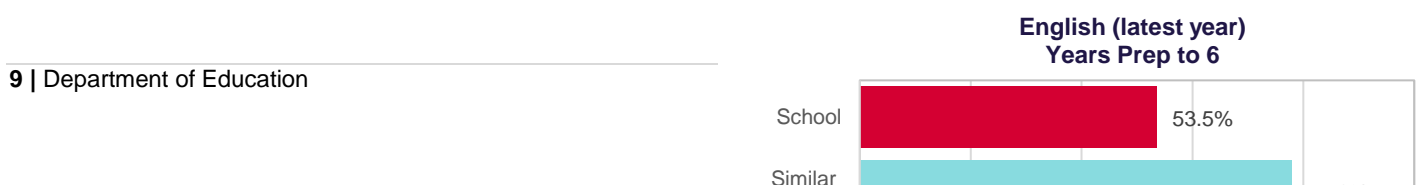


LEARNING

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
 (2024)

 School percentage of students at or above
 age expected standards:

53.5%

Similar Schools average:

77.9%

State average:

86.4%

Mathematics
Years Prep to 6

 Latest year
 (2024)

 School percentage of students at or above
 age expected standards:

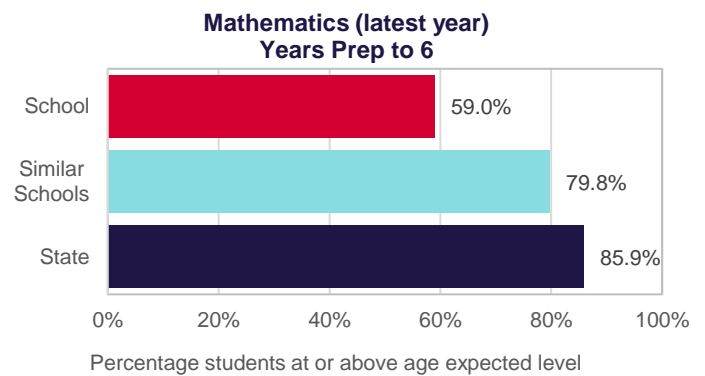
59.0%

Similar Schools average:

79.8%

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.

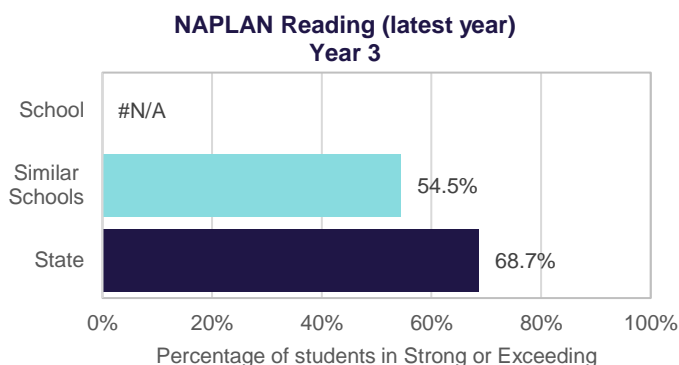
NAPLAN

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.

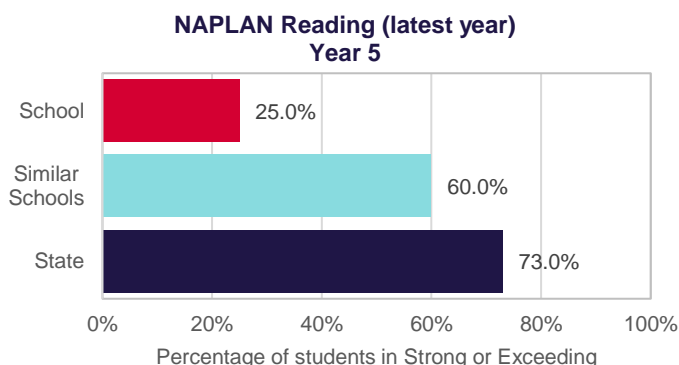
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	30.0%
Similar Schools average:	54.5%	54.5%
State average:	68.7%	69.2%



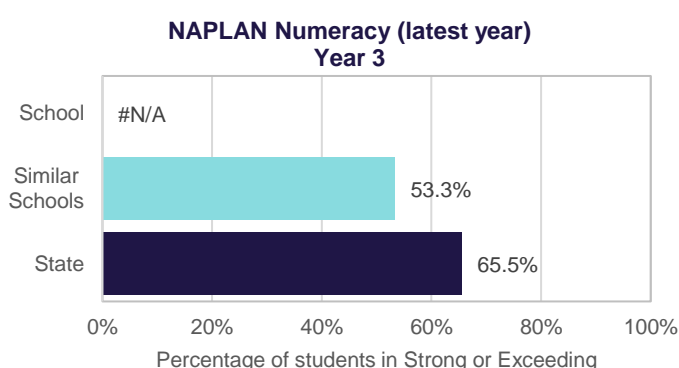
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	25.0%	44.4%
Similar Schools average:	60.0%	66.8%
State average:	73.0%	75.0%



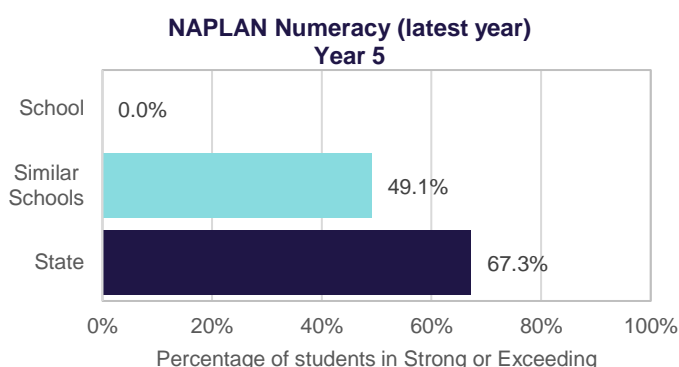
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	60.0%
Similar Schools average:	53.3%	56.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	0.0%	20.0%
Similar Schools average:	49.1%	53.6%
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:

60.0%

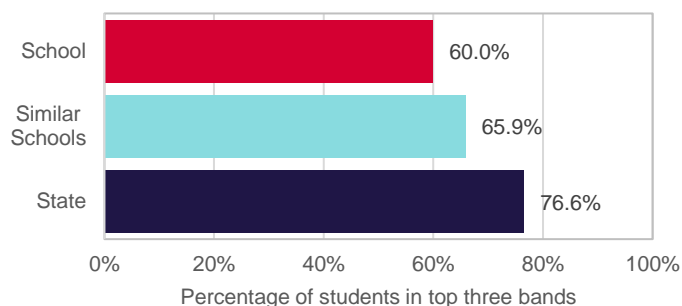
Similar Schools average:

65.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

50.0%

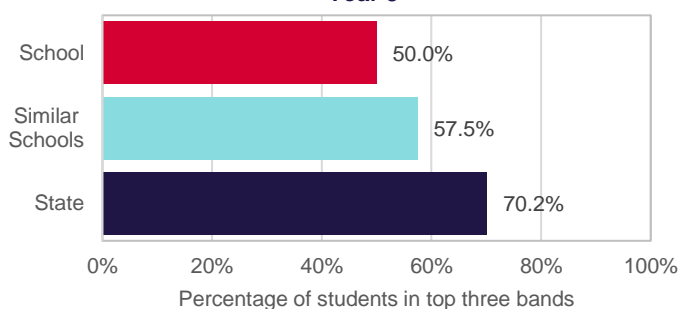
Similar Schools average:

57.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

20.0%

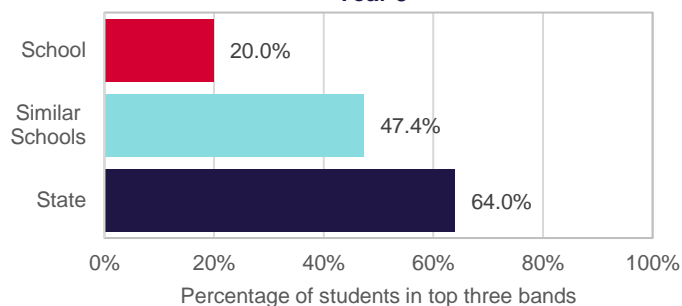
Similar Schools average:

47.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

50.0%

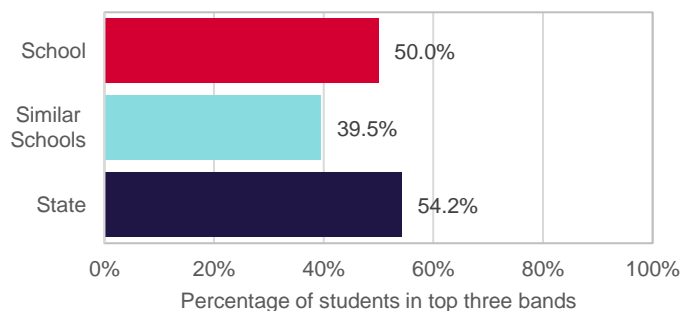
Similar Schools average:

39.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

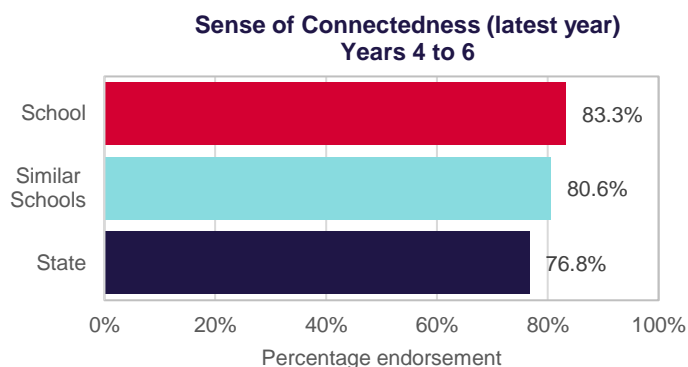
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School percentage endorsement:	83.3%	82.0%
Similar Schools average:	80.6%	79.3%
State average:	76.8%	77.9%

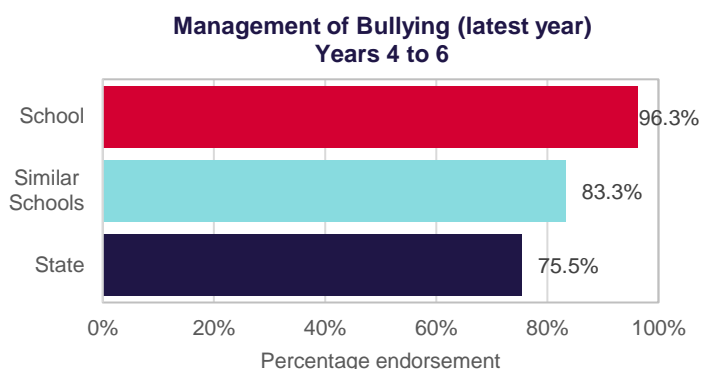


Student Attitudes to School – Management of Bullying

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:	96.3%	87.0%
Similar Schools average:	83.3%	80.5%
State average:	75.5%	76.3%



ENGAGEMENT

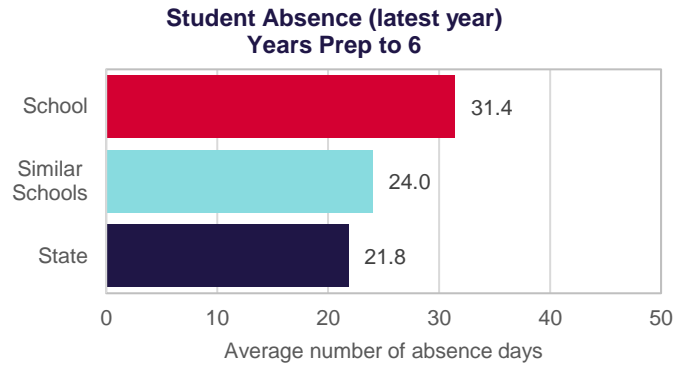
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	31.4	24.4
Similar Schools average:	24.0	22.6
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):	88%	NDP	81%	NDP	88%	73%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$772,136
Government Provided DET Grants	\$208,769
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$38,981
Locally Raised Funds	\$32,495
Capital Grants	\$0
Total Operating Revenue	\$1,052,381

Equity ¹	Actual
Equity (Social Disadvantage)	\$42,537
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$42,537

Expenditure	Actual
Student Resource Package ²	\$783,315
Adjustments	\$0
Books & Publications	\$60
Camps/Excursions/Activities	\$29,214
Communication Costs	\$2,068
Consumables	\$27,573
Miscellaneous Expense ³	\$13,461
Professional Development	\$8,957
Equipment/Maintenance/Hire	\$14,372
Property Services	\$37,611
Salaries & Allowances ⁴	\$53,959
Support Services	\$25,745
Trading & Fundraising	\$32,324
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$40
Utilities	\$3,613
Total Operating Expenditure	\$1,032,312
Net Operating Surplus/-Deficit	\$20,069
Asset Acquisitions	\$14,540

- (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	\$241,760
Official Account	\$9,090
Other Accounts	\$0
Total Funds Available	\$250,850

Financial Commitments	Actual
Operating Reserve	\$41,499
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$25,012
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	\$5,212
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$17,568
Maintenance - Buildings/Grounds > 12 months	\$2,663
Total Financial Commitments	\$91,954

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.