

2015 Annual Report to the School Community

Tyrrell College

School Number: 5403



Name of School Principal: Graeme Forrester

Name of School Council President: Alison McClelland

Date of Endorsement: 27/4/2016

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

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

About Our School

School Context

Tyrrell College is situated in the North Western Region and is part of the Mallee Schools Cluster which includes five other P-12 schools and five smaller primary schools. In 2015 Tyrrell College had a student enrolment of 165. Staffing was made up of: 2 Principal class, 22 teaching staff and 6 Education Support personnel. In 2015 the school also enjoyed the services of a School Nurse and a Chaplain. Tyrrell's school values are Respect, Responsibility, Doing your Best, Honesty and Trustworthiness. Our College motto is "Your Opportunity to Succeed" and the College views the individual growth and success of our students academically, socially, emotionally and physically as our moral purpose. The College is part of the Tyrrell Marc cluster and the base school for the Marc van and Marc teacher. This service provides teaching and library support for surrounding small primary schools in Tempy, Woomelang, Ultima, Nullawil and Nyah / Piangil.

2015 was the final year of the current strategic plan with a whole school review due to take place at the start of 2016 followed up by a new strategic plan. Key priorities for 2015 were – the home group program at years 7 to 12, POLT and student welfare surveys, a new reporting system, improved parent communication initiatives and an increase in Extra Curricular activities. This has made Tyrrell very busy in Terms 3 and 4.

Staff Performance and Development was a focus for professional learning throughout the year with the new DET guidelines implemented and all staff plans aligned with the school's AIP and Strategic Plan. Classroom observations were also implemented as regular occurrences to share best practice. Teachers undertook a whole school Cluster Professional Learning event at the start of term 2.

Achievement

At P-6 the student achievement via Teacher Assessment for students are comparable to like schools for English and Mathematics. The average score for English was slightly higher than the state median.

NAPLAN results are consistent with like schools over the last four years in Years 3 and 5 in both Reading and Numeracy. Reading in particular was significantly higher to that of similar schools in 2015 at Grade 5 level. The learning gain for students from Years 3 to 5 was largely in the medium to high brackets for Reading, Numeracy, Spelling, Grammar and Punctuation. Writing is an area for improvement and will be a major focus for professional development in 2016.

At 7 to 10 student achievement via Teacher Assessment for students are comparable to like schools for English and Mathematics. The average score for mathematics was slightly higher than the state median.

NAPLAN results for Reading and Numeracy are higher than the state over the last four years. 2015 results in Numeracy for Year 9 were significantly higher than the state Median. The learning gain for students from Years 5 to 7 were mostly within expected growth levels. Writing is identified as an area for improvement whereas Reading was an area of strength for the School. Learning Gain for years 7 to 9 were within expected levels for Reading and Writing. Numeracy is identified as an area in need of further growth. Grammar and Punctuation were areas of strength for the school.

At VCE level student achievements over the last four years are consistent with like schools. The average study scores in 2015 were slightly higher than the state Median, reversing the trend of the previous years with scores above 40 at the state average of 5.5% up from 1.5 % the previous year.

In order to continue to improve our student's academic achievements the college supported a number of programs throughout 2015. Teachers shared their Term Planners at the beginning of every term, reading recovery was further supported and a minimum number of Peer Classroom Observations were required to be made by each teacher. "On Demand" data was gathered throughout the year as was student feedback through the "Principles of Learning and Teaching" (PoLT) questionnaire. These PoLT surveys were conducted in all secondary classes, twice over the course of the year. Training for the "Quick Smart" program was also instigated at the end of 2015 for implementation of the program in 2016.

Due to the closure of online reporting software "Gen Ed" the decision was made to return to hard copy reports using the "Accelerus Program" in 2015. With consultation with the wider school community a new report template was generated and successfully implemented.

Engagement

Attendance data P-6 at Tyrrell College was similar to other schools across the state with each year level achieving 91% or above.

Attendance data 7-12 at Tyrrell College while slightly lower than the state mean still was classified as similar to other schools within the state. Attendance was above 90% in all year levels with the exception of the Year 11 cohort which was 87% in 2015.

Student retention at the College 7-10 was recorded as high in 2015, above the state average. Students exiting to full-time study or employment from the school has been above the state mean over the past 4 years. In 2015 the data indicated that students exiting to full-time study or employment from Tyrrell College was the same as the state average.

Tyrrell College has worked extremely hard to ensure the programs from a curriculum and extra-curricular perspective are engaging and are providing meaningful learning opportunities as well as avenues for students to pursue particular areas of interest.

The music program is growing each year, with the school catering for students to undertake private and small group lessons in guitar, piano, voice and drums. The school has facilitated the skill development of the music students by applying for and successfully obtaining two grants, Sidney Myer and Mutual Bank Teachers grant, to purchase over \$10,000 dollars of new music equipment and instruments for student use. Tyrrell hosted a number of events in 2015 that allowed students the opportunity to showcase their musical talents including whole school assemblies, presentation evening, SRC quiz night as well as at the annual Talent at Tyrrell.

The dramatic arts were well catered for in 2015 with students participating in the hugely successful secondary production of 'NEMO' as well as ten students having the chance to work with performing artists during the Fairfax Festival.

Students engaging with the international sector was again a focus for the school in 2015, with 13 students participating in the schools biannual exchange to Spain and attending and being hosted by Tyrrell Colleges Sister School, IES San Juan Bautista de la Concepcion, in central Spain. Every year level across the school participated in an annual camp which has been an important part of the College's engagement strategy.

Promoting Student Leadership both in terms of opportunities and the development of leadership capacity was a key area of student development in 2015. All student leaders were inducted into their positions at the start of the year and performance rubrics were established and role descriptors developed. The Student Representative Council was active with many activities being organized throughout the year. Four year 10 students attended the School for Student Leadership and our entire Year 6 attended the GRIP leadership conference in Bendigo.

The sporting program offered at the College during 2015 involved Swimming, Cross Country and Athletics. Winter and Summer Sports competitions were also held receiving positive student feedback.

Yr 11 students were involved in the Lions Youth of the Year completion which focused on developing their general knowledge and public speaking skills.

The Agriculture program was expanded with the introduction of two new electives offered in years 8 and 9.

Wellbeing

The 2015 data shows the goals of improving student connectedness to school and safety is slightly below the 4 year average in both year 5 and 6 and 7-12, as per the Student Attitudes to School Survey. Student safety is rated closer to the median in both year 5-6 and years 7-12, particularly with Years 7 to 12 student safety being above the median in 2015.

Programs and strategies to further develop and target student connectedness to school and wellbeing covered in 2015 included:

The introduction of a home group program. This program involved a restructuring on staffing and coordination of each year level along with a significant time allowance and written role descriptors of the home group teacher and the level coordinator. Two staff per year level creating and fostering relationships to ensure students have access to constant mentoring and assistance around wellbeing issues.

The school registered into the Better Buddies program to begin training and implementation for 2016.

A Bully Stoppers grant was gained to run a community forum based around wellbeing issues such as bullying to be provided within the 2016 calendar year.

A positive phone call to Parents system was introduced to improve communication and celebrating the achievements of all students.

Anti-bullying surveys were conducted throughout the year with programs also delivered on this theme in home group sessions.

Student Attitudes to School data was presented to students and staff participating in feedback sessions, providing direction and articulating specific areas for improvement for the school.

Refinement of the behavior management approach resulted in an updated consistent model that was embedded within the daily practice. This was placed in both staff and student diaries for 2016. The expanded use of student diaries ensured communication between staff, students and families was optimized, allowing for a consistent team approach between all stake holders.

The wellbeing team was reviewed with the outcome being a clear committee formed and weekly meetings, creating a set process and path for all staff and students and the schooling community of Tyrrell College. Furthermore, the team spent time with the year 7 retreat, year 11/12 camp and identified cohorts and groups of students facilitating and tailoring information and support sessions.

Staff undertook Autism Training over 10 weeks and all staff participated in a professional development session to address specific needs and strategies of some students to promote a strong transition program from year 6 to 7 for students new to the College.

Victoria Police presented a drug forum to all secondary students and community members. Another presentation from the Ilbijerri theatre company called 'North West of Nowhere' was provided to all secondary students.

Productivity

In 2015 the College enrolment of 165 students was slightly smaller than the previous year. The general facilities of the College began the process of upgrade in 2015 with the preparation and planting of the front of school project. This area is now fully covered with a new lawn and makes a striking entrance to the College. Plans are in process for the regeneration of the College oval and a master plan will be developed in 2016. The College purchased a new Marc Van at the end of 2015 which can be driven by the holder of a Victorian Car license. The College has also finalized its plans for the ICT uplift due to begin in 2016 which will replace the current netbooks with an iPad program and BYO program at the upper levels.

In 2015 the College offered VET Agriculture, VET Music and VET Engineering which continue to be engaging and focused pathways for our students. One of this year's highlights was the sheep feeder made as part of our VET Engineering program which debuted very successfully at the Speed field day. This will be an ongoing arrangement of Tyrrell College.

Tyrrell College enjoys a high level of community and parent support and engagement. Tyrrell has a longstanding joint use agreement with the Complex (home of the Sea Lake and Nandaly Tigers Football / Netball Club). We have close to 40 partner businesses that assist in our award winning Agriculture program. Tyrrell College held a very successful working bee in term 3 with over 90 people attending in projects around the grounds and at the front of the school. The College also enjoys the support of a very active and effective Parent's and Friends Committee who hold many fundraisers and supply extra curricular support and equipment to the College.

Performance Summary

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

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

Key: Range of results for the middle 60 % of Victorian government pri/sec schools: Result for this school: Median of all Victorian government pri/sec schools:

School Profile

Enrolment Profile

A total of 165 students were enrolled at this school in 2015, 70 female and 95 male. There were 0% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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



School Staff Survey

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

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



(Primary Year Levels)

Performance Summary

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

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

(Primary Year Levels)

Performance Summary

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

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

(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison																																				
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> <th>School Result</th> <th>Median of all Victorian government primary year levels</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>86%</td> <td>14%</td> <td>86%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>86%</td> <td>0%</td> <td>86%</td> <td>0%</td> </tr> <tr> <td>Writing</td> <td>100%</td> <td>0%</td> <td>0%</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>Spelling</td> <td>0%</td> <td>71%</td> <td>29%</td> <td>71%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>86%</td> <td>0%</td> <td>86%</td> <td>0%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	School Result	Median of all Victorian government primary year levels	Reading	14%	86%	14%	86%	14%	Numeracy	14%	86%	0%	86%	0%	Writing	100%	0%	0%	100%	0%	Spelling	0%	71%	29%	71%	29%	Grammar and Punctuation	14%	86%	0%	86%	0%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High	School Result	Median of all Victorian government primary year levels																																	
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Grammar and Punctuation	14%	86%	0%	86%	0%																																	

(Primary Year Levels)

Performance Summary

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

Engagement	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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>92 %</td> <td>91 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	94 %	94 %	92 %	94 %	93 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	94 %	94 %	92 %	94 %	93 %										

(Primary Year Levels)

Performance Summary

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

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

(Secondary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

(Secondary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</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> Lower</p>

(Secondary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>		<p> Similar</p> <p> Similar</p>

Students in 2015 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **23%**
 VET units of competence satisfactorily completed in 2015: **55%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **87%**

(Secondary Year Levels)

Performance Summary

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

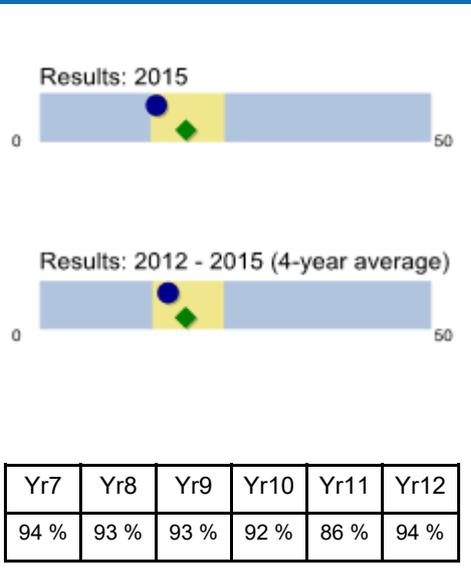
Engagement	Student Outcomes	School Comparison
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Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:

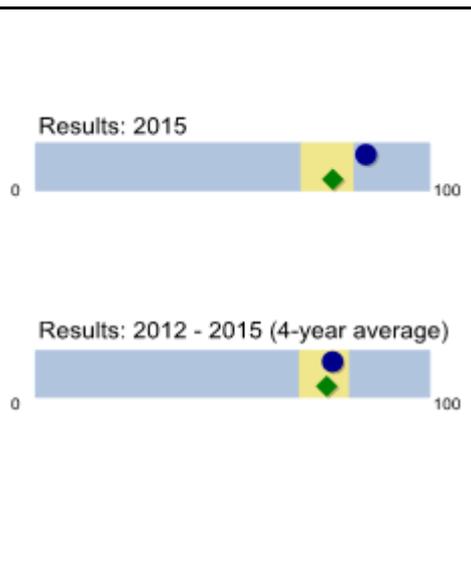


Similar

Similar

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.



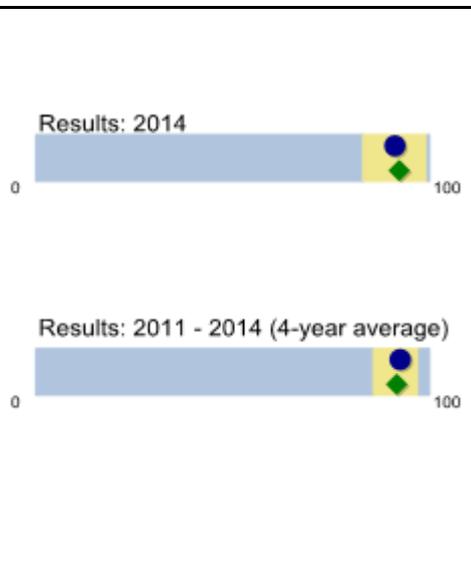
Higher

Similar

Students exiting to further studies and full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure uses data from the previous year.



Similar

Similar

(Secondary Year Levels)

Performance Summary

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

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

How to read the Performance Summary

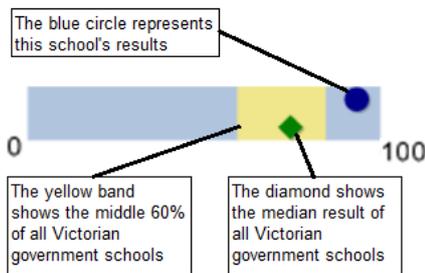
What are student outcomes?

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

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

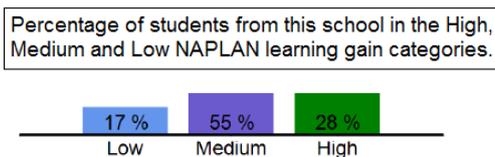
You can see these results for the latest year, as well as the average of the last four years (where available).

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

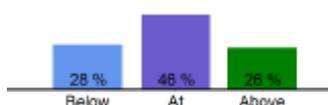


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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



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



What is a School Comparison?

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

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

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

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

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

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

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,754,295	High Yield Investment Account	\$383,330
Government Provided DET Grants	\$495,986	Official Account	\$42,073
Revenue Other	\$91,705	Other Accounts	\$303,319
Locally Raised Funds	\$255,452	Total Funds Available	\$728,722
Total Operating Revenue	\$3,597,439		
Expenditure		Financial Commitments	
Student Resource Package	\$2,411,294	Operating Reserve	\$124,731
Books & Publications	\$10,969	Asset/Equipment Replacement < 12 months	\$30,000
Communication Costs	\$9,096	Maintenance - Buildings/Grounds incl SMS<12 months	\$42,000
Consumables	\$116,315	Cooperative Bank Account	\$4,627
Miscellaneous Expense	\$197,020	Revenue Received in Advance	\$10,100
Professional Development	\$5,195	School Based Programs	\$390,564
Property and Equipment Services	\$181,153	Provision Accounts	\$78,200
Salaries & Allowances	\$79,528	Other recurrent expenditure	\$10,000
Trading & Fundraising	\$24,482	Asset/Equipment Replacement > 12 months	\$38,500
Travel & Subsistence	\$89,653	Total Financial Commitments	\$728,722
Utilities	\$57,410		
Total Operating Expenditure	\$3,182,116		
Net Operating Surplus/-Deficit	\$415,662		
Asset Acquisitions	\$0		

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

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

Salaries and Allowances refers to school-level payroll.

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

Financial performance and position commentary

Tyrrell College achieved an operating surplus of \$415, 662 this year. From this surplus the College has now purchased a new MARC van, upgraded all of the technology infrastructure at the end of 2015 including an iPad program from P to 10 with \$50 000 allocated to the renewal of the front of the school and supply of a long term sustainable water solution to ensure that the student play areas are suitably accessible all year round. The College is also developing a business plan for the balance of the NAB schools first AG grant which will be implemented in 2016.