

**2014 Annual Report to
the School Community**

Tyrrell College

School Number: 5403



Name of School Principal:

Leanne Dawes

Name of School Council President:

Alison McClelland

Date of Endorsement:

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 2014.

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 2014 Tyrrell College had a student enrolment of 175. Staffing was made up of: 2 Principal class, 22 teaching staff and 6 Education Support personnel. In 2014 the school also enjoyed the services of a School Nurse and a Chaplain.

Throughout 2014 staff were involved in building leadership capacity and the development of improved Role Clarity through participation in a Bastow School Improvement Program.

The implementation of a more consistent approach to Student Wellbeing and Engagement involved the introduction of an online Wellbeing Tracker in order to document information regarding student behavior and all staff to take a more holistic approach to working with students at risk.

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.

The Gen Ed online reporting system was trailed in 2014 however proved to be unsuccessful for a number of reasons. It is proposed that in 2015 the school collaborate with all stakeholders to design a paper reporting format for the near future and investigate how this might be used in an online platform in the future as well.

Tyrrell College's motto is 'Your Opportunity to Succeed'. This is clearly reflected in the practices of the school and the future directions we will be taking.

Achievement

Student Achievement results as measured by NAPLAN and Teacher Judgments show that students in Years 3 and 5 are performing at the State Median in Reading and Numeracy and similar to like schools. The 4 year average also reflects this trend. Student Learning Gain measured across years 3 to 5 shows 90% achieved medium to high growth in numeracy. Learning gain in Reading and Writing is not as high with 30-40% of students showing low growth rate. This will need to be an area of focus for 2015.

Results show Reading and Numeracy at Year 7 to be well above the State Median and similar schools both in 2014 and across the 4 year average. Year 9 results show reading to be at the State Median and similar to that of like schools in Reading but lower in Numeracy. Learning Growth from years 5 to 7 was in the medium to high range of between 83 to 89%. From years 7 to 9 the growth rate has slowed notably in the area of Numeracy and Writing.

100% of students enrolled satisfactorily completed their VCE with the Mean study score from all VCE subjects undertaken by students at this school at the State Median and similar to like schools however lower than like schools as measured by the 4 year trend data. VCAL completion was 73%

Key Strategies in place to support improvement include:

A whole school strategic approach to professional learning around effective lesson structure and differentiation, including the use of data and peer observation to share effective practice. A focus on increasing student learning growth rates especially in Writing and Numeracy. Continued focus on improving VCE Study Scores of or above 40 in all subject areas.

Engagement

P-12 Average attendance rates for 2014 were consistent with the State Median and similar to those of like schools.

Retention rates (Percentage of Year 7 students who remain at the school through to Year 10) were well below the State median and lower than similar schools. This is a challenge for the school to address in the coming year.

The percentage of students from Years 10 to 12 going on to further studies or full-time employment was well above the State and that of similar schools.

2015 will provide the school with the opportunity to work with parents and staff to improve satisfaction with the school and develop closer school community links.

Wellbeing

Throughout 2014 work was done to promote student voice within the College develop student leadership skills and enhance student connectedness to school and their peers. Results of the Student Satisfaction Survey are at the State Median and similar to other P-12 schools.

In 2015 staff will work to develop closer Home Group relationships and to ensure students are provided with clear pathways to access mentoring and assistance with wellbeing issues. Initiatives such as the Ag Program, Alpine School and CLIP will continue, as will targeted student Leadership Development programs. Team building programs at Years 7 and 12 will continue. Anti-bullying and cyberbullying focuses will be in place throughout 2015 in an effort to improve student wellbeing.

Productivity

In 2014 Tyrrell College endeavored to use its resources - people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.

The workforce was structured in order to keep class sizes small and to ensure the widest range of subject availability to VCE students. The school worked closely with the Mallee Cluster of schools to share expertise and resources. The provision of Physics by Polycom was an example of this. In 2015 Tyrrell College will provide Units 3/4 Physics to the Cluster and receive Units 3/4 Specialist Maths.

Student Attendance rates are steady and similar to that of other like schools. A need to improve attendance has been identified and will be addressed in 2015 with a highlight on the benefits of regular attendance and the implementation of the Every Day Counts program.

For more detailed information regarding our school please visit our website at
<http://www.tyrrell.vic.gov.au>

(Primary Year Levels)

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 187 students were enrolled at this school in 2014, 85 female and 102 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



Parent Satisfaction Summary

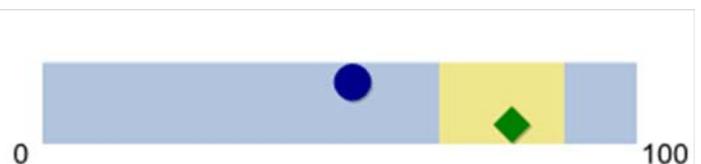
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



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 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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>

(Primary Year Levels)

Performance Summary

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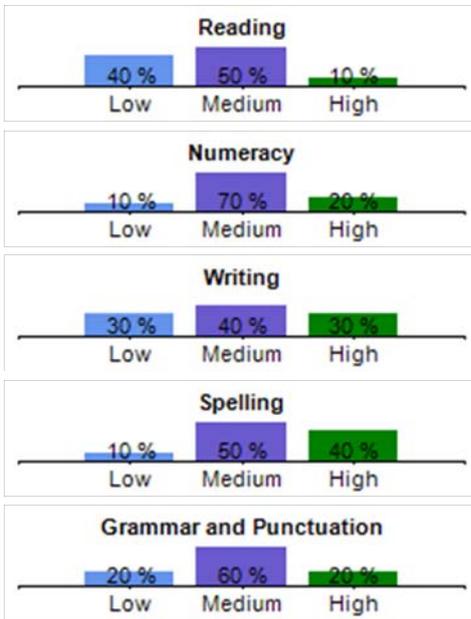
Achievement

NAPLAN Learning Gain Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 categorized as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

Student Outcomes



School Comparison

NAPLAN Learning Gain does not require a School Comparison.

(Primary Year Levels)

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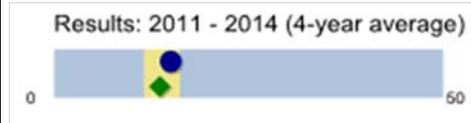
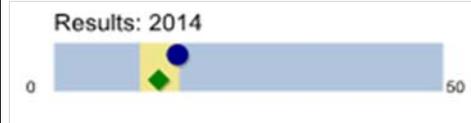
Engagement	Student Outcomes	School Comparison
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Student Attendance

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 2014 attendance rate by year level:



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
91 %	92 %	90 %	92 %	91 %	94 %	92 %

(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
 Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

(Secondary Year Levels)

Performance Summary

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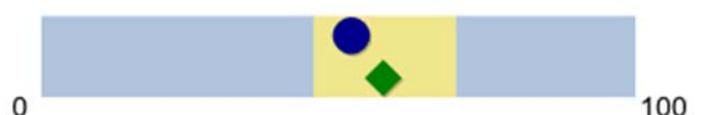
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Department of
Education & Training

Tyrrell College

(Secondary Year Levels)

Performance Summary

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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>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</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>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 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> Lower</p> <p> Lower</p>

(Secondary Year Levels)

Performance Summary

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

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 categorized as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>39%</td> <td>44%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>61%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>61%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>11%</td> <td>61%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>44%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	39%	44%	Numeracy	17%	61%	22%	Writing	11%	61%	28%	Spelling	11%	61%	28%	Grammar and Punctuation	28%	44%	28%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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>Results: 2014</p> <p>Results: 2011 - 2014 (4-year average)</p>	<p> Similar</p> <p> Lower</p>																								

Students in 2014 who satisfactorily completed their VCE: **100%**

Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: **43%**

VET units of competence satisfactorily completed in 2014: **61%**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: **73%**

(Secondary Year Levels)

Performance Summary

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

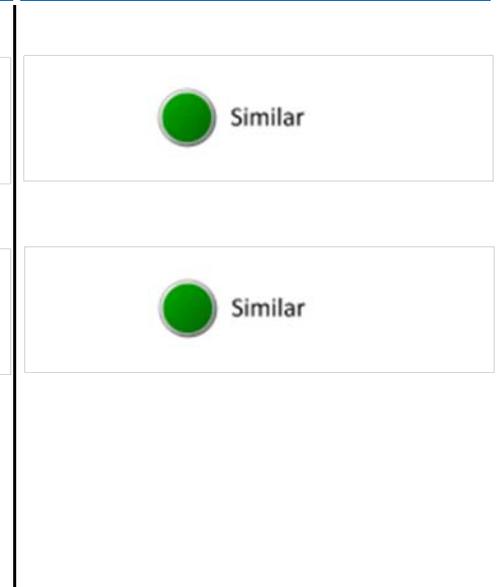
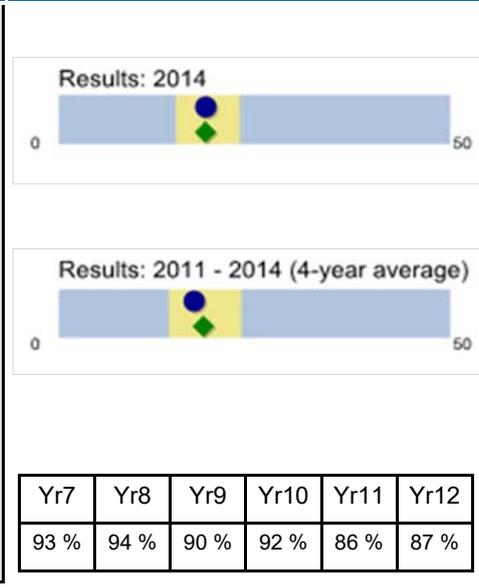
Engagement	Student Outcomes	School Comparison
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Student Attendance

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

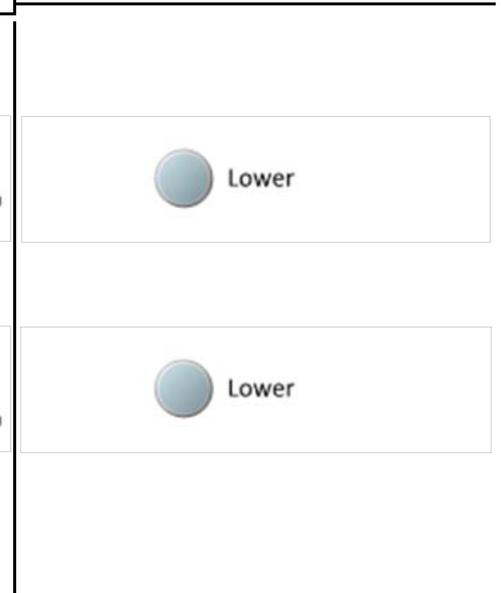
Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2014 attendance rate by year level:



Student Retention

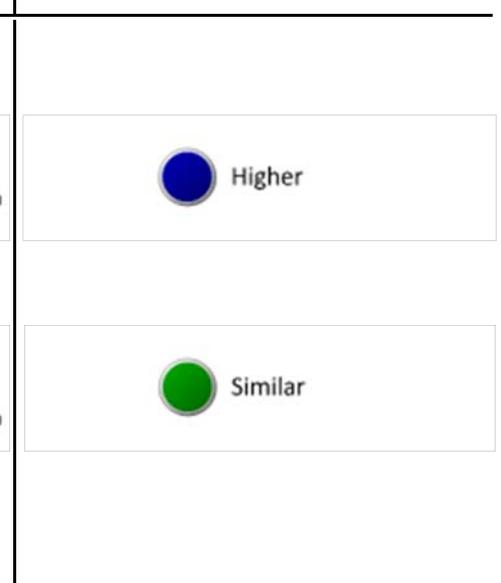
Percentage of Year 7 students who remain at the school through to Year 10.



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.

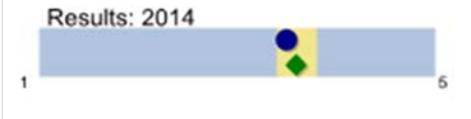
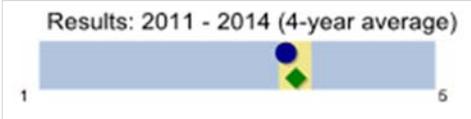
Note: This measure uses data from the previous year.



(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

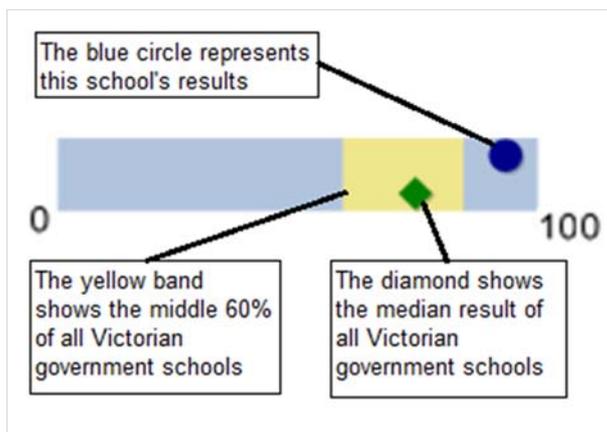
What are student outcomes?

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.

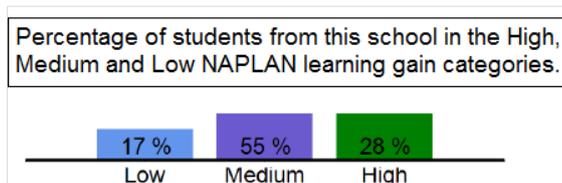
You can see these results for the latest year, as well as the average of the last four years (where available).

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 categorized as 'High', the middle 50% is categorized as 'Medium' and the bottom 25% is categorized as 'Low'.

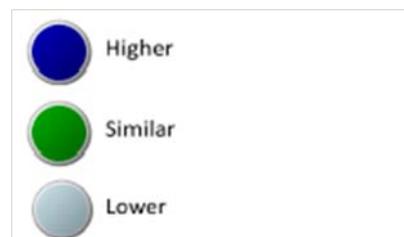


What is a School Comparison?

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 Indigenous 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 recognizes 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, 2014

Financial Position as at 31 December, 2014

Revenue		Actual	Funds Available		Actual
Student Resource Package		\$2,793,888	High Yield Investment Account		\$172,568
Government Provided DE&T Grants		\$464,251	Official Account		\$57,091
Government Grants Commonwealth		\$4,065	Other Accounts		\$428,045
Government Grants State		\$120	Total Funds Available		\$657,704
Revenue Other		\$42,169			
Locally Raised Funds		\$235,079			
Total Operating Revenue		\$3,539,571			
Expenditure			Financial Commitments		
Student Resource Package		\$2,522,444	Operating Reserve		\$10,000
Books & Publications		\$15,463	Asset/Equipment Replacement < 12 months		\$10,000
Communication Costs		\$10,104	Maintenance - Buildings/Grounds incl SMS<12 months		\$35,000
Consumables		\$87,894	Cooperative Bank Account		\$4,305
Miscellaneous Expense		\$198,732	Revenue Receipted in Advance		\$19,618
Professional Development		\$15,802	School Based Programs		\$455,046
Property and Equipment Services		\$162,102	Region/Network/Cluster Funds		\$3,200
Salaries & Allowances		\$65,668	Provision Accounts		\$75,268
Trading & Fundraising		\$35,209	Other recurrent expenditure		\$10,000
Travel & Subsistence		\$31,517	Asset/Equipment Replacement > 12 months		\$35,267
Utilities		\$56,522	Total Financial Commitments		\$657,704
Total Operating Expenditure		\$3,201,457			
Net Operating Surplus/-Deficit		\$338,114			
Asset Acquisitions		\$0			

Misc. Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refer to school-level payroll.

Financial performance and position commentary

Tyrrell College achieved a surplus in 2015 of \$338,114. School council has put aside \$50,000 for the redevelopment of the front area of the school. Funds have also been earmarked for the extension of a watering system and tanks to improve the grounds, specifically the student play areas. The school is the coordinating school for the local cluster MARC program with \$100,000 set aside for the purchase of a new van in 2015. The Tyrrell Ag program has money set aside for the purchase of new machinery. This program is recognized as an important part of our school and is self-funding.