

2022 Annual Report to the School Community

School Name: Traralgon College (8803)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 April 2023 at 10:17 AM by Allyson Armstrong (Principal)

- This 2022 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 02 May 2023 at 04:57 PM by Narelle Hocking (School Council President)

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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

About Our School

School context

At Traralgon College we are focused on achieving our purpose of “Growing together as adaptable, confident, successful learners and citizens”. This is supported by a well-developed vision which describes what our students will do, how our staff work, individually and in teams, and how our leaders work. Our college is focused on working in teams and we believe in these teams taking collective accountability for the learning, wellbeing and pathways of our students. Our college values, which we believe support the achievement of our purpose and vision are: · Respect for self, others and our environment, Responsibility to strive for success, Resilience to take on new challenges. Traralgon College is a dual Campus College that is situated in the Latrobe Valley area of Gippsland. The College is located approximately 165 kilometers to the south east of Melbourne. In 2022, the college had an enrolment of 1033 students. 370 of which attended the Shakespeare Steet Campus (Years 7 & 9) and 663 students attended our Grey Street Campus (Years 9-12). Our two campuses are approximately 4 km apart. Our ambition is to be the 'school of choice' for students and parents in Traralgon. Our community is a relatively diverse community in socioeconomic terms, drawing on students from Traralgon as well as the surrounding smaller towns in the Latrobe Valley and the Inner Gippsland Region. Our families represent a range of occupational groupings including students from more disadvantaged sections of our community. Our current School Family Occupation and Education Index (SFOE) is considered to represent a medium level of disadvantage of 0.5106. In 2022, the College staff profile consisted of 78(FTE) teachers and 45(FTE) education support staff. Staff records indicate that the College did not have employees who were Aboriginal or Torres Strait Islander. The College completed a 4-year College Review in late 2020 and its current School Strategic Plan (SSP) 2021- 2024 was developed using the key findings from that review process. In 2022 the College continued to focus on building strong Professional Learning Communities, that saw Learning Specialist in each Key Learning Domain lead teams of teachers in regular inquiries into teacher impact on student learning outcomes. In 2022 the college continued to provide a comprehensive and inclusive curriculum with a range of pathways to meet the interests and needs of a wide variety of students. Literacy, numeracy and ICT are integrated into the teaching and learning program, and a wide range of VCE and VET studies are offered to our senior students, including VCAL provision, access to School Based Apprenticeships and access to Head Start Traineeships and Apprenticeships. During this time the College also commenced planning for the introduction of the *Senior School Reform for the beginning of the 2023 school year*. The 2022 year was marked by the continuation of the Traralgon Education Regeneration Project. Stage 1 capital works concluded with students and staff gaining access to teaching and learning spaces in the VCE Centre. During this time the planned relocation of the Year 9 students from the Shakespeare Street Campus to the Grey Street Campus took place and Stage 2 of the Traralgon Education Regeneration Project commenced. This saw further significant changes to the physical environment at the Grey Street Campus which presented many challenges. The college continued to be led by a Principal team with a College Principal across both campuses, an Adult Learning and Pedagogy Principal across both campuses, a Campus Principal and an Assistant Principal at each campus, which is an addition of an Assistant Principal Range 1 commencing in 2022 at the Grey Street Campus. Together with the Learning Specialists they formed the college and campus leadership teams. Staff employed at Traralgon College are employed on a college basis and may from time to time be transferred from one campus to the other, in line with the college’s needs. The 2022 school year was significant in the history of the College. It saw the implementation of both organisational and structural changes to Traralgon College, changes that will set the school up for teaching and learning in the 21st Century.

Progress towards strategic goals, student outcomes and student engagement

Learning

2022

saw an increase in our percentage of students in the Top 2 bands of NAPLAN in the area of Reading in both Year 7 and Year 9 in comparison to 2021. In relation to VCE Study scores our 2022 mean student score improved from 2021 to 2022, with our mean student score above that of similar schools. The percentage of students who satisfactorily completed their VCE also increased in 2022 as did the percentage of students who satisfactorily completed VET units of competency. A significant increase was also seen in the number of students who satisfactorily completed the Victorian Certificate of Applied Learning (VCAL). The College has continued to prioritise resourcing to the Strategic Plan goal of developing an evidence based Professional Learning Communities focusing on improved teacher practice, assessment, moderation and feedback. This has seen teams of teachers allocated time on a weekly basis to undertake inquiries into teaching and learning. In addition, Learning Leaders, allocated to each of the key learning domains have engaged in regular coaching and leadership development to support them in leading their teams of teachers with a focus on maximising student outcomes.

2022 has also seen the introduction of a Leading Teacher to oversee the development and implementation of a College Intervention Program. This role has included leading the implementation and review of the school academic intervention strategy in addition to the provision of support to the MYLNS teachers and Tutors employed through the Tutor Learning Initiative. A key feature of the intervention strategy has been the implementation of a whole school literacy intervention program - MacqLit (an explicit and systematic reading intervention program for small groups of older low-progress readers), which has included the implementation of the Reading Tutor Program (RTP) catering for students who have not acquired the basic skills needed to become functional readers.

The College had 40 students funded through PSD program. The majority of these students were funded for Intellectual Disability, Severe Behaviour disorder and Autism Spectrum Disorder. Of those students 29 were enrolled at Grey Street Campus and 11 students at Shakespeare Street campus. All students have Individual Education Plans (IEP) developed and reviewed regularly at Student Support Group (SSG) meetings.

Wellbeing

Our school has continued to focus on ways to expand our wellbeing supports for students and staff. Student wellbeing and mental health referrals continued to be high in the post COVID environment. In 2022, there were close to 1,900 referrals to the wellbeing team. The wellbeing team has been expanded to include a Mental Health Practitioner who works College wide and an additional wellbeing officer at the Grey Street Campus. Highlights of the 2022 program have included the growth of the Adolescent Building Connection (ABC) program being run conjunction with Quantum and the implementation of a Year Level Leader approach to student wellbeing and engagement. This team approach has been supported by significant time allowances to enable Year Level Leaders to take their place in the student services "wrap around" approach in an integrated wellbeing team.

Engagement

Following two years of uncertainty due to the global COVID-19 pandemic hosting College community events and celebrations was a priority in 2022. During this time the school has hosted two Debutante Balls, where parents and the school community led the design preparation and participation, quarterly 'Open Mic' nights, increased information evenings to support the new changes to the College structure, such as the Year 9 students moving to the Grey Street campus in 2022, held a College awards presentations and the Valedictory dinner, re-introduction of programs such as the 'Broadening Horizons' and the Police School Community programs. 2022 has seen Student retention rates increase from 2021 to currently be at similar school average. 2022 also saw a significant increase in the percentage of students who are engaging in further studies or full-time employment. Student absence Year 7-12 is showing improvement, with the average number of days absent only slightly above the similar school average.

Financial performance

In 2022 the College was able to maintain a more than sound financial position. Traralgon College has continued to commit its operational approach to the principles of financial transparency, reliability, and accountability. The College Equity funding met DET requirements with specific allocation to wellbeing support and academic interventions. Total PSD Funding for the reporting year was \$633 000. Importantly, the College and its School Council were required to consider a range of finance related matters relating to both revenue and expenditure. On the revenue side, this involved the School Council ensuring alignment of the parent payment policy with DET policy and lawful requirements, endorsing the school as a "fee free" College. In relation to expenditure School Council continued to endorse financial support of the Regeneration Project and Capital works development. The College has a positive balance in the High Yield account at the end of 2022.

For more detailed information regarding our school please visit our website at
www.traralson.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 1033 students were enrolled at this school in 2022, 483 female and 550 male.

3 percent of students had English as an additional language and 4 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).

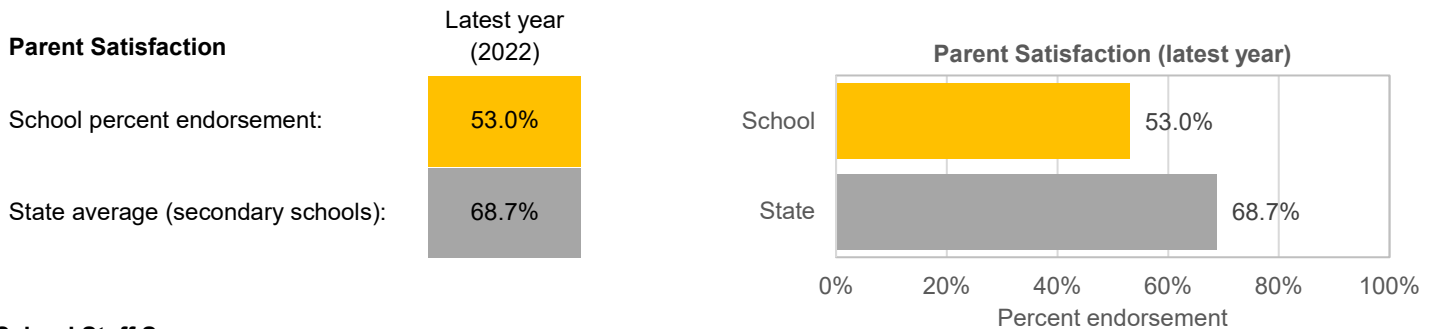
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

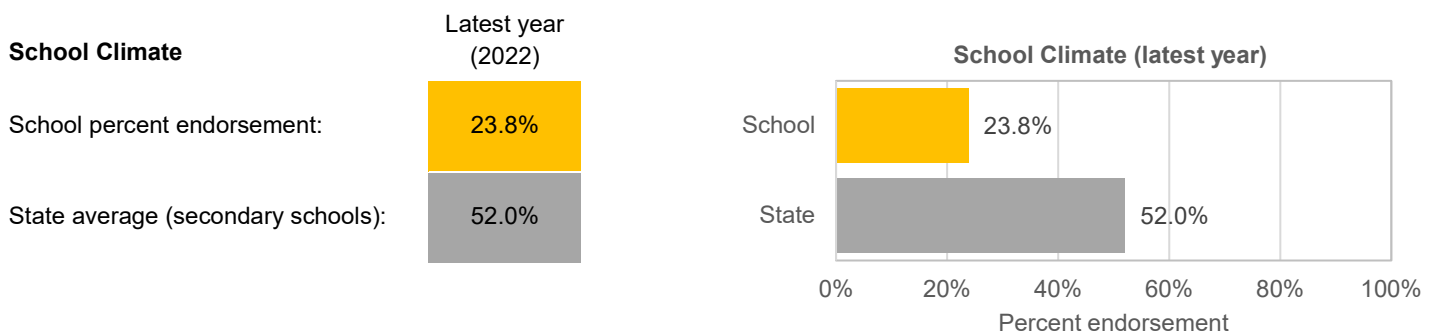


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

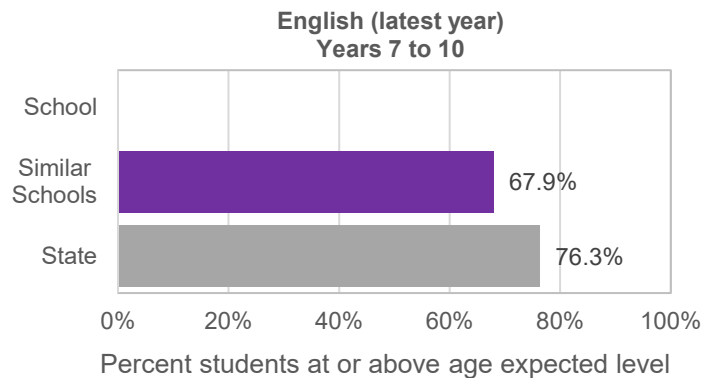
NDA

Similar Schools average:

67.9%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

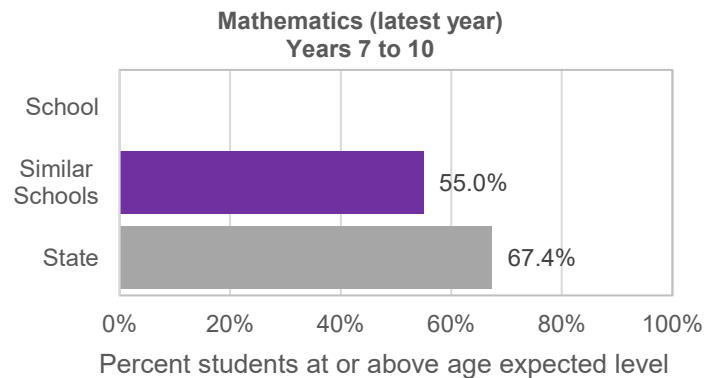
NDA

Similar Schools average:

55.0%

State average:

67.4%



LEARNING (continued)

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

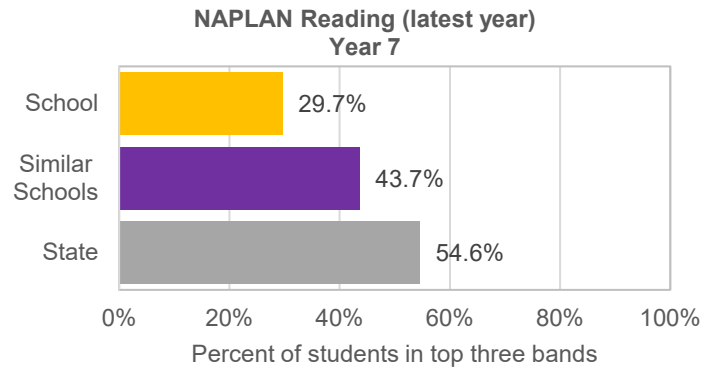
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

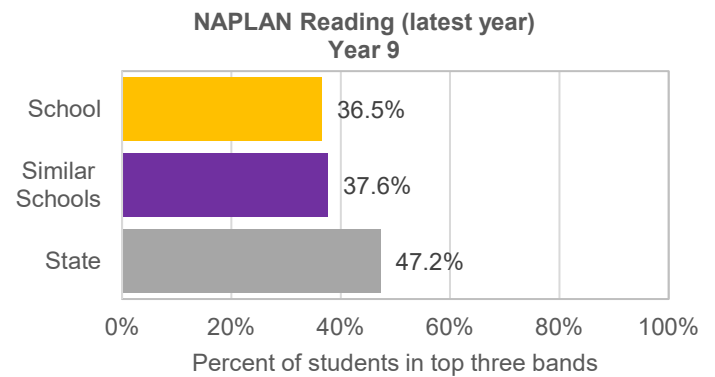
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	29.7%	31.3%
Similar Schools average:	43.7%	45.8%
State average:	54.6%	55.3%



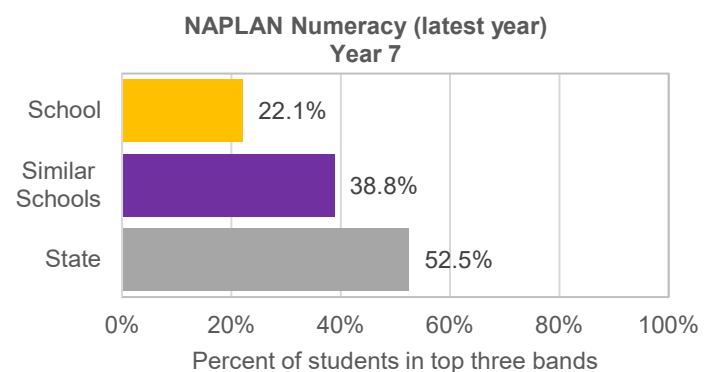
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.5%	35.1%
Similar Schools average:	37.6%	37.0%
State average:	47.2%	46.0%



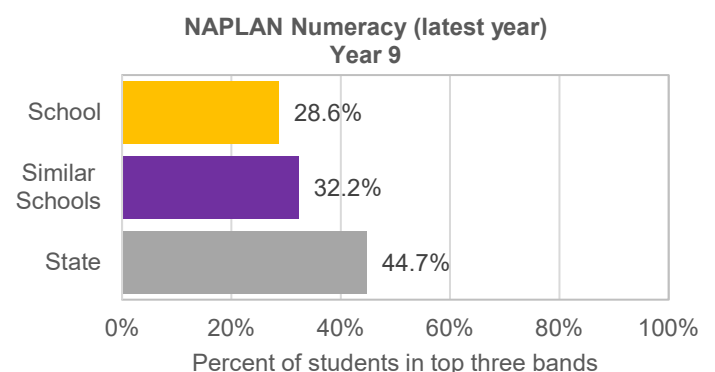
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	22.1%	32.9%
Similar Schools average:	38.8%	43.9%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	28.6%	28.1%
Similar Schools average:	32.2%	34.2%
State average:	44.7%	45.6%



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.*

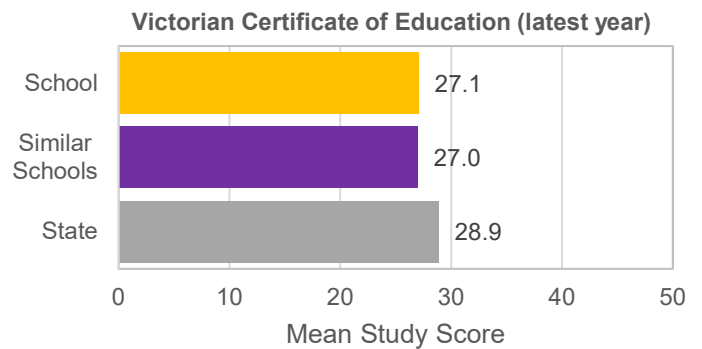
Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	27.1	26.2
Similar Schools average:	27.0	26.8
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

98%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

38%

VET units of competence satisfactorily completed in 2022:

67%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

85%

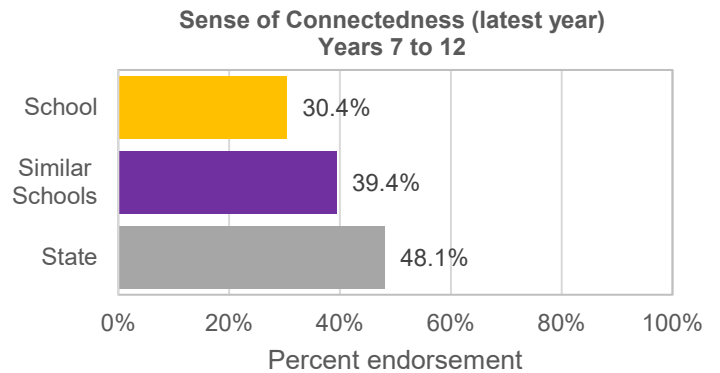
WELLBEING

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 percent 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).

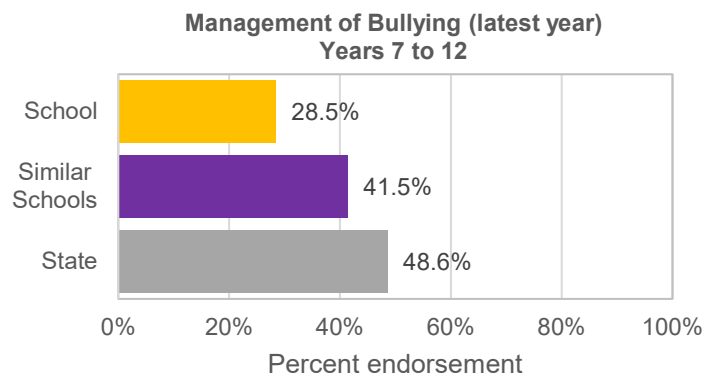
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	30.4%	39.8%
Similar Schools average:	39.4%	45.1%
State average:	48.1%	52.5%



Student Attitudes to School – Management of Bullying

The percent 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 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	28.5%	40.1%
Similar Schools average:	41.5%	47.6%
State average:	48.6%	54.0%



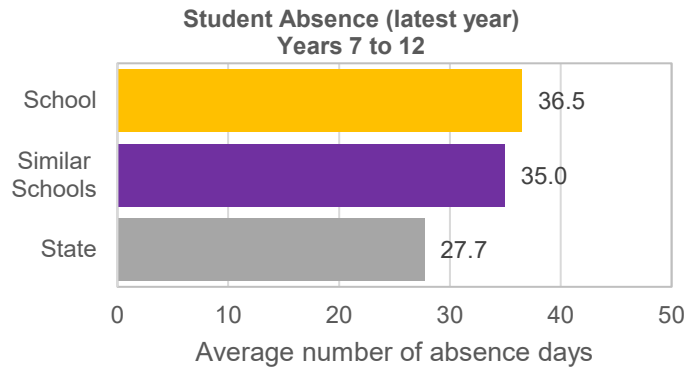
ENGAGEMENT

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 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	36.5	29.8
Similar Schools average:	35.0	27.8
State average:	27.7	21.8



Attendance Rate (latest year)

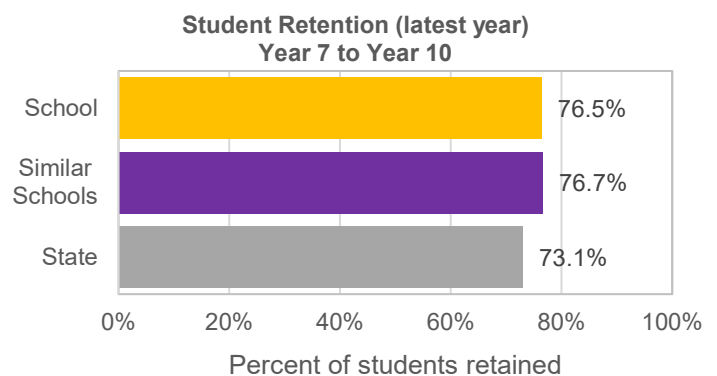
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	83%	82%	79%	80%	83%	89%

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2022)	4-year average
School percent of students retained:	76.5%	76.3%
Similar Schools average:	76.7%	76.1%
State average:	73.1%	73.0%



ENGAGEMENT (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.

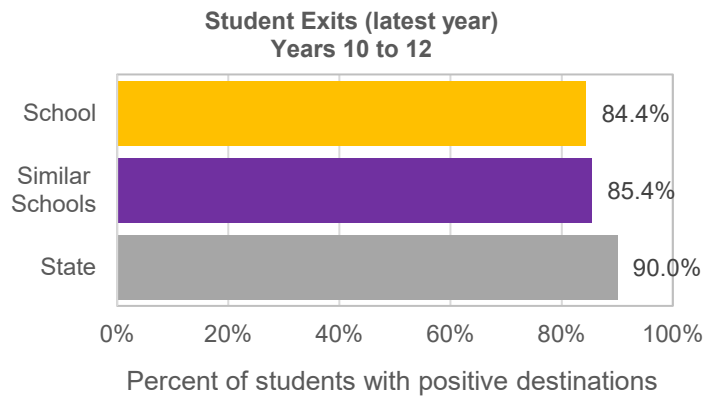
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	84.4%	84.8%
Similar Schools average:	85.4%	83.8%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$13,293,577
Government Provided DET Grants	\$2,701,160
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$160,205
Locally Raised Funds	\$364,491
Capital Grants	\$0
Total Operating Revenue	\$16,519,432

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,005,254
Equity (Catch Up)	\$115,915
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,121,169

Expenditure	Actual
Student Resource Package ²	\$12,486,093
Adjustments	\$0
Books & Publications	\$5,213
Camps/Excursions/Activities	\$348,392
Communication Costs	\$41,786
Consumables	\$344,303
Miscellaneous Expense ³	\$290,902
Professional Development	\$46,660
Equipment/Maintenance/Hire	\$272,368
Property Services	\$729,876
Salaries & Allowances ⁴	\$744,507
Support Services	\$308,831
Trading & Fundraising	\$90,286
Motor Vehicle Expenses	\$112
Travel & Subsistence	\$2,611
Utilities	\$136,034
Total Operating Expenditure	\$15,847,974
Net Operating Surplus/-Deficit	\$671,458
Asset Acquisitions	\$145,037

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$2,009,296
Official Account	\$161,354
Other Accounts	\$0
Total Funds Available	\$2,170,650

Financial Commitments	Actual
Operating Reserve	\$497,677
Other Recurrent Expenditure	\$42,585
Provision Accounts	\$6,304
Funds Received in Advance	\$0
School Based Programs	\$825,000
Beneficiary/Memorial Accounts	\$7,455
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$83,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,462,022

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.