

# 2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 19 March 2024 at 08:58 PM by Fiona Milkins (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2024 at 04:06 PM by Narelle Hocking (School Council President)

# How to read the Annual Report

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## What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for 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)
- Senior Secondary completions and mean study score

### 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

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

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

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

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

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

### Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

# About Our School

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## School context

Traralgon College is a dual Campus College that is situated in the Latrobe Valley region of Gippsland. The College is located approximately 165 kilometers to the southeast of Melbourne. In 2023, the College had an enrolment of 1026.2 effective full-time students of which 310 (EFT) attended the Shakespeare Steet Campus (Years 7 & 8) and 716.2 (EFT) students attended the Grey Street Campus (Years 9-12). Within this cohort, 4% of students had English as an additional language while a further 4% were Aboriginal or Torres Strait Islander.

The school strives to be the 'school of choice' for both students and parents in Traralgon. The school community is relatively diverse in socioeconomic terms and draws on students from Traralgon as well as the surrounding smaller towns in the Latrobe Valley and the Inner Gippsland Region. The families that make up the school community represent a range of occupational groupings including students from the more disadvantaged sections of the community.

The schools current School Family Occupation and Education Index (SFOE) is split between the two campuses. For the Junior campus the SFOE is 0.5421 while the Senior campus has an SFOE of 0.4972. In 2023, the College staff profile was in the proximity of 78.2 (FTE) teachers and 38.7(FTE) education support staff. The College aims to provide all teachers with the professional and moral support to develop their practice in a way that will support the learning of all students.

Traralgon College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. The school recognises the importance of the partnership that exists between our school and parents and carers to support student learning, engagement and wellbeing. It shares a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

At Traralgon College we value learning and achievement through;

- **Respect-** for self, others and our environment
- **Responsibility-** to strive for success
- **Resilience-** to take on new challenges

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

### Learning

A key goal for the College in 2023 was to maximize the learning growth for all students. Teacher judgements highlight that 60% of students were at or above age expected standards in English and 48% in Mathematics. These figures were below similar schools and state benchmarks. While it is noted that the Naplan test was revised in 2023 the College's Naplan results show that the schools results when compared to similar schools have shown an improvement across Year 7 in both Reading and Numeracy.

The VCE mean study score for 2023 was lower than what was achieved in 2022 while the Victorian Senior Secondary Certificate showed a completion rate of 95.2% which includes both the VCE and VCE Vocational Major.

An external review of the school's performance was conducted in 2023 and with this came a renewed focus on the College's improvement agenda through the implementation of a new Leadership team and the appointment of two executive class principals to support the work of the school's leaders. A key focus of this team was to build processes that would support the work of teachers to enhance student engagement and well-being which, in turn, will lead to improved student learning outcomes. Key to this is an enhanced level of role clarity around what is expected in the classroom in terms of building an orderly environment.

### Wellbeing

The school had a key focus of effectively mobilising available resources to support students' wellbeing. At Traralgon College, student well-being is supported by a well-resourced well-being team which includes a School Nurse, Chaplain and Mental Health Practitioner. In the second half of 2023 the school had a renewed focus on building a safe and orderly environment for both staff and students. Significant work was undertaken in building student compliance and consistency of practice amongst staff. While this work did not bring improved well-being data in 2023, as the year progressed it became evident that there was significant improvement in student compliance.

Results show that the "sense of connectedness" to school students view of the College's "Management of Bullying" was similar to the previous year. In terms of school connectedness, it should be noted that the gap between the school's result and that achieved by similar schools had improved.

It is anticipated that the significant work undertaken by the College in the second half of 2023 will lead to an improvement in student well-being data as well as staff endorsement of "school climate" in 2024.

## Engagement

While not listed as a key focus for 2023, the school does have an overall goal of building student attendance and engagement with school. This is supported by the work of year level teams that consist of coordinators and support staff who are tasked with contacting home once a student is identified as absent. This process has seen an improvement in student attendance which shows that the average number of absence days has improved from 36.5 days in 2022 to 31.9 days in 2023. Significantly, this result is now better than similar schools. Further to this, student retention rates have also shown improvement on 2022 levels. Managing student exits and ensuring that students transition to further studies or full-time employment represents a challenge for the College. This fell from 84.4% in 2021 to 80.9% in 2022. A key focus for the College in 2024 will be ensuring that the process for supporting students who wish to exit the College is well-defined and appropriately resourced. The College wants to work with students to ensure that they transition to a high-quality pathway upon exiting.

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## Financial performance

The College's financial position continues to be sound with the school's expenditure aligned with the principles of transparency and accountability. The use of Equity funding met DET requirements with specific funds being assigned to well-being support, academic intervention and a leadership structure that focused on enhance support for student engagement and well-being. The school's operating surplus in 2023 was inflated because of the difficulties associated with attracting staff, in particular teachers. Such difficulties meant that, despite the school's best intentions, not all targeted funds could be fully expended. As a consequence of this, the school had an over reliance on Casual Relief Teachers to fill classroom teaching positions and were unable to expend all monies associated with specific programs such as the tutor initiative and instrumental music program.

**For more detailed information regarding our school please visit our website at**  
<https://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 1026 students were enrolled at this school in 2023, 482 female and 544 male.

4 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).

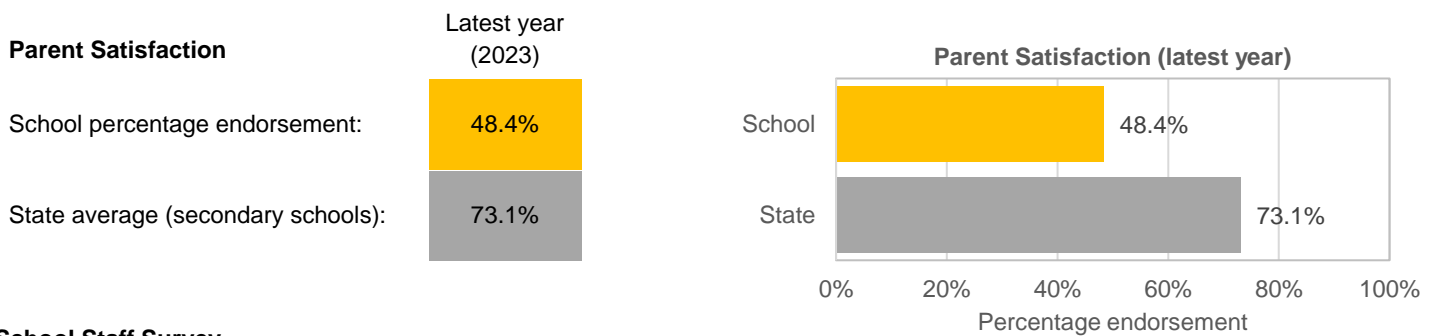
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

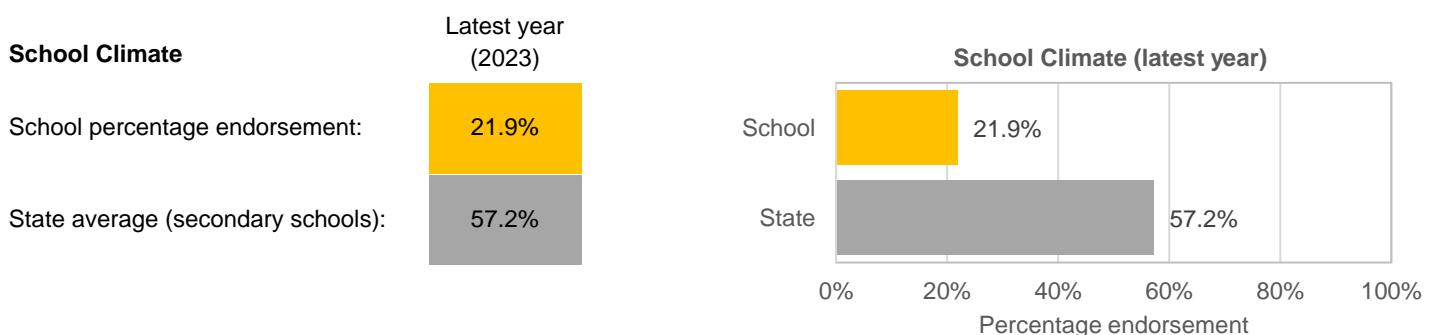


### School Staff Survey

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

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

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



## LEARNING

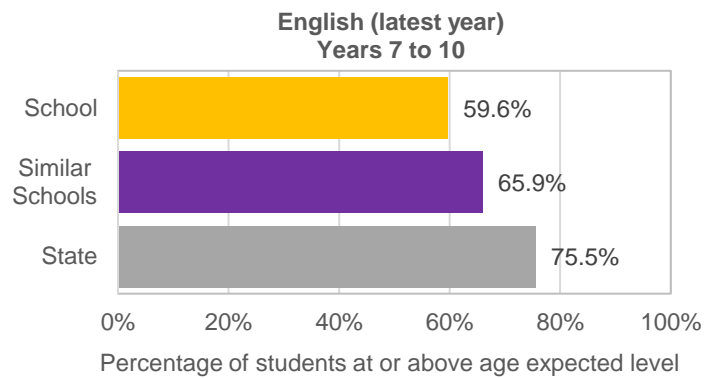
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Teacher Judgement of student achievement against the Victorian Curriculum

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

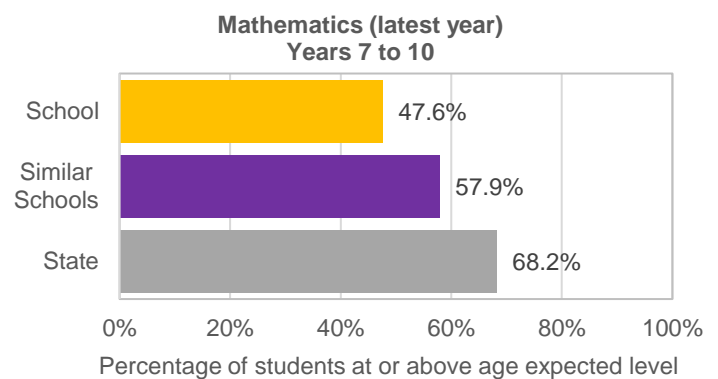
#### English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	59.6%
Similar Schools average:	65.9%
State average:	75.5%



#### Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	47.6%
Similar Schools average:	57.9%
State average:	68.2%



**LEARNING (continued)**

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

**NAPLAN**

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading  
Year 7**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

47.8%

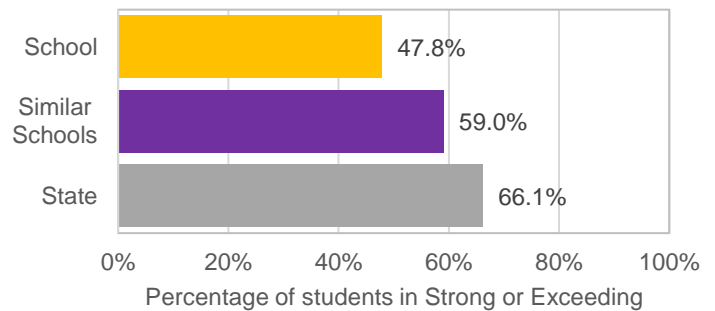
Similar Schools average:

59.0%

State average:

66.1%

**NAPLAN Reading (latest year)  
Year 7**



**Reading  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

43.2%

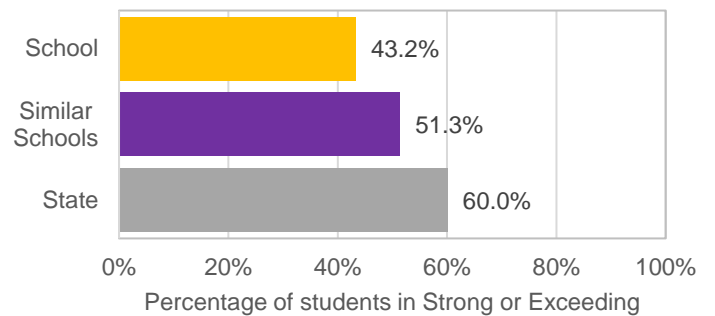
Similar Schools average:

51.3%

State average:

60.0%

**NAPLAN Reading (latest year)  
Year 9**



**Numeracy  
Year 7**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

48.1%

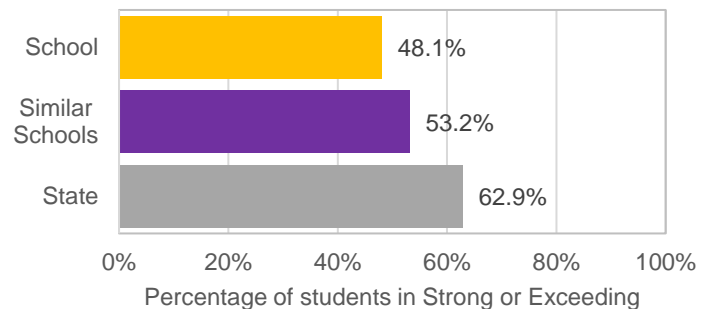
Similar Schools average:

53.2%

State average:

62.9%

**NAPLAN Numeracy (latest year)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

38.1%

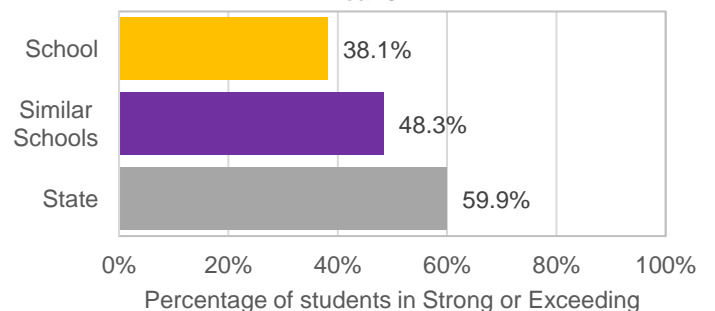
Similar Schools average:

48.3%

State average:

59.9%

**NAPLAN Numeracy (latest year)  
Year 9**





**LEARNING (continued)**

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

**NAPLAN**

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

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

**Reading  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

29.7%

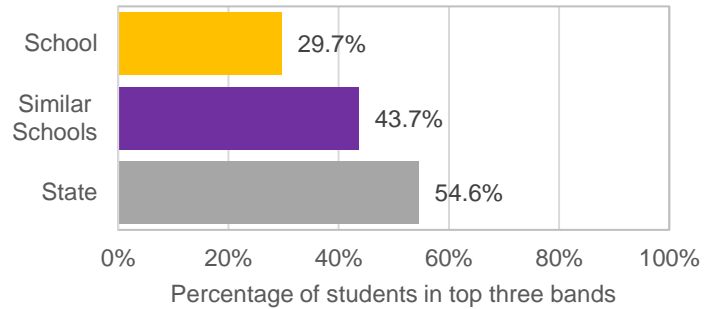
Similar Schools average:

43.7%

State average:

54.6%

**NAPLAN Reading (2022)  
Year 7**



**Reading  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

36.5%

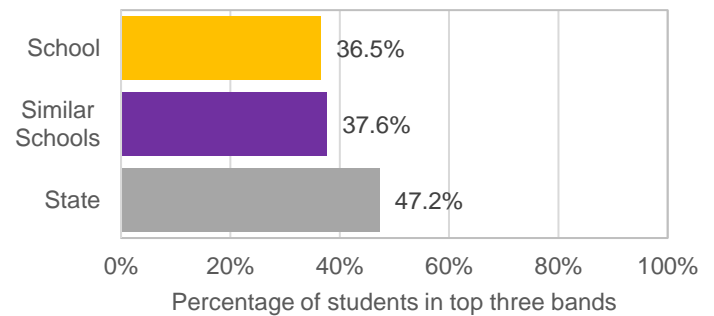
Similar Schools average:

37.6%

State average:

47.2%

**NAPLAN Reading (2022)  
Year 9**



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

22.1%

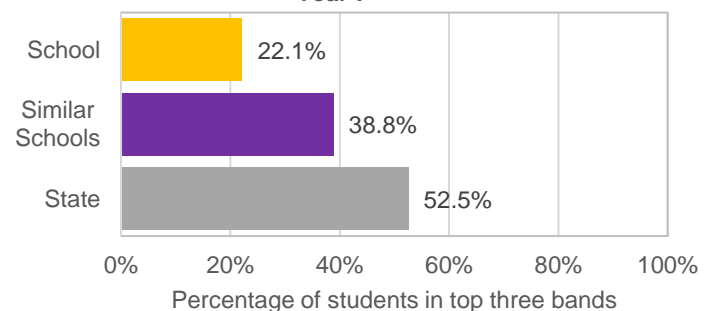
Similar Schools average:

38.8%

State average:

52.5%

**NAPLAN Numeracy (2022)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

28.6%

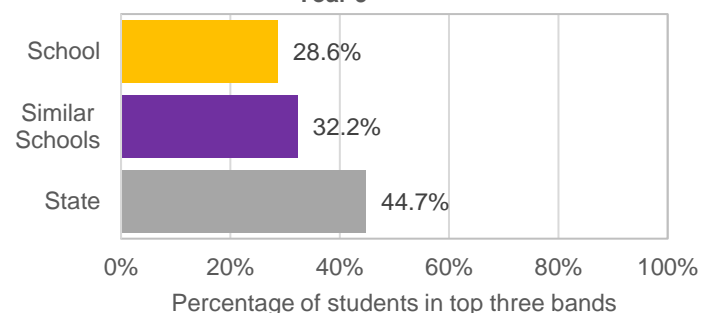
Similar Schools average:

32.2%

State average:

44.7%

**NAPLAN Numeracy (2022)  
Year 9**



## LEARNING (continued)

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

### Victorian Senior Secondary Certificate

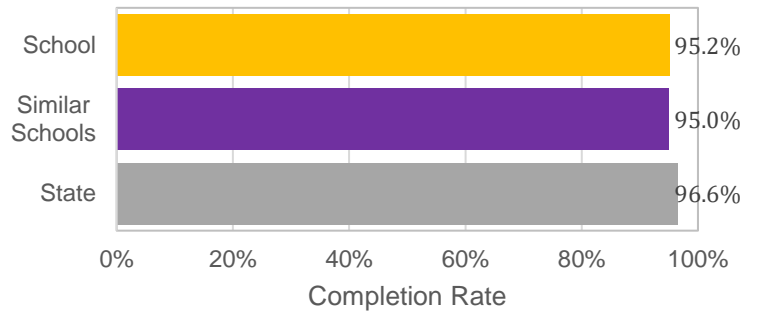
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

#### Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	95.2%	96.3%
Similar Schools completion rate:	95.0%	95.9%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

24.7

Number of students awarded the VCE Vocational Major

19

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

29%

Percentage VET units of competence satisfactorily completed in 2023:

76%

## WELLBEING

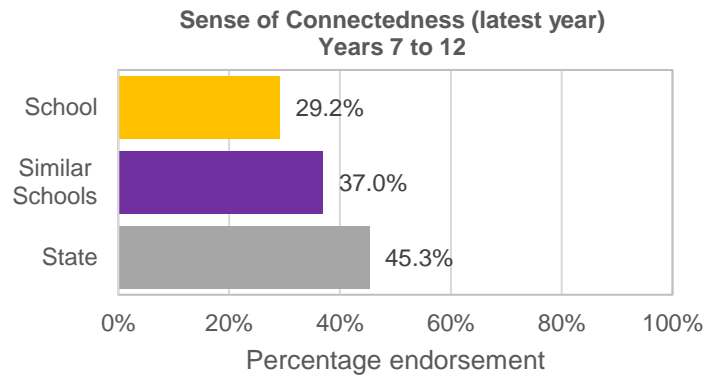
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	29.2%	35.6%
Similar Schools average:	37.0%	41.5%
State average:	45.3%	49.9%

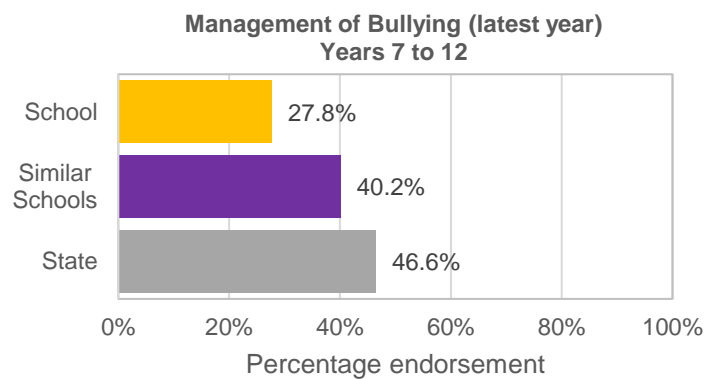


### Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	27.8%	35.4%
Similar Schools average:	40.2%	43.9%
State average:	46.6%	51.0%



## ENGAGEMENT

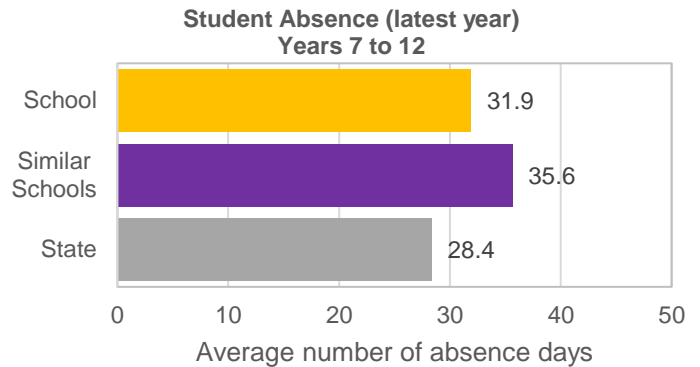
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	31.9	32.3
Similar Schools average:	35.6	30.6
State average:	28.4	23.8



### Attendance Rate (latest year)

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

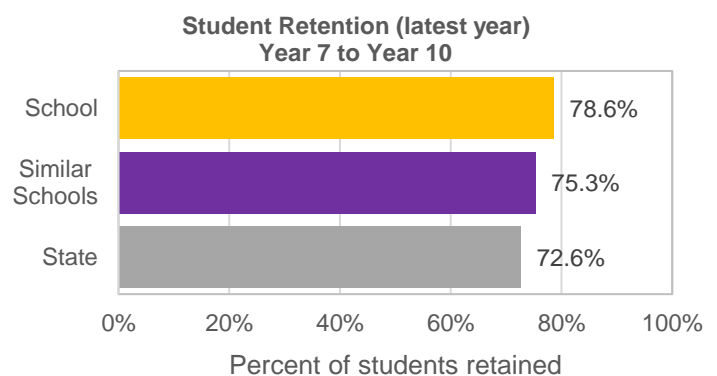
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	87%	83%	82%	82%	85%	89%

### 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 (2023)	4-year average
School percent of students retained:	78.6%	77.5%
Similar Schools average:	75.3%	76.3%
State average:	72.6%	73.8%



## 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.

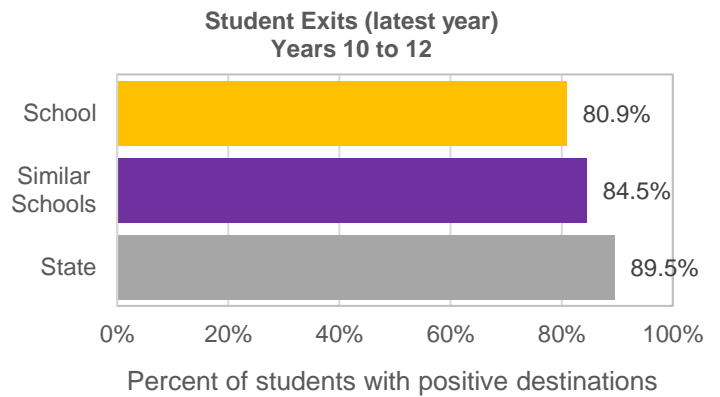
### Students exiting to further studies or full-time employment

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 (2022)	4-year average
School percent of students to further studies or full-time employment:	80.9%	83.1%
Similar Schools average:	84.5%	84.4%
State average:	89.5%	89.5%



# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$13,991,148
Government Provided DET Grants	\$3,909,410
Government Grants Commonwealth	\$2,678
Government Grants State	\$9,335
Revenue Other	\$38,663
Locally Raised Funds	\$432,813
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$18,384,047</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,108,561
Equity (Catch Up)	\$118,632
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,227,193</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$12,953,955
Adjustments	\$0
Books & Publications	\$4,926
Camps/Excursions/Activities	\$191,534
Communication Costs	\$30,840
Consumables	\$321,798
Miscellaneous Expense <sup>3</sup>	\$56,052
Professional Development	\$73,716
Equipment/Maintenance/Hire	\$360,103
Property Services	\$793,688
Salaries & Allowances <sup>4</sup>	\$377,854
Support Services	\$1,339,264
Trading & Fundraising	\$112,284
Motor Vehicle Expenses	\$113
Travel & Subsistence	\$10,544
Utilities	\$180,079
<b>Total Operating Expenditure</b>	<b>\$16,806,749</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,577,298</b>
<b>Asset Acquisitions</b>	<b>\$620,339</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 20 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,969,430
Official Account	\$145,813
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$2,115,243</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$564,970
Other Recurrent Expenditure	\$30,649
Provision Accounts	\$6,304
Funds Received in Advance	\$0
School Based Programs	\$883,448
Beneficiary/Memorial Accounts	\$7,000
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	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,492,371</b>

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