

2024 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 21 March 2025 at 10:22 AM by Fiona Milkins (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 30 April 2025 at 08:25 AM by Fiona Milkins (Principal)

HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

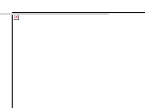
NAPLAN

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

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.



About Our School

School context

Traralgon College is a dual campus college that is situated in the Latrobe Valley region of Gippsland and is located approximately 165 kilometers southeast of Melbourne. In 2024, the College had an enrolment of 900.9 effective full-time students of which 300 (EFT) attended the Shakespeare Steet Campus (Years 7 & 8) and 600.9 (EFT) students attended the Grey Street Campus (Years 9-12). Within this cohort, 5% of students had English as an additional language while a further 6% identified as Aboriginal or Torres Strait Islander. In 2024, the school's staffing profile showed that the college had employed in the vicinity of 73.1 (*FTE teachers*) and 41.5 (*FTE*) education support staff. The actual number of staff fluctuated across the year being influenced by challenges associated with recruitment, while other staff left the school over this time.

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 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 school's, School Family Occupation and Education Index (SFOE) is split between the two campuses. For the Junior campus, in 2024, the SFOE was 0.5449 while for the Senior campus the SFOE was 0.5419.

The College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community and recognises the importance of the partnership that exists between our school and parents and carers to support student learning, engagement and wellbeing. The school is dedicated to providing our teachers with the professional and moral support needed to develop their practice in a way that will support the learning and well-being of 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

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Traralgon College maintained its focus on improving learning outcomes for all students. The school revamped the Year 9-10 learning program and began the process of enhancing its curriculum documentation so as to ensure a common curriculum was being taught across all subjects and year levels. In addition to this, the school began undertaking work that will lead to a consistent teaching model being adopted across the College. Building teacher expertise

remains a key focus for the College and was further enabled through the suite of professional development activities that were conducted across the year.

Data from 2024 highlights that, according to teacher judgements, 66.1% of students were at or above "age expected standards" in English. This result is above the average achieved by similar schools. In terms of Mathematics, teacher judgements show that 51.7% of students were at or above "age expected standards". A result that is below the average achieved by similar schools.

The School's NAPLAN results highlight strong improvement in the percentage of students in Year 7 who are listed as strong or exceeding in Reading and Numeracy and show that the school is achieving above the average achieved by similar schools. However, Year 9 results were not as strong with the percentage of students listed as strong or exceeding in both literacy and numeracy below that achieved in 2023.

The VCE mean study score for 2024 was lower than what was achieved in 2023 while 97.9% of students enrolled in the Victorian Senior Secondary Certificate were successful in completing the certificate which was an improvement on the previous year and above that achieved by similar schools.

Wellbeing

Across 2024, Traralgon College continued to maintain a strong focus on building a safe and orderly environment for both staff and students. The school undertook a restructure of its organisational design so that lines of responsibility and accountability were clearly defined and led to enhanced levels of role clarity across the organisation. Teacher development through on-going professional development, promoting high expectations around student behaviour and ensuring consistency of practice were key themes across the year. The impact of this work has been significant as highlighted by the sense of calm that now permeates the school.

Results from the student "Attitudes to School Survey" show that the school percentage endorsement for both "sense of connectedness" and "management of bullying" was significantly better than 2023 and now approximates the average achieved by similar schools.

Student well-being is supported by sub school teams and a well-being team which includes counsellors, a school nurse and a mental health practitioner. Additionally, the well-being team is able to access the support of a doctor through the "Doctors in Schools" in program. The school actively involves itself in the promotion of specific "well-being" days such as RUOK day and conducts an annual well-being Expo. All students in year 8 and 10 participate in teen mental health first aid training. Furthermore, the school employs staff and runs a suite of programs that are specifically designed to support the needs of all students but especially those considered to be most vulnerable and at risk.

Engagement

Traralgon College has continued to have a strong focus on improving student attendance. On face value, the data shows that the school's absence rate was higher in 2024 than it was in

2023. This data has been somewhat inflated as a result of the way in which the school managed those students who had long term absences as well as those listed as intending to exit the school. This has led to the school revamping its processes so that absent students are more readily identified and any follow up is done in a timely manner. Year level teams are tasked with the responsibility of contacting home once a student is identified as having an unexplained absence on any one particular day, as well as ensuring that appropriate supports are put place once a student's attendance falls below a certain threshold. It is anticipated that the data will show significant improvement in 2025 and, as a consequence, lead to an improvement in the percentage of students who are exiting the school and transitioning to further studies or full-time employment.

Student engagement is supported by the offering of a diverse range of extracurricular and alternative programs. The school has resourced and expanded its instrumental music program and offers literacy and numeracy support for under achieving students. Additionally, the school runs specific programs and events which are designed to support and build connection with its students. This includes:

- Celebrating NAIDOC week, promoting "Wear it Purple" day and holding Camp fire conversations in order to promote connections with Koorie students and their families.
- Having a "Pride" group at both campuses in order to support those students (and their allies) who identify as LGBTQIA+.
- Conducting student focus groups in order to promote student voice, agency and leadership in decision making across the college.

Financial performance

The College's financial position continues to be strong, with the school's expenditure aligned with the principles of transparency and accountability. The use of Equity funding was in alignment with Department of Education and Training expectations with funds being assigned to key areas that would help to enhance well-being support as well as student learning and engagement. The school's operating surplus was inflated because of the difficulties associated with attracting staff, in particular teachers. As a consequence of this, the school employed fewer teachers than expected and had to restructure teaching loads and time allowances to ensure classes were covered. These challenges meant that, despite the school's best intentions, not all targeted funds could be fully expended in the manner that was intended.

**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 903 students were enrolled at this school in 2024, 415 female and 484 male.

5 percent of students had English as an additional language and 6 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).

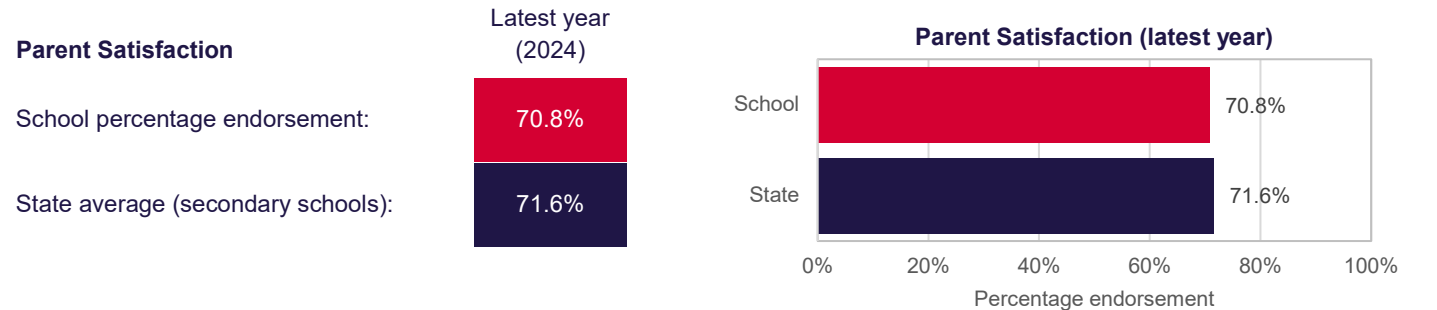
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

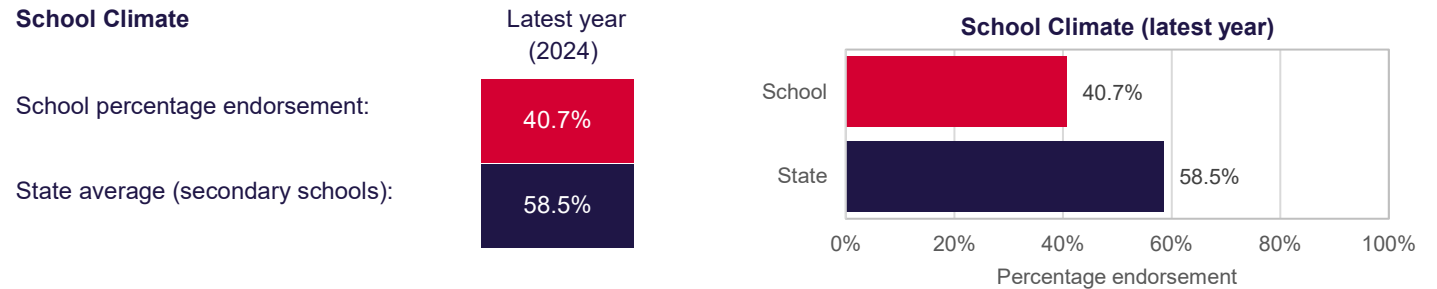


School Staff Survey

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

School percentage of students at or above age expected standards:

Latest year
(2024)

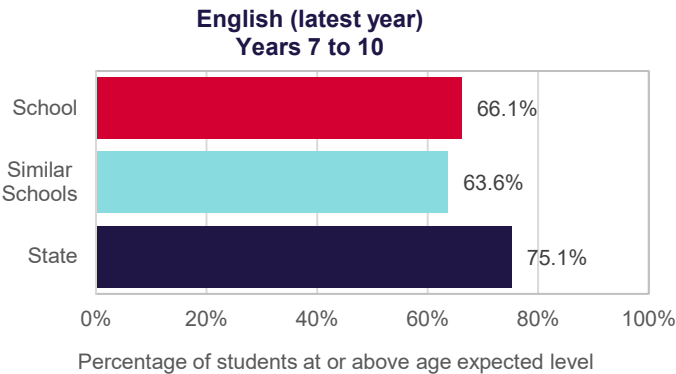
66.1%

Similar Schools average:

63.6%

State average:

75.1%



Mathematics
Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2024)

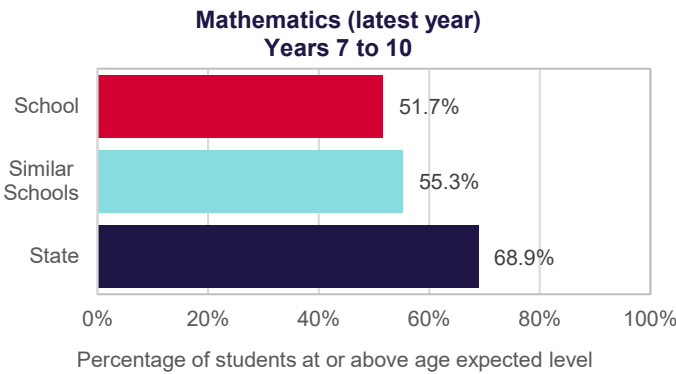
51.7%

Similar Schools average:

55.3%

State average:

68.9%



LEARNING (continued)

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

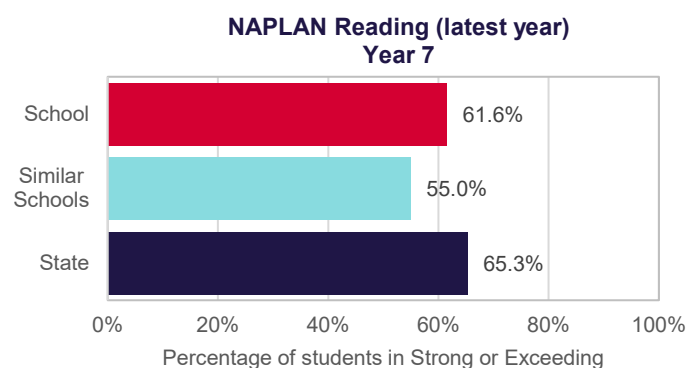
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

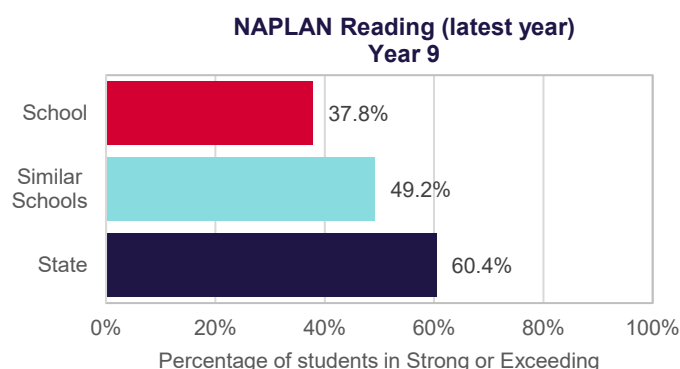
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.6%	55.0%
Similar Schools average:	55.0%	56.1%
State average:	65.3%	65.7%



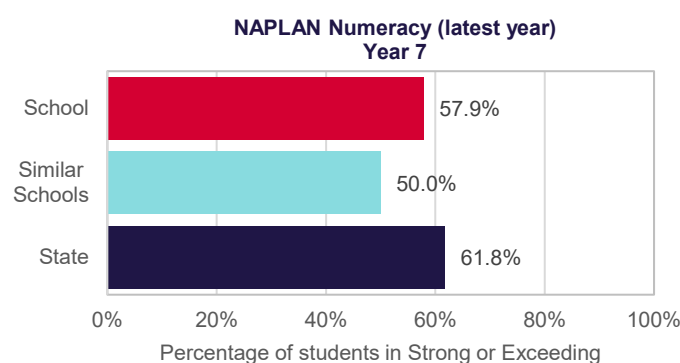
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	37.8%	40.8%
Similar Schools average:	49.2%	49.5%
State average:	60.4%	60.2%



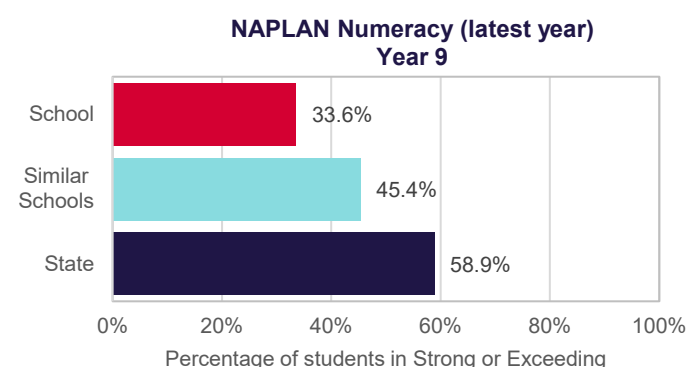
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.9%	53.2%
Similar Schools average:	50.0%	50.6%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	33.6%	36.1%
Similar Schools average:	45.4%	45.9%
State average:	58.9%	59.4%



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 (continued)

Reading Year 7

(2022)

School percentage of students in the top three bands:

29.7%

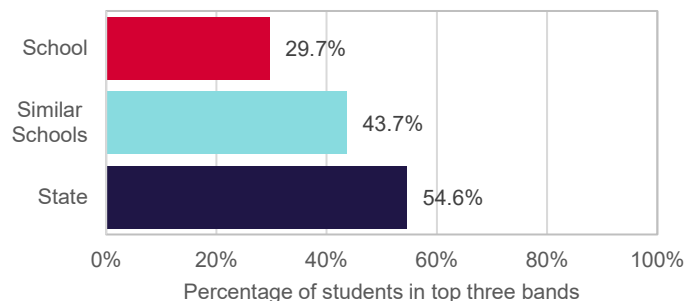
Similar Schools average:

43.7%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

36.5%

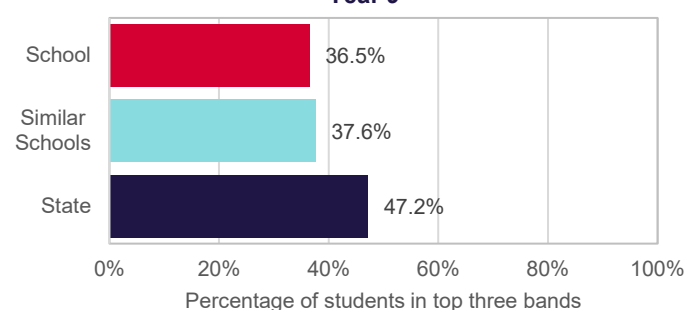
Similar Schools average:

37.6%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

22.1%

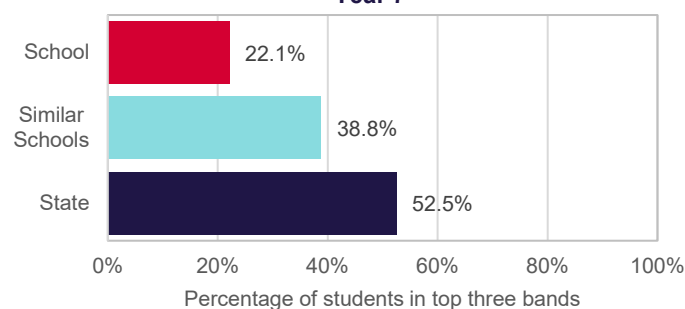
Similar Schools average:

38.8%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

28.6%

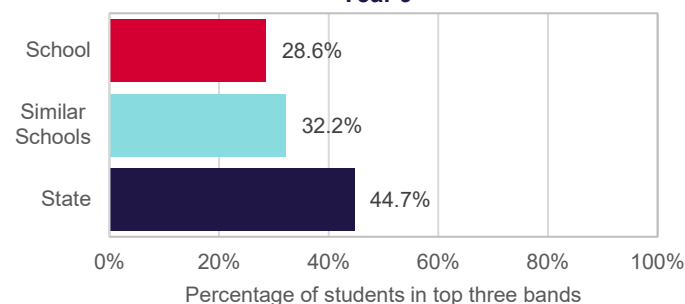
Similar Schools average:

32.2%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

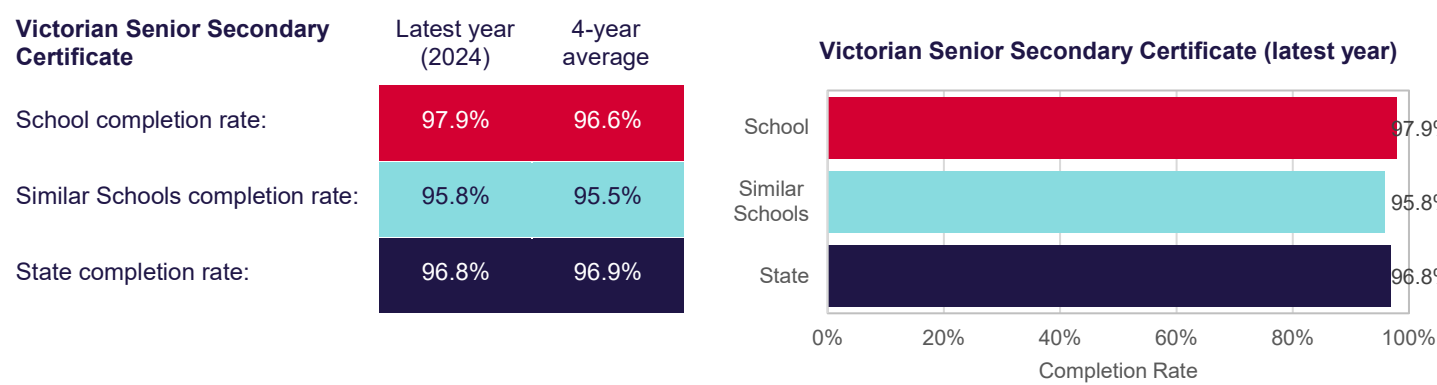


LEARNING (continued)

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 (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.



Mean study score from all VCE subjects:	25.3
Number of students awarded the VCE Vocational Major	21
Number of students awarded the Victorian Pathways Certificate	NDA
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	27%
Percentage VET units of competence satisfactorily completed in 2024:	81%



WELLBEING

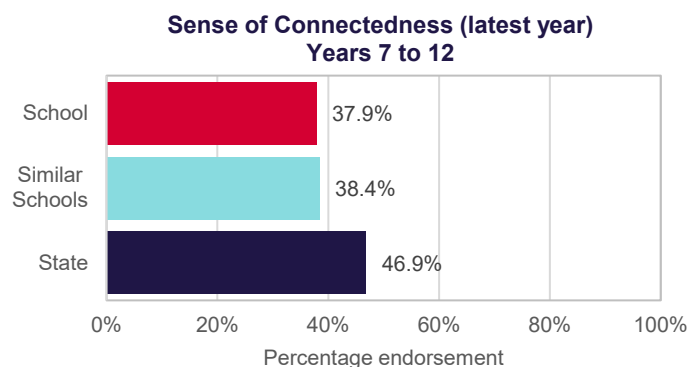
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School percentage endorsement:	37.9%	32.9%
Similar Schools average:	38.4%	39.8%
State average:	46.9%	48.0%

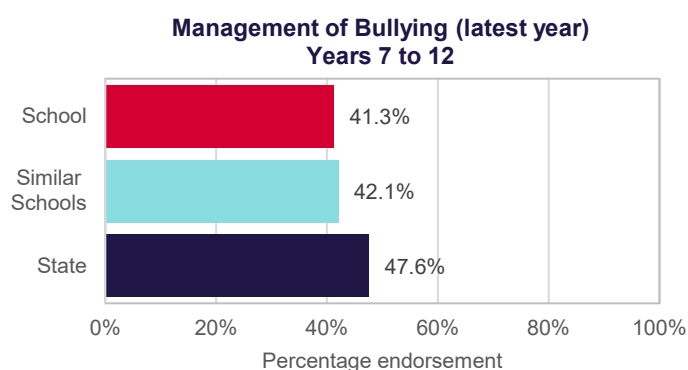


Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	41.3%	33.3%
Similar Schools average:	42.1%	42.9%
State average:	47.6%	49.1%



ENGAGEMENT

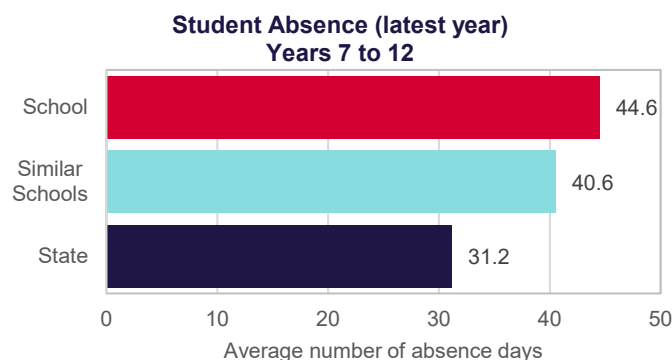
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School average number of absence days:	44.6	36.5
Similar Schools average:	40.6	35.1
State average:	31.2	27.2



Attendance Rate (latest year)

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

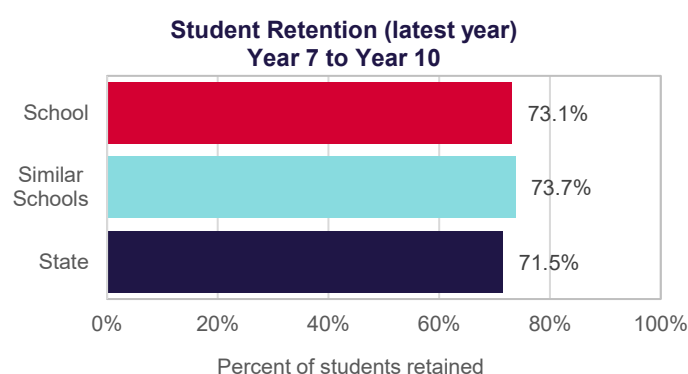
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	82%	77%	74%	74%	79%	82%

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 (2024)	4-year average
School percent of students retained:	73.1%	76.0%
Similar Schools average:	73.7%	74.9%
State average:	71.5%	73.2%



ENGAGEMENT (continued)

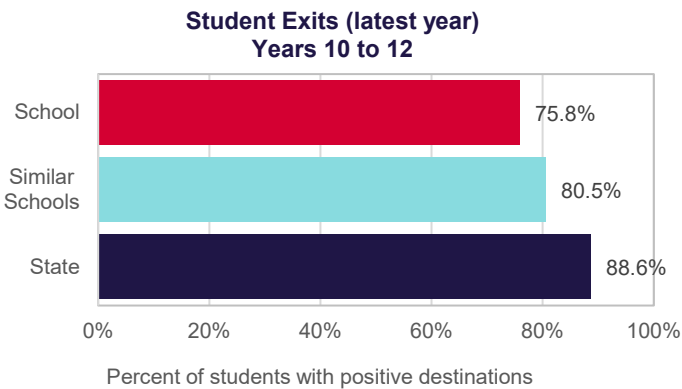
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School percent of students to further studies or full-time employment:	75.8%	79.6%
Similar Schools average:	80.5%	83.2%
State average:	88.6%	89.5%



FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$13,695,680
Government Provided DET Grants	\$2,729,656
Government Grants Commonwealth	\$7,032
Government Grants State	\$0
Revenue Other	\$129,488
Locally Raised Funds	\$430,090
Capital Grants	\$0
Total Operating Revenue	\$16,991,945

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,156,608
Equity (Catch Up)	\$76,222
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,232,830

Expenditure	Actual
Student Resource Package ²	\$13,061,633
Adjustments	\$0
Books & Publications	\$2,727
Camps/Excursions/Activities	\$105,802
Communication Costs	\$45,406
Consumables	\$289,832
Miscellaneous Expense ³	\$90,591
Professional Development	\$66,536
Equipment/Maintenance/Hire	\$408,951
Property Services	\$718,098
Salaries & Allowances ⁴	\$474,800
Support Services	\$813,119
Trading & Fundraising	\$135,062
Motor Vehicle Expenses	\$118
Travel & Subsistence	\$5,250
Utilities	\$201,299
Total Operating Expenditure	\$16,419,223
Net Operating Surplus/-Deficit	\$572,722
Asset Acquisitions	\$341,653

- (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 22 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$1,750,193
Official Account	\$296,578
Other Accounts	\$0
Total Funds Available	\$2,046,771

Financial Commitments	Actual
Operating Reserve	\$561,641
Other Recurrent Expenditure	\$38,155
Provision Accounts	\$6,304
Funds Received in Advance	\$0
School Based Programs	\$100,440
Beneficiary/Memorial Accounts	\$6,605
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	\$450,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,163,145

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.