

# 2025 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 29 April 2026 at 03:38 PM by Fiona Milkins (Principal)

- As executive officer of the school council, I attest that this 2025 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 29 April 2026 at 03:38 PM 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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
  - Senior Secondary Completions and mean study score
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - how many exiting students go on to further studies or full-time work
  - how many Year 7 students remain at the school through to Year 10
  - average absence days per student
  - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available 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 kilometres southeast of Melbourne. In 2025, the College had an enrolment of 930 effective full-time students of which 325 attended the Shakespeare Street Campus (Years 7 & 8) and 605 students attended the Grey Street Campus (Years 9-12). Within this cohort, 11 of these students had English as an additional language. In 2025, the school's staffing profile showed that the college had employed in the vicinity of 86 teachers and 78 support staff. The actual number of staff fluctuated across the year being influenced by challenges associated with recruitment and long-term leave, 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 2025, the SFOE was 0.5250 while for the Senior campus the SFOE was 0.5001

The College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. We recognise the importance of the partnership that exists between our school and parents or carers to support student learning, engagement and wellbeing. The school is dedicated to providing our teachers with professional and leadership development opportunities, alongside strong cultural, social and wellbeing resources to improve their practice and support the learning and wellbeing 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 2025, Traralgon College maintained its focus on improving learning outcomes for all students. 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. Time and resources were allocated for the development of Traralgon College Instructional and Climate Playbooks. The school recruited three instructional coaches to commence instructional coaching in 2026.

Data from 2025 highlights that, according to teacher judgements, 61.4% of students were at or above "age expected standards" in English. This result is close to the reported value achieved by similar schools, but lower than the state. In terms of Mathematics, teacher judgements show that 54.1% of students were at or above "age expected standards". A result that is below the average achieved by both similar schools and the state.

The School's NAPLAN results showed the percentage of students in Year 7 who are listed as strong or exceeding in Reading and Numeracy was 56.5% and 59.6% respectively, the reading proficiency is close to similar schools, while numeracy exceeds similar schools. The percentage of students in Year 9 with strong or exceeding proficiency levels in reading and numeracy was 55.7 and 51.2 % respectively, both values higher than similar schools. Year 9 relative growth data was strong in reading, writing and numeracy all significantly above state levels.

The VCE mean study score for 2025 was 25.7 - higher than what was achieved in 2024. Mean study scores in English improved and the percentage of students achieving study scores in English above 37 increased and was above both similar schools and the network. The percentage of students with study scores above 37 in Mathematics is comparable to both similar schools and the network. The percentage of students achieving study scores above 40 also increased. The successful completion rate for students enrolled in the Victorian Senior Secondary Certificate in 2025 was 96.1-comparable to similar schools. The percentage of students pursuing further education post compulsory education has also continued to improve.

## Wellbeing

Across 2025, Traralgon College continued to maintain a strong focus on building a safe and orderly environment for both staff and students. The school undertook a further restructure of its organisational design so that lines of responsibility were clearly defined and enhanced levels of role clarity and accountability were embedded across the organisation. Teacher development through on-going professional learning, promoting high expectations around student behaviour and ensuring consistency of practice were key themes across the year.

Results from the student "Attitudes to School Survey" show that the school percentage endorsement for both "sense of connectedness" and "management of bullying" continued to improve in 2025 with both percentages now exceeding the average achieved by similar schools.

Student wellbeing is supported by sub school, well-being and inclusion teams which include Assistant Principals, teaching staff, counsellors, a school nurse and a mental health practitioner. Additionally, the wellbeing 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 "Wellbeing" days such as RUOK day and conducts an annual wellbeing Expo. All students in year 8 and 10 participate in teen mental health first aid training. Furthermore, the school runs a suite of targeted 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 2025 than it was in 2024. 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 reviewing and refining its attendance processes so that student absence is more readily identified and actioned. The school has appointed an attendance officer to monitor and help manage attendance processes across the college. Year level teams are tasked with the responsibility of maintaining regular contact home for unexplained absences, as well as ensuring that appropriate supports are in place to support a productive return to school once a student's attendance falls below a certain threshold. It is anticipated that the data will show significant improvement in 2026 and, as a consequence, lead to better student outcomes across a range of measures including school exits and transitions 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 offers literacy and numeracy support for students across all levels of ability, alongside social and emotional skill development through our skills hub program. Additionally, the school runs specific programs and events which are designed to support and build connection with its students. This includes but is not limited to:

- A rich and diverse visual and performing arts program, including drama and musical productions, art shows, open mic nights and an extensive instrumental music program.
- A broad representative sporting calendar, the annual athletics day and the revival of the school swimming sports carnival.
- 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.
- Lunchtime clubs and activities across a broad range of student interests.
- Koorie Connections and campfire conversations across the college promoting cultural inclusivity and safety for our indigenous students.

## Other highlights from the school year

There have been a number of key highlights across the College in 2025. Across the year, the school was able to action its successful application for a grant from AGL to plant an indigenous garden at our Grey Street Campus. Students and staff worked together to plant a native garden with the support and expertise of the Peppermint Ridge Nursery. The college also ran a drama production of 'Rossum's Universal Robots'. This was a great opportunity for students with a love of the performing arts to demonstrate their artistic flare, build performance confidence and connect

with students across all year levels of the college. 2025 saw the revival of the school swimming sports carnival, which was well attended with students and staff proudly donning house colours and costumes. The day positively promoted healthy sporting competition, school connection and camaraderie. The end of year presentation evening enabled the College to recognise strong academic performance, sporting achievements, community engagement and student leadership. The evening was an opportunity for the broader school community, representatives from the Department of Education, local government and businesses to share in the celebrations of the school's strong performance, culture and climate.

## 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 schools 2025 income was generated predominantly from SRP Government funding, parent contributions, grants and donations and additional targeted department funding including Active Schools. These funds supported the school to deliver quality education programs and to maintain and update the facilities.

Funds were allocated across key areas to support student learning with a focus on staff professional development, refurbishment of classrooms including furniture, provision of IT equipment, and Disability and Inclusion programs. Additional staffing was required to implement the Inclusion Programs with the use of Equity funding aligned with Department of Education and Training expectations. Funds were allocated to key areas to help to enhance wellbeing support, student learning, and engagement. The school increased its focus on inclusion and diversity through the appointment of an Assistant Principal to oversee the planning and development of a strong multi-tiered system of support across the college, and the provision of high-quality tier 2 and 3 interventions.

The College facilities were upgraded by the Victorian Schools Building Authority, who invested \$1.1 million to support planned maintenance works including but not limited to:

- ramp upgrades,
- floor resurfacing,
- window replacements,
- building recladding,
- roof works.

In addition, the College provided substantial investment in refurbishment of classrooms, painting of buildings and security measures such as CCTV and fencing as well as the procurement of a website design company to develop and manage our new website in 2026.

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 936 students were enrolled at this school in 2025, 437 female and 497 male. 4% had English as an additional language and 7% 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.

		2025	
<b>% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)</b>	<b>School</b>	<b>58.9%</b>	
	Similar schools	65.4%	
	State	74.1%	

### School Staff Survey

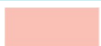





The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
<b>% positive endorsement School Climate (School Staff Survey)</b>	<b>School</b>	<b>52.6%</b>	
	Similar schools	55.6%	
	State	59.3%	

## LEARNING

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

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

		2025	
<b>English Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>61.4%</b>	
	Similar schools	63.4%	
	State	74.9%	
<b>Mathematics Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>54.1%</b>	
	Similar schools	58.2%	
	State	70.5%	

## NAPLAN

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







		2025	3-year average
<b>Reading Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>56.5%</b>	<b>55.5%</b>
	Similar schools	56.6%	56.3%
	State	65.9%	65.7%
<b>Reading Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>55.7%</b>	<b>45.1%</b>
	Similar schools	53.0%	50.7%
	State	62.7%	61.0%
<b>Numeracy Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>59.6%</b>	<b>55.5%</b>
	Similar schools	53.9%	51.7%
	State	65.6%	63.5%
<b>Numeracy Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>51.2%</b>	<b>40.6%</b>
	Similar schools	49.8%	47.2%
	State	61.9%	60.2%

### NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>83.3%</b>	
	Similar schools	68.3%	
	State	74.1%	
<b>Numeracy Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>84.7%</b>	
	Similar schools	67.1%	
	State	73.5%	

### 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 VCE VM students at the School, Similar School, and State level.

		2025	3-year average
<b>VCE/VCE VM completion rate</b>	<b>School</b>	<b>96.1%</b>	<b>96.5%</b>
	Similar schools	95.7%	95.4%
	State	97.2%	96.9%
<b>Mean VCE study score</b>	<b>School</b>	<b>25.7</b>	<b>NDA</b>
<b>Total VCE VM students</b>	<b>School</b>	<b>29</b>	<b>NDA</b>

## WELLBEING




### 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).

		2025		4-year average
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>43.8%</b>		<b>35.4%</b>
	Similar schools	41.3%		39.0%
	State	49.8%		47.7%

### Student Attitudes to School – Managing 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).

		2025		4-year average
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>46.9%</b>		<b>36.3%</b>
	Similar schools	45.3%		42.4%
	State	50.8%		48.6%

## ENGAGEMENT

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

Percentage of exiting students going on to further studies or full-time employment.

		2024		4-year average
<b>% of students exiting to further studies or full-time employment</b>	<b>School</b>	<b>60.6%</b>		<b>67.1%</b>
	Similar schools	78.3%		77.8%
	State	81.5%		81.2%

### Student retention

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

		2025		4-year average
<b>Real retention rate</b>	<b>School</b>	<b>66.5%</b>		<b>73.7%</b>
	Similar schools	72.6%		73.4%
	State	68.8%		68.7%

### Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025		4-year average
<b>Year 7 - 12</b>	<b>School</b>	<b>49.3</b>		<b>40.2</b>
	Similar schools	40.2		38.2
	State	30.2		29.4

### Attendance rate

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

		2025	
<b>Year 7</b>	<b>School</b>	<b>79.8%</b>	
<b>Year 8</b>	<b>School</b>	<b>78.6%</b>	
<b>Year 9</b>	<b>School</b>	<b>73.0%</b>	
<b>Year 10</b>	<b>School</b>	<b>68.4%</b>	
<b>Year 11</b>	<b>School</b>	<b>74.2%</b>	
<b>Year 12</b>	<b>School</b>	<b>76.8%</b>	



## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$14,399,572
Government Provided DET Grants	\$3,508,071
Government Grants Commonwealth	\$6,424
Government Grants State	\$0
Revenue Other	\$87,227
Locally Raised Funds	\$538,716
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$18,540,010</b>

Equity	Actual
Equity (Social Disadvantage)	\$1,107,955
Equity (Catch Up)	\$153,686
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,261,641</b>

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$13,475,032
Adjustments	\$0
Books & Publications	\$1,090
Camps/Excursions/Activities	\$187,537
Communication Costs	\$16,898
Consumables	\$283,524
Miscellaneous Expenses <sup>2</sup>	\$111,927
Agency Staff	\$356,940
Professional Development	\$93,488
Equipment/Maintenance/Hire	\$535,432
Property Services	\$524,424
Salaries & Allowances <sup>3</sup>	\$473,181
Support Services	\$588,253

Expenditure	Actual
Trading & Fundraising	\$131,669
Motor Vehicle Expenses	\$200
Travel & Subsistence	\$2,115
Utilities	\$197,427
<b>Total Operating Expenditure</b>	<b>\$16,979,137</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,560,873</b>
<b>Asset Acquisitions</b>	<b>\$54,929</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$2,311,979
Official Account	\$42,690
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$2,354,669</b>

Financial Commitments	Actual
Operating Reserve	\$584,018
Other Recurrent Expenditure	(\$45)
Provision Accounts	\$6,304
Funds Received in Advance	\$0
School Based Programs	\$80,000
Beneficiary/Memorial Accounts	\$5,400
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	\$400,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,075,677</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.*