

## 2014 Annual Report to the School Community

Trafalgar High School

School Number: 8395



Name of School Principal:

Jane Mersey

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Name of School Council President:

Darren Wallace

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Date of Endorsement:

23/04/2015

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

Trafalgar High School is a 7 to 12 regional high school with an enrolment of approximately 560 students. Of these students many travel from outside of the immediate area to make Trafalgar High School the school of their choice. Enrolments have continued to remain steady in the mid-500 range for past few years, with anticipated enrolments to remain within this range.

Trafalgar High School is dedicated to providing a valuable education that aims for excellence through creating opportunity for every student in its community. The program offered at the school is comprehensive including a strong academic curriculum that is well balanced across the Key Learning Domains and a variety and range of extra-curricular activities that enhance learning opportunities for all students. The commitment to learning for all students is a core belief and value at Trafalgar High School. Academically Trafalgar High School provides for a wide range of students with the school having an accredited Select Entry Accelerated Learning Program that caters for high achieving students, a supportive literacy program that provides assistance to students, point of entry learning for mathematics and English programs, successive high achievement in VCE results and excellent On Track data. Striving to meet the needs of all students whereby they can experience success through their efforts is undertaken in a learning environment where high aspiration and effort is encouraged.

A balanced approach to the development of the whole child is also of paramount importance and fundamental in the education philosophy of the school. An ongoing focus on pedagogical practices has involved the continuing development of the school's instructional model including in this, the tenets of positive education. Approaches through positive education are explicitly taught focusing on using strengths to succeed and approaching all opportunities with a growth mindset. Students are supported throughout their year's 7 – 12 education in a safe and caring learning environment where the tenets of positive education, mindfulness and restorative practice form the basis of the engagement and wellbeing approaches. A strong sense of community is also important at Trafalgar High School, with over 34 feeder primary schools links and partnerships with community and community organisations. These are vital in building and strengthening a sense of connectedness and are evident through our partnerships with Trafalgar Youth Resource Centre, service clubs and organisations, business partners and the involvement and real input through student voice with student leaders.

Currently the school has 53 experienced and graduate teachers comprising of 3 principal class, 37 full time and 13 part time teachers with 18 education support staff and a school chaplain.

### Achievement

Trafalgar High School continues to perform well in student outcomes in comparison to other schools. Teacher assessments for AusVELS are in the higher range for both English and mathematics. Common assessments and moderation of student assessments have been a focus in this strategic planning cycle.

Year 7 NAPLAN results indicate that students are working within the range for similar schools. The year 9 NAPLAN results in reading indicate that students are performing within the range for similar schools, with the 4 year average being in the higher end of band 8. Writing has been a focus at the school over the last two years of the strategic plan cycle, with the learning gain for writing indicating growth in the median range.

The four year average for reading indicates the school is operating at a band 8 level, the National Minimum Standard is at Band 6. The four year average shows the school in the higher band for numeracy. This is an excellent result for students at Trafalgar High School.

VCE results indicate we are performing at a similar level to other schools after taking into account the background characteristics known to make a difference to student learning. The median and the four year average median is slightly higher than that of the state. 99% of students satisfactorily completed their VCE in 2014.

The focus at Trafalgar High School has continued to be on improving students' learning achievement across all year levels and across all ability levels, ensuring that each student is appropriately challenged to achieve excellence in all that they do.

### Engagement

Results for student attendance indicate that we are at the lower end of school comparison rates for attendance. The school comparison does indicate an improvement in this area and the four year average showing we are operating close to the median for similar schools. An improvement in reducing the number of approved absences remains a focus for the school. The introduction of the use of the Compass system across the school was introduced fully in 2014.

Retention of students at Trafalgar High School also indicates that we are operating at the lower end of school comparison rates. The four year average indicates we are operating close to the median for similar schools. In 2014 with an enrolment of around 530 students, over 50% of our students continue to make Trafalgar the school of their choice.

The results for student exiting to further studies and full time employment are excellent for Trafalgar High School. In 2013 the results indicate an almost 100% success rate for students. This is also indicated in the four year average. This is a reflection of one of the strengths at Trafalgar High School, where a personal and in-depth approach is taken towards career and course counselling for all students and in partnership with parents/caregivers.

We celebrate many successes at Trafalgar High School with our students out ranking many schools in further education with On Track data for 2014 highlighting a 52% success rate for our year 12 students gaining university entrance.

All students on the PSD program have individual learning plans and are regularly supported through student support group meetings. All students have shown results at a satisfactory level against each of their individual learning plans.

## Wellbeing

The school is operating within a similar band as other schools in terms of connectedness to school. There has been an ongoing focus in the school where students are supported throughout their year's 7 – 12 education in a safe and caring learning environment, with a strong sense of community, where approaches through positive education are explicitly taught focusing on using strengths to succeed and approaching all opportunities with a growth mindset.

The building of staff capacity to fully implement restorative practices and positive education across the whole school has continued to be part of the building of the school culture.

Increasing student involvement and participation in decision making through an enhanced student voice continues to also be a critical part of the culture at Trafalgar High School. The team of school captains continues to lead the expanded student leadership groups of junior and senior teams as well as working alongside the house captains. Students being an integral part of decision making at Trafalgar High School will continue through to 2015.

Trafalgar High School has student engagement and wellbeing teams focused on supporting students to achieve success. A pro-active approach is part of the tenet of operations at the school. Flagging students with high absence is part of the role of this team in conjunction with the junior and senior sub-school teams. The introduction of the Compass system provides a tool to support this. The introduction of parents/caregivers having direct access to student information and the ability to contact teachers directly will be introduced in 2015. The use of SMS messaging has been a successful approach and will continue through to 2015.

## Productivity

The use of resources are allocated and committed to supporting effective programs for all students across the school.

Financial resources are allocated through budget planning and management with direct links to the school strategic plan and annual implementation plan. Key Learning Domain leaders plan their budget allocations for specific curriculum outcomes, professional learning and development. These are also resourced with outcomes linked to goals and outcomes in the SSP, the AIP and specific goals in team goals through staff performance development plans.

Creating a safe and welcoming learning and work environment where facilities are well ordered and maintained, purposefully created and used is also an area where resources are allocated and well utilized. This includes people and financial resourcing. Specific areas for cohorts of students i.e. sub-school areas and program delivery such as the welfare office facilities as well as the flexible learning spaces in the west wing for the year 9 inquire based learning program (THINK) have all been specific areas with resource focus in 2014.

Meeting safe work environment OH&S standards saw a large capital investment of around \$300 000 in upgrades to the art wing. This included replacing roof and ceiling structures, ventilation upgrades and moisture reduction. The opportunity was also taken during the upgrades to make use of 'found space' to open up the art and graphics rooms to include much larger teaching and learning spaces. The result has meant the spaces are more flexible, creating space for varied and different learning activities during the class time. DEECD and resources from the school's SRP were used.

Maximizing the use of teaching and learning time and ensuring there is as little disruption in face to face teaching and learning time continued to be a priority at Trafalgar High School. Through the use of the timetable and purposefully creating; a multi-purpose period (MPP) on one week and then a study skills period in the same period the following week; and a dedicated period for senior school SACs this has supported this goal. The MPP is used (as the name applies) for a variety of activities and purposes that are planned a term at a time and have a focus through the wellbeing and engagement section of the AIP. They can include house activities, whole school and year level assemblies, activities specifically related to positive education, community activities and guest speakers.

Community expertise supporting learning through engagement and wellbeing programs also continued to be supported throughout 2014. The successful application for a NAB community grant of \$30 000 was received in conjunction with the Trafalgar Youth Resource Centre. The monies have been used to support and extend the community mentoring program through professional learning for the mentors and the purchasing of additional resources.

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

### School Profile

#### School Enrolments

A total of 537 students were enrolled at this school in 2014, 270 female and 268 male.

#### Overall socio-economic profile

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



#### Proportion of students with English as a second language.



#### Parent Satisfaction Summary

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



#### School Staff Survey

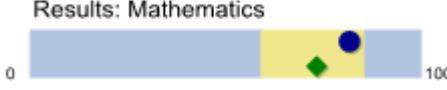
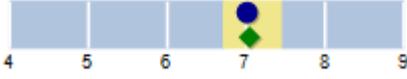
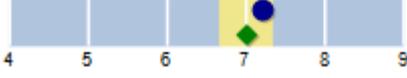
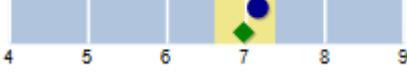
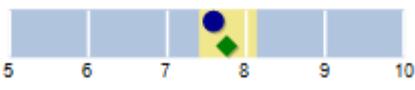
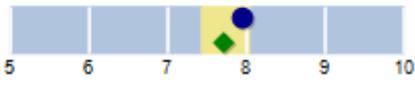
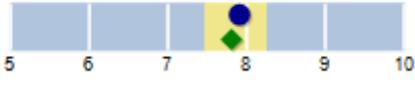
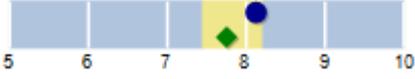
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Higher</p>
<p><b>NAPLAN Year 7</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

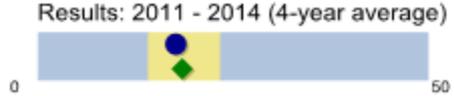
## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> Low: 38%   Medium: 44%   High: 18%</p> <p><b>Numeracy</b> Low: 43%   Medium: 39%   High: 18%</p> <p><b>Writing</b> Low: 32%   Medium: 50%   High: 18%</p> <p><b>Spelling</b> Low: 27%   Medium: 56%   High: 17%</p> <p><b>Grammar and Punctuation</b> Low: 37%   Medium: 40%   High: 23%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> Low: 49%   Medium: 39%   High: 12%</p> <p><b>Numeracy</b> Low: 37%   Medium: 36%   High: 27%</p> <p><b>Writing</b> Low: 36%   Medium: 52%   High: 12%</p> <p><b>Spelling</b> Low: 23%   Medium: 54%   High: 23%</p> <p><b>Grammar and Punctuation</b> Low: 41%   Medium: 44%   High: 15%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2014:  </p> <p>Results: 2011 - 2014 (4-year average):  </p>	<p> Similar</p> <p> Similar</p>
<p>Students in 2014 who satisfactorily completed their VCE: <b>99%</b>            Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>4%</b>            VET units of competence satisfactorily completed in 2014: <b>76%</b>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: <b>N/A</b></p>		

## Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p><b>Student Attendance</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="608 819 1062 920"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	93 %	91 %	91 %	91 %	95 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Higher</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	93 %	91 %	91 %	91 %	95 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Higher</p> <p> Similar</p>												

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

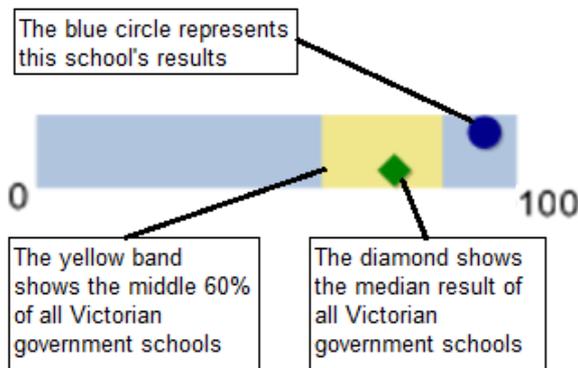
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

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

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

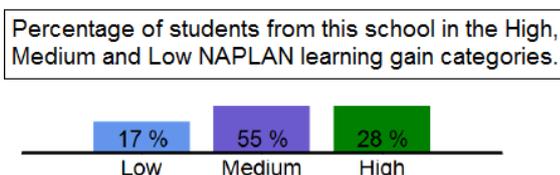
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

Revenue	Actual
Student Resource Package	\$4,661,550
Government Provided DE&T Grants	\$475,562
Government Grants Commonwealth	\$2,200
Government Grants State	\$95,231
Revenue Other	\$70,722
Locally Raised Funds	\$392,993
<b>Total Operating Revenue</b>	<b>\$5,698,258</b>

Expenditure	
Student Resource Package	\$4,592,126
Books & Publications	\$14,309
Communication Costs	\$19,349
Consumables	\$104,085
Miscellaneous Expense	\$217,656
Professional Development	\$85,015
Property and Equipment Services	\$554,949
Salaries & Allowances	\$261,517
Trading & Fundraising	\$87,090
Travel & Subsistence	\$62,001
Utilities	\$59,824

**Total Operating Expenditure** **\$6,057,921**

**Net Operating Surplus/-Deficit** **(\$359,663)**

**Asset Acquisitions** **\$5,545**

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

Salaries and Allowances refer to school-level payroll.

### Financial performance and position commentary

The school achieved an operating deficit of #330 in 2014 which was principally the result of the acquittal of grant funds received in 2013. In particular a substantial upgrade to the art/tech wing and a NAB grant to support the community mentoring program run in conjunction with the Trafalgar Youth Resource Centre. The school met all financial obligations throughout 2014.

### Financial Position as at 31 December, 2014

Funds Available	Actual
High Yield Investment Account	\$7,441
Official Account	\$38
Other Accounts	\$223,989
<b>Total Funds Available</b>	<b>\$231,468</b>

Financial Commitments	
Operating Reserve	\$181,535
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds incl SMS<12 months	\$15,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$15,699
School Based Programs	\$9,235
<b>Total Financial Commitments</b>	<b>\$231,468</b>



Department of  
Education & Training

Trafalgar High School