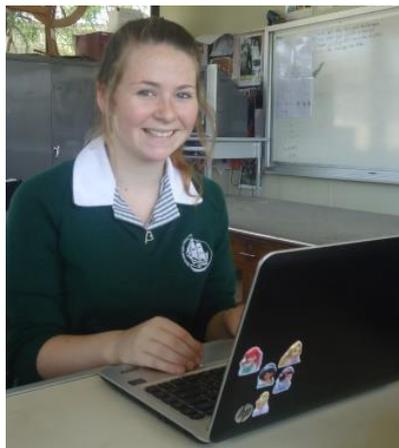


2013 Annual Report to the School Community

Trafalgar High School

School Number: 8395



Name of School Principal:

Jane Mersey

Name of School Council President:

Darren Wallace

Date of Endorsement:

23rd April 2014

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

This school meets prescribed minimum standards for registration as set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Trafalgar High School is a 7 to 12 regional secondary school that provides a comprehensive and strong academic curriculum that is well balanced across the Key Learning Domains. The school attracts students from across the region with the school population remaining steady in the mid-500 range over the last few years, with anticipated enrolments to remain within this range.

The school has been recognized as a high achieving school through an independent study by Melbourne University (2013), with numeracy value add results being the number 1 performing school in the state and literacy value performing in the top 5. The commitment to learning for all students is a core value and belief at Trafalgar High School. With a highly regarded Select Entry Learning Program, a supportive literacy program, point of entry learning for mathematic and English programs, high achievement in VCE results and excellent On Track data; the school continues to strive to meet the needs of all students. This is aimed at within a learning environment that is caring and supportive where high aspiration is encouraged. A balanced approach to the development of the whole child is paramount, taking into account the three aspects of the Instructional Core (who, what and how of teaching and learning) and is fundamental in the education philosophy of the school. With strong academic outcomes, an ongoing focus on pedagogical approaches, the continuing development of the school's instructional model alongside the tenets of Positive Education as a particular focus in the last two years, with the use of character strengths and now mindfulness, form the basis for the engagement and wellbeing approaches for the entire school community.

Celebrating 50 years of education at Trafalgar High School was a highlight during 2013, with the legacies formed by previous leadership, staff, students and community the school is well placed with current achievements and strategic goals, to remain an outstanding education facility for all.

Currently the school has 45 experienced and graduate teachers comprising of 3 principal class, 29 fulltime and 16 part time teachers with 20 education support staff.

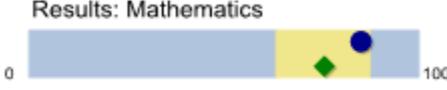
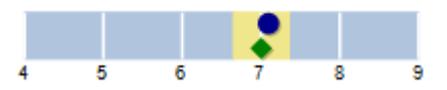
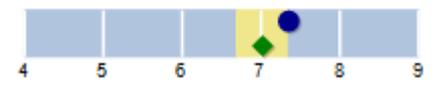
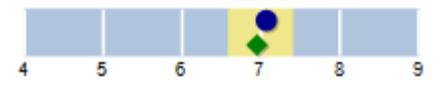
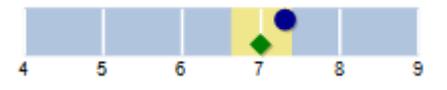
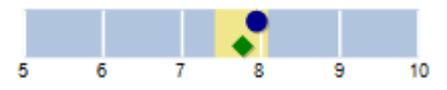
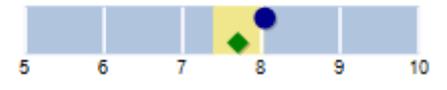
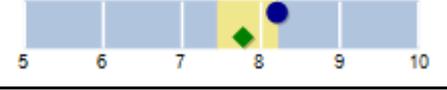
Achievement	Engagement	Wellbeing
<p>Trafalgar High School continues to perform very well in terms of student outcomes and in comparison to other schools.</p> <p>Teacher assessments for AusVELS are in the higher range for both English and mathematics.</p> <p>Year 9 NAPAN results show the achievement levels higher than the state median in all levels. The four year average also shows the school in the higher band. This is an excellent result for the students at Trafalgar High School. What is particularly pleasing is the value add for all students over this period (as mentioned above).</p> <p>VCE results indicate we are performing at a similar level to other schools after taking into account the background characteristics know to make a difference to student learning. The median is slightly higher than that of the state. This has been consistent over the previous four years. The 2013 cohort of students results were noted to be of a high standard with 9.2% of students achieving above 90, 22.5% above 80 and 68.5 above 50.</p> <p>The focus on differentiation and point of entry teaching through the targeted use of data will continue into 2014. Continuing the development of curriculum that was commenced in 2013 will also be a focus with the development of common assessment tasks across KLDs and the further development of the Trafalgar High School instructional model.</p>	<p>Student attendance with a particular focus on approved absences has been a target at Trafalgar High School for the past few years. After two years of targeted approaches there was a marked increase in attendance across the school. The results for 2013 indicate that we are performing at a similar level to other schools. This is also true of the four year trend data. An improvement in reducing the number of approved absences is still an outcome we aim for.</p> <p>Retention at Trafalgar High School is also pleasing with the school performing at a similar level to other schools for both 2013 indications and the four year average. Given over 50% of our students make Trafalgar High School the school of their choice and travel in by public transport to attend, this result indicates student and parent satisfaction. The data from our parent opinion survey indicates we are operating on a similar level to other schools.</p> <p>Exit data also indicates positive results for Trafalgar High School. Both 2012 and four year averages show we are within the similar range as other schools. The median is slightly higher than other schools for the four year average.</p> <p>A real strength of Trafalgar High School is the personal and in-depth approaches to course counselling for all students from years 9 through to 12. This is a real partnership between the students their parents and the school.</p>	<p>The Attitudes to School Survey has shown an improvement with the school shifting from performing at a lower level to the rest of the state to a similar level for 2013. Whilst the four year average is still on the lower band this is a marked improvement for the school and one we are very pleased with.</p> <p>There has been an ongoing focus on wellbeing across the entire school, with the inclusion of the philosophy and tenets of Positive Education being introduced in 2012. The focus has been primarily on the use of character strengths and now the development of growth mindsets.</p> <p>The use of the multi- purpose period once a fortnight has enabled this to be a timetabled part of the students learning program. Embedding the approaches across the school day and into all learning and teaching practices is a main focus within the school and the current SSP.</p> <p>Student voice is also an important component of wellbeing. Increased involvement across the school through the expanded students leadership groups, the SRC and the house groups have all been highlighted as important and successful by the students. The student leadership team had a particular focus on connectedness as this was the area highlighted as being of most concern. They have indicated they are wanting to continue with this focus which is aligned with the strategic goals in the SSP.</p>



For more detailed information regarding our school please visit our website at
<http://www.trafhi.vic.edu.au>

Performance Summary

Key: Range of results for the middle 80% 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"> English Mathematics <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>NAPLAN Year 7</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>NAPLAN Year 9</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</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:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Relative Growth Year 5 - Year 7</p> <p>Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 34%, Medium: 47%, High: 18%</p> <p>Numeracy Low: 28%, Medium: 55%, High: 16%</p> <p>Writing Low: 32%, Medium: 47%, High: 21%</p> <p>Spelling Low: 33%, Medium: 44%, High: 22%</p> <p>Grammar and Punctuation Low: 33%, Medium: 44%, High: 22%</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p>NAPLAN Relative Growth Year 7 - Year 9</p> <p>Relative gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 34%, Medium: 44%, High: 22%</p> <p>Numeracy Low: 20%, Medium: 52%, High: 28%</p> <p>Writing Low: 19%, Medium: 53%, High: 28%</p> <p>Spelling Low: 27%, Medium: 47%, High: 26%</p> <p>Grammar and Punctuation Low: 13%, Medium: 68%, High: 19%</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</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: 2013 0 to 50 scale, school result is 50, state median is 30.</p> <p>Results: 2010 - 2013 (4-year average) 0 to 50 scale, school result is 50, state median is 30.</p>	<p> Similar</p> <p> Similar</p>

Students in 2013 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: **8%**
 VET units of competence satisfactorily completed in 2013: **92%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: **80%**

Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="568 784 1026 880"> <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>91 %</td> <td>89 %</td> <td>87 %</td> <td>90 %</td> <td>89 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	89 %	87 %	90 %	89 %	93 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	89 %	87 %	90 %	89 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p>	<p>Results: 2012</p>  <p>Results: 2009 - 2012 (4-year average)</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: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>

How to read the Performance Summary 2013

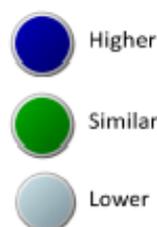
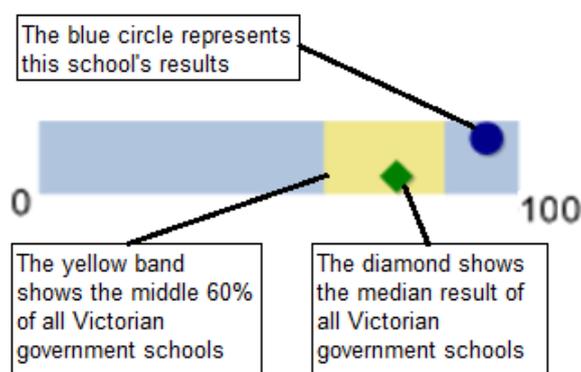
What are student outcomes?

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.

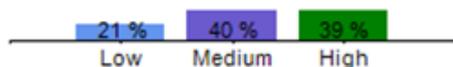
The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. 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 relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual	Funds Available	Actual
Government Provided DE&T Grants	\$433,896	High Yield Investment Account	\$50,852
Government Grants Commonwealth	\$5,517	Official Account	\$4,970
Government Grants State	\$21,540	Other Accounts	\$530,219
Revenue Other	\$66,222	Total Funds Available	\$586,042
Locally Raised Funds	\$474,249		
Total Operating Revenue	\$1,001,424		
Expenditure		Financial Commitments	
Books & Publications	\$16,412	Operating Reserve	\$157,796
Communication Costs	\$19,201	Asset/Equipment Replacement < 12 months	\$31,890
Consumables	\$118,265	Capital - Buildings/Grounds incl SMS<12 months	\$32,595
Miscellaneous Expense	\$167,085	Maintenance - Buildings/Grounds incl SMS<12 months	\$303,000
Professional Development	\$58,714	Revenue Received in Advance	\$15,760
Property Maintenance	\$256,552	School Based Programs	\$30,000
Salaries & Allowances	\$194,765	Asset/Equipment Replacement > 12 months	\$7,500
Trading & Fundraising	\$78,695	Maintenance -Buildings/Grounds incl SMS>12 months	\$7,500
Travel & Subsistence	\$68,539	Total Financial Commitments	\$586,042
Utilities	\$52,923		
Total Operating Expenditure	\$1,031,150		

Net Operating Surplus/-Deficit (\$29,726)

Asset Acquisitions \$23,177

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

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

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

During 2013 the school received additional funding for:

- Maintenance work for the art/technology wing to the amount of \$303 000. The work was not completed by the end of 2013 so acquittal of funds was not finalized at the end of the year. This work will be completed in 2014 with all funds to be spent in the refurbishments.
 - NAB grant funding of \$30 000 as part of a community mentoring project with the Trafalgar Youth Resource Centre. Acquittal of these funds will occur during 2014.
- The school met all financial obligations throughout 2013.