

Trafalgar High School

At Trafalgar High School we strive to provide a caring, supportive and a challenging learning environment where all students have the opportunity to achieve and develop as lifelong learners with high aspirations, who actively participate in their community.

The school community is aiming towards improving students' learning achievement from years 7 – 12, across all ability levels, ensuring that each student appropriately challenged to achieve excellence in all that they do.

Trafalgar High School is a 7 to 12 school that provides a comprehensive academic curriculum with high aspirations whilst offering a substantial set of pathway options to meet the range of student needs amongst our population. We have an established language centre for the learning of Indonesian that supports the successful language program in the school from years 7 through to 12. There is a strong emphasis on the use of learning technologies. Enrichment programs and opportunities have also become key features of the school; an international program consisting of a language immersion trip to Indonesia occurs each alternate year with a combined art and history (revolutions) trip to France in the other year, school productions occur bi-annually with an art show/performing arts event on the alternative year; camps, excursion, participation in sporting events with representation to a state level are more examples of extension activities that are integral elements of the whole school program.

2012 was the year of our school review, the school reviewer Dr. Gaell Hildbrand stated "Trafalgar High School has much to celebrate in the rich achievements of students in their learning" and in the year of our 50th anniversary celebrations we will continue to strive to meet the high standards and high aspirations that is the ethos of our school.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Trafalgar High School continues to be very proud of its achievements as highlighted in the year 7 and year 9 NAPLAN results. Results in both numeracy and literacy are above the state median, with results in three out of four of the areas in the higher range of Victorian Government schools. This school is particularly pleased with student achievement in year 9 reading and numeracy where the achievement levels are higher than predicted in the school comparison measure.</p> <p>Results in numeracy have been consistent over the last four years.</p> <p>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. Once again these results</p>	<p>The trend data for student attendance at Trafalgar High School is particularly pleasing over the previous four years, with the school being in the higher range of schools during this time. Implementation of:</p> <ul style="list-style-type: none"> • Electronic marking systems at the commencement of each teaching session • Introduction of SMS messaging to report student absence • Raised community awareness through 'It's not okay to be away program' • Consistent approaches and follow up by an Assistant Principal with the student engagement and wellbeing team and increased administration support to monitor all absences. • 90% attendance requirements for students in the senior years has impacted on attendance and 	<p>School comparison measures indicate Trafalgar High School results are similar on adjusted school performance in the areas of pathways and transitions.</p> <p>There has been greater diversity in options and programs offered to our student in the senior school. Access to VCE subjects have been extended to include all year 10 students. In doing so, the range of choice and access to VCE subjects to all students has improved.</p> <p>Nearly 53% of year 12 students choose university as their post school destination. This has steadily increased over the last four years.</p> <p>The school is also well below the state mean in the area of unknown destinations of students. State mean being 6.6% whilst Trafalgar High school is 2.2%. We also have good success with students remaining in</p>

<p>have been consistent over the previous four years. In the previous four years the whole VCE cohort had more than 24% of its students gaining ATAR scores in the top 20% of the State.</p> <p>At Trafalgar High School we are continuing to build on the successes of differentiated learning through targeted use of data. This enables explicit teaching to cater for individual learning needs. The focus has been in years 7 to 9 and predominantly within English and mathematics. This will continue this year with an extended focus into the VCE years.</p> <p>All teachers within their curriculum and professional learning teams will continue to focus on and develop:</p> <ul style="list-style-type: none"> • Teaching learning strategies for differentiation • Embed consistent approaches to assessment of students. 	<p>improved the culture of the school in regards to attendance. Continual improvement in reducing the number of approved absences remains a challenge and a focus for the school.</p> <p>The Attitudes to School Survey indicates the school comparison is in the lower end of school performance. Through its own internal processes and forums with student leadership groups, a range of issues and concerns have been identified. In particular, the areas of connectedness to school and connectedness to peers. With enhanced student leadership groups and forums we will continue to work with the students directly to improve student connectedness and school life for students.</p>	<p>further education. Well over 80% of students choosing to do so.</p> <p>Year 6 to 7 transition is an ongoing process throughout each given year. As well as traditional information evenings other approaches include:</p> <ul style="list-style-type: none"> • Students invited to attend events such as the year 9 organised carnival, performances, art shows and the like • Peer leaders being used for transition events and as mentors during year 7 • The transition co-ordinator making regular contact with feeder school with additional support and visits for students from smaller feeder schools. • Early testing for access to the Select Entry Accelerated Learning program.
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For more detailed information regarding our school please visit our website at

www.trafhi.vic.edu.au

or view our 2012 Annual Report online at <http://www.vrqa.vic.gov.au/SReg>