

## 2015 Annual Report to the School Community

Trafalgar High School

School Number: 8395



Name of School Principal:

John Freyne

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Name of School Council President:

David Watts

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Date of Endorsement:

20/04/2016

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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 2015.

## About Our School

### School Context

Trafalgar High School is a 7 -12 Victorian State Government school, situated approximately 120 kilometres from Melbourne in West Gippsland. With an enrolment of 561 ( 294 girls and 267 boys) students in 2015, the school receives students from 32 feeder schools across the West Gippsland, La Trobe Valley and outer Melbourne eastern suburban area. For the greater majority of students and families, Trafalgar High School is the “school of choice” and almost 300 students travelling by V-Line Train to access the school each day. Enrolment has grown steadily over the last three years.

The school has a strong history of academic achievement over many years and its reputation in this area continues to attract interest from families and students across the West Gippsland/La Trobe Valley region. The school program has a strong academic focus that is comprehensive in its implementation. The curriculum is structured through Key Learning Domains, consistent with the DET AusVels requirements and the VCE requirements of the Victorian Curriculum Assessment Authority. This curriculum structure is complemented by range of extra- curricular learning activities that enhance learning opportunities for all students. The school is committed to providing accessible learning for all students. As a part of the SEAL Academy of Victorian Schools, Trafalgar High School continues to offer an accelerated program for high achieving students, a comprehensive literacy intervention program at the junior years, point of entry mathematics programing and early VCE access for all Year 10 students. In addition, the school continues to provide high quality English instruction across all year levels with effectively targeted reading and persuasive writing programs. Trafalgar High School graduates continue to obtain successful pathway destinations to University entrance, technical/vocational training and employment.

In 2015, the school has continued its focus on providing for the whole child through a consistent, accessible and socially just program. Key Learning Domain Team work has involved establishing common curriculum mapping as the foundation for the school’s instructional design model. Importantly, this work is aligned with the school commitment to provide equitable access to quality instruction across the school, in every classroom. Trafalgar High School has been a Positive Education School for 3 years. Positive Education is an integral part of the Student Engagement and Wellbeing program. It ensures a focus on strengths based development, positive relationships through restorative practices and supportive welfare strategies e.g. peer support program, community mentoring and safe school practices. The school’s community relationships have been enriched in more recent years through the successful partnership with the Trafalgar Youth Resource Centre, Lions Club Trafalgar, CFA Trafalgar, CFA Victoria and range of locally based small business organisations.

In 2015 the school had 46 teaching staff (41.2 effective full-time), 22 non-teaching staff (15.4 effective full-time) and a school Chaplain on a part time basis.

### Achievement

In 2015 Trafalgar High School performed solidly in all performance measures when compared to statistically similar schools. Improvement indicators for 2015 Year 9 demonstrate that the student gain in NAPLAN was significant compared to 2014 and more in line with the 4 year trend data for the period 2012- 2015. This was a pleasing result, given the concerns the leadership and teaching group had with the 2014 data. Year 7 entry data for NAPLAN performance indicate that students are working in the range for statistically similar schools. Once again, the performance of students in Year 9 indicate that the average learning gain in Reading, Writing and Numeracy is greater than for students in statistically similar schools. In particular, the 4 year trend for Numeracy is particularly pleasing given its comparison to all Victorian schools performance. This performance can in part be attributed to the targeted teaching in Mathematics and Numeracy over the last 4 years.

In the Senior School the VCE results indicate that the school is performing at a similar level to other schools with Student Family Occupation (SFO) data in the same range as Trafalgar High School. VCE results were also in the similar range for whole state average in this year. The area of concern for VCE performance remains with some students not meeting their predicted VCE performance score as based on the 2015 GAT score. This area has been the focus of the Senior School team in 2015.

The completion rate for VCE in this reporting year was 96.7%. This was similar to state and regional results for the same reporting period. The destination data for VCE Year 12 school leavers in 2015 continues the positive trend for the schools exit students. These students completed their VCE in 2014, with 40% entering University, 20% in Vocational Certificate courses, 2.0% results of 50 students. These results compare favourably with schools in the local area and schools across the state.

## Engagement

Results for student attendance indicate that the school has performed extremely well in 2015. An average day absent per student figure of 15.23 in 2014 has improved to a rate of 13.29 in 2015. This outcome can be attributed to more effective use of the Compass roll marking system, improvements in family support for school attendance and higher minimum attendance requirements in the Senior School. In particular, the Year 7 and Year 11 attendance rates in 2015 demonstrated improvement on the 2014 results.

Real retention rates have revealed some inconsistent trends across the school. While Senior retention rates are significantly improving (Year 10 – 11 from 77% in 2014 to 90.8% in 2015 and Year 11 – 12 from 67% in 2014 to 74.7% in 2015), the same cannot be said for 7-12 retention (50.5% in 2015) and 7-10 retention (72% in 2015). While these results are comparable with region and state figures; however they remain the focus for improvement in reach of our sub-school teams and the welfare team.

## Wellbeing

The area of student wellbeing has been a major focus for the school in this strategic plan cycle (2012-2016). The school is operating within the similar band to statistically similar schools and schools across the state. Student safety, student connectedness to peers, student connectedness to school and student behavior indicators have all improved in this reporting period. This improvement can be attributed to the ongoing commitment to restorative practices and positive education programs across the school. There is a stronger culture of students support and the idea that the student may have “not achieved their goal yet”. In the senior years students are encouraged, through individual student achievement meetings, to identify “their talent level and the required effort” to meet their desired target(s).

Within this framework, the continuation of the Community Mentoring Program, the innovative Boat Building program, the Safe Schools Program, Breakfast Program and the CFA support initiative have successfully provided for improvements in student wellbeing, school connectedness and connectedness to community.

## Productivity

The financial position of the school remained positive in 2015. The school continued to make prudent and careful financial decisions aimed at maximizing student opportunity.

In the area of teaching and learning, the focus of Professional Learning was internal. Key Learning Domain teams were allocated curriculum development time on an “in-school” basis. The decision was made by the Leadership Team and Curriculum Committee to target Professional Development spending so that teams could work collaboratively to meet AIP and Strategic Plan goals. Specifically, the work centered on mapping each curriculum, establishing common teaching timelines and developing common assessment tasks. It was envisaged that this work would extend into 2016. Feedback from teaching teams suggested that this approach had provided some of the best learning and skill development opportunities that they had experienced in their teaching time at Trafalgar High School. From a productivity perspective, the approach produced very efficient use of PD funds and a measurable outcome in terms of curriculum documentation across the whole school.

From an OHS and safety perspective the asbestos removal program was the culmination of over eighteen months of work by Principal Jane Mersey to have an “asbestos free school and workplace”. While the works were funded outside of budget, this was a major achievement for the school community. We will all benefit from this refurbished, safer school environment.

In the area of IT investment, the decision was taken to purchase additional Compass modules, specifically the Chronicle Module for internal information transfer of student information and progress. This tool replaced the use of “paper based” information transfer. The decision had a positive impact on the work practices of Year Level Coordinators, teachers and administration staff. Information exchange was more efficient in terms of time, accuracy and capacity to respond to student needs/student management.

The physical environment was enhanced with the construction of an outdoor, artificial surface soccer pitch on the north western side of the school grounds. Total expenditure of \$48, 305 involved preparing the base, laying the pitch, cyclone fencing, boundary fencing and drainage/plumbing adjustments. The addition of this facility has benefited the students both in their PE classes and during their break times in the school day. Usage has been very high with the facility in high demand each school day. The benefit of student engagement and wellbeing has been significant. The soccer pitch complements the outdoor sporting development that has occurred over the last 6 years, including outdoor basketball courts, outdoor fitness equipment, the gym equipment shed, junior playground and the outdoor chess set.

Human Resource management saw changes to the staffing profile with the employment 5 new teachers in 2015, 4 of those being Graduate Level teachers. These changes occurred due to natural attrition and an increase in student numbers.

For more detailed information regarding our school please visit our website at  
<http://www>

## Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

### School Profile

#### Enrolment Profile

A total of 562 students were enrolled at this school in 2015, 292 female and 270 male. There were 0% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### 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

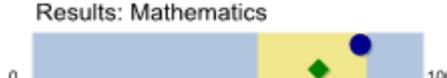
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

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



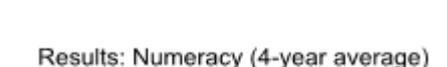
## Performance Summary

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

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><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Higher</p> <p> Higher</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</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>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</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> Similar</p>

## Performance Summary

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

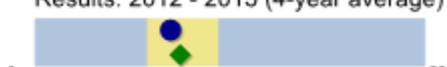
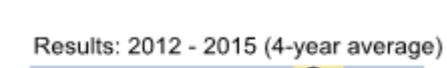
Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's 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: 33%   Medium: 48%   High: 19%</p> <p><b>Numeracy</b> Low: 19%   Medium: 66%   High: 15%</p> <p><b>Writing</b> Low: 28%   Medium: 60%   High: 11%</p> <p><b>Spelling</b> Low: 29%   Medium: 50%   High: 21%</p> <p><b>Grammar and Punctuation</b> Low: 27%   Medium: 52%   High: 21%</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: 27%   Medium: 57%   High: 17%</p> <p><b>Numeracy</b> Low: 14%   Medium: 63%   High: 23%</p> <p><b>Writing</b> Low: 29%   Medium: 49%   High: 22%</p> <p><b>Spelling</b> Low: 22%   Medium: 49%   High: 29%</p> <p><b>Grammar and Punctuation</b> Low: 29%   Medium: 47%   High: 24%</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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

Students in 2015 who satisfactorily completed their VCE: **97%**  
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **11%**  
 VET units of competence satisfactorily completed in 2015: **82%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **N/A**

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:

Result for this school: ● Median of all Victorian government secondary year levels: ◆

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</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 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 817 1024 913"> <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>93 %</td> <td>94 %</td> <td>95 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	93 %	93 %	94 %	95 %	92 %	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p>● Higher</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	93 %	93 %	94 %	95 %	92 %									
<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: 2015</b></p>  <p><b>Results: 2012 - 2015 (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: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p>● Higher</p> <p>● Higher</p>												

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness 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: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety 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: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

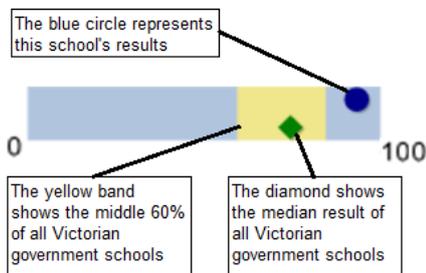
## What are student outcomes?

*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?

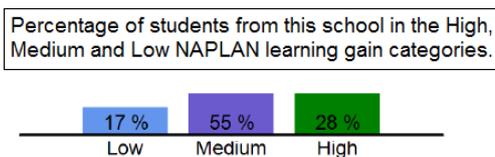
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal 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.

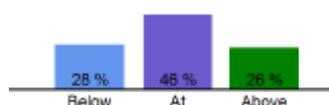
The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance.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

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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.

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, 2015		Financial Position as at 31 December, 2015	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$5,025,262	High Yield Investment Account	\$21,049
Government Provided DET Grants	\$665,393	Official Account	\$7,007
Government Grants Commonwealth	\$2,432	Other Accounts	\$139,879
Government Grants State	\$29,725	<b>Total Funds Available</b>	<b>\$167,936</b>
Revenue Other	\$40,754		
Locally Raised Funds	\$482,610		
<b>Total Operating Revenue</b>	<b>\$6,246,176</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$4,922,990	Operating Reserve	\$167,936
Books & Publications	\$12,254	<b>Total Financial Commitments</b>	<b>\$167,936</b>
Communication Costs	\$23,522		
Consumables	\$102,963		
Miscellaneous Expense	\$218,431		
Professional Development	\$69,440		
Property and Equipment Services	\$305,972		
Salaries & Allowances	\$314,192		
Trading & Fundraising	\$78,660		
Travel & Subsistence	\$61,798		
Utilities	\$63,613		
<b>Total Operating Expenditure</b>	<b>\$6,173,834</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$72,342</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, 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.*

### Financial performance and position commentary

[Insert financial commentary here]