

# 2021 Annual Report to The School Community



**School Name: Trafalgar High School (8395)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

«PrincipalSignDescription»

- This 2021 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

«PresidentSignDescription»

## About Our School

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### School context

Trafalgar High School is located in the regional township of Trafalgar in the LGA of Baw Baw Shire. With an enrolment of 762 students during 2021 in a township of 5000 people it is a school of choice for many families. 2 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander. It is also unique in that it has on average 35 feeder primary schools every year, which means a focus on transition and settling into life at high school is a priority for our year 7 students. During the period of the pandemic it is evident this is of paramount importance for students commencing high school life at Trafalgar. Many of our students access school through the Vline public transport system. Students travel to Trafalgar High School from well beyond the geographical boundaries of the township, coming in by public transport. The school also has a Select Entry Accelerated Learning (SEAL) program and is a member of the SEAL Academy of schools within Victoria. The school operates with a junior (year 7 and years 8 – 9) and senior (years 10 -12) sub-school structure. A range of programs are on offer; a broad range of VCE subjects where students in years 10 and 11 are encouraged to take an early access VCE subject; VCAL at foundation, intermediate and senior level. At year 9 students are involved in the Rubicon leadership program or the Trade Training Pathways Program. 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 offering of programs include music, sporting activities, science, mathematics and ICT competitions, camps and bi-annual international educational tours to Indonesia, Fiji and Italy (postponed during 2020 and 2021 due to COVID restrictions). 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, tutoring programs offered specifically for VCE 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.

The vision of Trafalgar High School is to provide a caring, supportive and challenging learning environment where all students have the opportunity to achieve and develop as lifelong learners who actively participate in their community. The school values of: aspiration, excellence, collaboration and integrity incorporate the overall approaches in the school of providing a program to enhance learning for all students in a culture of best practice whilst supported in a caring environment. They are the platform for all relationships and interactions. Trafalgar High School is a Resilience Rights and Respectful Relationship lead school also incorporating Positive Education to use the science of Positive Psychology with best practice teaching to encourage and support individuals, schools and communities to flourish. These are explicitly taught in the schools' Growth for Learning period (G4L). 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. The school is a registered 'Safe School'. The growth in the regional 'Head Start' program to support senior students with a joint school and work based program has supported successful pathways and outcomes for students through our senior pathways program. The student leadership program provides a number of leadership developmental opportunities; this is inclusive of students from years 7 through to 12.

The school's socio-economic value based on the Student Family Occupation and Education Index is at medium.

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 even through remote learning using this as a template to inform remote learning approaches. A strong sense of community is also important at Trafalgar High School which involves 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 which is instrumental in the very successful mentoring program, Broadening Horizons Program provides the conduit for inquiry and project

based activities with the CFA (both local and regional) service clubs and organisations, business partners and the involvement and real input through student voice with student leaders. Our partnership with the Trafalgar Medical Centre has been invaluable in the provision of a doctor in residence in the school 1 morning every week. This is an arrangement through an MOU with the Medical Centre.

The school has an effective and active School Council, which is inclusive of 1 community member. The Council helps provide important viewpoints and valuable skills to help shape the direction of the school. During 2021 the Council continued to be active using technology platforms and was supportive of the Principal in undertaking additional meetings to assist with planning for COVID and in keeping the community well informed.

The parent satisfaction level as reported in the annual Parent Opinion Survey was at 74.5%, 2.1% higher than the state average. The percent endorsement by staff on School Climate as reported in the annual School Staff Survey was 59.5% which was 3.7% above state.

In 2021 the school had 71 teaching staff (54.4 effective full time), 26 non-teaching staff (15.51 effective full-time), a school Chaplain (.5), a school nurse (.2) an AFL sports trainee (full-time) and a fulltime trainee undertaking Kitchen Operations. The school undertook the process of appointing a Youth Mental Health Practitioner under the DET initiative but was unable to secure a person for this position during 2021.

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## Framework for Improving Student Outcomes (FISO)

The 2021 FISO priorities for Trafalgar High School were those as set by the DET; Happy, Active, Healthy Kids, Learning Catch-Up and Extension and Connected Schools.

Actions were:

Happy, Healthy and Active Kids:

Whole School

- \*Strengthen the Growth4Learning program (MPP) within the school.

- \*Revisit classroom expectations and behaviours in every class.

Classroom Level

- \*Conduct regular check-ins/conferencing with students in homegroup/pastoral care programs

Individual

- \*Targeting counselling and mentoring sessions for individual students with acute needs

Learning Catch-up and Extension Priority

Whole School

- \*Embed and maintain the PLC structure to support teacher collaboration and reflection of teacher practice

Classroom Level

- \*Use PLCs for staff to collaboratively plan units of work with a focus on differentiation

Individual

- \*Establish small group tutoring programs

Connected Schools Priority

Whole School

- \*Strengthen and embed the school-wide approach to communication with whole community

Classroom Level

- \*Use channels of communication to provide regular updates on student learning behaviours (GPA)

Individual

- \*Ensure the benefits of digital learning continue to be available to every student

The focus on differentiation through PLC structure was supported with work continuing throughout the periods of lockdown by prioritising meeting time to schedule PLC each week. The updated KLD role included overseeing assessment, reporting and a parity approach to teaching. This was a significant shift in culture, expectations and duties for these team leaders at Trafalgar High School. To support this work significant resources were redirected to the Curriculum roles within the school i.e. additional time for leaders, separating the 'arts' team to two specific teaching and learning teams i.e. 'creative and performing arts' and 'design and technology' thus creating an additional team leader. The additional assistant principal role was supported to focus on student learning and outcomes.

The four key planning documents of curriculum maps, PLC Model, Instruction Model (GRR) and Peer Observation Model were embedded in planning and meeting discussions with curriculum maps being modified to include modification and extension activities.

Classroom observations and learning walks were disrupted due to the effects of lockdowns. Due to restrictions with whole staff meetings and professional development the whole school workshop model for differentiation did not occur. Authorising KLD leaders with the change management processes and 'tight' structures of KLD and therefore PLC meetings, PLC teams were embedded within KLD structures.

When learning walks could occur in first semester staff were more accepting this was an expectation of school practice. Staff were volunteering to participate as part of the observations and to be observers.

Lesson plans developed across all KLD teams have differentiated activities and use the GRR model.

The school continued to work with the secondary CoP with senior English teachers as a regional focus throughout the year. This involved all unit 3 / 4 English teachers and the principal and assistant principal working collaboratively with all other schools in Inner Gippsland with a focus on senior English outcomes. We also continued our involvement in the Project 21 initiative, focussing on trialling a PLC approach with Year 9 Science team to differentiate learning.

We continued with our targeted Tutor Learning model, with individual learning at student's point of need the focus. This was implemented at years 7 & 8 and in years 11 & 12 with years 7, 9 (English), year 9 maths and seniors for tutoring, years 8 & 10 for MYLNS.

The revised Multi Purpose Period to the Growth for Learning (G4L) approach whereby teachers are learning tutors with the responsibility to teach the RRRR program, develop goals with students and monitor their overall achievements and wellbeing was an initial step in achieving positive results. Increased ownership by G4L teachers resulting in teachers feeling more confident and comfortable in delivering the program. Aspects at different year levels include Respectful Relationships resource material, Pathways planning, guest speakers, celebratory events. Students are involved in own goal setting and this is available for all teachers to access and support students.

RRRR session was held online during Term 3 to support new staff and was well attended by all staff

During periods of remote learning, regular check in calls were made to all families by all members of THS staff. These initially occurred weekly and on parent/family requests changed to fortnightly.

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## Achievement

In the areas of student achievement The school in reading for years' 7 & 9 perform above the average results of similar schools i.e. year 7 - 50%:47.5% & year 9 - 43.1%:36.3% and below the state year 7 - 50.0%:55.2% & year 9 - 43.1%:43.9%. In numeracy the results were for similar schools; year 7 - 46.1%:55.2% & year 9 40.9%:36.1% thus performing higher than similar schools in both year levels and below the state for both year levels; year 7 - 46.1%:55.2% & year 9 40.9%:45%.

For year 9 NAPLAN Top 2 Bands above similar schools in Numeracy, Reading, Grammar & Punctuation and Spelling. Benchmark growth above similar schools in Numeracy & Spelling.

Relative growth above similar school in Numeracy.

Additional successes were noted through PAT data:

PAT Growth

0.84 over 6 months in Year 7 Maths

0.49 over 6 months in Year 7 Reading

1.26 over 1 year in Year 8 Maths

0.75 over 1 year in Year 8 Grammar & Punctuation

0.82 over 1 year in Year 9 Science

Learning gain for students from year 5 to 7 in the area of high gain was greater to similar schools in numeracy and spelling and below that in reading, writing and grammar and punctuation.

Learning gain for students from year 7 to 9 in the area of high gain was greater to similar schools in numeracy, spelling and grammar and punctuation and below in reading and writing.

The highest level of student growth was in areas where PLC work occurred as a consistent approach.

Extended student absences (and teacher absences) upon return to face to face teaching created significant barriers to consistency of student learning.

In VCE the school mean study score was 27.9 for 2021, this was higher than similar schools at 26.7 and lower than the state at 28.9. The satisfactory completion rate for VCE was 95%. VET completion rates were at 84% with VCAL credits satisfactorily completed at 91%.

All students on the PSD program, Out of Home Care, Indigenous students and in addition, those considered to have complex needs all have IEPs developed and Behaviour Management Plans where required. Regular (once a term as the minimum) SSG meetings are conducted.

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## Engagement

Growth for Learning (G4L) teachers worked more effectively and collaboratively to develop lesson plans and curriculum, build rapport with students thus creating a more distributive approach to student wellbeing.

G4L Year level teams (approximately 6 staff members) working collaboratively in meeting time to consider and implement resources and lessons. This discussion/collaboration continues on MS Teams to share and feedback. There has been an improved attendance to G4L lessons in Year 12, where attendance has been problematic in the past. The fortnightly G4L session at Year 7 has made building rapport with the Learning Coach challenging and was particularly so with the experiences of remote learning.

On return to school following the extended remote learning periods we re-adjusted the focus in Term 4 - with a focus on collaboration and connection. Sub-schools facilitated sessions during the G4L time to support students to re-engage with their peers, build social connection and connectiveness to school. This occurred from Year 7 - 11 the school focussed on settling students back in to school in the areas of developing relationships and learning stamina. The G4L model, learning coaches, year level co-ordinators and sub school leaders were instrumental in this work and in building connections with students. This work was all undertaken alongside our welfare team.

The culture of goal setting across the school shifted throughout the year with students reporting above the state in the Attitude to School Survey for goal setting (54% THS compared to 51% like schools and network)

We facilitated Teen Mental Health First Aid (Live4Life sessions) for all Year 10 students (Term 2) and all Year 8 students (Term 4) using school resources through the welfare team. The implementation of STYMIE (student reporting system) within the school was also undertaken.

Above similar schools and network in stimulated learning and effective teaching time.

Student absence at Trafalgar High School continues to be below the state average with Trafalgar High School average for 2021 to be at 16 days, similar schools at 27.6 and the state at 21. Retention continues to be below that of similar schools and the state; 66.7%;78.6 & 73.2% with the 4-year average being below similar schools but higher than the state: 73.4%:77.7%:72.9%

Student exits for years 10 - 12 are slightly below similar schools and below the state; 85%:86.4%:89.2% with the 4-year average being above similar schools and below the state 86.9%:85.2%:89.2%.

Despite lockdowns, we were able to run onsite information evenings (Year 7 and SEAL). Proceeded with information

evening remotely in Term 3, Senior School and Year 9 to 10 transition and implemented Year 9 into 10 course counselling remotely.

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## Wellbeing

The sense of connectedness for the school is higher than similar schools at 49.2% to 44.1% and slightly below the state on 51.6%. The 4-year average indicates the same pattern with 52%:48.4%:54.5%.

The management of bullying is above similar schools at 53.0% to 46.8% and very slightly below the state at 53.3%. The 4-year average is similar with 54%:51.5%:56.8%.

In Attitude to School survey data, increase in Advocate at School, increase in positive endorsement to managing bullying and teacher student confidence. Compares to like schools and network (65% THS compared with 62% like schools and 64% state, 53% THS compared to 47% like schools and 54% and 52% compared to 54% network)

The introduction of STYMIE is being used by students and actioned with the lead from assistant principals and welfare team in conjunction with the year level teams. The use of the 'THS response to bullying' model has increased with staff explicitly using this to explain approaches to students and their families.

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## Finance performance and position

The school ended the year with a net operating surplus of \$508,446. There are committed funds for upgrade to the all purpose soccer pitch of \$70 000 within this amount.

The finance committee within the school ensures funds received by Trafalgar High School through the student Resource Package are expended to provide programs for students in the current year of funding. Prudent budgeting and resource management ensure funds are spent accordingly and within budget.

Locally raised funds included; camps and excursions. These were limited due to COVID restrictions.

The school received additional grants within the Governments Grants State and commonwealth for Chaplaincy and the Advance program.

Equity funding was utilized to provide supports in the identified areas of the AIP targeting improvement in VCE, and in providing additional literacy support for students operating at below the national minimal standard. Examples of the use of these funds included the continuation of tutors for year 12 students, the employment of pre-service teachers and other university students for literacy support and specific VCE subject support. Funds were also utilized to provide additional welfare support by employing the school chaplain an additional .5 per week.

**For more detailed information regarding our school please visit our website at**  
**[www.trafalgarhs.vic.edu.au](http://www.trafalgarhs.vic.edu.au)**