

2016 Annual Report to the School Community



School Name: Truganina P-9 College

School Number: 5501



Name of School Principal:	Jennifer Crowle
Name of School Council President:	Marilyn Jefferies
Date of Endorsement:	April 2017

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 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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Officially opened in 2015, with students in the primary levels of schooling, Truganina College is located in the growth corridor of Wyndham in the western area of Melbourne. In 2015, the College started the year with 165 students in Years Prep to 6.

In 2016, the first year of secondary education commenced with students enrolled into Year 7. At the completion of the 2016 school year, the student enrolment from Prep to Year 7 was 550 students. In 2016, the school had 42.79 full-time staff with 3.25 Principal Class, 33.54 Teachers and 6 Education Support Staff.

The College vision states: Our school community is one with high expectations. We are collaborative and inclusive of all. We deliver a 21st century guaranteed and viable curriculum that results in outstanding student achievement.

As a College we have agreed on three rights; the right to be safe, the right to learn and the right to be happy. With these rights come responsibilities which all students develop with age appropriate support from their classroom teachers.

In 2016, the school community adopted the school motto of; *Inspiring Excellence in Learning to Believe, Achieve and Succeed.*

In 2017, school values will be identified through a process of community consultation.

Truganina College has a focus on strong learning growth for every student and a culture of high expectations. The College has high quality learning programs that are age, stage and ability appropriate. Teachers collaborate in *Teaching and Learning Teams*, which support a strategic and consistent approach to assessment, curriculum planning and differentiated teaching, and learning that focuses on individual student needs. Student learning data and evidence is carefully monitored and used to inform best practice. The College curriculum follows the expectations and guidance of the Victorian Curriculum with a backward design, understanding what our students require to be successful in all year levels leading up to VCE and beyond. Particular attention is paid to the key transition points between educational settings and year levels. In 2016, the College has developed, implemented, monitored and evaluated a coordinated plan to improve student attendance.

Leadership opportunities for staff have been a focus, with building capacity an important factor now and into the future. Staff are encouraged to seek leadership opportunities both within and beyond Truganina College and participate actively in a differentiated adult learning model which is informed by student learning data and evidence.

In the second year of operation all new schools complete a comprehensive and independent school review. The Peer Review Executive Summary is published on the school's website. The executive summary states, "The panel is confident that the College has in place a competent and enthusiastic leadership team. Together with middle leaders, the College has a range of expertise and experiences to guide it through the next stage of its rapid development to a fully operational Foundation to Year 9 provider delivering high quality learning opportunities for its community" (pg. 15, 2016).

The College will continue a focus on:

- Improving student learning results in all subject areas with a particular focus on literacy and numeracy.
- Developing a consistent framework for delivering the curriculum with continued work on staff capacity in data analysis and the implementation of coaching and staff feedback as a focus.
- Continuing work with the community around the development of a strong learning culture. The use of student voice, student leadership and student agency to assist with decision making will be strengthened.

Framework for Improving Student Outcomes (FISO)

In 2016, the College has focused on the following three initiatives and five key improvement strategies:

1. **Building practice excellence**
 - a. Build collective commitment, capacity and responsibility to a consistently applied high quality instructional approach to teach reading.
2. **Curriculum planning and assessment**
 - b. Build staff capacity to purposefully collect and use data and evidence to monitor and inform their impact on learning.
 - c. Develop and implement a whole school, guaranteed and viable curriculum in reading.
3. **Setting expectations and promoting inclusion**
 - d. Strengthen the connectedness of students to their peers and school.
 - e. Create a culture of high expectations.

These key improvement strategies have ensured a laser like focus on ensuring the very best opportunities for each student to improve their learning and wellbeing outcomes.

In 2016, the College completed the school review process which included a thorough examination of school data and evidence and detailed consultation with the community, students and staff to monitor the progress of the College and to inform the 2017-2020 Strategic Plan.

The Strategic Plan, which is published on the College website, sets the direction of the College over the coming four year period.



Achievement

The College vision states that our school community is one with high expectations. In 2016 our goal was to improve the learning growth for all students in the areas of literacy and numeracy with a particular focus on reading. In 2015, the College assessed and recorded base line learning and wellbeing data for enrolled students in Years Prep to 6.

In 2016, in Years Prep to 6 it is pleasing to see strong learning growth across all achievement measures.

In 2016, in Years Prep to 6 the teacher judgment of student achievement working at or above age expected standards in English and Mathematics are at a similar level to other schools taking into account the background characteristics of students known to make a difference.

In 2016, the NAPLAN data for reading and mathematics shows both our Year 3 and Year 5 students in the top three bands of testing at a similar level in the school comparison results. With the College only completing its second year of operation, the four year average results are not reliable.

In 2016, after two years of operation the College has results for the NAPLAN learning gain from Years 3 to 5 and Years 5 to 7. Learning gain is determined by comparing a student's current year result to the results of all similar Victorian students. These results whilst pleasing must be considered in the context of rapidly increasing student enrolments. For example, in 2016, in Year 7, of the 50 students enrolled, only 42% were at the College in 2015; the first year of the schools operation. The remaining 29 students came to the College from 15 other schools.

Year 3-5

- In reading, 85% of students have made medium/high growth.
- In numeracy, 85% of students have made medium/high growth.
- In writing, 81% of students have made medium/high growth.
- In spelling, 95% of students have made medium/high growth.
- In grammar and punctuation, 70% of students have made medium/high growth.

Year 5-7

- In reading, 75% of students have made medium/high growth.
- In numeracy, 72% of students have made medium/high growth.
- In writing, 89% of students have made medium/high growth.
- In spelling, 74% of students have made medium/high growth.
- In grammar and punctuation, 71% of students have made medium/high growth.

In 2016, with the introduction of Year 7, baseline NAPLAN data has been collected. Being the first year of the secondary college, Year 7 NAPLAN is not used for school comparison. In 2016, Year 7 base line data has also been collected for teacher judgments of student achievement working at or above the expected standards. The results are lower than similar schools in English and at a similar level for Mathematics.

In 2016, the College has further built collective commitment, capacity and responsibility to a consistently applied high quality instructional approach to teach reading. A number of pedagogical coaches worked with staff to embed teaching and learning practices that are research based and known to make a difference to student learning. These practices include but are not limited to; learning intentions, success criteria, teaching/learning and assessment rubrics, explicit teaching of vocabulary and the comprehension strategies through two guided reading groups, the use of feedback and the collection of evidence and data to measure student achievement to inform the next steps in instruction. A sense of urgency within the college community to fully support the learning of reading was created. An action plan was followed and included elements such as; all students aspiring to read at home for 300 nights during the calendar year, volunteers from the community hearing students read, reading awards and detailed reporting to families on student progress.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

Truganina College places significant importance on being at school every day and on time.

In 2016, the college staff, community and students worked collaboratively to improve student attendance. The key message of it is not ok to be away or late was widely promoted.

Families were requested to consider the impact of absence on student learning and to plan any vacations during the school holidays. With many students having extended family overseas, absence due to travel abroad remains a substantial factor for the school's absence data and an area of great concern as pre and post vacation testing of student's reading shows on average a decline in the student's progress.

In 2016, a suite of initiatives were implemented. These include but are not limited to; a formal letter to request leave of absence during the school term to be approved by the Principal Class team, regular publications to the school community regarding student attendance data and targets & articles about the importance of students being at school and on time, student attendance awards and assessment of student reading pre & post absence.

In 2016, in Years Prep to 6, it is pleasing to report a reduction in the student absence over this calendar year.

The average days of attendance are similar to other schools.

In 2016, in Year 7, it is wonderful to report that student attendance is higher than similar schools.

Wellbeing

In 2016, the College worked to strengthen the connectedness of students to their peers and school, within a culture of high expectations. A suite of initiatives were implemented, these included but were not limited to; opportunities for student voice and leadership, a College Attitudes to School Survey for all year levels, a regular process to acknowledge student effort and progress and a common language of learning being used across staff, students and as appropriate families.

In 2016, it is pleasing to see the following results:

- For Years Prep to 6, in the element of connectedness to school the results were similar to other schools
- For Years Prep to 6, in the element of student perception of safety the results were higher than similar schools
- For Year 7, both elements of connectedness to school and student perception of safety were higher than similar schools.

For more detailed information regarding our school please visit our website at
<http://www.truganinap9.vic.edu.au>



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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 489 students were enrolled at this school in 2016, 251 female and 238 male. There were 72% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 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> Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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> Lower</p> <p> Higher</p> <p> Higher</p>



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and 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>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>52%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>45%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>57%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>5%</td> <td>40%</td> <td>55%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>35%</td> <td>35%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	52%	33%	Numeracy	15%	45%	40%	Writing	19%	57%	24%	Spelling	5%	40%	55%	Grammar and Punctuation	30%	35%	35%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	14%	52%	33%																							
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(Primary Year Levels)

Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1040 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	92 %	93 %	93 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	92 %	92 %	93 %	93 %	93 %										



(Primary Year Levels)

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>



(Secondary Year Levels)

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 judgment of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Similar</p>



(Secondary Year Levels)

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>NAPLAN Year 7</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>NAPLAN Year 9</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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>

(Secondary Year Levels)

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>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & 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>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>49%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>53%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>59%</td> <td>15%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>47%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	50%	25%	Numeracy	29%	49%	23%	Writing	21%	53%	26%	Spelling	26%	59%	15%	Grammar and Punctuation	29%	47%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & 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>Reading: No Data Available</p> <p>Numeracy: No Data Available</p> <p>Writing: No Data Available</p> <p>Spelling: No Data Available</p> <p>Grammar and Punctuation: No Data Available</p>	<p>NAPLAN Learning Gain 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>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 0% Year 12 students in 0 undertaking at least one Vocational Education and Training (VET) unit of competence: 0% VET units of competence satisfactorily completed in 0: 0% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 0: N/A</p>																										

(Secondary Year Levels)

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>Average Number of Student Absence Days</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 2016 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> <tr> <td>94 %</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	NA	NA	NA	NA	NA	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p style="text-align: center;">● Higher</p> <p style="text-align: center;">● Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	NA	NA	NA	NA	NA									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</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>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p>												



(Secondary Year Levels)

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>Students Attitudes to School - Connectedness to School</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

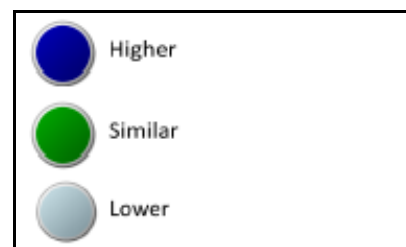
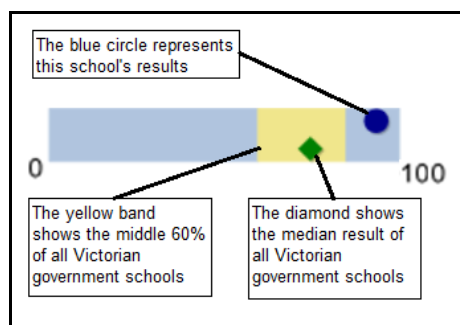
What are student outcomes?

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, P-12 and specialist schools, 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.

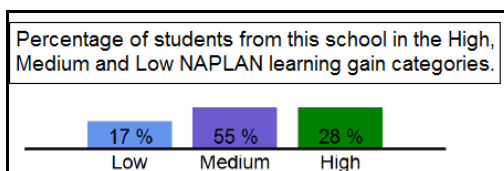
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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.

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 and position commentary

In 2016, the second year of operation, Truganina College has used the available funds to establish the College and purchase what is required to ensure students are supported in their learning. The Resources subcommittee of School Council has been forward thinking in their planning for 2017 and the following years. The below table indicates that in 2016 along with government funds, a large component of funding was generated through locally raised monies. The expenditure for 2016 supported the work that was required in the second year, with a focus on the employment of high quality staff. In late 2016, stage two of the College opened and further monies will be required for the furnishing and equipment required in these learning spaces. The school's priority areas of literacy & numeracy will be well resourced with spending through the support/service of literacy and numeracy consultants and school based coaches, well supported by a data manager. There is also future work planned for the new school grounds with landscaping to be completed and playground equipment to be installed.

I would like to thank the School Council, particularly the resources subcommittee and the office staff, who have managed the school's resources in an efficient and effective manner.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Financial Position as at 31 December, 2016

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,232,606	High Yield Investment Account	\$422,367
Government Provided DET Grants	\$981,909	Official Account	\$40,283
Revenue Other	\$14,113	Other Accounts	\$7,190
Locally Raised Funds	\$244,260	Total Funds Available	\$469,840
Total Operating Revenue	\$5,472,889		
Expenditure		Financial Commitments	
Student Resource Package	\$3,163,163	Operating Reserve	\$170,603
Books & Publications	\$68,111	Asset/Equipment Replacement < 12 months	\$5,000
Communication Costs	\$14,758	Capital - Buildings/Grounds incl SMS<12 months	\$70,000
Consumables	\$188,296	Maintenance - Buildings/Grounds incl SMS<12 months	\$23,844
Miscellaneous Expense	\$289,006	Revenue Receipted in Advance	\$118,866
Professional Development	\$16,353	School Based Programs	\$500
Property and Equipment Services	\$337,335	School/Network/Cluster Coordination	\$5,000
Salaries & Allowances	\$93,066	Other recurrent expenditure	\$2,781
Trading & Fundraising	\$26,326	Asset/Equipment Replacement > 12 months	\$73,246
Utilities	\$22,607	Total Financial Commitments	\$469,840
Total Operating Expenditure	\$4,219,022		
Net Operating Surplus/-Deficit	\$1,253,867		
Asset Acquisitions	\$42,550		

Student Resource Package Expenditure figures are as of 06 March 2017 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.