

# 2022 Annual Report to the School Community

School Name: Terang College (6236)



- 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 of the previous calendar year 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.

Attested on 20 March 2023 at 10:01 AM by Kathryn Tanner (Principal)

- This 2022 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

Attested on 24 April 2023 at 03:55 PM by Tammi Logan (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

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## School context

Terang College is a school where students are encouraged to grow academically, socially and emotionally so that they become active and contributing members of our local community.

Our values are Responsibility, Respect and Pride and these are demonstrated daily by students and staff in the classroom and the yard.

Terang college has a major emphasis on academic rigour and high expectations, alongside a commitment to nurturing the well-being of the College community. In 2022, we have begun to adopt or strengthen whole school approaches to improving student well-being; including Positive Education, School Wide Positive Behaviour support, Respectful Relationships and Restorative Practice.

At Terang College, our pedagogy and programs aim to foster tolerance and respect of others, respect for the local and global environment but most importantly a respect for themselves in their learning and growth.

Our staffing profile includes College Principal, 2 Assistant Principals, 3 Leading Teachers, 16 full time teachers and 14 part time teachers along with 3 full time and 14 part time Education Support Staff.

We are situated in Western Victoria, 211 kms west of Melbourne. We form part of the South West Victorian Region of Schools.

Terang College is a dual campus co-educational College consisting of a P-4 (Junior campus) and a 5-12 (Senior campus). In 2022, building works began to relocate the P-4 campus and the P-4 Hampden Specialist School to the Strong Street site. Along with the kinder, these works are creating an education hub for Terang. The College operates under the framework of a Junior school (P-4), Middle school (5-8) and a Senior school (9-12). Student numbers have remained relatively stable at 270. Two percent of students had English as an additional language and three percent were Aboriginal or Torres Strait Islander.

Terang College is determined to see an improvement in Literacy and Numeracy results across the board. Efforts to improve teaching and learning using evidence based practices such as Explicit and Direct Instruction, along with support from the Tutor Learning Initiative and Middle Years Literacy and Numeracy Specialists have been our focus.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022 we saw a positive impact of the changes we had made to our teaching and learning programs. NAPLAN results and VCE results demonstrated an improvement in many areas. In particular, our VCE study median score was 29 which was the second highest score in the district.

We have seen a whole school adoption of an instructional model with a focus of embedding elements of an EDI model. In addition to this, staff have been completing a lot of work on curriculum documentation. Most subject areas have a Scope and Sequence document and are developing Unit plans to match this. We are embedding some of the principles of cognitive science into our pedagogy such as interleaved retrieval and spaced practice.

A focus has been restructuring our Maths lessons. They now begin with a review of previously taught concepts before teachers explicitly teach the new content. Time is given with guided practice and questioning so that teachers feel confident that students have learnt the content.

Teachers are able to collaborate in PLCs during scheduled meeting time to analyse data, share ideas and run inquiries. Peer observations were held in PLC teams, focussing on different content. A template for these observations was created and used by staff.

### Wellbeing

We began 2022 with a strengthened wellbeing team, which comprised of a full time trained counsellor, a Mental Health Practitioner, Secondary School Nurse, a Student Engagement Leader and members of the Principal class. The need for wellbeing support had increased and staff worked tirelessly throughout the year to assist the social and emotional wellbeing of students and staff.

To improve student engagement and classroom management, we implemented a whole school approach called School Wide Positive Behaviour Support. A lead team of staff were selected and began the training process. They then taught the rest of the staff the content required. We developed a behaviour matrix of expected behaviours inside and outside the classroom reflecting the school values. The values were agreed upon by all key stakeholders in the school community. Staff worked collectively to design pro-social behaviour lessons to teach at the beginning of 2023.

All staff completed the Restorative Practice training which complemented the work being implemented in SWPBS. The leadership team spent a day learning from Behaviour Analyst, Dan Petro. This focused on students with more challenging behaviours. The college actively engaged with outside agencies to support families and students. In addition, support was given from the Student Services Support group for some of our challenging behaviours. Individual support plans were formulated as required.

## Engagement

Alongside the wellbeing engagement initiatives, there were additional programs introduced to boost student engagement. At both campuses, a student led leadership group, SRC & JSC contributed to the running of the college. They organised special days to recognise notable events as well as running whole school activity days to build a sense of connectedness.

In 2022, we introduced the 'Cafe' program into the Year 9/10 Elective program. Students used the kitchen to make lunch and snack items and sold these out of a purpose-built cafe. The Courtyard Cafe proved to be very popular for our student body. Another initiative was the Aquaculture project. The college resourced a teacher to work with some of the Year 9 disengaged students to develop an aquaponics system. Students would spend all day on Friday with the teacher working on real life applied learning tasks and the aquaponics system.

Students were excited to experience camps again in 2022. A group of 29 Year 9/10 students went on an 11-day adventure to Central Australia. Year 7/8 students enjoyed a 3-day beach camp at Anglesea and the Grade 5/6 students went to Sovereign Hill. The Year 3/4 students went to Kangarooie and the Grade 1/2s had a fun sleepover at school whilst the foundation students joined them in the afternoon for the activities.

The college worked with the local community to host the biannual Art Show. Many students had artworks on display along with the local artists. Over the weekend, many members of the community visited the Art Show and commented positively on the visual spectacle of the hundreds of pieces of art!

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## Other highlights from the school year

Terang College offers a wide range of sporting opportunities from local school events through to state level competitions. After two years of interrupted sporting events, it was great to be able to hold all events. A new initiative that began in 2022 was the running club. Two staff would take students running during Thursday lunch times.

We celebrated 150 years of public education for Education Week. For this event, we were able to contact past Alumni and they shared their success stories since leaving Terang College. We also recognised families who had multi-generational links to the college. Their stories and memories were shared in a book. We held an Open Day and an Expo Night to showcase the great programs we were offering in our college.

In 2022, we were successful in obtaining 3 grants. The first was to open an Out of Hours Care program in 2023, another to run an Aquaculture program for disengaged Year 9 students and finally the Secondary School's Agriculture fund to create a comprehensive aquaculture program.

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## Financial performance

We ended the year with a surplus after starting the year with a predicted deficit. There were several changes to staffing throughout 2022 that impacted the financial position of the college. One staff member took family leave halfway through the year and we were unable to replace this staff member which meant combining two small grades into one. We did resource some additional support for that grade. Another staff member retired at the same time and there were no applicants for that position. We were able to cover that load with current staffing as the teacher was part time. Then in October another member took family leave and was replaced with a staff member who was training to become a teacher.

We resourced an additional staff member to work with some of our disengaged students, using the Equity funding. We were able to provide some tutoring and intervention for struggling students using the TLI and MYLNS funding.

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

# Performance Summary

The Performance Summary for government schools 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 283 students were enrolled at this school in 2022, 136 female and 147 male.

1 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

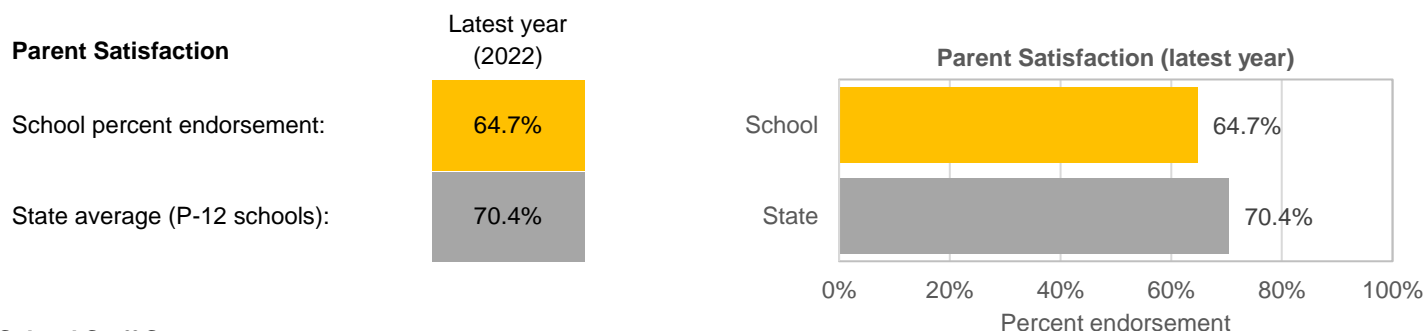
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

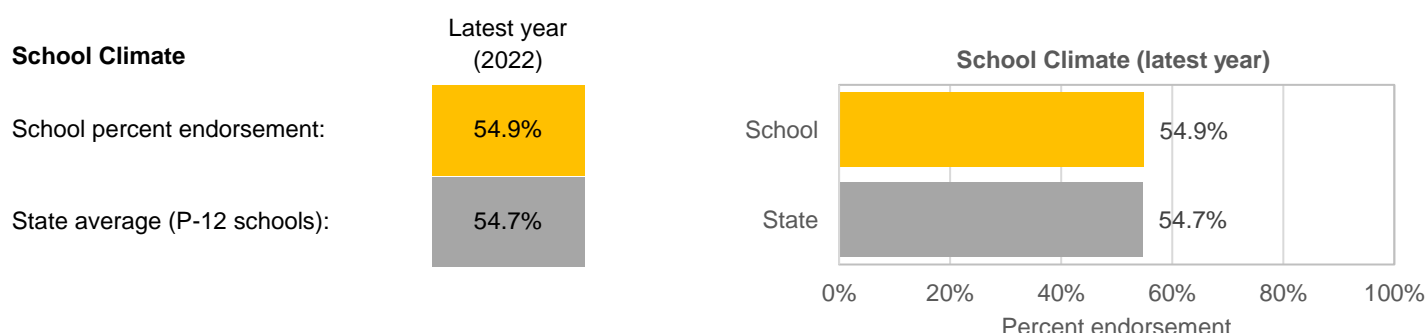


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## LEARNING

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

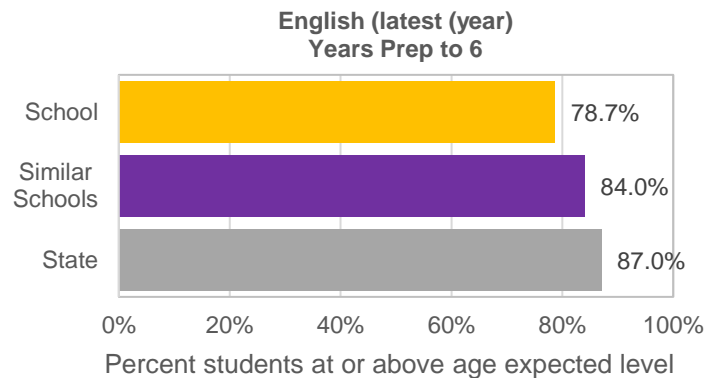
78.7%

Similar Schools average:

84.0%

State average:

87.0%



#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

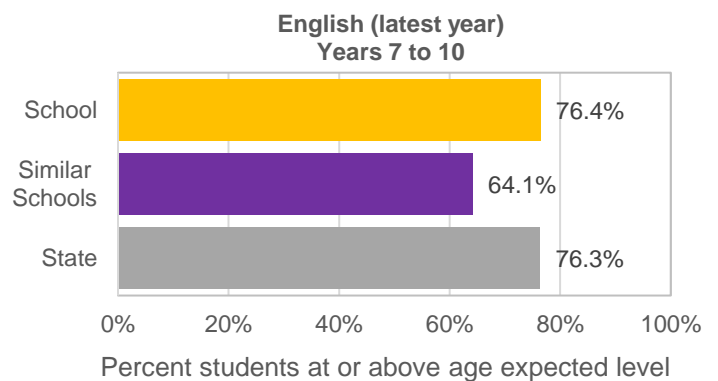
76.4%

Similar Schools average:

64.1%

State average:

76.3%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

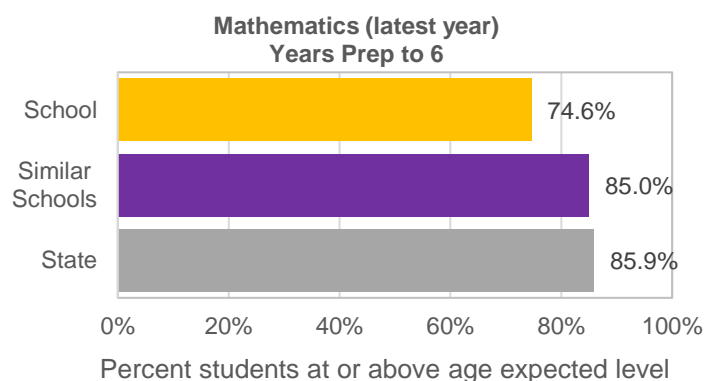
74.6%

Similar Schools average:

85.0%

State average:

85.9%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

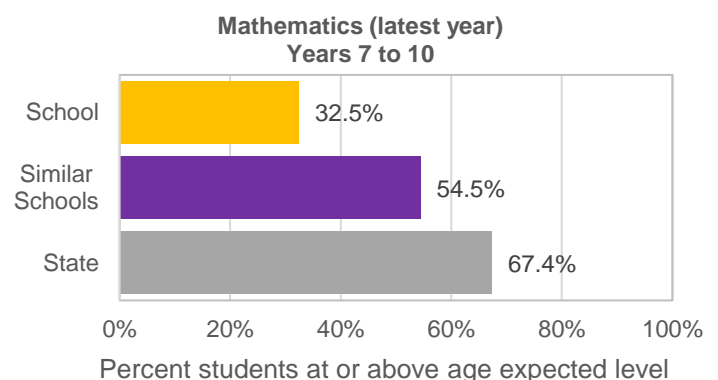
32.5%

Similar Schools average:

54.5%

State average:

67.4%





## LEARNING (continued)

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

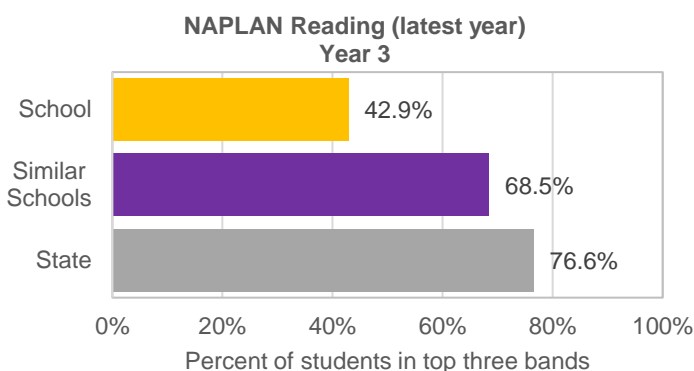
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

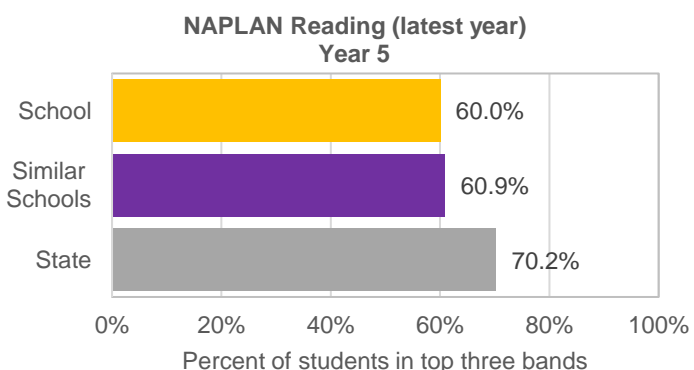
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.9%	73.7%
Similar Schools average:	68.5%	70.6%
State average:	76.6%	76.6%



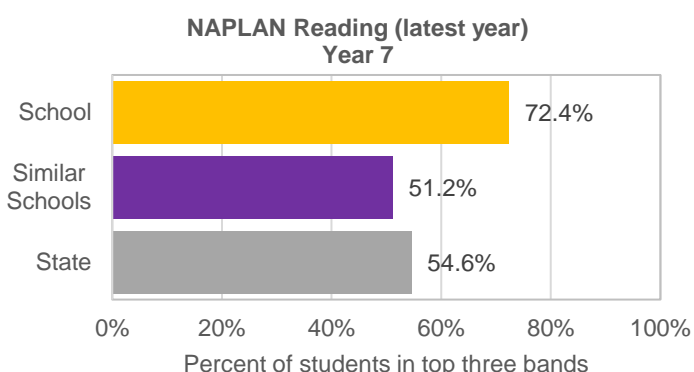
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	61.2%
Similar Schools average:	60.9%	63.3%
State average:	70.2%	69.5%



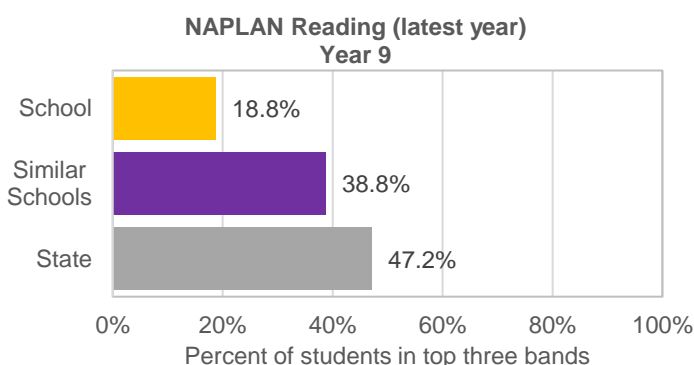
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.4%	48.6%
Similar Schools average:	51.2%	50.4%
State average:	54.6%	55.3%



#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	18.8%	26.7%
Similar Schools average:	38.8%	40.4%
State average:	47.2%	46.0%



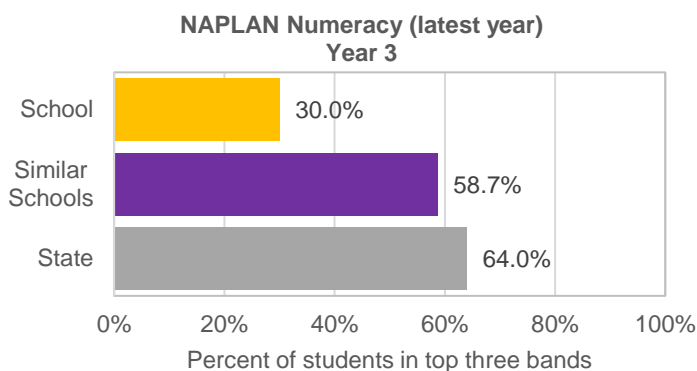
## LEARNING (continued)

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### NAPLAN (continued)

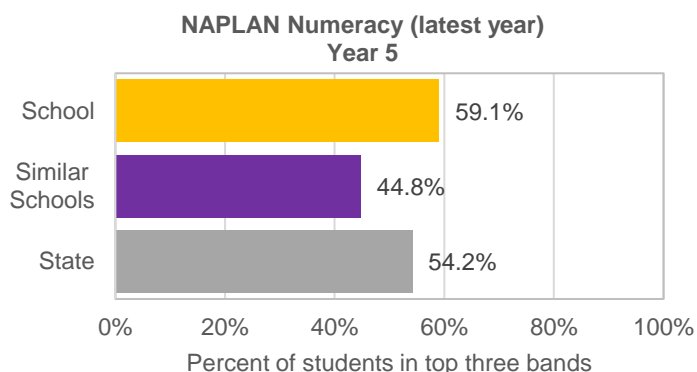
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	30.0%	59.5%
Similar Schools average:	58.7%	62.0%
State average:	64.0%	66.6%



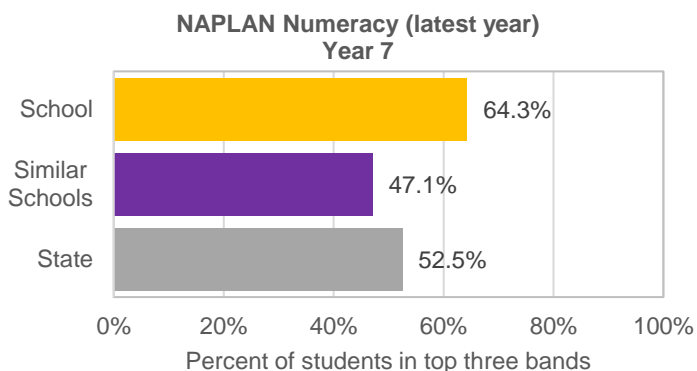
#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.1%	55.1%
Similar Schools average:	44.8%	51.4%
State average:	54.2%	58.8%



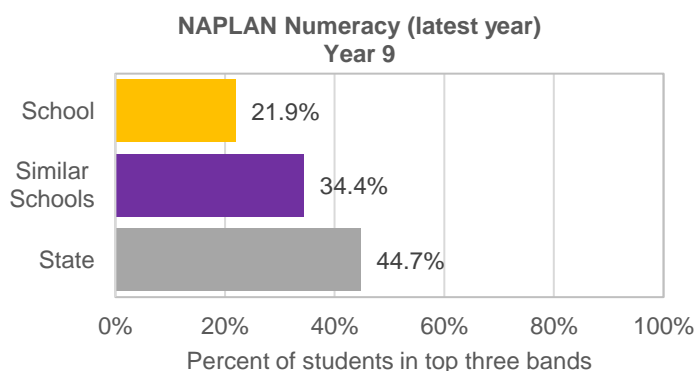
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.3%	50.0%
Similar Schools average:	47.1%	50.6%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	21.9%	32.2%
Similar Schools average:	34.4%	39.0%
State average:	44.7%	45.6%



## LEARNING (continued)

**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

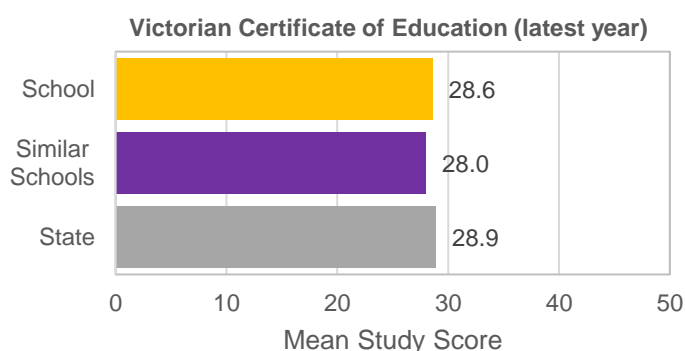
### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

#### Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	28.6	26.1
Similar Schools average:	28.0	28.2
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

93%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

14%

VET units of competence satisfactorily completed in 2022:

100%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

57%

## WELLBEING

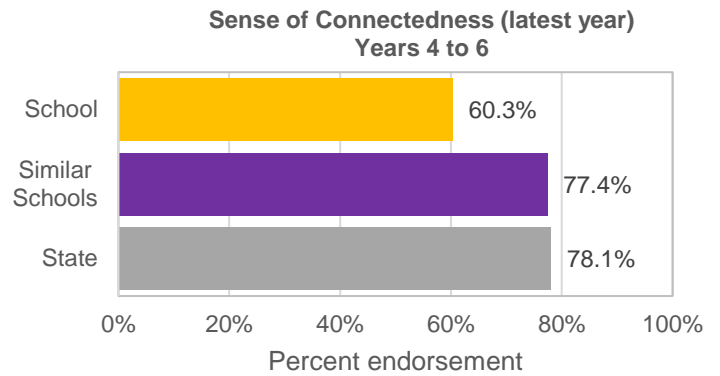
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

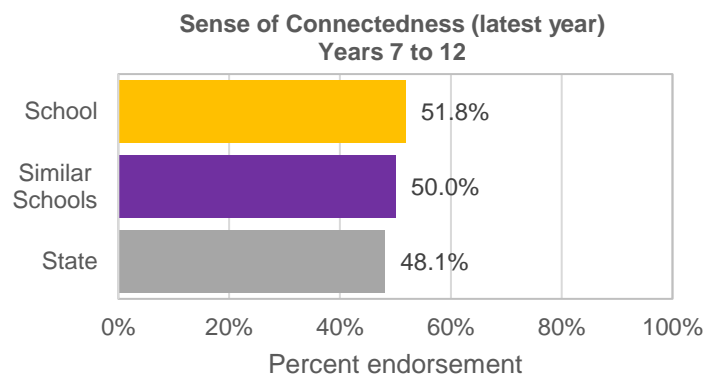
#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	60.3%	72.0%
Similar Schools average:	77.4%	78.1%
State average:	78.1%	79.5%



#### Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	51.8%	52.5%
Similar Schools average:	50.0%	53.7%
State average:	48.1%	52.5%



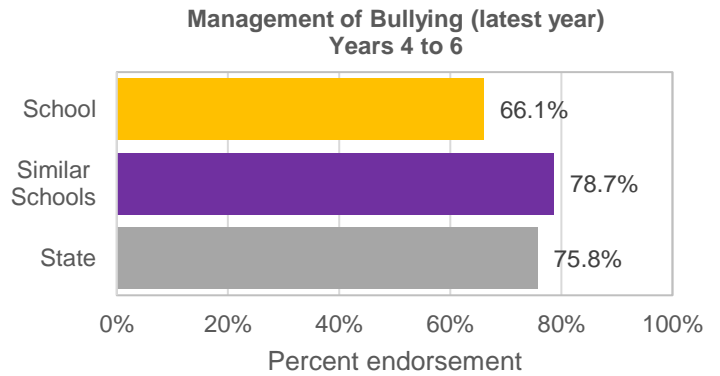
## WELLBEING (continued)

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

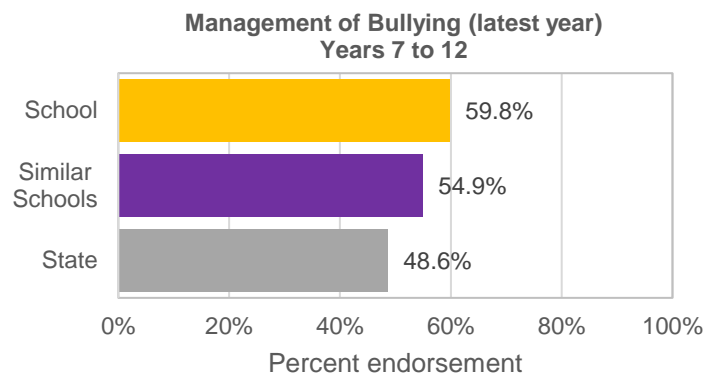
#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	66.1%	76.0%
Similar Schools average:	78.7%	79.5%
State average:	75.8%	78.3%



#### Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	59.8%	60.7%
Similar Schools average:	54.9%	59.7%
State average:	48.6%	54.0%



## ENGAGEMENT

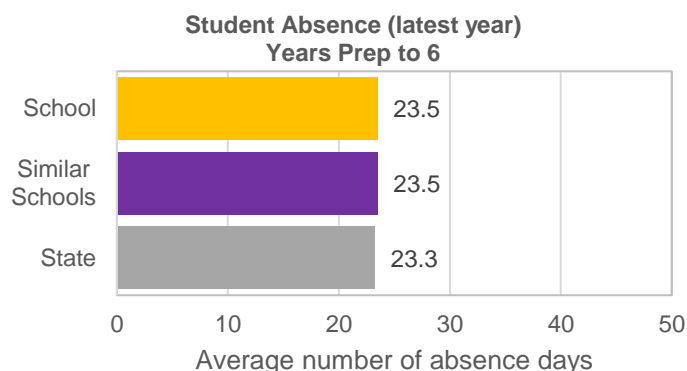
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

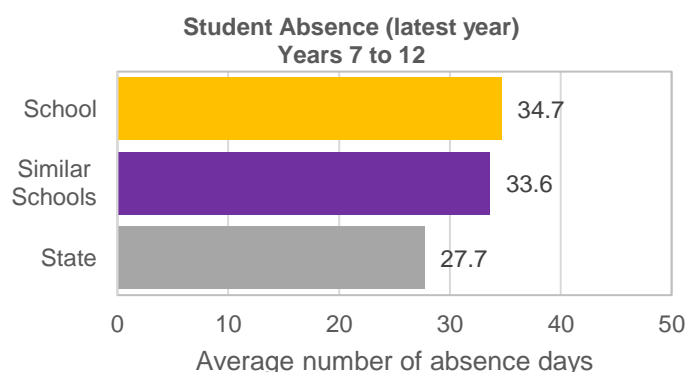
#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.5	16.9
Similar Schools average:	23.5	17.7
State average:	23.3	17.0



#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	34.7	25.8
Similar Schools average:	33.6	26.8
State average:	27.7	21.8



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	87%	87%	90%	88%	89%	87%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2022):	86%	77%	82%	83%	79%	86%	

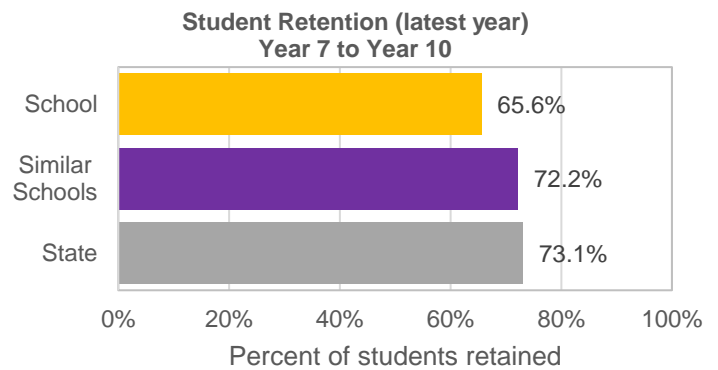
## ENGAGEMENT (continued)

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

#### Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	65.6%	71.7%
Similar Schools average:	72.2%	71.3%
State average:	73.1%	73.0%



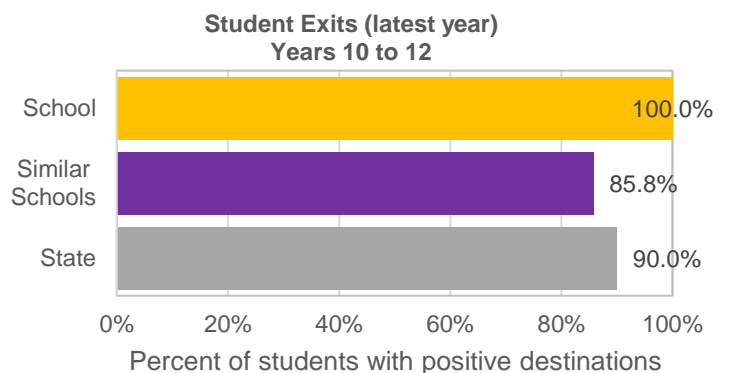
### Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.  
Data excludes destinations recorded as 'Unknown'.

#### Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	100.0%	100.0%
Similar Schools average:	85.8%	85.8%
State average:	90.0%	89.3%



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,368,702
Government Provided DET Grants	\$1,036,440
Government Grants Commonwealth	\$7,741
Government Grants State	\$5,682
Revenue Other	\$87,294
Locally Raised Funds	\$220,336
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,726,193</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$137,356
Equity (Catch Up)	\$21,204
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$158,560</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,319,040
Adjustments	\$0
Books & Publications	\$15,321
Camps/Excursions/Activities	\$142,942
Communication Costs	\$15,877
Consumables	\$136,165
Miscellaneous Expense <sup>3</sup>	\$33,432
Professional Development	\$43,748
Equipment/Maintenance/Hire	\$117,203
Property Services	\$199,063
Salaries & Allowances <sup>4</sup>	\$201,991
Support Services	\$58,943
Trading & Fundraising	\$53,700
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$77,801
<b>Total Operating Expenditure</b>	<b>\$5,415,226</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$310,967</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.



## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,440,940
Official Account	\$18,286
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,459,226</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$167,422
Other Recurrent Expenditure	\$9
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$684,911
Beneficiary/Memorial Accounts	\$70,329
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$47,371
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$6,019
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$120,561
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$89,025
Maintenance - Buildings/Grounds > 12 months	\$75,000
<b>Total Financial Commitments</b>	<b>\$1,360,648</b>

*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.*