

2022 Annual Report to the School Community

School Name: Tyrrell College (5403)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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.

- 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

About Our School

School context

Tyrrell College is a Foundation to Year 12 school located in the small mallee town of Sea Lake which is about 400 kilometres Northwest of Melbourne. The closest rural centre is Swan Hill (75 kilometres). The community is mainly farm based and the area is well known for its rich grain farming.

The College vision is to provide our students with a high-quality education and support their pathways to further education, training or work. The parents, community, staff and students have “high expectations” of the College and the outcomes it provides for the students.

In 2022, 146 students were enrolled at the College, with Indigenous students making up 7% of the total enrolments. The College's SFOE measure of socio-educational disadvantaged derived from the educational and employment characteristics of parent/carers of students enrolled at the school is Medium.

The College employed the full-time equivalent of 21.3 teaching and 8.9 non-teaching staff in 2022. This small school context provides teachers with an opportunity to know students well, to spend more individual time with students, and to personalise learning for every student.

The College has excellent facilities set in a large, well-maintained precinct. This includes a community complex on site which provides for sporting and cultural activities, a modern primary wing, and more recently the building of a new onsite Early Childhood Centre managed by Mallee Track, a local community organisation.

The Victorian Curriculum (VC) and VCE curriculum inform curriculum delivery and organisational structures for student learning, with many senior students opting to engage in VCE, VCAL and VET pathways in the areas of Agriculture. This supports the College's determination to provide agricultural learning opportunities for students, which are additionally supported by the strong relationships the College nurtures with local farmers and industry partners. Moreover, the decision the College made just over a decade ago to become an agricultural manager of two land holdings of 60 and 70 hectares on different sides of Sea Lake further provides students with unique and authentic hands-on agricultural learning opportunities.

In the primary and middle schools there is an emphasis on literacy and numeracy, School Wide Positive Behaviours, Respectful Relationships and programs that integrate personal development. To enrich student learning experiences at the College, across all year levels, all students are encouraged to engage in an extensive range of extra-curricular cultural, academic, and sporting activities including visiting performances, drama workshops, college productions, camps and excursions, public speaking and inter college sports.

Relationships between all community members are embedded and aligned with the College values of Respect, Honesty, Aiming High and Responsibility. Essential to the success of the College, are the many partnerships with the school and wider community.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the Priority Dimension for Learning was to support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy. The inclusion of an F-12 Literacy Leader and F-12 Numeracy Leader into the College Leadership Team supported the development of teacher capacity to improve students learning.

The 2022 NAPLAN student performance data, for the percentage of students in the top three bands, for Year 3 Reading and Numeracy was lower than like schools. The 4-year average, for Year 3 Reading and Numeracy were both lower when compared to

like schools.

The 2022 NAPLAN student performance data, for the percentage of students in the top three bands, for Year 5 Reading and Numeracy was lower than like schools. The 4-year average, for Year 5 Reading and Numeracy areas was similar to like schools.

The 2022 NAPLAN student performance data, for the percentage of students in the top three bands, for Year 7 Reading and Numeracy was similar to like schools. The 4-year average, for Year 7 Reading was similar to like schools and slightly lower for Numeracy, when compared to like schools.

The 2022 NAPLAN student performance data, for the percentage of students in the top three bands, for Year 9 Reading and Numeracy was lower than like schools. The 4-year average, for Year 9 Reading was similar to like schools and slightly lower for Numeracy, when compared to like schools.

The College's mean VCE (Year 12) study score was similar to both similar schools and state average. The 4-year average is above both similar schools and state averages. 100% of all students enrolled in VCE completed their VCE. 74% of VET units of competence were satisfactorily completed and 80% of VCAL credits were successfully completed.

The continuation of the F-12 Literacy and Numeracy Leaders in their roles with the support of the D.S.S.I. (Differentiated Support for School Improvement) Teaching Partner, the recruitment of a Disability and Inclusion Leading Teacher in late 2022 and the continuation of the Priority Dimension for Learning will provide stability and clarity on the improvement work being undertaken in 2023.

Wellbeing

In 2022, the Priority Dimension for Wellbeing was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. 2022 saw the return of the College's Mental Health Practitioner and the expansion of the school's Wellbeing Team.

In the primary year levels, the Sense of Connectedness results on the student survey were slightly lower than comparable schools. School comparison data for Management of Bullying was similar to like schools and state averages.

In the secondary year levels, the Sense of Connectedness results on the student survey were higher to comparable schools and the Management of Bullying results were also higher than like schools.

In 2022, students, staff and parents continued to implement the whole school approach to student wellbeing using the School Wide Positive Behaviour model underpinned by the school values of Responsibility, Respect, Honesty and Aiming High.

With the Priority Dimension for Wellbeing continuing in 2023, the introduction and implementation of The Resilience Project will provide evidence-based, practical wellbeing strategies to build the resilience of our students.

Engagement

In 2022, the College aimed to re-engage all students with the return to full-time on-site classes, after the many periods of remote and flexible learning in 2021.

Attendance rates for the primary year levels were similar to schools with students with similar backgrounds. Attendance rates ranged from 83% to 91% for Year Prep to Year 6. Common reasons for non-attendance include illness and extended family holidays.

Attendance rates for the secondary year levels were similar to schools with students with similar backgrounds. Attendance rates

ranged from 79% to 92% for Year 7 to Year 12. Common reasons for non-attendance were illness and extended family holidays.

The results for the percentage of Year 7 students who remain at the College through to Year 10 is higher than both similar schools and the state average. The 4-year average also displays our high performance in this area.

The College offered both the VCAL and VCE pathways for senior students and students from Year 10 had the opportunity to commence their VCE studies by completing a VCE subject. Our 4-year average results, for Exit Destination data for students in Year 10 who go on to further studies or full-time employment, is higher than both similar schools and state average.

The senior secondary results can be attributed to the range of courses/subjects available to students, the expertise and quality of instruction and our rigorous course counselling processes which provides personalised advice for every student.

Financial performance

Tyrrell College continued to maintain a sound financial position throughout 2022. The Financial Performance and Position Report shows an end of year surplus of \$244,288 and after the end of year reconciliation process the school will have a small SRP credit surplus of approximately \$31,155.

Financial commitments include assets/equipment and resource replacement, building upgrades and for the development of the Agriculture Program.

Five new Promethean boards/interactive screens were purchased late in 2022 to update the teaching technology in our secondary classrooms. Equity funding was spent on various strategies and staffing, equity funds were also spent on staff professional development which was centred on building staff capacity to successfully work collaboratively in understanding students' strengths.

The 2020-2024 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for the allocation of funds, by school council, to support school programs and priorities.

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