



# Tranby College Annual Report 2021

Tranby College, 90 Arpenteur Drive, Baldivis, WA 6171



# From the Principal



With high hopes, I commenced 2021 as the fifth Principal of Tranby College, energised by the opportunity to lead, with experience behind me and what I received was 'a gift' of a school. Tranby's well-established focus on values, on creating a sense of belonging, of providing care and opportunities for all, whilst having a strong sense of community, were all obvious to me as a school leader arriving at the College with 'fresh' eyes. Nearly 25 years into its trajectory as a leading educational provider in Baldivis, Tranby has so much to offer and yet, I observed, tended to keep its successes a secret, failing to share the 'what, when, who and how' of its rich brand of learning and care for students.

By meeting with all staff and many parents and students in Term 1, I came to understand what treasures lay at the core of Tranby's education and what could also be improved by decisions that would really make a difference. Some of these decisions included broadening our co-curricular offering. Another was to invest in the recruitment of wellbeing leaders, such as our counsellor and psychologist; others involved ramping up our inclusion of the student and parent 'voice' to help us shape our Strategic Plan and then launching the Plan in a way that helped communicate our future intentions and gain buy-in from our community. Indeed, Tranby's new Mission Statement is borne from its past values and ambition, but also speaks of a future which is intentional about remaining contemporary and future-focussed:

**Tranby College is a progressive independent Uniting Church school offering a personalised learning experience that develops self-directed and motivated learners.**

Whilst being transparent about our Uniting Church connection, it makes clear that our approach is about recognising each student and encouraging them throughout the evolution of their learning. Tranby's commitment to personalised learning commenced in early 2021 with students setting goals for the year. This was the College's entry into a whole new way of working with students. During the year, our personalised approach was evident through extended choice and opportunity, and this will become more prominent as the College enters its next phase of implementation.

Reflecting on my first year at Tranby, I have been delighted to attend many high-quality Junior School assemblies and hear about the broad array of incursions and excursions that the students participated in. Across the whole school, I am staggered by the number of camps organised and I also acknowledge the quality of our Senior School Production, Disney Aladdin JR, performed at the Koorliny Arts Centre at the end of Term 2. These experiences, plus dance competitions, the Gifted and Talented Program, extensive service-learning projects, academic coaching from teachers both in class and after school, all combined to produce a year of positive, affirming energy. I thank Tranby support staff and teachers for their collaborative ingenuity in making the year a considerable success.



# From the Principal cont.

Such energy cannot generate if it is not for the positive 'preconditions for success' that a strong Board establishes for a school. I thank the College Board Chair, Dr Susan Roberts, and all the Board and the Committees for their contribution to Tranby. Their work in setting the direction, and the work of the committees (Finance, Governance and Risk, Buildings, Infrastructure and Technology, Advisory), are currently generating important ideas and garnering crucial 'social capital' to forge an amazing future for Tranby. I am excited about the possibilities that lie ahead and am delighted to be at Tranby's helm for 2022.

Finally, I wish to thank Tranby students and parents for their positivity in 2021. I have worked in many schools, but I do not believe I have been as 'thanked' by so many students and this speaks of their innate respect, their lack of a sense of entitlement and their recognition that their education is valuable. As we know, students internalise the values of their families and so I thank our parents for your work in shaping Tranby's students.

MS PEGGY MAHY | PRINCIPAL

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# Our Strategic Plan 2021-2025

## What we do - Our Mission:

Tranby College is a progressive independent Uniting Church school offering a personalised learning experience that develops self-directed and motivated learners.

## Why we do it - Our Vision:

To inspire and empower every student to identify and realise their hopes and dreams.

## How we do it - Our Approach:

We live by our Motto: Uniting in Faith & Service.  
We embrace our Values. They guide our behaviour.  
We offer a personalised approach to learning and wellbeing.

## OUR VALUES

We treat each other, and the environment, with the utmost regard and consideration.

We stand alongside others, taking positive action to encourage, support and empower.

We build strong relationships by communicating, consulting and co-operating as a community.



We discern what is right and wrong, leading by example and acting with due care.

We take ownership of our learning and actions, embracing all that the College has to offer.

## OUR STRATEGIC DOMAINS

### 01 LEARNING AND WELLBEING: KEY STRATEGIC OBJECTIVES

- Provide a safe, supportive and nurturing environment.
- Create a Personal Education Plan for each learner that is unique, developmental and challenging.
- Build and strengthen values-based behaviour.

### 02 CULTURE: KEY STRATEGIC OBJECTIVES

- Develop self-insight, resilience and pedagogical expertise.
- Empower staff to support learners to achieve their potential.
- Embrace the benefits of change and foster a culture of continuous improvement.

### 04 SUSTAINING OUR FUTURE: KEY STRATEGIC OBJECTIVES

- Develop and maintain a sustainable business model.
- Strengthen our reputation and increase enrolment demand.
- Build systems that support personal growth and purposeful commitment to the College.

### 03 COMMUNITY ENGAGEMENT: KEY STRATEGIC OBJECTIVES

- Enrich our community through 'knowledge' leadership.
- Communicate with consistency, clarity and transparency.
- Grow strong partnerships with staff, students, parents and the wider community.





# School Performance

## 2021 NAPLAN RESULTS

The National Assessment Program – Literacy and Numeracy (NAPLAN) was conducted in May 2021 for all students in Years 3, 5, 7 and 9. NAPLAN is an annual assessment that tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy.

Year (total students)	Reading	Writing	Spelling	Grammar	Numeracy
<b>3 (45)</b>	95% (+13)	95% (-3)	93% (-13)	93% (-9)	82% (-18)
<b>5 (49)</b>	94% (+7)	92% (-16)	88% (-7)	90% (+7)	88% (-4)
<b>7 (47)</b>	91% (+14)	87% (+10)	89% (+11)	87% (+4)	89% (+8)
<b>9 (53)</b>	89% (+11)	92% (+17)	87% (+15)	97% (+23)	89% (+2)

*Results show % of students above the national minimum standard.*

*The Tranby student mean score compared to the national average is shown in brackets.*

# School Performance Continued

## ATAR

Student results were impacted across the nation by the COVID-19 Virus. Tranby students performed well, with 50% of ATAR students in the top 27% of the population, with 58.3% in the top 30% of the population. Two students were ranked above 95, with one in the top 4.25% of the state and another in the top 4.4%.

<b>Number of students eligible to graduate Year 12, 2021</b>	<b>48</b>	2020 - 64
<b>Number achieving Secondary Graduation</b>	<b>47</b>	98%
<b>Number of students with an ATAR</b>	<b>24</b>	49%
<b>Median ATAR</b>	<b>73.1</b>	2020 - 80.3
<b>Median WA ATAR</b>	<b>81.75</b>	2020 - 83.25

## VOCATIONAL EDUCATION AND TRAINING

Students obtained certificates in Business, Community Services, Early Childhood Education and Care, Sport and Recreation, Electro-technology, Autonomous Vehicle Operations, Engineering, Logistics, Make-Up, Outdoor Recreation, Population Health, Sport & Recreation and Visual Arts. The courses were undertaken both on and off-site. 49% of the cohort achieved a Certificate II or higher, with 32 Certificate II achieved during the year.

## POST-SCHOOL DESTINATIONS

Twenty-seven students applied for university entrance and 17 were offered their first preference. Students took up places in all five of the State's universities, however, due to the early offer processes for 2020, the available data from TISC is incomplete and does not reflect our true university admissions. Additionally, 13 students completed Tranby's UniReady in Schools program in partnership with Curtin University. 100% of these students were offered a position at either Curtin University, Edith Cowan University, Murdoch University, or the University of Notre Dame by achieving a nominal ATAR of 70. An additional three students completed Murdoch University's TLC I10, which also granted them access to Murdoch University courses with a nominal ATAR of 70. Of the remaining students, some enrolled in TAFE or commenced apprenticeships.

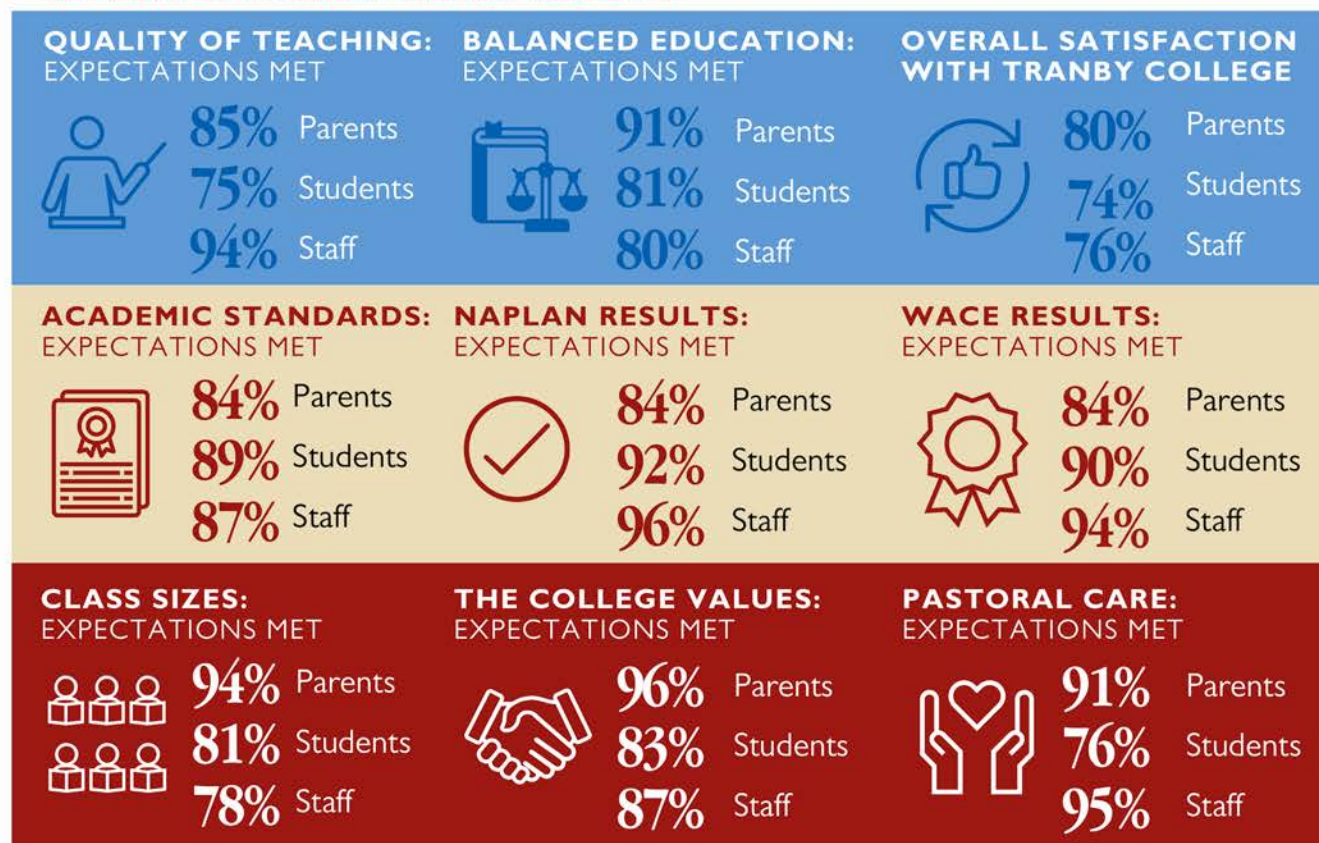




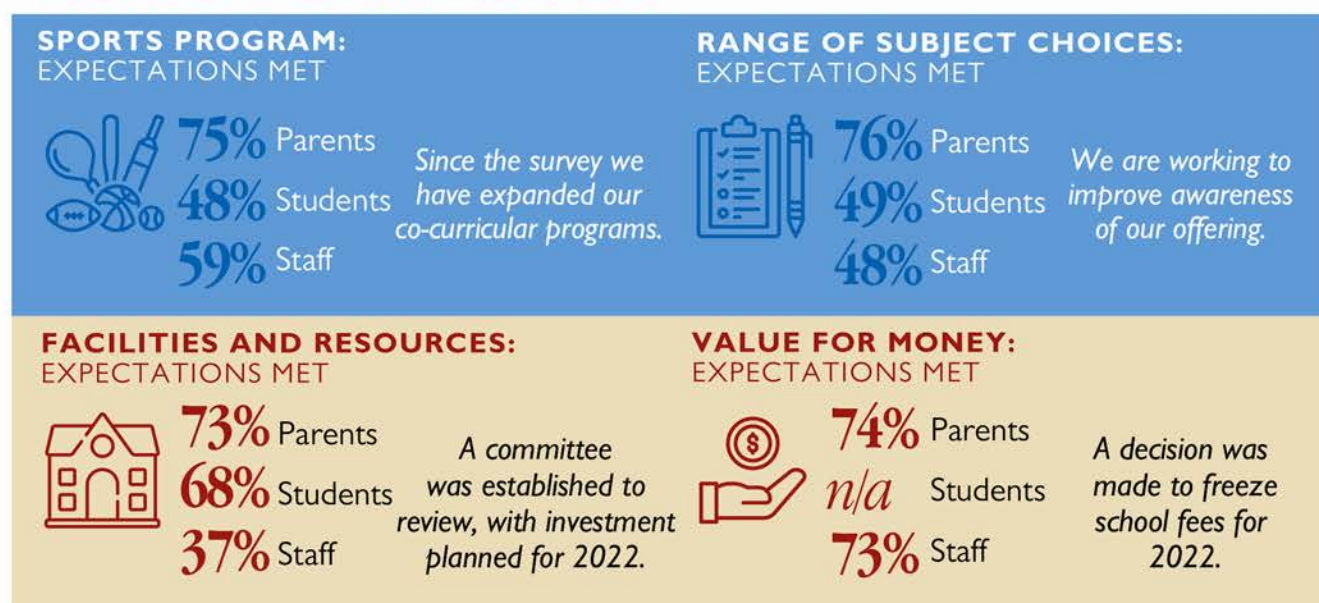
# Seeking Feedback

In June 2021 Tranby College parents, students and staff participated in a whole of school survey facilitated by MMG Education, Sydney. The survey provided an opportunity to feedback on the College's offering and the results will be used to establish benchmarks for future evaluation. Findings from the survey have contributed towards planning as we ensure we listen to the needs and wants of all stakeholders.

## KEY SURVEY RESULTS ARE AS FOLLOWS:



## AREAS IDENTIFIED FOR IMPROVEMENT:



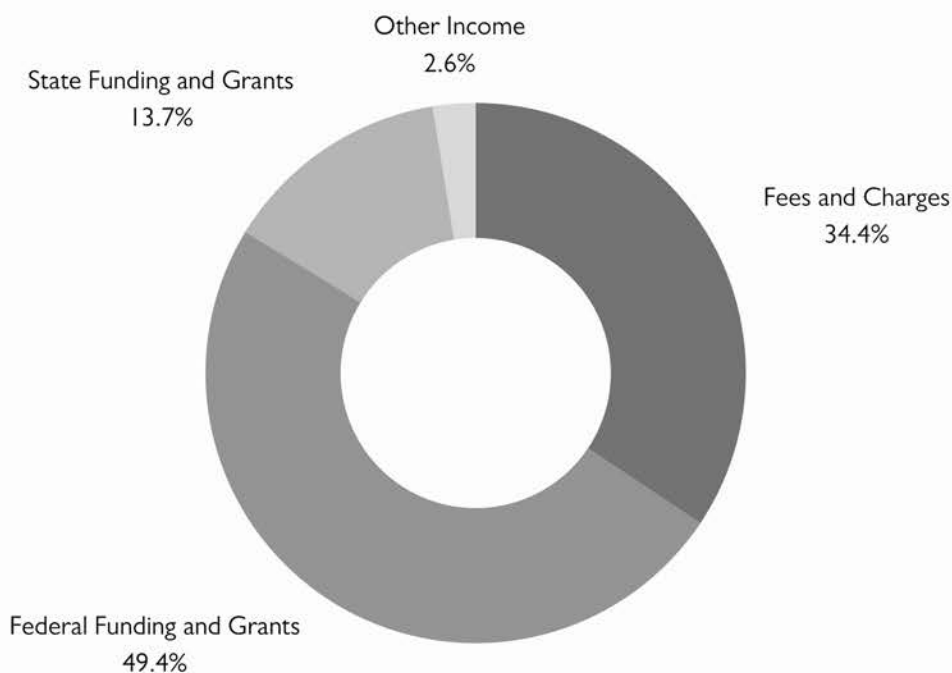
Survey Responses: 50% of Parents (n=278), 76% of Students Y6-12 (n=293), 59% of all staff (n=79)

# Income & Expenditure

## 2021 RECURRENT INCOME

The College derives its recurrent income from:

- Parent payment of tuition fees and charges
- Commonwealth Government grants
- State Government grants
- Interest received and revenue from trading operations.



## 2021 RECURRENT EXPENDITURE

The bulk of the College's recurrent expenditure is salaries, wages and associated costs such as Long Service Leave and superannuation. Major areas of expense for the College are for property and admin related costs (which includes technology expenses).

