

# 2018 Annual Report to The School Community



School Name: Sale College (8834)



- 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 Regulation 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 2018 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 27 March 2019 at 11:36 AM by Brendan Staple  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 28 March 2019 at 04:54 PM by Roger Lurz (School  
Council President)

## About Our School

### School context

Sale College seeks to be recognised as a caring community of staff, students, parents and guardians providing excellent programs and services aimed at developing confident students capable of reaching their potential as valued members of the community.

Vision: For the college to be recognised as an educational leader that is highly effective and strives to deliver high quality outcomes in the areas of Student Achievement, Personal Attributes and Qualities as Learners.

Aim: Every student will learn, achieve and succeed. We will all make a difference.

Values: At Sale College we aim to instil in our students our three core values (Respect, Achievement and Belonging) to allow them to become valued members of the community.

Sale College is a dual campus school. Our Macalister Campus hosts all Year 10, 11 and 12 students and our Guthridge Campus hosts students from Years 7-9.

At Year 7 to 9 levels, the College has a highly successful SEAL Program, Literacy support programs and a Year Level Team based structure that sees students spending more time with fewer teachers. At the senior level, students have access to a broad, comprehensive curriculum which provides pathways to employment, further education and tertiary entrance through the VCE and VCAL program. The College operates vocational programs and has developed partnerships with a wide range of service providers within the local community.

Sale College is committed to continual improvement and using data to inform the individual learning programs developed for students to ensure everyone is catered for. Staff work closely in collaborative groups to develop engaging and appropriate work.

The college has 4 Principal Class Officers, the equivalent of 68 fulltime teaching staff and 34 non-teaching staff.

### Framework for Improving Student Outcomes (FISO)

Sale College focussed on three main areas of FISO for 2018;

Excellence in Teaching and Learning (Building Practice Excellence and Curriculum Planning and Assessment).

Using Kotter's 7 Steps for Leading Change, we embarked on a Community of Practice with our other Network Schools to introduce the Learning Architecture and the Gradual Release of Responsibility instructional model in collaboration with Esther Weichert. We have developed the guiding coalition of staff through intense professional development who are now working with the 'army of the willing' to implement the learning architecture at Year 7 and 8 in 2019. As part of this work we have also developed a much more evidence based approach with the development of a data team, data room on the Guthridge Campus and protocols linked to the Datawise program to analyse school, cohort, class and individual level data. All students from Years 7-10 in 2019 have undergone a series of PAT tests in Literacy, Numeracy and Critical and Creative Thinking to triangulate against NAPLAN and Teacher Judgement data. As a result all students are now grouped into four instructional groups in every class where Literacy data helps Teachers understand individual students zone of proximal development (ZPD) on the developmental continuum of skills.

Staff in our Year 7 Team have completed mapping the curriculum across all subject areas against the skills highlighted in the Victorian Curriculum. Common Assessment Tasks and Rubrics are also being developed and implemented for the start of 2019.

Teacher Specialists and Learning Team Leaders are engaged in the implementation of the Gradual Release of Responsibility instructional model and this is still requiring further work moving forward.

Professional Leadership (Building Leadership Teams) was another focus in 2018.

We completed our work with Insight SRC's Coaching For Leadership Teams program (now known as High Impact Leadership Teams). This saw our School Improvement Team work with Action Teams in two main areas; (Student Voice) and Staff Excellence. Action Teams were slow to develop and have had mixed success in implementing sustained school improvement initiatives. The main structure of the Coaching for Leadership Teams program has been implemented with a high degree of fidelity, particularly in the area of the four pillars of Empathy, Clarity, Engagement and Learning, as well as the understanding of the 'two triangles' and the 'road map'. Pre and Post Cultural Audits did not show a significant improvement in the culture of the school (according to staff) but were

conducted and feedback received at inappropriate times too long after the initial surveys.

The School Improvement Team are continuing their work in to 2019.

Positive Climate for Learning (setting expectations and promoting inclusion)

Our continued work on the School Wide Positive Behaviour and Support Program remains a priority in engaging students across the College. An increased focus on attendance in collaboration with Regional Supports was a highlight of 2018. Led by our Assistant Principal Jake Shingles our attendance team worked very hard on tracking and improving the attendance of chronic absentees. The results for 2018 are an improvement of the four year average for attendance and are similar with regard to school comparisons data.

## Achievement

Analysis of Year 7-10 Teacher Judgements from the Supplementary School Level Report shows a huge variance from Year Level to Year Level on a matched cohort basis across the last three years. For Year 7 and 8 over the last three years, there has been a decrease in the number of students registering 'above level' with an increase in 'at level' for English. Mathematics 7-10 remains similar to like schools across the three areas of reporting with statistic and probability being the strongest area.

Percentage of students working above level is still a concern and the work being continued with the learning architecture and triangulating teacher judgements with NAPLAN and PAT testing is vital. Comparing Year 9 NAPLAN data to teacher judgements, the %age of students in the top two bands is higher than the teacher judgements of 'above level'. The percentage in the top two bands for Numeracy however is still well below the results for similar schools. Whilst the three year comparison is positive, recent results will impact on this in the coming years if improvement is not recorded.

Reading results for Year 9 NAPLAN have improved for the 2018 test being at the median of all Victorian Government Secondary Schools. This has improved the four year average. Reading is a priority across the college moving forward as we embark on an area reading strategy. Individual student level analysis of NAPLAN at both year 7 and 9 indicates a word level literacy issue for a lot of students. A Literacy Specialist is in place and working within the Data Team to focus on strategies across subject areas to improve this skill shortage.

The focus for 2019 is on identifying students in the various bands of NAPLAN (Year 7 2018) who are currently in Year 8 to identify skill development requirements and work to maximise their learning gain prior to Year 9 NAPLAN 2020. We are also focussing on test literacy and attitude for all current Year 7 and 9 students.

VCE results for 2018 were very pleasing in the area of satisfactory completion of VCE but the number of students with study scores above 37 in English was zero. Specific Key Improvement Strategies have been put into the 2019 AIP to engage in a VCE Improvement program with more specific work with VCE English Teachers. This work has commenced.

## Engagement

Engagement as measured through attendance figures for 2018 has shown a pleasing improvement with the work done by our Attendance Team in collaboration with SEVR supports. Our results for 2018 absences are much better than the four year average and are similar on the school comparison scale within the middle 60% and close to the median value for all secondary government schools. Specific KIS are set to further this improvement in the 2019 AIP.

We have also seen improvement (at state median for all schools) in exit destinations which reflects our highly accomplished pathways team working with all students from Years 10-12.

Student retention 7-10 was slightly down on the four year average.

## Wellbeing

Results from the Attitudes to school survey for wellbeing measures both Sense of Connectedness and Management of Bullying reflect that we are similar on a school comparison scale and also very close to the Median value for all Government Secondary Schools. I believe that our commitment to the framework of School Wide Positive Behaviour and support has allowed us to maintain this result despite our SFOE.

2019 will see a 'reboot' of SWPBS to ensure student voice is evident in the behaviours that underpin our values on the behaviour matrix.

### **Financial performance and position**

Sale College had a strong operating outcome last year and ended the year in surplus. The major factor for this was a Campus Principal on secondment to another school was internally covered in an acting capacity for the year. This role was vacated for the year thus saving a whole Leading Teacher wage for 2018. Another 2 staff members who left midyear could be covered without employing a replacement.

Equity funding has been allocated to a range of programs and staffing supports this has enabled us to expand and provide significant resources for Literacy and Numeracy support, Hands On Learning, 1:1 Computers, Wellbeing Staff and an enhanced VCAL program have been put in place as a result of equity funding.

The operating surplus includes parent contribution for netbooks received in advance and the college contribution of \$155,000 towards the total cost of \$300,000.00, as well as Camps and Excursions. Upgrading the college's facilities including toilet rebuild on the Guthridge Campus is a major focus for surplus funds.

Unfortunately no appointments were made for two Leading Teacher positions at the end of last year so they will be budgeted into 2020 planning. Significant senior teacher and ES retirements have had a positive impact on the cost of the credit line in the budget.




**For more detailed information regarding our school please visit our website at**  
[www.salecollege.vic.edu.au](http://www.salecollege.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

### School Profile

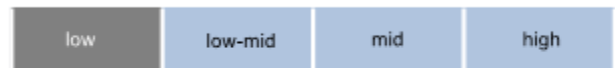
#### Enrolment Profile

A total of 772 students were enrolled at this school in 2018, 361 female and 411 male.

3 percent were EAL (English as an Additional Language) students and 6 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






#### School Staff Survey


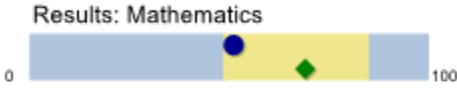


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






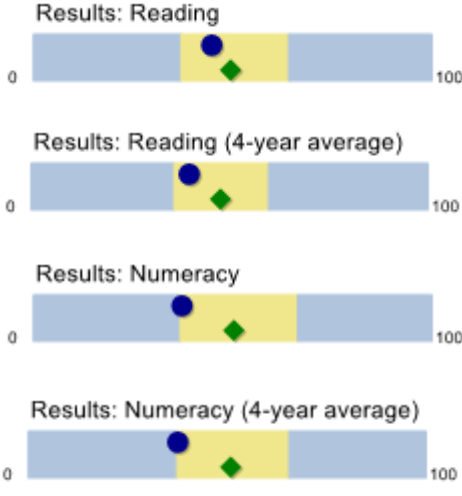
## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></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>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></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>		

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>37%</td> <td>40%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>44%</td> <td>41%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>42%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>42%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>53%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	37%	40%	22%	Numeracy	44%	41%	15%	Writing	40%	42%	19%	Spelling	32%	42%	26%	Grammar and Punctuation	30%	53%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p><b>Victorian Certificate of Education (VCE)</b></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><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>																								
<p>Students in 2018 who satisfactorily completed their VCE: <b>99%</b>            Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>20%</b>            VET units of competence satisfactorily completed in 2018: <b>85%</b>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: <b>60%</b></p>																										







## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>89 %</td> <td>87 %</td> <td>86 %</td> <td>89 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	89 %	87 %	86 %	89 %	90 %	<p><b>Results: 2018</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	89 %	87 %	86 %	89 %	90 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2018</b></p> <p>Results: 2015 - 2018 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												
<p><b>Exit Destinations</b></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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2018</b></p> <p>Results: 2015 - 2018 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$10,451,910
Government Provided DET Grants	\$1,897,802
Government Grants Commonwealth	\$2,643
Government Grants State	\$14,532
Revenue Other	\$107,408
Locally Raised Funds	\$646,326
<b>Total Operating Revenue</b>	<b>\$13,120,621</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$1,252,229
Transition Funding	\$26,932
Equity (Catch Up)	\$72,887
<b>Equity Total</b>	<b>\$1,352,047</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$9,482,978
Books & Publications	\$41,947
Communication Costs	\$31,464
Consumables	\$223,732
Miscellaneous Expense <sup>3</sup>	\$499,384
Professional Development	\$55,810
Property and Equipment Services	\$1,042,894
Salaries & Allowances <sup>4</sup>	\$307,814
Trading & Fundraising	\$86,876
Travel & Subsistence	\$7,546
Utilities	\$122,827

**Total Operating Expenditure** **\$11,903,271**

**Net Operating Surplus/-Deficit** **\$1,217,349**

**Asset Acquisitions** **\$136,983**

### Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$575,707
Official Account	\$89,409
Other Accounts	\$547,485
<b>Total Funds Available</b>	<b>\$1,212,601</b>

Financial Commitments	
Operating Reserve	\$350,309
Funds Received in Advance	\$272,685
School Based Programs	\$30,000
Beneficiary/Memorial Accounts	\$12,500
Asset/Equipment Replacement < 12 months	\$240,000
Capital - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$150,000
<b>Total Financial Commitments</b>	<b>\$1,255,494</b>

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

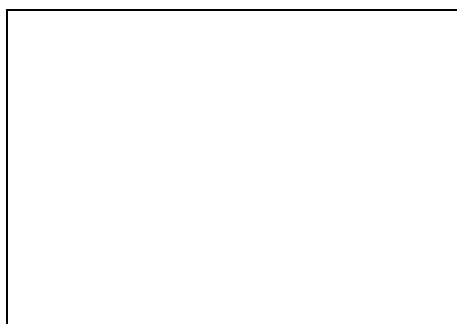
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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



## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').