

# 2019 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 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 2019 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 2020 at 10:05 AM by Brendan Staple (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 09 April 2020 at 01:17 PM by Jennifer Scoble (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 through the PLC program to develop engaging and appropriate work.

The college has 5 Principal Class Officers, the equivalent of 68 fulltime teaching staff and 34 non-teaching staff.

### Framework for Improving Student Outcomes (FISO)

In 2019 Sale College continued its focus on teaching and learning through our implementation of the Learning Architecture. We have successfully recruited a Teaching and Learning Assistant Principal and a Learning Specialist in the area of the Learning Architecture. Staff have been collaborating through the Professional Learning Communities approach to map the curriculum and develop consistent assessment practices; for learning, as learning and of learning. Common Assessment Tasks were implemented across Years 7 - 9 as a summative assessment routine for all classes. Data was collected and used by staff to develop four instructional groups based on Standardised Literacy testing and NAPLAN results. Staff were provided with these groups on every class list and the literacy needs of each group were defined to help teachers better differentiate the learning for their students.

Curriculum Maps have been completed for all areas of the Victorian Curriculum for Years 7 and 8 to ensure we are well on the way to a documented, guaranteed and viable curriculum across the College.

We did not progress as far as we would have liked with the implementation of the instructional model; The Gradual Release of Responsibility and have made that a major focus for 2020.

Sale College had a focus on Engagement through our continued commitment to the School Wide Positive Behaviour and Support framework. Attendance in particular was a focus in 2019 with renewed efforts through Student Engagement Officers to work on minimising absenteeism. This remains an area we need to focus on.

### Achievement

There remains a disparity between Teacher Judgements and NAPLAN results such that our Teacher Judgements indicate that our students are well below similar schools yet our NAPLAN results at Year 9 for Reading and Numeracy are above similar schools. NAPLAN is very specific to year 9 and is restricted to reading and maths whereas teacher judgements are averaged from years 7 - 10 and include the other areas of English; Speaking and Listening, Grammar and Spelling and Writing, so it is not as simple as just directly comparing the teacher judgements with NAPLAN, however the commitment to the Learning Architecture and Professional Learning Teams will reduce the disparities as we continue this journey beyond Year 7 and 8.

The NAPLAN results for Year 7 indicate that we have significant numbers of students who are performing below

expected levels. Our Year 9 data however indicates that we also have a lot to celebrate. For both Year 9 Reading and Year 9 Numeracy we have had very strong results in 2019 that have us performing above similar schools. This has also improved our four year average. We are consistently showing that regardless of the level students arrive at in Year 7, we are progressing them beyond what they achieved from Grade 5 to Year 7.

VCE results for the 2019 cohort were a marked improvement on the previous year and the strongest for several years. Looking at the 2016 Year 9 NAPLAN results, this was expected with this cohort. Mean study score for all subjects was 26.3 in 2019 compared to 24.6 in 2018. English improved from 23.3 to 24.1.

VCAL unit completion rates were also a highlight compared to previous years results.

## Engagement

Although we had a focus in 2019 on student absence we are still setting goals and expectations beyond what we actually achieved. The result was 'similar' to our like schools but we would like it to be stronger and renewed efforts are a focus in 2020. We had a dedicated attendance team consisting of Year Level Engagement Officers and led by an Assistant Principal. We worked closely with support staff within the District and made sure that no students slipped through the cracks with our efforts. Attendance rates are the key to engaging students in our learning and we do not look at them in isolation to the well-being factors discussed below. Strong processes for students at risk are in place at our College but realities exist for the most vulnerable students which make this an ongoing task to improve.

## Wellbeing

It is in this area that we had the most significant decline in results compared to the previous three year average. We are below similar schools and a lot of work was put in to using Student Voice to understand this in the second half of 2019 when the results became available. Year level results and males compared to females was unpacked. Sale College had previously been very proud of our feedback on Managing Bullying so this came as a shock to our very strong Inclusion Team and Pastoral Care program.

For 2020 it was decided to implement the Stymie program/platform to transform our approach to reporting student well-being issues. We have great hopes that this award winning approach instigated in Queensland schools would show the same improvements to student connectedness and managing bullying as it has in Queensland Schools.

The implementation of the Department of Education and Training Mental Health Worker in schools for 2020 is also seen as a critical factor in addressing the decline in the wellbeing measures.

## Financial performance and position

Sale College maintained its sound financial standing in 2019 with a healthy surplus to be carried over to 2020. In 2019 all our families received Drought Assistance from the Victorian Government with some families also receiving other Drought Assistance from State Schools Relief.

The 2019 Budget budgeted a significant amount of money to upgrade the Guthridge Student Toilet blocks. These works have not been completed so that money will again be allocated in the 2020 Budget.

The Equity funding that the College received in 2019 was used to fund a variety of programs that went to support our students. These programs included a comprehensive College Wide Welfare program, Hands on Learning at our Guthridge Campus, subsidising our 1:1 Student Laptop program, College wide Literacy and Numeracy Support, providing Student Support at each year level.

**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.

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

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

### Enrolment Profile

A total of 793 students were enrolled at this school in 2019, 380 female and 413 male.

4 percent of students had English as an additional language and 6 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

### 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	69.5	73.0	64.9	79.3

### 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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	48.2	54.2	43.8	63.0

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	56.5	78.4	63.3	90.2	Below
Mathematics	44.8	67.9	47.2	85.5	Below

### NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	41.4	52.6	40.0	67.4	-
Year 7	Numeracy (latest year)	44.0	53.9	40.0	67.6	-
Year 9	Reading (latest year)	40.5	43.8	31.4	57.9	Above
Year 9	Numeracy (latest year)	40.8	42.9	29.9	59.9	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	40.8	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	41.9	53.0	40.7	67.1	-
Year 9	Reading (4 year average)	40.5	42.0	31.9	54.1	-
Year 9	Numeracy (4 year average)	36.2	41.5	29.9	57.9	-

### NAPLAN Learning Gain

Learning Gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Gain	Medium Gain	High Gain
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	44.5	43.0	12.5
Year 5 to 7	Numeracy	35.2	47.2	17.6
Year 5 to 7	Writing	39.2	50.0	10.8
Year 5 to 7	Spelling	32.3	49.2	18.5
Year 5 to 7	Grammar and Punctuation	41.5	44.6	13.8
Year 7 to 9	Reading	39.6	41.6	18.8
Year 7 to 9	Numeracy	22.5	51.0	26.5
Year 7 to 9	Writing	38.3	49.5	12.1
Year 7 to 9	Spelling	28.2	48.2	23.6
Year 7 to 9	Grammar and Punctuation	33.6	49.1	17.3

### 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 (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	27.0	27.3	25.5	29.7	Similar
Mean Study Score (4 year average)	26.1	27.2	25.3	29.5	-

Students in 2019 who satisfactorily completed their VCE: **97 percent.**

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **29 percent.**

VET units of competence satisfactorily completed in 2019: **87 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **89 percent.**

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	23.7	21.3	16.7	26.5	Similar
Average number of absence days (4 year average)	24.0	20.4	15.8	25.1	-

### Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	91	86	86	86	89	94

### Student Retention

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

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	72.0	75.6	66.7	82.1	Below
Retention (4 year average)	74.6	75.3	67.1	80.8	-

### 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.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	85.7	90.1	81.8	98.6	Similar
Student Exits (4 year average)	85.8	91.1	83.0	97.4	-

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

## WELLBEING

### 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 in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	41.7	52.0	43.6	61.9	Below
Percent endorsement (3 year average)	47.4	52.3	44.5	62.0	-

### 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 in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	44.0	56.2	45.1	66.9	Below
Percent endorsement (3 year average)	50.2	55.8	47.0	66.2	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$10,720,967
Government Provided DET Grants	\$2,081,975
Government Grants Commonwealth	\$19,455
Government Grants State	\$14,734
Revenue Other	\$80,148
Locally Raised Funds	\$769,493
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$13,686,772</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,163,361
Transition Funding	\$0
Equity (Catch Up)	\$83,035
Equity (Social Disadvantage – Extraordinary)	\$0
<b>Equity Total</b>	<b>\$1,246,396</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$9,770,546
Adjustments	\$0
Books & Publications	\$74,203
Communication Costs	\$30,231
Consumables	\$290,157
Miscellaneous Expense <sup>3</sup>	\$645,143
Professional Development	\$38,686
Property and Equipment Services	\$825,203
Salaries & Allowances <sup>4</sup>	\$374,427
Trading & Fundraising	\$84,674
Travel & Subsistence	\$8,081
Utilities	\$133,716
<b>Total Operating Expenditure</b>	<b>\$12,275,068</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,411,703</b>
<b>Asset Acquisitions</b>	<b>\$40,800</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$1,423,757
Official Account	\$281,050
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,704,807</b>

Financial Commitments	Actual
Operating Reserve	\$386,476
Other Recurrent Expenditure	\$16,371
Provision Accounts	\$0
Funds Received in Advance	\$233,813
School Based Programs	\$169,000
Beneficiary/Memorial Accounts	\$12,370
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$300,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$100,000
Capital - Buildings/Grounds > 12 months	\$400,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,618,030</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 26 Feb 2020 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, including:
  - 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) factors:
  - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, Community Schools and schools that changed school type recently, 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 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 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').