

# 2020 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 2020 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 29 March 2021 at 10:56 AM by Brendan Staple (Principal)

The 2020 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 11 May 2021 at 05:11 PM by Jennifer Scoble (School Council President)

# How to read the Annual Report

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## What's changed in 2020?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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.

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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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*
- all subjects for Victorian Certificate of Education (VCE) examinations

### 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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

### 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 and Numeracy 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 65 fulltime teaching staff and 37 non-teaching staff.

### Framework for Improving Student Outcomes (FISO)

In 2020 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 Instructional Model was a focus for 2020. Remote Learning and alternative PDP processes meant a lot of this work was put on hold as we planned and implemented Remote Learning. During periods of face to face teaching in 2020, extensive work was done with focus groups of students to understand the impact of remote learning. This was then used to improve remote learning when it happened again in the second semester.

Term 4 focussed on the three priorities from DET to reconnect and catch up as many of our students as possible. Term 4 was also used to plan for and recruit Tutors for the Tutoring program priority in 2021.

Sale College had a focus on Engagement through our continued commitment to the School Wide Positive Behaviour and Support framework.

### Achievement

In past years we have been able to moderate teacher judgements for English and Mathematics against our NAPLAN results. Teacher judgements have been generally lower in comparison to NAPLAN. We have also embarked on global PAT testing to triangulate our data sets. As our work with the Learning Architecture through PLC's is imbedded, we aim

to reduce the disparity between teacher judgements and other data sources. This work was severely impacted by remote learning.

Sale College has also begun work with the DSSI program to support the Building of Leadership Teams and teacher capacity through the Tutoring and MYLNS programs as well as key Literacy initiatives. In particular we are active participants in the Outer Gippsland reading and writing programs and as such are introducing the workshop model to classrooms on the Junior Campus.

The School mean study score of 25.4 was not far below the four year average of 25.8 although it was significantly below the 2019 result. We expected the 2019 result to be a cohort influenced spike based on 2016 NAPLAN data and with the impact of remote learning on the 2020 cohort, the result was not unexpected.

Our work with the VCE English Network continues for 2021 but has been expanded through our Community of Practice with other Wellington Network Secondary Schools to include the use of external examiners and feedback to students in practice exams. This is a major initiative to lift the school mean study score as well as the English study score. The use of the Edrolo program across Year 11 and 12 VCE studies will be pushed in 2021 as an addition to the Tutoring program to help catch students up and support those students impacted by remote learning.

### Engagement

As the year was severely interrupted with remote learning in 2020, Sale College embarked on a very strong remote learning ethos centred around Pastoral Care and contact. Data walls representing the impact of remote learning were constantly updated and used to inform the level and nature of contact required to support the learning and engagement of our students. As mentioned previously student voice between remote learning periods helped us build a stronger program for the second period of remote learning. Behaviours on our Junior Campus were heightened on return to onsite learning in term 4 created a strained atmosphere for staff and students.

Satisfactory completion of VCE and strong pathways programs led to most students who were applying to tertiary education being offered places. The work done by staff on the Senior Campus to get students to satisfactorily complete their studies in 2020 was exemplary. VCAL students were most impacted by remote learning due to the loss of applied learning opportunities and wide range of efficacy in remote learning for VET units. A lot of work was done with VET providers to maximise completion rates throughout terms three and four.

Attendance was recorded throughout remote learning and based on engagement with work requirements and pastoral check ins. Attendance appears strongly but it is not a figure that can be compared to any other longitudinal data.

### Wellbeing

It is not surprising that school connectedness took a sharp downturn in 2020. A lot of work was put in to keep students connected with each other and then when they did return ultimately in term 4 there were significant social fractures appearing.

In order to improve the connectedness of students to school and student safety, we have made a priority to introduce the Stymie Program (online wellbeing notification system) in 2021. This was put on hold from 2020 due to restrictions in place. This will be a major initiative to help improve the data around the Management of Bullying. The work with Respectful Relationships, The Resilience Project and School Wide Positive Behaviour and Support will continue as priorities.

### Financial performance and position

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 the Department policies, School Council approvals and the intent/purposes for which funding was provided or raised. Major projects for 2020 included an overdue upgrade of the student toilets at the Guthridge Campus. Planned works for 2021 will focus on the upgrade of gymnasiums as teaching spaces and improved community resources.

Significant funds have been allotted to providing textbooks electronically through the 'Box of Books' resource. A highly resourced 1:1 laptop program remains a priority for overcoming equity issues within our school population.

High levels of maintenance works remain a constant threat after rolling stock evaluations. Significant issues with every

roof over both campuses are valued at \$1M reparation costs over the next 24 months. Funds have also been allocated for the repair of asphalt surfaces on the Junior Campus bus bay.

**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 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.

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 845 students were enrolled at this school in 2020, 411 female and 434 male.

5 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.

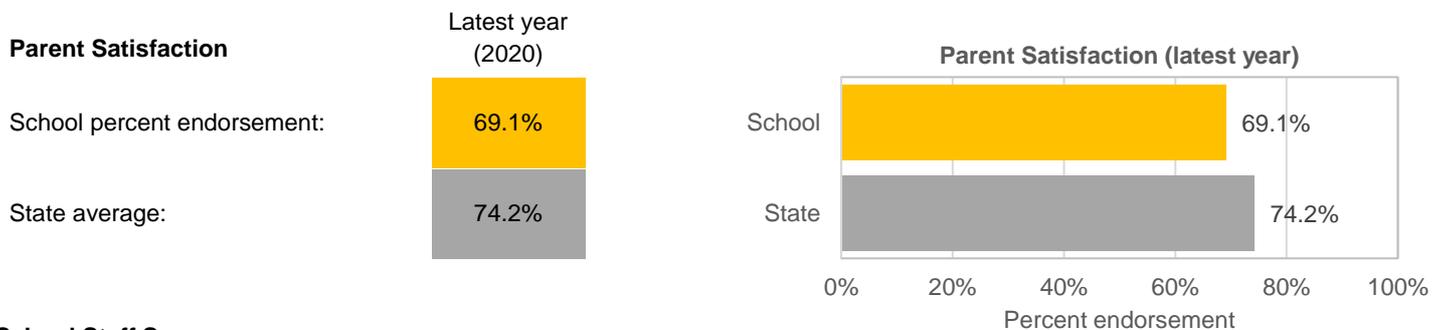
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

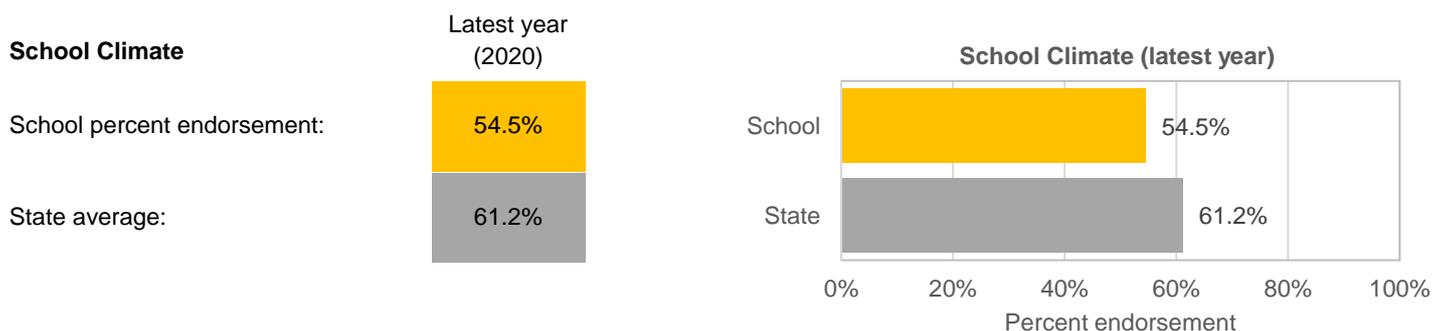


### School Staff Survey

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.



## ACHIEVEMENT

**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 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

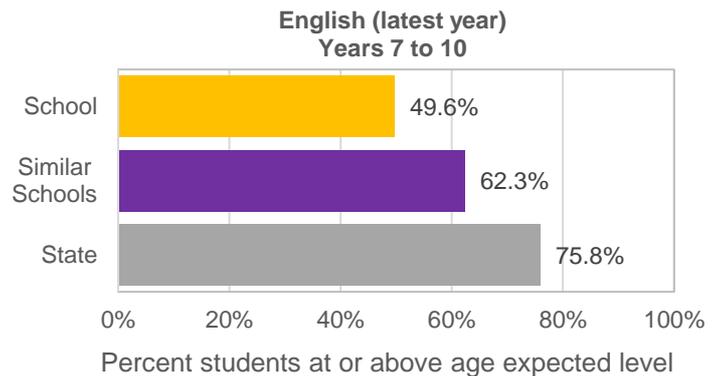
49.6%

Similar Schools average:

62.3%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

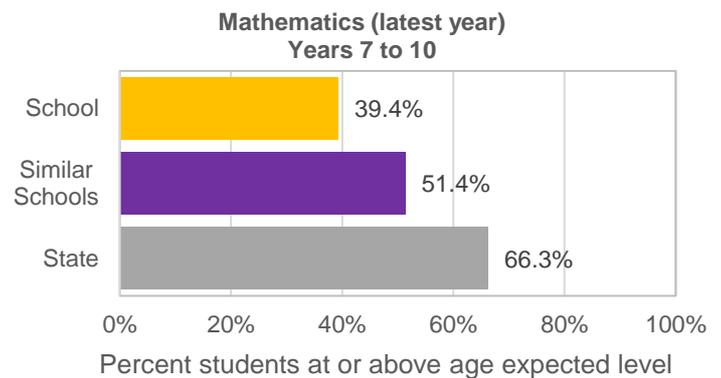
39.4%

Similar Schools average:

51.4%

State average:

66.3%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

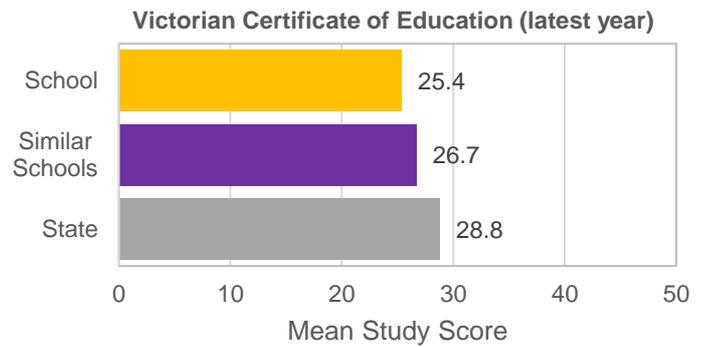
## ACHIEVEMENT (continued)

### 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 (2020) | 4-year average |
|------------------------------------|--------------------|----------------|
| School mean study score            | 25.4               | 25.8           |
| Similar Schools average:           | 26.7               | 26.4           |
| State average:                     | 28.8               | 28.8           |



Students in 2020 who satisfactorily completed their VCE:

98%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

24%

VET units of competence satisfactorily completed in 2020:

78%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

94%

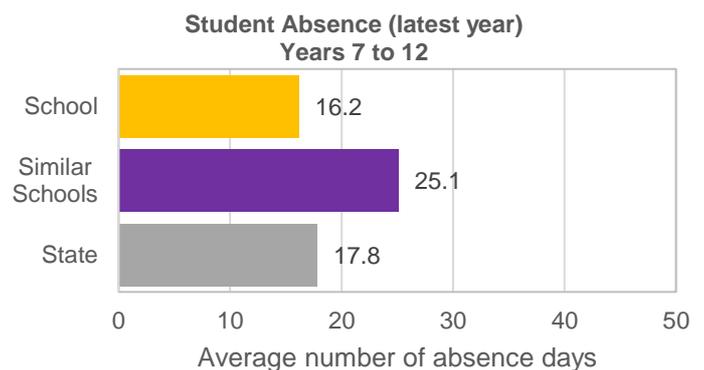
## ENGAGEMENT

**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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

| Student Absence Years 7 to 12          | Latest year (2020) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 16.2               | 21.3           |
| Similar Schools average:               | 25.1               | 24.7           |
| State average:                         | 17.8               | 19.2           |



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

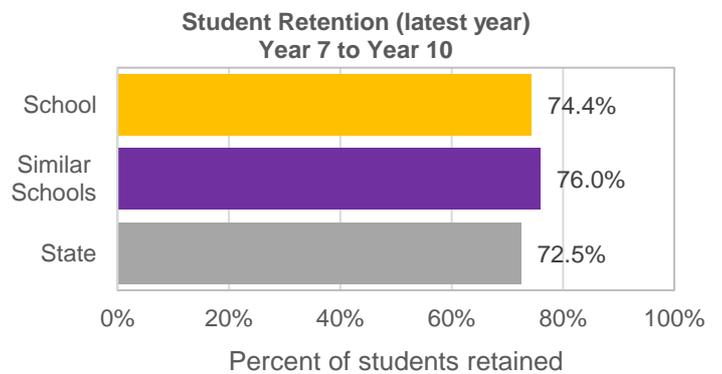
|                                       | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2020): | 93%    | 93%    | 91%    | 88%     | 91%     | 96%     |

**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 (2020) | 4-year average |
|--------------------------------------|--------------------|----------------|
| School percent of students retained: | 74.4%              | 73.4%          |
| Similar Schools average:             | 76.0%              | 75.7%          |
| State average:                       | 72.5%              | 72.9%          |



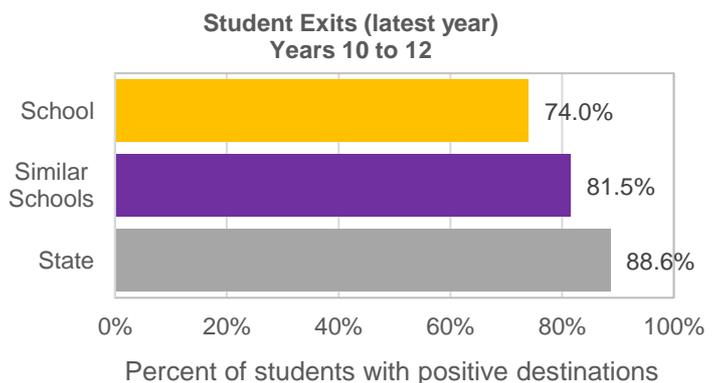
**Students exiting to further studies or full-time employment**

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 previous calendar year. Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

|  | Latest year (2019) | 4-year average |
|--|--------------------|----------------|
| School percent of students to further studies or full-time employment: | 74.0%              | 83.9%          |
| Similar Schools average:   | 81.5%              | 83.4%          |
| State average:   | 88.6%              | 89.1%          |



## WELLBEING

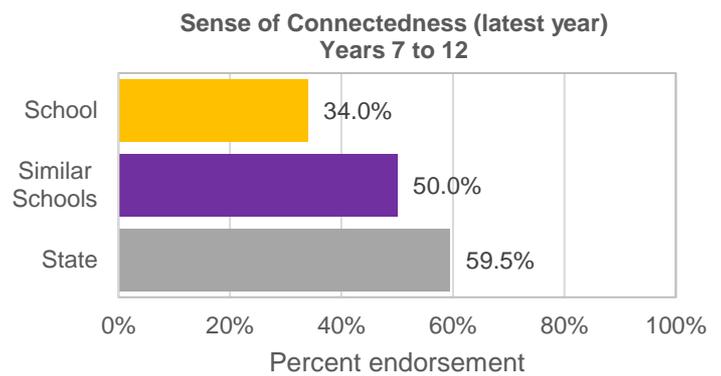
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| <b>Sense of Connectedness<br/>Years 7 to 12</b> | Latest year<br>(2020) | 4-year<br>average |
|---|-----------------------|-------------------|
| School percent endorsement:                     | 34.0%                 | 44.3%             |
| Similar Schools average:                        | 50.0%                 | 49.9%             |
| State average:                                  | 59.5%                 | 55.3%             |



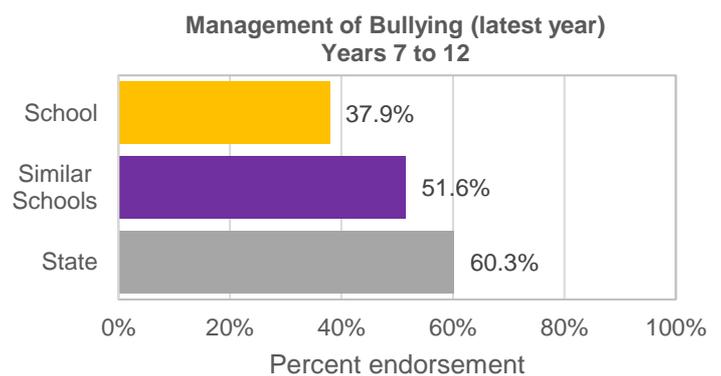
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| <b>Management of Bullying<br/>Years 7 to 12</b> | Latest year<br>(2020) | 4-year<br>average |
|---|-----------------------|-------------------|
| School percent endorsement:                     | 37.9%                 | 47.4%             |
| Similar Schools average:                        | 51.6%                 | 53.0%             |
| State average:                                  | 60.3%                 | 57.9%             |



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

| Revenue                        | Actual              |
|--------------------------------|---------------------|
| Student Resource Package       | \$11,313,361        |
| Government Provided DET Grants | \$2,413,827         |
| Government Grants Commonwealth | \$450               |
| Government Grants State        | \$10,447            |
| Revenue Other                  | \$42,465            |
| Locally Raised Funds           | \$502,663           |
| Capital Grants                 | NDA                 |
| <b>Total Operating Revenue</b> | <b>\$14,283,212</b> |

| Equity <sup>1</sup>                                 | Actual             |
|---|--------------------|
| Equity (Social Disadvantage)                        | \$1,111,374        |
| Equity (Catch Up)                                   | \$73,430           |
| Transition Funding                                  | NDA                |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA                |
| <b>Equity Total</b>                                 | <b>\$1,184,804</b> |

| Expenditure                           | Actual              |
|---------------------------------------|---------------------|
| Student Resource Package <sup>2</sup> | \$10,587,651        |
| Adjustments                           | NDA                 |
| Books & Publications                  | \$23,675            |
| Camps/Excursions/Activities           | \$85,627            |
| Communication Costs                   | \$27,395            |
| Consumables                           | \$218,634           |
| Miscellaneous Expense <sup>3</sup>    | \$25,401            |
| Professional Development              | \$35,137            |
| Equipment/Maintenance/Hire            | \$812,844           |
| Property Services                     | \$549,347           |
| Salaries & Allowances <sup>4</sup>    | \$262,212           |
| Support Services                      | \$414,923           |
| Trading & Fundraising                 | \$46,514            |
| Motor Vehicle Expenses                | \$5,448             |
| Travel & Subsistence                  | \$796               |
| Utilities                             | \$125,624           |
| <b>Total Operating Expenditure</b>    | <b>\$13,221,227</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$1,061,985</b>  |
| <b>Asset Acquisitions</b>             | <b>\$208,523</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 02 Mar 2021 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 2020

| <b>Funds available</b>        | <b>Actual</b>      |
|-------------------------------|--------------------|
| High Yield Investment Account | \$1,687,799        |
| Official Account              | \$97,871           |
| Other Accounts                | NDA                |
| <b>Total Funds Available</b>  | <b>\$1,785,671</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>      |
|---|--------------------|
| Operating Reserve                           | \$418,044          |
| Other Recurrent Expenditure                 | \$9,677            |
| Provision Accounts                          | NDA                |
| Funds Received in Advance                   | \$303,856          |
| School Based Programs                       | \$160,000          |
| Beneficiary/Memorial Accounts               | \$12,000           |
| Cooperative Bank Account                    | NDA                |
| Funds for Committees/Shared Arrangements    | NDA                |
| Repayable to the Department                 | NDA                |
| Asset/Equipment Replacement < 12 months     | \$300,000          |
| Capital - Buildings/Grounds < 12 months     | NDA                |
| Maintenance - Buildings/Grounds < 12 months | NDA                |
| Asset/Equipment Replacement > 12 months     | \$100,000          |
| Capital - Buildings/Grounds > 12 months     | \$400,000          |
| Maintenance - Buildings/Grounds > 12 months | NDA                |
| <b>Total Financial Commitments</b>          | <b>\$1,703,578</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.*