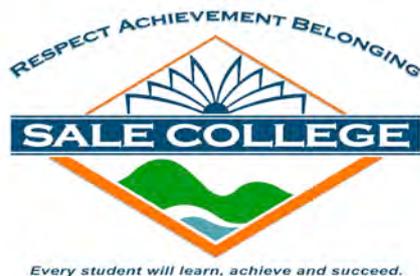


2016 Annual Report to the School Community



School Name: Sale College

School Number: 8834



Name of School Principal:	Brendan Staple _____
Name of School Council President:	Kylie Fairbrother _____
Date of Endorsement:	23 rd March 2017 _____

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.



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This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



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 and VCE 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 58 fulltime teaching staff and 29 non-teaching staff.

Framework for Improving Student Outcomes (FISO)

In 2016 Sale College identified Curriculum Planning and Assessment within Excellence in teaching and learning as its major focus. Throughout the year the Learning Domain Leaders sought to embed the Victorian Curriculum across all Learning Domains and develop Common Assessment Tasks. The Compass program was used as a vehicle for making sure we had a guaranteed and viable curriculum that will set us up for continual reporting to parents. The curriculum was reviewed and modified to meet the requirements of the Victorian Curriculum. Translating this into the format required that is consistent across the College is on-going work. The College was due to undergo a Priority Review in 2016 which is why only one FISO priority was chosen in consultation with the SEIL. The review did not take place until term 1 2017.

Achievement

Teacher judgements have been very closely analysed as part of the review process and it highlights many anomalies within the College particularly as cohorts are tracked from year level to year level and campus to campus. Teacher judgements remain a priority as a result. NAPLAN data is more positive. Year 7 NAPLAN data suggests a weaker than median value for all secondary schools for reading and numeracy. Year 9 NAPLAN results exceed the median value for Reading and Numeracy. The four year averages are still below requiring improvements of this year to be sustained in future years to improve this result. Year 7-9 NAPLAN growth data showed remarkable improvement on the previous year due to a change in the practice and perception of the tests. Low growth was literally halved and high growth doubled for last year in all areas.

We have also greatly improved the percentage of students satisfactorily completing the VCAL certificate at all levels; Foundation, Intermediate and Senior.

VCE results on the intake adjusted data reflects median values for mean study score both for 2016 and the four year average. Completion rates for Year 12 are at 94% which is slightly below state benchmarks.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Absence rates for each year level are between 85% year 10 to 89% Year 7. This is a big improvement on previous years and many resources have been put in place to accurately record absences and follow up issues with individual students through a variety of re-engagement initiatives. Student retention 7-10 is above the state median for 2016 and matches it over the four year average.

Wellbeing



Attitudes to School Survey results reflect the culture of our School Wide Positive Behaviour and Support framework. Intake adjusted scores for student perception of safety are above predicted values and have been significantly so for the four year average.

For more detailed information regarding our school please visit our website at
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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

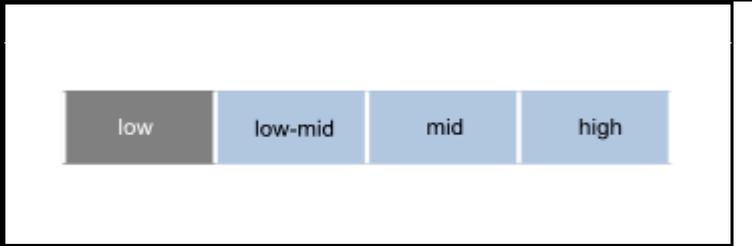
School Profile

Enrolment Profile

A total of 783 students were enrolled at this school in 2016, 376 female and 407 male. There were 1% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.

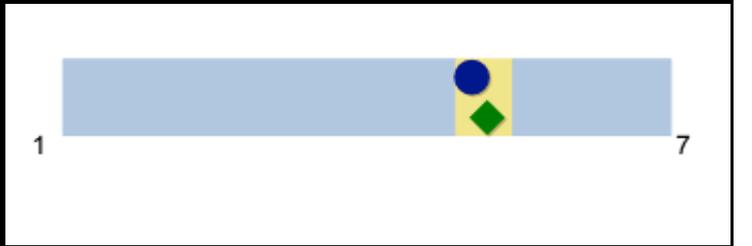
Overall Socio-Economic Profile

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



Parent Satisfaction Summary

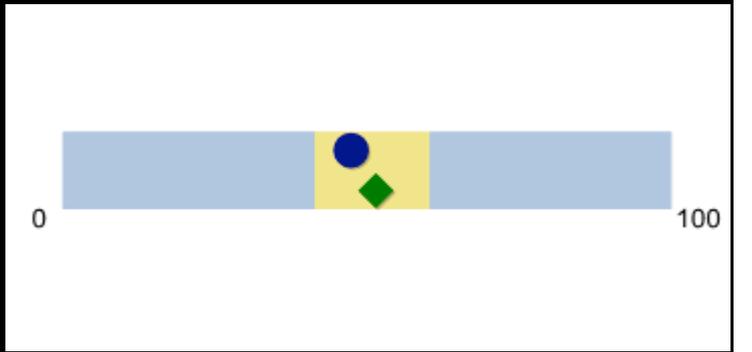
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</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 year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</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>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> ● Higher ◆ Similar ● Similar ● Similar

Performance Summary

Key: Range of results for the middle 50 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & 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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, 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>42%</td> <td>46%</td> <td>12%</td> </tr> <tr> <td>Numeracy</td> <td>62%</td> <td>36%</td> <td>2%</td> </tr> <tr> <td>Writing</td> <td>52%</td> <td>35%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>51%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>48%</td> <td>41%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	42%	46%	12%	Numeracy	62%	36%	2%	Writing	52%	35%	13%	Spelling	38%	51%	12%	Grammar and Punctuation	48%	41%	11%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 94% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 20% VET units of competence satisfactorily completed in 2016: 83% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 83%</p>																										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>89 %</td> <td>86 %</td> <td>87 %</td> <td>85 %</td> <td>86 %</td> <td>88 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	86 %	87 %	85 %	86 %	88 %	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	86 %	87 %	85 %	86 %	88 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												
<p>Students exiting to further studies and full-time employment</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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

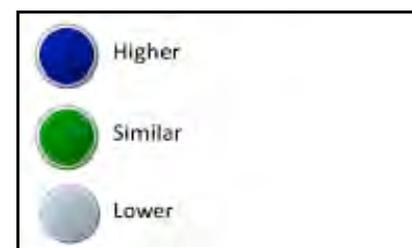
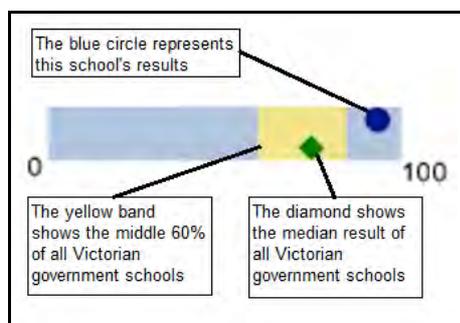
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

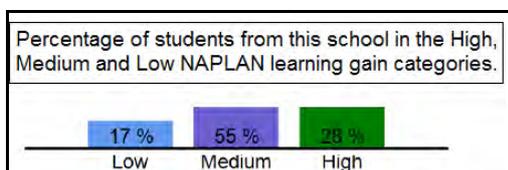
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$9,896,956
Government Provided DET Grants	\$1,858,216
Government Grants Commonwealth	\$7,589
Revenue Other	\$135,178
Locally Raised Funds	\$587,887
Total Operating Revenue	\$12,485,825

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$392,939
Official Account	\$66,558
Other Accounts	\$538,805
Total Funds Available	\$998,301

Expenditure		Financial Commitments	
Student Resource Package	\$8,780,720	Operating Reserve	\$303,454
Books & Publications	\$38,379	Asset/Equipment Replacement < 12 months	\$200,000
Communication Costs	\$36,161	Maintenance - Buildings/Grounds incl SMS<12 months	\$80,000
Consumables	\$237,205	Beneficiary/Memorial Accounts	\$12,370
Miscellaneous Expense	\$504,761	Revenue Received in Advance	\$149,986
Professional Development	\$40,895	Provision Accounts	\$70,500
Property and Equipment Services	\$1,018,919	Other recurrent expenditure	\$68,663
Salaries & Allowances	\$165,713	Asset/Equipment Replacement > 12 months	\$113,328
Trading & Fundraising	\$66,700	Total Financial Commitments	\$998,301
Travel & Subsistence	\$549		
Utilities	\$98,925		

Total Operating Expenditure **\$10,988,927**

Net Operating Surplus/-Deficit **\$1,496,899**

Asset Acquisitions **\$63,625**

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.