

**Sale College  
8834**

**2008 Annual Report to the  
School Community**

## **School Overview**

Sale College, population 770 students, was formed at the beginning of 1996 from the merger of two of Victoria's oldest country secondary schools, Macalister Secondary College (est. 1885) and Sale High School (est. 1907).

In merging, the two schools recognised that a broader range of curriculum options and improved facilities would provide better opportunities to enhance the learning outcomes of the new College's students.

Sale is a provincial city of 14,800 people set in the heart of Wellington Shire. It is particularly well endowed with secondary and further educational institutions. Sale College is the only state secondary college in the city.

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.

The Macalister Campus, located in the central business district of Sale hosts all Year 10 and VCE students. The Guthridge Campus, situated on a seven hectare site located three kilometres east of the town centre, hosts students from Years 7-9.

The College provides a high quality curriculum in all of the eight Learning Domain areas of English, Maths, Science, Technology, Humanities, LOTE, Art and PE & Health, in accordance with the Victorian Board of Studies Curriculum and VELS.

The College has a successful Select Entry Accelerated Learning Programs (SEAL) and Literacy and Numeracy Support Programs (LANS). At Year 9 our Buckland program has gained much interest from other schools as an alternative curriculum program. At the VCE and VCAL level, students have access to a broad, comprehensive curriculum which provides pathways to employment, further education and tertiary entrance.

The College operates VET programs in conjunction with East Gippsland Institute of TAFE and has developed partnerships with the Wellington Shire (Community Library), Eastern Victorian Group Training (intensive careers & pre-vocational training courses), ACES (intensive careers & pre-vocational training courses), and other community providers such as Kilmany Family Care and Sale Christian Outreach Centre (self-esteem courses) and Monash University (Enhancement Studies).

The College's Resource Centre consists of two branch libraries whose curriculum and administrative systems are networked to provide students with access to learning technologies such as Internet and CD-Rom software, as well as an exemplary resource bank. The branch on the Macalister Campus also serves as a Community Library, providing after-hours, weekend and vacation access to students.

Students are supported by an extensive range of welfare and curriculum support programs including an integration program, a learning assistance program, a tutorial program, support groups, adventure camping and the services of a Chaplain and a Student Welfare Worker. In addition, it provides programs for students at educational risk.

The College has a team's approach to student welfare and management at years 7, and 8, and Year Level Coordinators at Year 9 to VCE

Sale College provides safe, supportive and secure environments through an effective network of programs and organisational structures. Student management plans focus on positive reinforcement, clearly defined expectations and consequences and encourage students to take responsibility for their own actions.

**The College has undergone a major building program on both campuses as part of the merger process. Five stages of works has resulted in all of our facilities being upgraded.**

Sale College is committed to educating the "whole" person. We believe that self-confidence and self-esteem are integral to achieving successful learning outcomes. While building on the traditions of the past, we are equipping our students for a future of self-learning and challenge.

## **DEMOGRAPHICS**

- *Enrolments have trended downward slightly over recent years and now seem to have stabled. The significant proportion of EMA/Youth Allowances recipients has been maintained.*
- The College employs 67 teaching staff, an assistant principal, two campus principals and a principal. In addition, it employs non-teaching staff in the offices, Food Technology areas, Science Laboratory Technicians, Library Assistants, Integration Aides, Chaplain, Welfare Worker, Home School Liaison Officers, Pathways Coordinator, Literacy Aides, Information Technology Technician and a maintenance handyman/gardener.
- The College belongs to the Wellington Network Cluster of state schools, which comprises 24 primary schools, a specialist school and 3 secondary colleges (Sale, Maffra and Yarram). In addition, in Sale there are two other private secondary colleges, and three private primary schools. The College is also part of a formal Wellington District of Secondary Schools, which delivers VET and vocational education to Sale, Maffra and Yarram secondary colleges and both private schools in Sale.
- *Nearly 50% of its students travel to the College by bus from more than 4.8kms distance from the College. The students travel on 32 routes from as far as Seaspray, Golden Beach and Loch Sport in the south, to Meerlieu in the east, and Cowwarr in the west. Its northern boundary is relatively close, adjoining the catchment area of Maffra Secondary College.*

## **OTHER SIGNIFICANT FACTORS**

- Highly acclaimed school bands program.
- Select Entry Accelerated Learning Program.
- Restart, LANE and Tutorial Programs for students experiencing learning difficulties.
- Community Action Program (CAP) at Year 7.
- Community Library at Senior Campus.
- Very diverse vocational and pre-vocational education programs at senior campus.
- A sister-school exchange programs – Japan.
- Strong community links, with formal affiliations – LLENS, Shire, EVGT, EGIT.

## Student Progress & Achievements

### Student Learning

**What student outcomes did we achieve?**

*NOTE: \* denotes above state mean. State mean for 2008 not available yet*

Year 7

	2006	2007	2008
Reading		4.47*	4.39
Speaking		4.41*	4.38
Writing		4.41*	4.35
Measurement		4.38	4.32
Structure		4.43*	4.44
AIM/NAPLAN Reading/Mathematics	4.2* 4.0*	4.2* 4.2*	532* 533

Year 8

	2006	2007	2008
Reading	4.90*	4.89*	4.81
Speaking	4.88*	4.77	4.79
Writing	4.86*	4.79	4.35
Measurement	4.77*	4.93*	4.76
Structure	4.72	4.94*	4.85

Year 9

	2006	2007	2008
Reading		5.27	5.26

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Speaking		5.19	5.19
Writing		5.15	5.14
Measurement		5.13	5.22
Structure		5.10	5.14
AIM/NAPLAN Reading/Mathematics	5.0 4.6	5.1* 4.8*	569 575

**Year 10**

	2006	2007	2008
Reading	5.87*	5.67	5.72
Speaking	5.78*	5.64	5.73
Writing	5.83*	5.70	5.70
Measurement	5.47	5.52	5.73
Structure	5.41	5.52	5.66

**VCE**

	2006	2007	2008
English	25.0	26.1	25.1
Further	29.0	28.4	28.7
Methods	28.6	28.9	29.1

Our aim has always been for students to achieve at or above the state mean given our SFO status.

At Year 7 and 8 students achievement on most occasions was at or above the state mean.

At Year 9 and 10 student achievement drops below state mean. The data is impacted by the fact that LANS students are included in 9 and 10 but not 7 and 8. Also SEAL students undertaking VCE English at Year 10 are removed from the data.

VCE English achievement is of concern and needs addressing. VCE Mathematics achievement remains high, especially against SFO status being at the state mean. Maths Methods has trended up slightly over recent years.

Year 7 AIM/NAPLAN results have continued to trend upwards to above state mean. Year 8 AIM/NAPLAN has improved slightly to almost reach state mean.

*VCE all studies has remained consistent and below state mean.*

Several individual VCE studies have been trending upwards with some performing very well. However there are a number of study areas that have trended down and are of concern.

Percentage of VCE study scores above 40 has decreased and well below state mean.

VET/VCAL completions rates have improved greatly as a result of rigorous course counselling.

Teaching and Learning Coach working with Year 8 English teachers on assessment and online testing to inform teaching.

### **Why did we achieve / not achieve improved student outcomes?**

The college has continued to provide Year 7 literacy intervention support through our Restart program. This program has been expanded to include further support into Year 8 in 2009.

Over the life of our Strategic Plan the college has implemented the VELS curriculum and assessment framework which has been a major focus for staff and required much of their time.

Our case management program targets students at risk and has provided individual tutoring.

In 2006 we introduced a Headstart program that runs for the last two weeks of term 4 providing students in years 10 to 12 the opportunity to commence the follow year's subjects. The program also provides a more extensive transition period for the Year 9 students.

VCE teachers have volunteered their time to run study buddies which is an after school study group aimed at providing extra support.

Learning Domains have developed units of work, assessment rubrics around the VELS and moderated student work. This has also resulted in changes to Year 9 and 10 electives.

Students undertake a more balanced range of elective subjects at Years 9 and 10.

Staff use PoLT, Online testing and the VCE data service data to compliment ongoing assessment tasks. Staff are also required to include data analysis in their performance professional development plans.

A new Year 7 Learning Program has been established for 2009. The program has fewer teachers teaching only Year 7 supported by a Leading teacher as the coordinator and a Teacher Assistant. The aim is to develop a better understanding of individual students, their learning needs, progress while integrating learning tasks across domains.

**How effectively did we manage resources to support the achievement of improved student outcomes?**

The college has continued to fund two literacy support staff within our Restart program. A third has been included in 2009 to enable the continuation of the program into year 8.

The college has dedicated two Leading Teacher positions to Curriculum Coordination. Supported by two other Leading Teachers responsible for our Resource Centre and ICT development. This group lead our Teaching and Learning Team that consists of the six Learning Domain Coordinators.

The college has implemented a teacher coaching using the Networks Teaching and Learning Coach (Year 8 English) and allocated a Leading teacher to mentor and coach graduate staff.

Staff professional learning is supported by two Leading Teachers responsible for Staff Wellbeing and Professional Learning and a significant annual budget. Over the last three years there has been a big move towards more internal sharing.

The college continues to expand its ICT infrastructure which has been supported recently with federal funding. We now have 7 computer rooms, smaller pods in most other areas and new class sets of notebooks. We have begun installing Interactive Whiteboards and continue to support staff with professional learning via an ICT coach and two computer technicians. In 2009 three staff successfully obtained ICT peer coaching training.

**What can we do in the future to continue to improve?**

Work with Patrick Griffin from Melbourne University on Literacy/Numeracy Coaching.

Develop individual learning plans for students and target student below expected level.

Replicate advanced Maths class at Year 10 for SEAL students for English rather than Year 11 English.

Improve accuracy of teacher judgments supported by online testing.

Improve engagement and motivation of Year 9 and 10 students.

Introduce tracking of individual student progress to measure and monitor “value adding”.

Include LANS and SEAL students in all data sets to provide an accurate picture of student achievement.

Investigate other timetabling options to increase time allocation to core subjects.

## Student Engagement and Wellbeing

### What student outcomes did we achieve?

Attendance	2006	2007	2008
7	13.5	15.2	15.4
8	17.2	19.7	17.7
9	20.9	19.7	17.0
10	20.1	21.0	21.6
11	17.8	24.7	19.0
12	11.6	21.8	16.8

Attendance at Year 7 and 8 remain around the state mean, Year 9 has shown a decrease and Year 10 a slight increase. VCE trend is erratic and we have concerns with the data particularly in 2007. The college uses the electronic roll marking system “Rollcall” which is supposed to upload to CASES21 however it appears inaccurate. The sudden jump from an average of 12 days in year 12 to 21 is not correct. Issues also arise where Rollcall is period by period attendance and includes the 5 minute morning homegroup – if students are late this absence is calculated in the percentage attendance. Another example showed that by removing four students with considerable welfare issues and extremely poor attendance from the cohort resulted in the average being reduced from 21 to 18.

Our two full time Home School Liaison Officers continue to work hard monitoring student attendance and working closely with parents.

Student Opinion survey data varies from year to year and cohort to cohort. Our Student Support team has focussed their work around the data in an attempt to improve all areas. In summary: Student Morale and Distress 50%, Connectedness to peers below state average, Student learning 10 – 25 %, Classroom behaviour 10%, Student distress – girls 2<sup>nd</sup> percentile boys 3<sup>rd</sup> percentile, transient and mobility has some impact on data.

Parent Opinion also varies from year to year and the accuracy of the data needs to be questioned when response rate averages 28% (25 returns).

Most areas are at the state mean. Areas needing attention include Parent Input, Behaviour Management and Classroom Behaviour. Increased programs to improve School Connectedness, Peer Connectedness and Student Safety. Data showing some sporadic improvement but little effect overall.

Work with students analysing Student Opinion Survey Results and gaining feedback to implement change.

Implement Hands On Learning by 2009 to improve connectedness and engagement.

Implement Whole School and Year Level Assemblies and many targeted programs to address needs highlighted from S.O.S.

Proactive programs (eg Circle Time, Boys Talk, Girls Talk, Challenge Days, Year Level Health Days etc) to reduce bullying and inappropriate peer relationships / behaviour.

**Why did we achieve / not achieve improved student outcomes?**

Often reactive programming based on analysis of Student Opinion Survey in isolation to Parent and Staff Surveys, and a whole school approach. Need to include classroom behaviour, stimulating learning and other Teaching and Learning areas as a whole college plan.

Successes are anecdotal immediately following implementation of programs, but tend to be short lived and not wholly owned by the greater school community.

Some improvements in attendance in some areas, but not to the targets set.

**How effectively did we manage resources to support the achievement of improved student outcomes?**

Welfare Team have a fantastic Team Approach and variety of reactive and proactive programs is terrific. They have an excellent variety of skills that complement each other to manage daily issues as well as annual planning and delivery of programs.

The team consistent of two Leading Teachers responsible for Student Welfare, Social Worker, Chaplain, Koori Educator and School Nurse.

We reduced the number of staff assigned to Team Leader roles at Guthridge by including a Year 9 Coordinator. We believe this has improved consistency and the Year 7 Team structure should enhance this.

The introduction of an Assistant Principal at Guthridge has also been a very positive step.

We have introduced a Case Manager at Guthridge who works with a small group of students at risk to develop individual learning programs.

We continue to resource external programs to support students at risk.

**What can we do in the future to continue to improve?**

Whole college approach driven by Leadership Team to main surveys and data not individual teams looking at isolated sections of data.

Whole college philosophy on behaviours of staff, students, relationships, stimulating learning etc.

## Student Pathways and Transitions

### What student outcomes did we achieve?

VET enrolment has decreased from an average of 30% to 20% as a result of more effective counselling. As a result our completions rates have continued to improve and have been above the state mean for the last two years.

VCAL enrolments have decreased over the last three years from 21% to 18% which is still above the state mean. As with VET completion rates have improved dramatically reaching 82% in 2008 compared with a state mean of 75%.

7 to 10 Apparent Retention rates have dropped from 91% to 84% and are below the state mean (97%). Real Retention rates for the same year levels has remained steady at 68% compared with a state mean of 71%.

Transition between 10 – 11 and 11 – 12 have trended downwards slightly as follows:

Retention	2006	2007	2008
Apparent 10 - 11	88.9	86.1	87.0
Real 10 - 11	83.8	75.3	80.9
Apparent 11 - 12	70.3	75.5	61.4
Real 11 - 12	62.1	65.7	54.8
Apparent 7 - 12	65.2	73.8	48.4
Real 7 - 12	41.8	51.2	35.2

Sudden drop in 7 to 12 retention in 2008 seems odd.

Exit destination data across years 10 to 12 show the majority of students are leaving to take on further study or employment. We see these as positive outcomes for the students although predict a reduction in these with the current economic climate.

Students completing Year 12 continue to follow the rough breakdown of 25% to each of the areas of University, TAFE, Apprenticeships and Employment.

The number of students undertaking University study has improved and there has been a reduction in the number of students “seeking work”.

On track data not necessarily accurate due to the low contact rate. (50% on year)

**Why did we achieve / not achieve improved student outcomes?**

We have continued to provide extensive Pathways support for students in the form of a full time Careers Coordinator and Pathways Coordinator.

VET counselling through individual interviews occur to ensure year 10 students are capable of successfully completing their chosen course.

Compulsory work placement or VET study occur for all VCAL students.

MIPS plans are reviewed annually. Careers education is included in year 10 Study Skills and VCE private study periods.

We continue to use external post compulsory networks that include LLEN, Workways, East Vic Workforce, TAFE, Youth Pathways Officer etc

Continued flexible service arrangements for students. Young Mothers, TAFE, Integration students etc

Provide Distance Education to retain students where their subject isn't offered.

**How effectively did we manage resources to support the achievement of improved student outcomes?**

The college has a Careers Coordinator, Pathways Coordinator, VET Coordinator and VCAL Coordinator who work together as part of the Senior Years Team to provide extensive Pathways and transition support.

We have maintained our commitment to covering the high cost of VET course fees.

Our timetable was reviewed and changed to contain optimal learning time of 75 minutes, a structure where VET students did not miss classes and SBNA's could be out of the college for two days placement per week.

Maintained small classes in specialist areas like Literature, Special Maths, Physics etc

Introduced Year 12 mentoring and refurbished the VCE Study Room.

**What can we do in the future to continue to improve?**

Expand our VCAL program to include Senior level certificate.

Further track student success at each level and develop a data base.

Counselling and individual interviews to ensure rigour.

Investigate offering Work Related Skills within the VCAL program.

Increase the number of students taking up VCAL for their appropriate pathway.

Short courses for non VET students – Red Card, Responsible serving of alcohol, Food handling, Farm Chemical, Chainsaw etc

Increase industry's value of VCAL

Introduce a comprehensive careers expo information evening for Year 9 to 12 students and parents.

Continue to improve the learning culture and “getting your best score”.

## Future Directions

These have been included in each section of the report separately under the areas of Student Achievement, Student Wellbeing and Student Pathways.

The college is currently undergoing an extended review which will result in recommendations that form the basis for our next Strategic Plan. This will be completed in term 2 of 2009.

## Financial Performance and Position

Financial Performance for the year ending 31st December, 2008		Financial Position as at 31st December, 2008	
Revenue	2008 Actual	Funds Available	2008 Actual
DE&T Grants	1407306	High Yield Investment Account	303472.60
Commonwealth Government Grants	45605	Official Account	-76095.09
State Government Grants	62520	Other Bank Accounts	
Other	201639	<i>IBD</i>	571452.99
Locally Raised Funds	354997	<i>Community Library</i>	26530.53
<b>Total Operating Revenue</b>	<b>2072067</b>		
		<b>Total Funds Available</b>	<b>825361.03</b>
<b>Expenditure</b>		<b>Financial Commitments</b>	
Salaries and Allowances	305318	Accounts Payable Control	36647
Bank Charges	1960	Camps/Excursions Revenue Rec In advance	87000
Consumables	210425	Building/Grounds including SMS	85000
Books and Publications 60,650 Books purchased	9865*	Special Programs inc Student Services	60000
Communication Costs	63707	Asset/Equipment Replacement	186000
Furniture and Equipment	212271	Asset Equipment Replacement greater than 12 months	80000
Utilities	78588	Beneficiary Accounts	12700
Property Services	764869	School Operating Reserve	194014
Travel and Subsistence	25343	LSL Salaries	18000
Motor Vehicle Expenses	17520	Community Library etc	66000
Administration	41189	<b>Total Financial Commitments</b>	<b>825361.03</b>
Health and Personal Development	2159		
Professional Development	41744		
Trading and Fundraising	30700		
Support/Service	102954		
Miscellaneous	145373		
<b>Total Operating Expenditure</b>	<b>2053985</b>		
<b>Net Operating Surplus/- Deficit</b>	<b>18081</b>		
<b>Capital Expenditure ( Cases 21 Finance Only)</b>			
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package			

## School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the college.