

1. Public section

1.1 SCHOOL CONTEXT	
Location and history	Sale College is in East Gippsland. Sale College was formed by the amalgamation of Sale High School and Sale Technical School in 1996.
School facilities	Sale College consists of two campuses. The Guthridge Campus is on 6ha of land and houses year levels 7-9. The Macalister Campus in the middle of the town houses the 10-12 Campus. Both campuses received major upgrades following amalgamation.
Enrolments	Sale College at the 2021 census had 811 students across both campuses. Guthridge Campus has 394 and Macalister Campus has 417.
SFO and SFOE	Sale College SFO at 0.642 and SFOE at 0.5442.
Staff profile	<p>Sale College has a Principal Team consisting of the College Principal, two Campus Principals and two Assistant Principals (Learning and Wellbeing). There are 6.0 Leading Teachers and 4.9 Teacher Specialists, and overall EFT of 59.70.</p> <p>Sale College has 40.4 EFT Education Support Staff.</p>
Curriculum	<p>Sale College offers the Victorian Curriculum from Years 7-10 and the VCE and VCAL as senior years pathways.</p> <p>Indonesian is offered as the Language Other than English (LOTE), and the school is an Accredited Academy of Select Entry Accelerated Learning School which is offered at Years 7-9.</p>
Additional information	<p>Sale College has a variety of programs such as Hands on Learning, Select Entry Accelerated Learning (SEAL) and Quicksmart to support a wide variety of learners. Sale College is a lead school in Respectful Relationships and is embarking on the Resilience Project across the College. Sale College has operated under a School Wide Positive Behaviour and Support Program for many years.</p> <p>The school has a Visual and Performing Arts programs where the school celebrates student achievement in an annual Music Arts and Drama (MAD) Festival.</p>

1.2 SCHOOL & COMMUNITY HIGHLIGHTS

Highlight 1

Title: Tutor Learning Initiative (TLI)

FISO dimension: *Evidence-based high impact teaching strategies*

During the review fieldwork the panel were presented with evidence that in 2021 Sale College implemented a rigorous tutor learning program that saw around 280 students access this program across the College. In partnership with the regional staff working in the school, the tutors were able to visit classrooms, unpack academic and well-being data, and pre-test students to identify the needs of the students. Teachers and tutors worked together in a hybrid model of team teaching, small groups, and withdrawal of students for one-on-one support.

The success of the program saw students moving in and out of the program based on formative and post-assessment. The Sale College tutor learning model adopted was showcased at a regional level as an exemplar model for other schools. The program had a demonstrated impact on improved literacy for participating students.

Highlight 2

Title: Whole school student events

FISO dimension: *Health and wellbeing*

In evidence presented to the panel students reported that the whole college events were a particular highlight. During panel fieldwork student forums confirmed the importance of whole College events that linked the two campuses.

Such events included a very strong creative arts program. Both Visual and Performing Arts were celebrated with an annual Music, Arts and Drama festival as well as performances by a wide variety of musical groups that are nurtured in the Music Program and an annual Drama Production. These events are examples of the whole student body being brought together to celebrate the individual and varied talents of Sale College students.

Sporting events provided a valued opportunity for students across both campuses to come together and enjoy each other's company. These events were acknowledged by staff and students as having a truly carnival atmosphere where students of all abilities could find activities to engage with on the day.

The whole school events were seen by staff and students as promoting an inclusive school environment across the school campuses.

Highlight 3

Title: Student Wellbeing

FISO dimension: *Health and wellbeing*

The panel observed that Sale College had structures that supported student inclusion, engagement and wellbeing. Students had a clear understanding of the school's Values of Respect, Achievement & Belonging and how they articulated into expected behaviours. Central to the school's student and staff wellbeing was the continued progress with the School Wide Positive Behaviour program (SWPB).

The school had committed significant resources to provide for student wellbeing across both campuses. These included an assistant principal student wellbeing and year level coordinators at each year and program level to monitor student progress. Students in focus groups considered Sale College to be a safe place to learn. The panel observed that the College values, SWPB program and staffing resources combined to have a positive influence on student progress through both campuses at the College.

1.3 SUMMARY OF KEY REVIEW FINDINGS

Performance against the School Strategic Plan (SSP) goals and targets

SSP Goal 1: The school set a goal to maximise student outcomes in all areas. The panel found the goal was partially met with two targets met, two targets partially met, and two targets not met.

SSP Goal 2: The second goal was to ensure structures are in place that promote inclusion, engagement and wellbeing. The panel found the goal was partially met with one target met and two targets not met.

SSP Goal 3: The third goal was to build strong leadership practices that drive school improvement. The panel found the goal was partially met with one target met and one target partially met.

Findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 1: To what extent does the school implement and ensure a whole school pedagogical framework that promotes learning and engages students?

Throughout classroom observations most classrooms observed demonstrated high levels of student engagement. Teacher planning was evident and positive relationships between students and teachers observed. The College demonstrated the implementation of an instructional model during the strategic plan period. The panel found the framework was evolving in classrooms and needed higher levels of consistency across the College.

Terms of Reference Focus Question 2: To what extent does the school provide opportunities for students to have engagement in their learning and awareness of their stages of development?

On both campuses students considered they had good student teacher relationships and that teachers listened to them and their concerns. The wellbeing supports at the College were rated highly by students. The panel found that more consistent provision of ongoing reciprocal feedback between teachers and students would further enhance student engagement.

Terms of Reference Focus Question 3: To what extent does the school have effective data practices to monitor student progress and inform teaching and learning?

During the strategic plan period the College had focused on developing an assessment schedule to monitor student progress and inform curriculum planning. Sale College demonstrated a sound tracking of individual students on a variety of measures both academic and student wellbeing. The panel identified the need for improved access to, and use of, data.

1.4 SUMMARY OF KEY DIRECTIONS FOR THE NEXT SCHOOL STRATEGIC PLAN

The School Review Panel recommends the following key directions for the next School Strategic Plan:

- to improve student learning achievement and growth across all domains in the school
- student engagement
- connectedness, resilience and wellbeing of students