

2022 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).
- 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 of the previous calendar year 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 April 2023 at 03:23 PM by Brendan Staple (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 05 May 2023 at 12:29 PM by Chris Boxall (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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.

'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.

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 disabilities 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. We are currently master planning for a new College to combine all year levels on to one site. 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 incorporating the Vocational Major and Victorian Pathways Certificate. Sale College underpins its student management philosophy with the School Wide Positive Behaviour and Support program. Sale College has extensive support structures to help achieve our aim stated above. 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, 6.5 Leading Teachers, 4.4 Teacher Specialists and the equivalent of 66 teaching staff and 44.54 Education Support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

A school review and new strategic plan was conducted and endorsed at the beginning of 2021 so this was the first year working towards our goals. Impacts of remote learning and staffing difficulties have created challenges in catching students up which is reflected in some of the academic outcomes. We have implemented as much tutoring through the tutor learning initiative as possible but often had to rely on these staff to fill vacancies where necessary.

Teacher judgements reflect the concern staff have for students being well behind as a result of remote learning however the NAPLAN results showed more variance in their comparison to similar schools. Quicksmart has been continued and strengthened to catch students up with their literacy and numeracy and the implementation of a Data for Learning Specialist Teacher has occurred to assist teachers with accurately measuring growth and setting realistic learning goals.

2022 was the first year where all students completed the online adaptive NAPLAN so we are looking forward to being able compare like with like in 2023 for the first time. Significant efforts were implemented through DSSI supports in 2021 and 2022 to prepare students for the 2023 program.

Our 4 Year average for Year 7 reading reflected that the 2022 results were on trend and have informed down to the individual student what will be required to improve their skills as they work towards Year 9 NAPLAN. 2022 NAPLAN reading results were significantly lower than the four year average and have warranted extra supports for those students in 2023 (Year 10) as we prepare them for their senior pathways.

Numeracy results for NAPLAN at Year 7 and 9 were much stronger and resulted in a much closer to similar schools data set. We are currently involved in both Literacy and Numeracy focuses with our area schools to address shortfalls in outcomes and skill development.

The mean study score for VCE was 24.0 in 2022 which was lower than the four year average. Our results in this area over the previous few years were higher due to an increased number of students taking a non-scored VCE pathway due to the impact of remote learning. In 2022 we had more students completing successfully as well as attempting their scored assessments which was pleasing. We do not want 'easier pathways' becoming the culture of completion moving forward.

As such we have implemented structured, and supervised study periods in to every VCE year 12 program for 2023 and made 'High Expectations' a key goal in the Annual Implementation plan for 2023.

Wellbeing

The stand out success of the implementation of the Stymie program can be seen in the Management of Bullying results for 7-12. The latest result for 2022 was significantly higher than our four year average and the current results for similar schools. Stymie has allowed a platform for students to anonymously report negative behaviours of peers as well as well being concerns. This has reduced the bystander effect and allowed students to support each other in feeling safe at school. Sense of connectedness years 7-12 is also improved in 2022 compared to our 4 year average and was comparable to the current results for similar schools. This does not however tell the true story across the college. Most year levels and gender analysis showed a much larger improvement in comparison to the 7-12 summary data. This was also reflected in many other domains of the Attitudes to School Survey data. What is of concern is the specific data relating to 2022 Year 9 girls which reflects the impact of remote learning on this cohort more specifically and is being addressed directly. This was also true but to a lesser extent at Year 8 and Year 10.

Engagement

Sale College is very proud of our retention rates for 7-10 which sit at above state and similar school data both for the current year of report (2022) as well as the four year average. I believe this reflects our culture of support and perseverance in keeping students engaged at school. All students will learn, achieve and succeed is an aspirational aim that is reflected in these results. Higher absenteeism figures reflect the need for this level of support to keep young people at school. Destination data for 2022 has indicated a drop in the percentage of students pursuing further studies or gaining full time employment but our dedicated pathways team remain vigilant in offering support to our past students to improve these figures beyond the data collection date. Many students have already picked up apprenticeships in particular from this cohort since data was collected.

Other highlights from the school year

Our Attitudes to School survey data for 2022 when analysed from 7-12 was a stand out highlight for Sale College. Of the 20 framework factors that make up the Survey, our students ranked us above state average for 10 of them, including; Effective Teaching Time, Differentiated Learning Challenge, Stimulated Learning, High Expectations for Success, Teacher Concern, Sense of Confidence, Student Voice and Agency, School Stage Transitions, Advocate at School and Managing Bullying. 9 out of the remaining 10 factors were above similar schools. These results validate both our academic and well being focusses through the FISO 2.0 and our new strategic plan work. Our staff are also reporting many improvements in 2022 despite ongoing impacts of staff and student absences throughout the year. For school climate our staff scored us ahead of or equal to similar schools in 9 out of 10 factors including; Academic Emphasis, Collective Efficacy, Collective Focus on Student Learning, Collective Responsibility, Guaranteed and Viable Curriculum, Parent and Community Involvement, Staff trust in colleagues, Teacher Collaboration and Trust in Students and Parents. We have been able to resume some of our much loved college traditions in 2022 which gave a much needed boost to our sense of belonging after the disruptions of the previous two years and a sense of optimism moving forwards. These included the annual Music, Arts and Drama Festival, Music Gala events, VCAL Market and Fundraising Trivia Night as well as the annual Deb Ball and celebrations like our Valedictory Dinner and Awards Presentation Day.

Financial performance

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 2022 included an upgrade and repair of the asphalt surfaces on the Junior Campus bus bay and concreting walkways at the Junior Campus. Planned works for 2023 will focus on the maintenance of aging facilities. High levels of maintenance works remain a constant threat after rolling stock evaluations. Significant funds have been allotted to expenditure of the proposed new school. A highly resourced 1:1 laptop program remains a priority for overcoming equity issues within our school population. Significant funds have been allocated to programs for the re-engagement of at-risk students.

For more detailed information regarding our school please visit our website at
<https://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 2.0 (FISO 2.0).

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 786 students were enrolled at this school in 2022, 386 female and 400 male.

6 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).

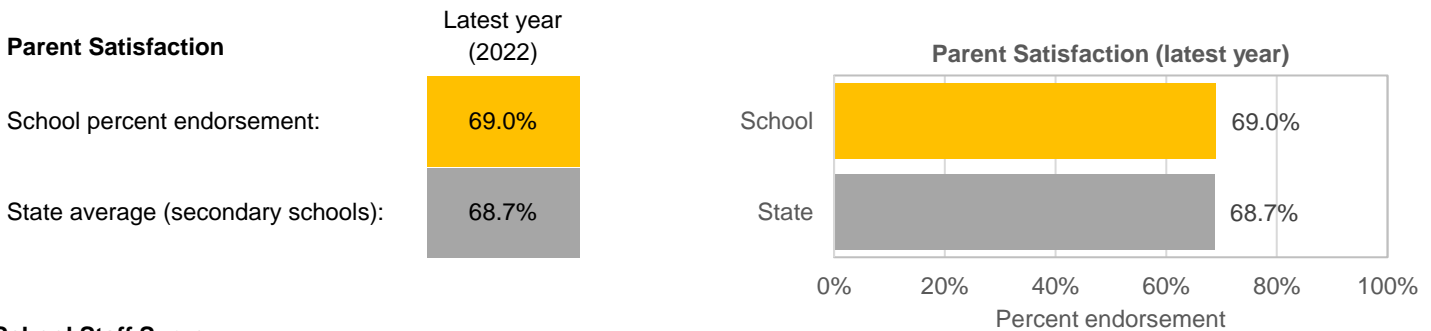
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

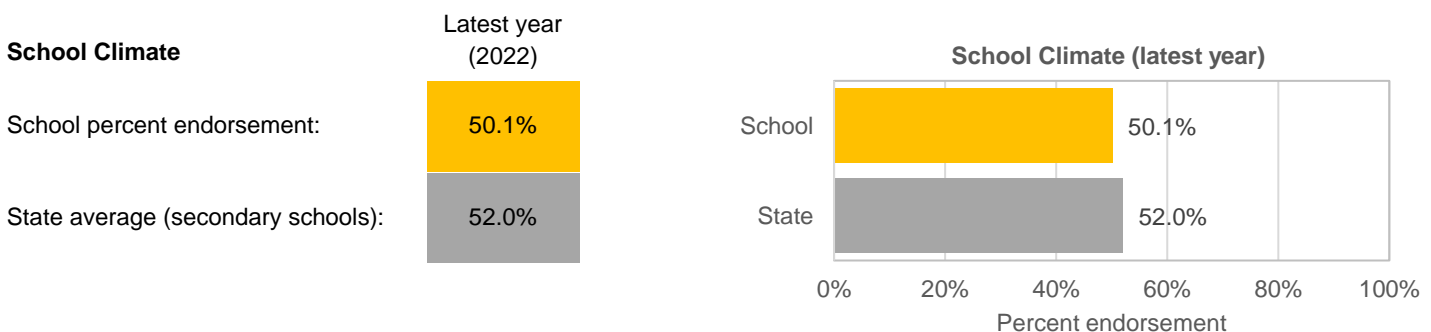


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

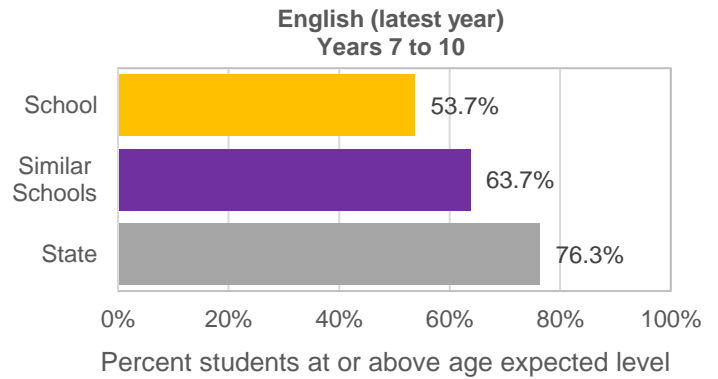
53.7%

Similar Schools average:

63.7%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

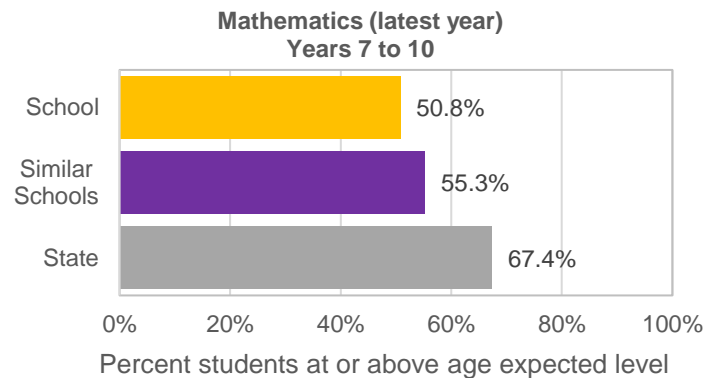
50.8%

Similar Schools average:

55.3%

State average:

67.4%



LEARNING (continued)

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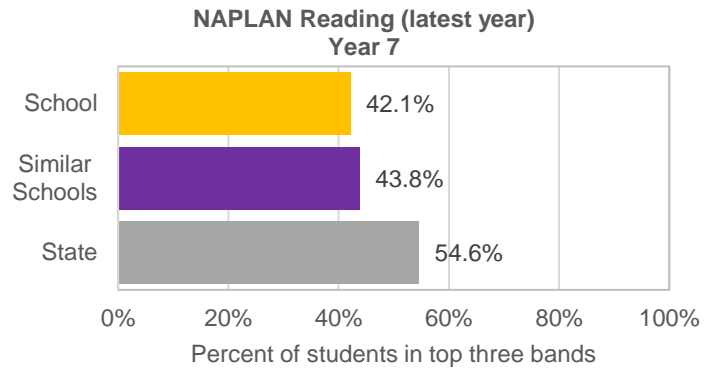
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

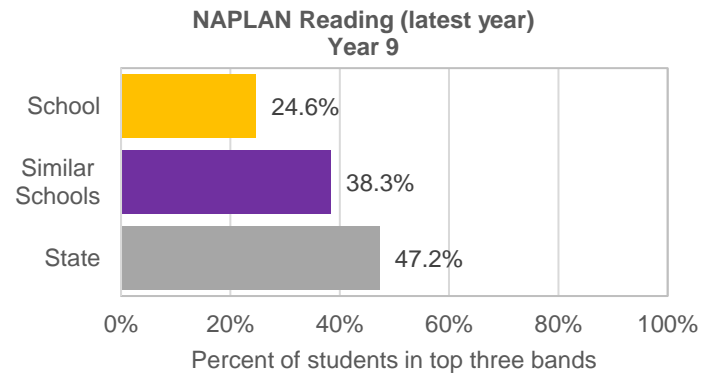
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.1%	42.2%
Similar Schools average:	43.8%	44.4%
State average:	54.6%	55.3%



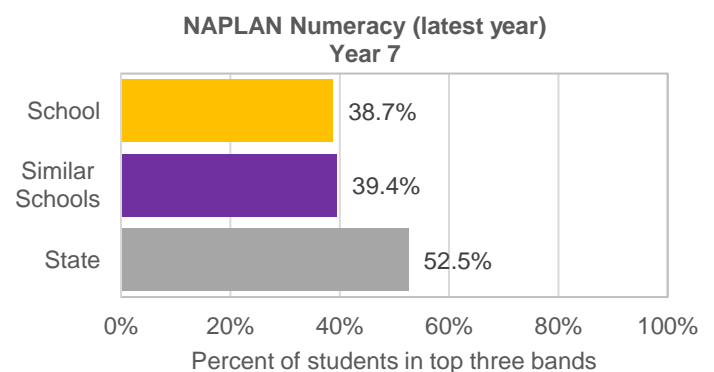
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	24.6%	30.1%
Similar Schools average:	38.3%	36.5%
State average:	47.2%	46.0%



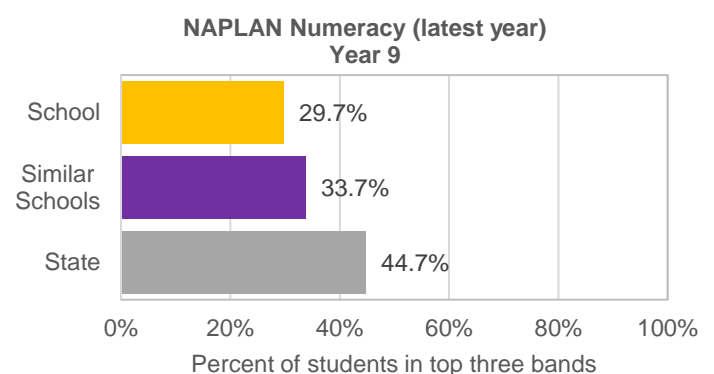
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.7%	42.9%
Similar Schools average:	39.4%	43.1%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	29.7%	32.4%
Similar Schools average:	33.7%	34.0%
State average:	44.7%	45.6%



LEARNING (continued)

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.*

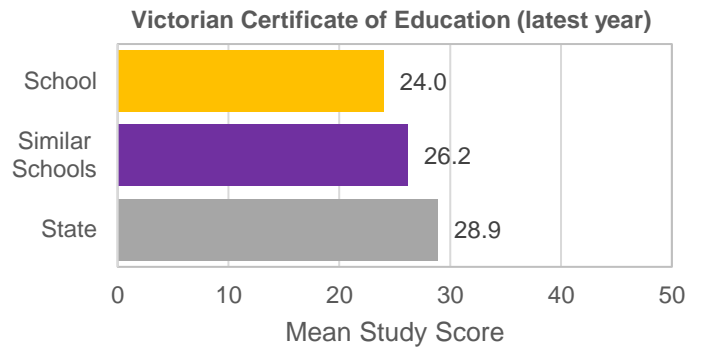
Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	24.0	25.7
Similar Schools average:	26.2	26.5
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

98%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

22%

VET units of competence satisfactorily completed in 2022:

84%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

98%

WELLBEING

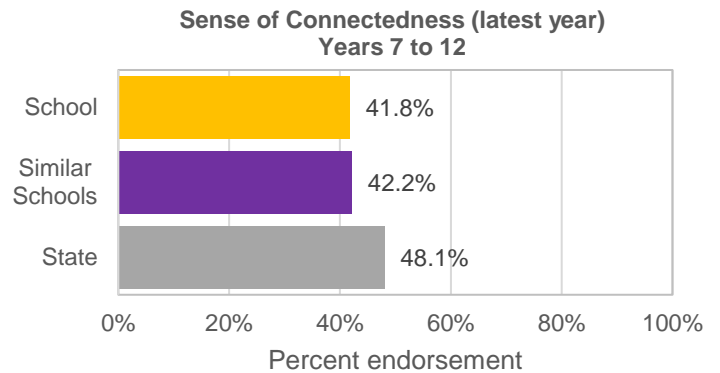
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	41.8%	40.4%
Similar Schools average:	42.2%	47.3%
State average:	48.1%	52.5%

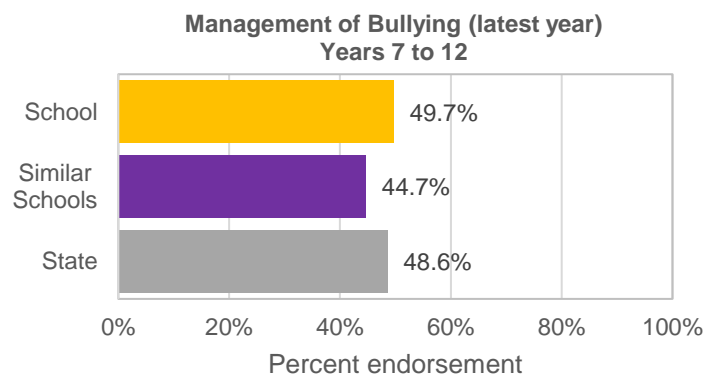


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	49.7%	45.4%
Similar Schools average:	44.7%	50.3%
State average:	48.6%	54.0%



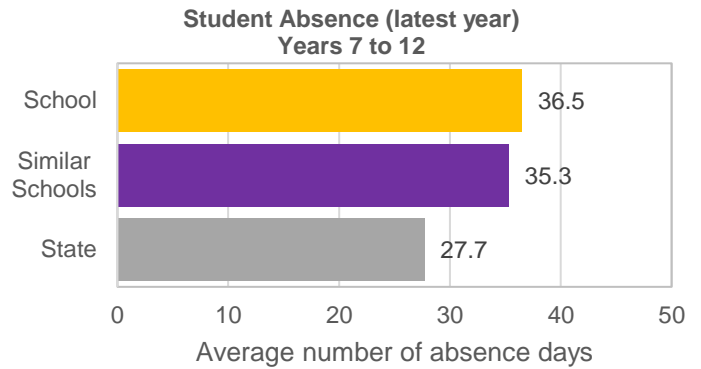
ENGAGEMENT

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.

Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	36.5	24.6
Similar Schools average:	35.3	29.1
State average:	27.7	21.8



Attendance Rate (latest year)

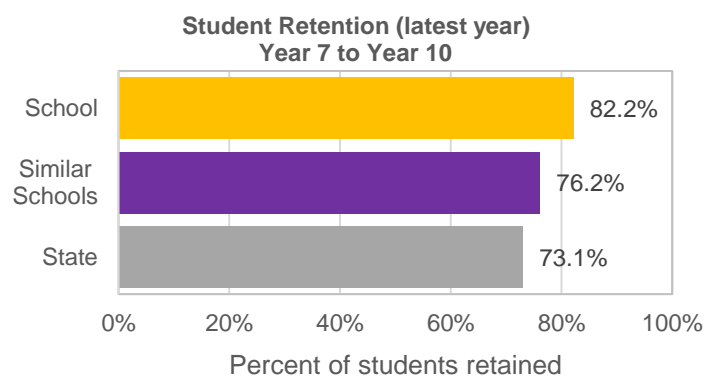
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	86%	82%	78%	77%	84%	87%

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 (2022)	4-year average
School percent of students retained:	82.2%	76.3%
Similar Schools average:	76.2%	76.6%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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.*

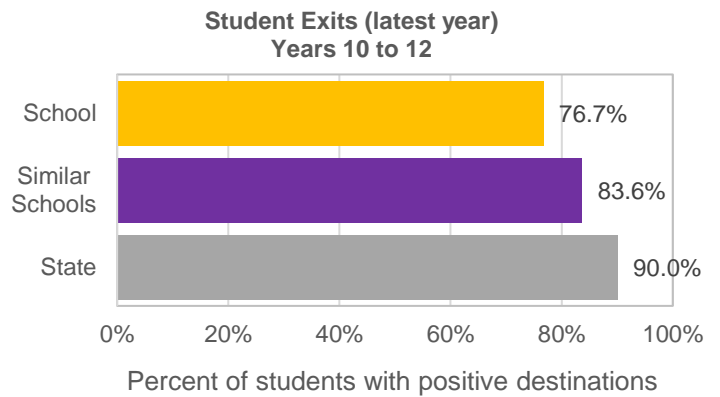
Students exiting to further studies or full-time employment

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 year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	76.7%	80.2%
Similar Schools average:	83.6%	82.4%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$12,156,898
Government Provided DET Grants	\$2,318,456
Government Grants Commonwealth	\$3,383
Government Grants State	\$9,800
Revenue Other	\$94,024
Locally Raised Funds	\$513,894
Capital Grants	\$0
Total Operating Revenue	\$15,096,455

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,115,660
Equity (Catch Up)	\$76,099
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,191,759

Expenditure	Actual
Student Resource Package ²	\$11,519,228
Adjustments	\$0
Books & Publications	\$43,461
Camps/Excursions/Activities	\$134,721
Communication Costs	\$45,307
Consumables	\$243,469
Miscellaneous Expense ³	\$43,424
Professional Development	\$33,894
Equipment/Maintenance/Hire	\$501,059
Property Services	\$532,485
Salaries & Allowances ⁴	\$427,715
Support Services	\$517,307
Trading & Fundraising	\$523,544
Motor Vehicle Expenses	\$8,538
Travel & Subsistence	\$852
Utilities	\$130,183
Total Operating Expenditure	\$14,705,187
Net Operating Surplus/-Deficit	\$391,268
Asset Acquisitions	\$15,343

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,461,831
Official Account	\$225,723
Other Accounts	\$0
Total Funds Available	\$1,687,554

Financial Commitments	Actual
Operating Reserve	\$492,262
Other Recurrent Expenditure	\$0
Provision Accounts	\$1,526
Funds Received in Advance	\$295,578
School Based Programs	\$250,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$470,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$230,303
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$200,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,939,669

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.