

2017 Annual Report to the School Community

School Name: Sale Primary School

School Number: 545

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.



About Our School

School Context

Established in 1853, Sale Primary School is affectionately known as "545". The school has unique traditions and links with the entire community including the RAAF Base situated in East Sale. The school has a staff of Principal, Assistant Principal, 24 teaching staff, 4 Admin. Staff, 6 Educational Support staff, a Chaplain, Defense Force Transition Aide, ICT and Library Technician and a Grounds-man.

Sale Primary School is a P - 6 School with enrolments ranging in the 380-400 range in the rural township of Sale in Outer Gippsland. Students are spread across 4 sub-schools including Foundation (Prep), Junior (Grades 1 & 2), Middle (Grades 3 & 4) and Senior (Grades 5 & 6).

The Sale Primary School staff is committed to delivering a comprehensive learning program to our students that supports their development academically, socially and emotionally. This includes Specialist Programs in Physical Education, Music, Art & Languages (Japanese).

The school is also well supported by a large group of parents that are heavily involved in both School Council and Parents' and Friends Committees as well as classroom programs.

The learning programs are well supported by outstanding facilities (both old and new) that are surrounded by beautifully landscaped grounds. A broad range of resources to support student learning is also a feature of the school.

The school depicts a positive environment that shares strong links between teachers, students and parents where all stakeholders are active towards improving student learning / student engagement and well-being and supporting student transitions into, throughout and beyond the school.

The recent inclusions of open-plan and Science learning spaces and a Performing Arts Centre have enhanced the school's learning facilities. Newly developed Reading & Spelling and Mathematics Policies, Teaching & Learning Principles Vision Statements, an internal Student Transition Policy and a revised Student Management approach have all increased the learning outcomes of our students.

Framework for Improving Student Outcomes (FISO)

Throughout 2017, the school has focused its attention on improving student learning outcomes via the following successful practice:

Excellence in Teaching & Learning:

- **Curriculum Planning & Assessment - Evidence based on HITS (high impact teaching strategies)**

Powerful teaching and learning practices in English & Numeracy identified and implemented (HITS) including moderation of assessment of student writing samples is undertaken within and across PLTs using the PLC process.

Implementation of a whole school approach to the teaching and learning of English

- **Building Practice Excellence (Evaluating impact on learning)**

Ongoing audit of current practices in the teaching of Reading & Writing.

Scheduled classroom observations by peers allowed for transparency and assisted with consistency in regards to Learning Intentions and Success Criteria across the whole school

Professional Leadership:

- **Building Leadership Teams (Instructional and shared leadership / Vision, values and culture)**

Supported through the schools PLC process

Achievement

The school's overall performance within Student Achievement is similar to previous years and like schools but falls below the State mean in most areas.

Student performance in Reading, Writing and Number is below expected Strategic Plan targets as based on NAPLAN growth reports and teacher judgement. The school has too many students performing below the expected level and or experiencing low growth. Students at the school performing above the expected level and/or experiencing medium to high growth is also lower than expected. To ensure improved student learning growth the school must continue to focus on excellence in teaching and learning with particular emphasis on high impact teaching strategies and the inquiry cycle that ensures a relentless focus on student learning growth.

Recent Professional Learning by members of the School Improvement Team has seen 3 members of staff trained as PLC Instructional Leaders. To build staff capacity to improve student learning outcomes off teaching staff will engage in the PLC process that focuses on student learning data and teaching and learning practices that enhance that student learning data. Our current Teacher Judgement Data does not always reflect our NAPLAN data and there is some serious discrepancy between the two.

Maintaining our strong focus on Reading and Writing into 2018 will address the need to support student learning growth particularly in English where we are aiming for a greater proportion of students functioning above the expected level. Academic rigor and an explicit Assessment Schedule will promote this further.



Engagement

Student Engagement has shown pleasing results again throughout the 2017 school year with the following points of reference:

1. Parent and Staff Opinion Surveys: are again positive, with improved outcomes in areas of student engagement. Parent Satisfaction in particular has grown, endorsing the explicit focus the school has engaged with in this area in recent years.
2. Engagement (Attendance) in 2017 is continuing to show positive growth with less days absent than similar schools. Our school had 21% of students who had 20 or more days absent in P-6 compared to similar schools with 24%. New initiatives of tracking student absence included electronic roll marking and more rigor in regards to CASES coding. The introduction of an attendance ticks per class (celebrating everyone being at school) and attendance contracts supported by classroom teachers, PCO's and Regional staff will continue to be a focus for improvement in 2018. Significant change has continued in the monitoring of attendance with 'Late Passes' for students who do not arrive at school on time and support for those families that are regularly late or absent as an important component of our work in this area.

Teacher practice, along with revised leadership roles continued to support staff in the areas of peer observation and professional feedback.

The school continued into 2017 with a focus on Challenging Learning and Growth Mindset supported by a consultant, George Telford. This was an initiative adopted by the Network.

Wellbeing

One of the school's clear strengths is in the area of Student Well-being. Our Traffic Lights and Values Programs are embedded into the culture of the school and is consistently adopted across the school. Data is very positive for 2017 and even more-so as trend data over an extended four-year period. This is an area of the school that we are in the "influence" section for. Our students feel safe and connected to the school and their behavior (especially their 'green behaviors') are both acknowledged and well supported. Clear and consistent guidelines and actions are also in place to manage any orange or red behaviors despite these being less common within the school.

The well-being of the students is further supported by our Positive School Behavior (PBS) Team, School Chaplain, the SSSO Team and relevant professionals within the community. These are further underpinned by the support afforded to staff, parents and students by the Principal Class Officers in the school who spend significant amounts of time catering for the well-being of all members of the school community.

2017 saw the return of behavior management consultant Jenny Mackay who led the staff on reviewing our practice as well as maintaining our united approach to maintaining our focus on the area of student well-being. This should further enhance our approach to how we maintain our status as a high performing school in this area.

For more detailed information regarding our school please visit our website at
saleps@edumail.vic.gov.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 376 students were enrolled at this school in 2017, 175 female and 201 male.</p> <p>5 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 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 Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>		
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>		<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>41%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>37%</td> <td>43%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>46%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>50%</td> <td>42%</td> <td>8%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>54%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	41%	20%	Numeracy	37%	43%	20%	Writing	39%	46%	15%	Spelling	50%	42%	8%	Grammar and Punctuation	33%	54%	13%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="550 913 1037 1008"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	94 %	92 %	94 %	92 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	95 %	94 %	92 %	94 %	92 %	92 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar



How to read the Annual Report

What does the *About Our School* section refer to?

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

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.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

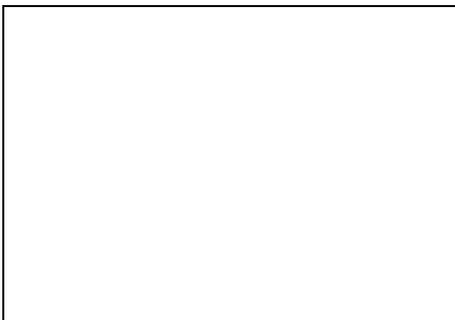
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

The school tries to maintain a small surplus for any unplanned emergency expenses, unfortunately this was not possible this year. The school had a deficit of \$11,998. This was largely due to unforeseen CRT costs, (due to regular staff personal and carer absences). Another reason is the aging building/facility that had water leaks (excessive water bills), patch ups with the toilet block floor/walls/ceiling, library ceiling leaks, air conditioner repairs/replacements. The school had a large amount of extremely old and unsafe class room furniture which required replacement.

The school has an After School Care program on site which raised approximately \$12,500pa, the Schools Parents and Friends Club donated \$35,000 and small Government Sports for Schools Grants.

Based on our school profile, the school maintains a rigorous approach to its expenditure. We are amongst the more disadvantaged school within the system (under the current funding model) as we receive no additional funding for disadvantage and our equity funding is less than \$50,000.

[Please refer to the [2017 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, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,650,217	High Yield Investment Account	\$29,482
Government Provided DET Grants	\$431,622	Official Account	\$7,092
Government Grants Commonwealth	\$43,284	Total Funds Available	\$36,574
Government Grants State	\$600		
Revenue Other	\$9,066		
Locally Raised Funds	\$219,193		
Total Operating Revenue	\$3,353,983		
Equity¹			
Equity (Social Disadvantage)	\$46,644		
Equity Total	\$46,644		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,649,328	Operating Reserve	\$10,000
Books & Publications	\$2,010	School Based Programs	\$10,735
Communication Costs	\$7,664	School/Network/Cluster Coordination	\$1,372
Consumables	\$80,606	Provision Accounts	\$8,982
Miscellaneous Expense ³	\$179,053	Other recurrent expenditure	\$5,485
Professional Development	\$15,540	Total Financial Commitments	\$36,574
Property and Equipment Services	\$148,623		
Salaries & Allowances ⁴	\$195,405		
Trading & Fundraising	\$46,801		
Travel & Subsistence	\$455		
Utilities	\$40,498		
Total Operating Expenditure	\$3,365,982		



Net Operating Surplus/-Deficit	(\$11,998)
Asset Acquisitions	\$0

- (1) *The Equity funding reported above is a subset of overall revenue reported by the school*
- (2) *Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.*
- (3) *Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.*
- (4) *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.