

**2014 Annual Report to
the School Community**

Sale Primary School

School Number: 545



Name of School Principal:

Mr. Brad Evans

Name of School Council President:

Mrs Nicola Finlay

Date of Endorsement:

18th March 2015

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 - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Sale Primary School is a P - 6 school of nearly 400 students in the rural township of Sale in Central Gippsland. Established in 1883, Sale Primary School is affectionately known as "545". The school has unique traditions and links with the entire community including the Defence Force situated in East Sale. The school has a staff of Principal, Assistant Principal, 20 teaching staff and 4 office, 4 educational support staff, a Chaplain, Defence Force Transition Aide, ICT and Library Technician and Grounds man.

The Sale Primary School staff are 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.

The learning programs are well supported by outstanding facilities (both old and new) that are surrounded by beautifully land-scaped 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 inclusion of a new, open-plan and Science learning spaces and a Performing Arts Centre have enhanced the school's 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.

Achievement

Student achievement has shown pleasing results throughout the 2014 school year with the following points of reference:

1. Parent and Staff opinion surveys: very positive, with improved outcomes in teaching and learning components.
2. Teacher-judgement data in English & Mathematics: Similar to the Median of all schools.
3. Year 3 Reading NAPLAN: 2014 very positive result (Similar to the Median of all schools for the first time) but at this point this is cohort related) / 4 Year Average: Still Lower than the Median of all schools but improving.
4. Year 3 Numeracy NAPLAN: 2014 very positive result (Similar to the Median of all schools for the first time but at this point this is cohort related) / 4 Year Average: Still Lower than the Median of all schools but improving.
5. Year 5 Reading NAPLAN: 2014 not so positive result (cohort related) but still similar to the Median of all schools / 4 Year Average: Similar to the Median of all schools
6. Year 5 Numeracy NAPLAN: 2014 not so positive result (cohort related) but still similar to the Median of all schools / 4 Year Average: Similar to the Median of all schools.
7. NAPLAN 3-5 Learning Growth: We need to aim at <25% Low Growth / = 50% Medium Growth and > 25% High Growth. Reading, Numeracy & Spelling are trending to meet those targets and this is an endorsement of what we have been focusing on in recent years. Perhaps not surprisingly is that High Growth in Writing and Grammar/Punctuation is poor and hence our plan to focus on Writing in our new Strategic Plan.

The use of a Consultant Model in both Reading and Mathematics (Number) has certainly supported growth in student achievement. This work has seen teacher capacity improve via multiple professional learning sessions, improvement program planning and assessment practices and the introduction of new resources into the school in these particular areas.

We have identified the areas of Mathematics (Program Planners / Assessment & Problem Solving) and English (Writing) as areas of focus within our new Strategic Plan.

Engagement

Student engagement has shown pleasing results throughout the 2014 school year with the following points of reference:

1. Parent and Staff opinion surveys: very positive, with improved outcomes in student engagement.
2. Engagement (Attendance) is Similar to the Median of all schools with all cohorts averaging a 92-94% attendance rate. Our target should initially be 94% (12 days per student per year) and whilst all cohorts go close to this target, only the Year 3s achieved this in 2014. It is not unrealistic, especially with a concerted approach that we can aim to achieve 95%+ (10 days per student per year) by the end of the new Strategic Plan.
3. Student Attitude to School Survey data was outstanding: Higher than the Median of all schools.

Much of this improvement can be attributed to the whole school approach to student management inclusive of our values, traffic lights and behavior matrixes. It is clear that students feel supported and safe at Sale Primary School.

We have identified the areas of Learning Confidence, Stimulated Learning and Homework as key focuses for our new Strategic Plan. Much of this work will be centered around explicit teaching of Learning Intent as well as ensuring explicit Feedback is given to students on their performance via the use of Success Criteria.

Wellbeing

Student wellbeing has shown pleasing results throughout the 2014 school year with the following points of reference:

1. Parent and Staff opinion surveys: very positive, with improved outcomes in student wellbeing.
2. Student Attitude to School Survey data was outstanding: Higher than the Median of all schools.
3. Embedded whole school student management practices.

Much of this improvement can be attribute to the whole school approach to student management inclusive of our values, traffic lights and behavior matrixes. It is clear that students feel supported and safe at Sale Primary School.

We have identified the areas of student morale, classroom behaviour, transitions and attendance as areas of focus in our new Strategic Plan. Much of this work will be centered upon expanding student leadership across the school, strengthening communication and partnerships with parents and the wider community and reviewing current practice and processes designed to reduce student absence and lateness.

Productivity

The school's productivity centers upon the school resources (human, financial, time, space and materials) that enable optimum implementation of school goals and priorities.

Throughout 2014, the school has directed all of its resources to the identified school goals and priorities. This has included a Consultant in Mathematics inclusive of professional learning for teaching staff in this area.

The school has never been in a better position facility wise with 2014 seeing the addition of a new Performing Arts space (Music), a dedicated Science learning space and the introduction of an outsourced After School and Holiday Care Program. All students are benefitted by well-resourced classroom learning spaces as well as designated learning spaces for Languages (Japanese), Visual Arts and Library. All learning spaces are provided in permanent buildings

In 2014 the DEECD introduced new procedures surrounding the Performance and Development of staff. Sale Primary School were already well managed in this regard but these new procedures will further enhance professional accountability for all staff members.




We have identified the ongoing need for an annual review of the allocation of resources that impact on Student Learning outcomes, the careful planning of the school's workforce and the upscaling of rigorous Professional Development Plans for all staff as key areas of focus in the new Strategic Plan.

For more detailed information regarding our school please visit our website at
<http://www.saleps.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 377 students were enrolled at this school in 2014, 175 female and 202 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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.






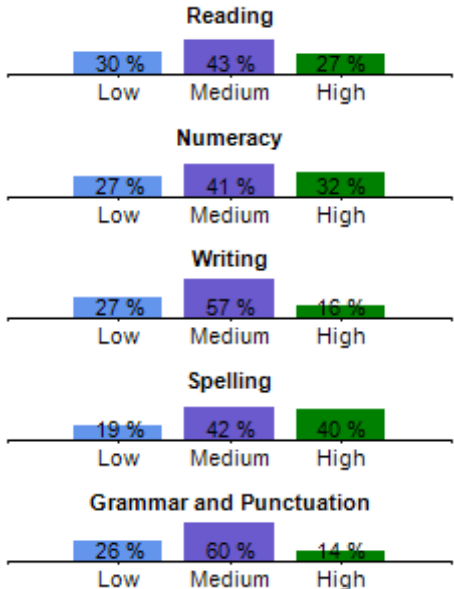
Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:




Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>


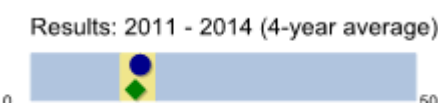


Performance Summary

Key Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	 <table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>43%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>41%</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>57%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>42%</td> <td>40%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>60%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	43%	27%	Numeracy	27%	41%	32%	Writing	27%	57%	16%	Spelling	19%	42%	40%	Grammar and Punctuation	26%	60%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	30%	43%	27%																							
Numeracy	27%	41%	32%																							
Writing	27%	57%	16%																							
Spelling	19%	42%	40%																							
Grammar and Punctuation	26%	60%	14%																							





Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 920"> <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>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	93 %	94 %	93 %	93 %	92 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	93 %	94 %	93 %	93 %	92 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

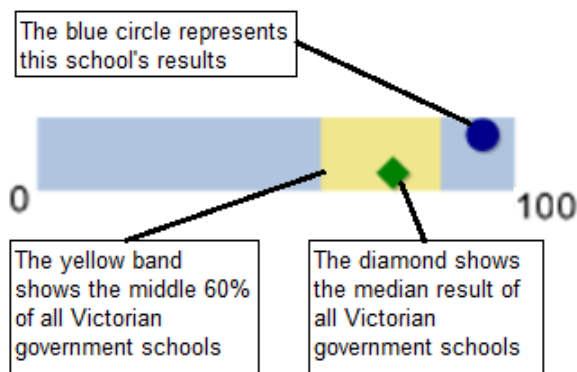
What are student outcomes?

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 colleges, 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.

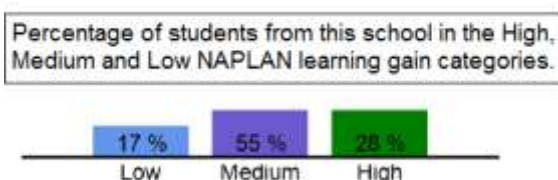
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.

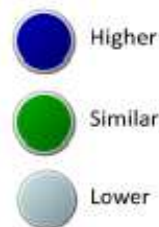


What is a *School Comparison*?

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 Indigenous 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 - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$2,385,433
Government Provided DE&T Grants	\$278,308
Government Grants Commonwealth	\$13,532
Government Grants State	\$4,400
Revenue Other	\$9,778
Locally Raised Funds	\$256,647
Total Operating Revenue	\$2,948,098

Funds Available	Actual
High Yield Investment Account	\$2,450
Official Account	\$12,288
Other Accounts	\$32,456
Total Funds Available	\$47,194

Expenditure	
Student Resource Package	\$2,387,002
Books & Publications	\$6,662
Communication Costs	\$8,202
Consumables	\$49,773
Miscellaneous Expense	\$129,979
Professional Development	\$11,012
Property and Equipment Services	\$123,388
Salaries & Allowances	\$182,238
Trading & Fundraising	\$50,387
Travel & Subsistence	\$2,699
Utilities	\$36,733
Total Operating Expenditure	\$2,988,076

Financial Commitments	
Operating Reserve	\$10,000
Region/Network/Cluster Funds	\$34,385
Provision Accounts	\$1,612
Maintenance -Buildings/Grounds incl SMS>12 months	\$1,197
Total Financial Commitments	\$47,194

Net Operating Surplus/-Deficit (\$39,978)

Asset Acquisitions \$0

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.

Financial performance and position commentary

The school has had the benefit of an ongoing surplus for many years as a result of careful financial management, large enrolments and a balanced work force. This has proven beneficial given last year's operating deficit. This deficit can be accounted for as a result of an increase in local payroll expenditure and the fact that the school's Resource Package (cash grant in particular) is insufficient. The school carries forward a small surplus into 2015 but an explicit process towards financial planning will be undertaken to ensure expenditure does not exceed planned budgetary spending. Of particular focus will be local payroll expenses that must be reduced and monitored in 2015 as well as maximizing locally raised funds including fundraising efforts. A more rigorous effort will also be undertaken to ensure that school fees are paid for by a greater percentage than 70% as these funds are critical in supporting the operations of the school.