

2018 Annual Report to The School Community



School Name: Sale Primary School (0545)



- 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 2018 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 14 March 2019 at 12:19 PM by Chris Malone
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 02 May 2019 at 02:18 PM by Jennifer Oliver
(School Council President)

About Our School

School context

Established in 1853, Sale Primary School is affectionately known as "545" and is located in Outer Gippsland, in the SEVR (South East Victorian Region). 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, 3 Administration Staff, 8 Educational Support staff, a Chaplain, Defence Force Transition Aide, ICT and Library Technician and a Groundsman.

Sale Primary School is a P - 6 School with enrolments ranging in the 390-400 range, with 4% being EAL (English as an Additional Language) and 5% ATSI (Aboriginal and Torres Strait Islanders).

Students are spread across 4 sub-schools including Foundation (Prep), Junior (Grades 1 & 2), Middle (Grades 3 & 4) and Senior (Grades 5 & 6). The school has a Pre-Foundation class that operates and caters for our students who are younger or would otherwise require an additional year of Kindergarten. The schools SFO (Student Family Occupation) is approximately 0.42 which is in the mid range for the State.

The Sale Primary School staff are committed to delivering a comprehensive learning program to our students that supports our schools motto of "Developing growth in the whole child - 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, and are encouraged to participate in all school activities.

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 inclusion of open-plan and Science learning spaces and a Performing Arts Centre have enhanced the school's learning facilities. Newly developed approaches to Teaching & Learning, as well as Vision Statements, an internal Student Transition Policy and the Student Management approach have all increased the learning outcomes of our students.

Framework for Improving Student Outcomes (FISO)

Throughout 2018, the school 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 Teaching and Learning using the Instructional Model is evident across most curriculum areas

The implementation of a whole school Assessment Schedule and the recording of this data in SENTRAL has supported the learning progress of students

- Building Practice Excellence (Evaluating impact on learning)

Ongoing audit of current practices in the teaching of Reading & Writing - with the introduction of SSP (Systematic Synthetic Phonics) in the Junior School. This is to be implemented F-2 in 2019.

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

Implementation of the inquiry cycle through weekly PLT's to build teacher capacity through ongoing reflection and the analysis of student data. This was supported through the establishment of a designated PLT space.

The employment of 2 Teacher Specialists have ensured the facilitation of this program has the rigor it needs. This was further supported by our Teaching Partner who was here fortnightly supporting our Teacher Specialists and teaching staff.

Positive Climate for Learning:

- Empowering students and building school pride

Continued promotion of leadership roles within the Senior School

We trialed the use of "Pivot" (Student survey) with mixed results. The Foundation student results were generally inaccurate and could not be validated as the students did not understand the questions. The Junior students were slightly better and the staff felt that these were slightly more accurate, but pockets of misunderstanding still existed. The Middle and Senior students results were fairly accurate and provided their teachers with some good feedback about their learning. We will look to create our own survey in 2019 as this program is rather expensive and was provided as a free trial in 2018.

Increased focus and awareness by staff to include student voice into the curriculum to target student engagement

Improvements made to student facilities to build school pride - eg new basketball court/recreation facility, toilet block

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 (HIT's) and the inquiry cycle that ensures a relentless focus on student learning growth.

To build staff capacity, all teachers engaged in the PLC process that focused on student learning data, best practice teaching and learning practices that enhance that student learning data, and a common instructional model. Our current Teacher Judgement Data continues to not reflect our NAPLAN data and there is some serious discrepancy between the two. Through moderation and evidence, we will work to close the gap on this. Maintaining our strong focus on Reading and Writing into 2019 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 2018 school year with the following points of reference:

1. Parent Opinion Survey: the percent endorsement of overall satisfaction was 87.8 which is above the State average and is at the higher end of the scale
2. Staff Survey: the percent endorsement of school climate was 72.5, which is below the State average. This is a result of changes made across the school and the considerable amount of challenge and work that went into the School Review.
3. Engagement (Attendance) in 2018 is continuing to show positive growth with less days absent than similar schools. We achieved an average of 11.9 days per student, which is a positive in the area of attendance due to the work of our office/admin staff and also the teachers/Principal class within the school. Regular absenteeism of a small number of students was reported to the appropriate network supports for follow up. Unfortunately 17% of our students had more than 20 days of absence. Most Year levels achieved the school target of 95% attendance, with the lowest year level being Grade 5. The electronic roll marking of attendance (SENTRAL) and more rigor in regards to CASES coding and absence text messages supported this. The use of an attendance tick per class (celebrating everyone being at school) and attendance contracts supported by

classroom teachers, PCO's and Regional staff will continue to be strategies used. 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 2018 with a focus on Challenging Learning and Growth Mindset supported by a consultant, George Telford. This was an initiative adopted by the Network in 2016 and we are hoping to shift the focus a bit in 2019 as it should be embedded into the everyday language of students and staff without the need for external PD.

Wellbeing

One of the school's strengths is in the area of Student Wellbeing. Our Traffic Lights and Values Programs are embedded into the culture of the school and is consistently adopted across the school. Unfortunately the Students Sense of Connectedness was down to 79.3%, but is similar to like schools. The Management of Bullying was also down to 82.9%, but was also similar to like schools. Our students feel safe and connected to the school and their behaviour (especially their 'green behaviours') are both acknowledged and well supported. Clear and consistent guidelines and actions are also in place to manage any orange or red behaviours despite these being less common within the school. The wellbeing of the students is further supported by our Positive School Behaviour (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. The introduction of the school dog in 2016, Nala, continues to be a shining light and something extra that we have on offer.

Financial performance and position

The school managed to have a significant surplus in 2018, being \$162,656.00 This is largely due to an increase in student enrolment numbers (the indicative figure was 393 but the actual census number was 398), a \$154,000 increase in Government provided DET Grants (up to \$585,00), a \$19,000 increase in equity funding, a decrease in consumables, external professional development and miscellaneous expenses. We received \$28,400 for being a part of a School Based pilot program called Functional Needs Analysis. This money is in our committed funds to be spent in 2019. This program involved a thorough analysis of students with additional needs and what supports are available to them and what else we could be doing.

The increased funds were used to release our Teacher Specialists to facilitate during school meetings as part of our PLC/PLT work.

We had a couple of occasions where staff were forced out to long term medical leave (which was reimbursed) due to unforeseen injuries/accidents. Our CRT costs were down considerably as a result. We received a local donation for new furniture for the senior school and reduced the costs of other necessary items such as photocopying.

The school has an After School Care program on site which raised approximately \$12,500pa, the Schools Parents and Friends Club donated \$30,000 and small Government Sports for Schools Grants were obtained.

Based on our school profile, the school maintains a rigorous approach to its expenditure. We will continue to strive to achieve a surplus so that we can hopefully purchase the necessary equipment to maintain the school in a good condition, whilst also providing the appropriate staff to maximise student learning.

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

Enrolment Profile

A total of 398 students were enrolled at this school in 2018, 185 female and 213 male.

4 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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> Higher</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> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</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>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> Lower</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>38 %</td> <td>47 %</td> <td>16 %</td> </tr> <tr> <td>Numeracy</td> <td>52 %</td> <td>38 %</td> <td>10 %</td> </tr> <tr> <td>Writing</td> <td>48 %</td> <td>43 %</td> <td>9 %</td> </tr> <tr> <td>Spelling</td> <td>47 %</td> <td>40 %</td> <td>13 %</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33 %</td> <td>42 %</td> <td>24 %</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38 %	47 %	16 %	Numeracy	52 %	38 %	10 %	Writing	48 %	43 %	9 %	Spelling	47 %	40 %	13 %	Grammar and Punctuation	33 %	42 %	24 %	<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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 909 1015 1003"> <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>96 %</td> <td>95 %</td> <td>95 %</td> <td>95 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	96 %	95 %	95 %	95 %	92 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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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: ◆

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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p>● Similar</p> <p>● Similar</p>
<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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p>● Similar</p> <p>● Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,902,813	High Yield Investment Account	\$159,932
Government Provided DET Grants	\$585,778	Official Account	\$6,495
Government Grants Commonwealth	\$24,462	Total Funds Available	\$166,427
Revenue Other	\$15,948		
Locally Raised Funds	\$246,492		
Total Operating Revenue	\$3,775,494		
Equity¹			
Equity (Social Disadvantage)	\$65,218		
Equity Total	\$65,218		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,870,225	Operating Reserve	\$81,065
Books & Publications	\$762	Provision Accounts	\$6,379
Communication Costs	\$4,502	Funds Received in Advance	\$11,761
Consumables	\$50,446	School Based Programs	\$28,400
Miscellaneous Expense ³	\$150,217	Funds for Committees/Shared Arrangements	\$38,821
Professional Development	\$7,620	Total Financial Commitments	\$166,427
Property and Equipment Services	\$235,424		
Salaries & Allowances ⁴	\$187,125		
Trading & Fundraising	\$63,904		
Travel & Subsistence	\$842		
Utilities	\$41,771		
Total Operating Expenditure	\$3,612,837		
Net Operating Surplus/-Deficit	\$162,656		
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 15 March 2019 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.

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)

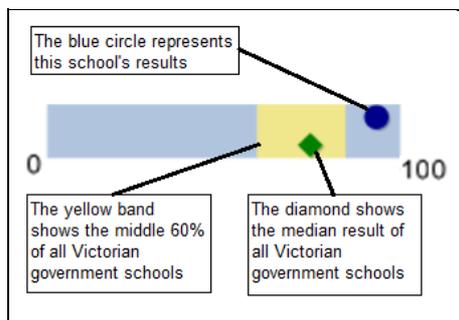
Engagement

- 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).

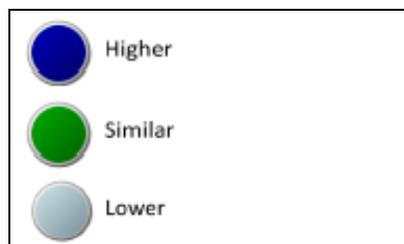


What does *School Comparison* refer to?

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*' or '*ND*' 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').