

2015 Annual Report to the School Community

Rutherglen High School

School Number: 8300



Name of School Principal: Phil Rogers

Name of School Council President: Shane McCluskey

Date of Endorsement: 28th April 2016

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 2015.

About Our School

School Context

Rutherglen High School (enrolment 280) is situated in north-east Victoria servicing the rural townships of Chiltern, Rutherglen, Springhurst and Wahgunyah and the surrounding farming communities. Approximately 50% of students travel by bus. The school provides a challenging and comprehensive curriculum with the flexibility to meet the needs of each student. All students are able to participate in an environment that values and respects their achievements. Students are expected to display a commitment to improvement of skills & knowledge, develop self-discipline & initiative and respect themselves, each other and the environment. Over the past five years, specific educational programs have been introduced to address identified school priorities. Year 7 has an integrated, team-teaching curriculum approach to better address transition issues. The Year 9 program successfully extends and challenges students to build strong links within the local and broader community. In 2015, a Master Class program was introduced across Years 7 to 10 to extend and challenge highly capable students. Year 10 students can participate in the Vocational Program and/or accelerated VCE or VET units. Year 11 and 12 students can select within a broad range of VCE, VCAL and VET and also select a course of study that combines elements of all three programs. Rutherglen High School provides a caring, orderly and disciplined environment in which learning can flourish and be enjoyed.

Achievement

Rutherglen High School is performing within the middle band in terms of Achievement. Teacher assessments of students in Years 7 to 10 tend to be very similar to the median for Victorian government schools. However, literacy and numeracy continue to be school priorities. NAPLAN data for numeracy, especially the 4-year average, continues to be very similar to the Median for Victorian government schools. The NAPLAN data for Reading, including the 4-year average, is lower than the Median for Victorian government schools. Learning Gain in NAPLAN data tracks students from Year 5 to Year 7 and from Year 7 to Year 9 and compares their improvement to other students who had the same score 2 years prior. In most cases the learning gain lies in the medium (middle 50%) to high (top 25%) range. The exception being Numeracy at Year 7 which, as stated earlier, will be an ongoing priority. VCE achievement also continues to be a priority. The 2015 data and 4-year average is consistent with the state median and teachers continue to work to ensure students are well prepared for the VCE years in order to maximize their outcomes and pathways. In 2015 47% of Year 12 students undertook at least one Vocational Education and Training (VET) unit of competence (53% in 2014). VCE satisfactory completion rate in 2015 was a fantastic 100% whilst the VCAL completion rate remained high and was 79%. VET units of competence satisfactorily completed in 2015 was 90% (92% in 2014).

Engagement

Student attendance rates at Rutherglen High School for 2015 are higher than the state median while the four year average data is very similar to the rest of the state. Our 2015 data for the retention rate for students who remain at the school through to Year 10 is very similar to the median of Victorian government schools. Our four year average is a little lower than the retention rate of the median government schools. Rutherglen High School has excellent data for the percentage of students from Years 10 to 12 exiting to further studies and fulltime employment. We are well above the state median for the cohort exiting in 2014 and our four year average is even stronger.

Wellbeing

The Attitude to School Survey – Connectedness to School is higher than the median for all Victorian government schools for 2015 and over the 4 year period. The Attitude to School Survey – Student Perceptions of Safety is higher than the median for all Victorian government schools for 2015 and considerably higher than the 4 year average. The Parent Satisfaction Summary data, as derived from the Parent Opinion Survey, is also considerably higher than the median for all Victorian government schools. Students are well supported by a strong Wellbeing Team. Each year level has a coordinator and each sub-school is led by a Leading Teacher. In addition the school has a Student Wellbeing Coordinator and a School Nurse for two days per week.

Productivity

In both 2013 and 2014 the school operated at a deficit in terms of the Student Resources Package. This was as a result of the need to maintain breadth of subjects in the Senior School, the size of cohorts and therefore the need to operate relatively small class sizes in the Junior School. Another factor was the employment of a teacher and a ES staff member to provide both Literacy and Numeracy support in line with the school's Strategic Plan and identified school priorities. The 2015 SRP operated at a small surplus. In 2015 a Bring Your Own Device (BYOD) program, was successfully implemented at Year 10 with over 90% of students purchasing portable devices. The program will be extended into Year 10 in 2016 and Year 7 in 2017. It is anticipated that the BYOD program will operate at all year levels by 2019.

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 282 students were enrolled at this school in 2015, 139 female and 143 male. There were 0% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 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> Higher</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>		<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>		<ul style="list-style-type: none">  Lower  Lower  Similar  Similar

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & 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>	<p>Reading Low: 42%, Medium: 46%, High: 12%</p> <p>Numeracy Low: 52%, Medium: 34%, High: 14%</p> <p>Writing Low: 43%, Medium: 46%, High: 11%</p> <p>Spelling Low: 38%, Medium: 45%, High: 17%</p> <p>Grammar and Punctuation Low: 41%, Medium: 48%, High: 10%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & 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>	<p>Reading Low: 30%, Medium: 59%, High: 11%</p> <p>Numeracy Low: 40%, Medium: 40%, High: 20%</p> <p>Writing Low: 28%, Medium: 52%, High: 20%</p> <p>Spelling Low: 27%, Medium: 50%, High: 23%</p> <p>Grammar and Punctuation Low: 42%, Medium: 31%, High: 27%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>




Students in 2015 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **47%**
 VET units of competence satisfactorily completed in 2015: **90%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **79%**

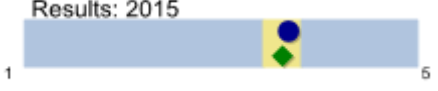




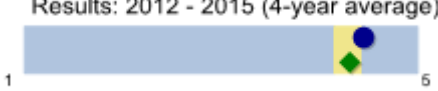


Performance Summary

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

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. 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 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 815 1027 913"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>91 %</td> <td>90 %</td> <td>91 %</td> <td>89 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	91 %	90 %	91 %	89 %	93 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Higher</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	91 %	90 %	91 %	89 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2014</p> <p>Results: 2011 - 2014 (4-year average)</p>	<p> Similar</p> <p> Higher</p>												

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness 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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>

How to read the Performance Summary

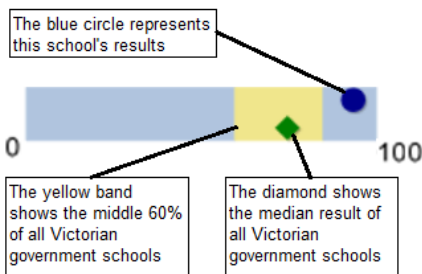
What are student outcomes?

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.

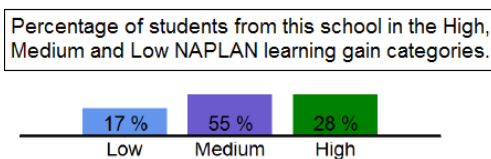
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

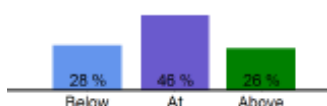


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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 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* 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, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,245,227	High Yield Investment Account	\$438,126
Government Provided DET Grants	\$452,904	Official Account	\$32,871
Government Grants Commonwealth	\$38,835	Other Accounts	\$3,223
Government Grants State	\$500	Total Funds Available	\$474,221
Revenue Other	\$48,443		
Locally Raised Funds	\$257,124		
Total Operating Revenue	\$4,043,032		
Expenditure		Financial Commitments	
Student Resource Package	\$3,232,469	Operating Reserve	\$121,275
Books & Publications	\$4,661	Asset/Equipment Replacement < 12 months	\$30,000
Communication Costs	\$13,167	Capital - Buildings/Grounds incl SMS<12 months	\$35,946
Consumables	\$103,175	Maintenance - Buildings/Grounds incl SMS<12 months	\$37,000
Miscellaneous Expense	\$234,819	Revenue Received in Advance	\$8,580
Professional Development	\$7,624	School Based Programs	\$35,000
Property and Equipment Services	\$157,971	Other recurrent expenditure	\$50,000
Salaries & Allowances	\$73,406	Asset/Equipment Replacement > 12 months	\$90,000
Trading & Fundraising	\$108,389	Capital - Buildings/Grounds incl SMS>12 months	\$20,000
Utilities	\$60,775	Maintenance -Buildings/Grounds incl SMS>12 months	\$46,420
		Total Financial Commitments	\$474,221
Total Operating Expenditure	\$3,996,457		
Net Operating Surplus/-Deficit	\$46,575		
Asset Acquisitions	\$23,457		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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.

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.

Financial performance and position commentary

In both 2013 and 2014 the school operated at a deficit in terms of the Student Resources Package. This was as a result of the need to maintain breadth of subjects in the Senior School, the size of cohorts and therefore the need to operate relatively small class sizes in the Junior School. Another factor was the employment of a teacher and a ES staff member to provide both Literacy and Numeracy support in line with the school's Strategic Plan and identified school priorities. The 2015 SRP operated at a small surplus. In 2015 the school received a federal Trade Training Centre grant (\$38,835) to improve TTC equipment levels.