

2019 Annual Report to The School Community



School Name: Rutherglen High School (8300)



- 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 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 27 August 2020 at 09:35 AM by Philip Rogers (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 October 2020 at 10:29 AM by Karen White (School Council President)

About Our School

School context

Rutherglen High School (enrolment 293) is situated in north-east Victoria servicing the rural townships of Chiltern, Rutherglen, Springhurst, Wahgunyah and the surrounding farming communities. Around 20% of students travel across the border from NSW. All told, approximately 55% of students travel by bus.

Girls account for 56% of students. No students have English as an Additional Language (EAL) and around 2% of students identify as being from an Aboriginal or Torres Strait Islander (ATSI) background. The overall socio-economic profile is deemed to be “low-mid.”

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.

Year 7 has an integrated curriculum approach to address transition issues. The Year 9 program successfully extends and challenges students to build strong links within the local and broader community. A Master Class program operates across Years 7 to 10 to extend and challenge highly capable students. Year 10 students can participate in a mainstream program, a Vocational Program and/or enrol in 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.

Parents and school staff report levels of satisfaction higher than the median for Victorian Government Secondary Schools.

Framework for Improving Student Outcomes (FISO)

The 2016-19 Strategic Plan priorities centre on maximizing individual student learning growth as well as self-development in aspects such as confidence, resilience and aspirations. These priorities are highly consistent with the FISO and are the basis for the school's Annual Implementation Plan (AIP) in 2019.

The FISO High-impact Improvement Initiative of 'Excellence in Teaching and Learning' and specifically 'Building Practice Excellence' has been the key priority of 2019 with a particular focus on writing. This is an integral part of developing and implementing a whole school approach of highly effective teaching practices.

The FISO High-impact Improvement Initiative of 'Positive Climate for Learning' has been the core of work around building resilience and respectful relationships.

The 2019 school review and the new Strategic Plan (2019-2023) maintains a focus on literacy, resilience and respectful relationships.

Achievement

Rutherglen High School is performing within the middle band in terms of Achievement across the range of reported measures.

Year 7 to 10 Teacher Judgements indicate that students in English are similar to those recorded at Similar Schools while Maths achievement levels are above Similar Schools.

NAPLAN data at Years 7 and 9 for both Literacy and Numeracy tends to show students are close to, or a little below, the state-wide median for Victorian Government Secondary Schools. The Learning gain from Year 7 to 9 is generally strong with a significant percentage showing medium to high gain, particularly in Reading, Writing and Spelling.

Mean study scores for all VCE subjects was lower than the state mean for 2018. The four year average for study scores continues to be very similar to the state-wide mean. 100% of students successfully completed their VCE in 2019. 93% of students successfully completed their VCAL in 2019.

Engagement

Student absence rates over a four year average are very similar the state-wide median for Victorian Government Secondary Schools. The 2019 absences were again in the middle band and similar to other years.

The 2019 data regarding the retention rate for students who remained at the school from Year 7 through to Year 10 is lower than 60% of all Victorian Government Secondary Schools. However a significant number of these students left the area or moved interstate.

The four-year average is regarded as below the retention rate of the middle band of Victorian Government Secondary Schools.

Rutherglen High School's data for the percentage of students from Years 10 to 12 exiting to further studies and fulltime employment is shown as below the state median for the 2019 cohort. This was unexpected because in previous years, and in the four-year average, the school consistently ranks well above the state median for this measure.

Wellbeing

The Students Attitude to School Survey – Sense of Connectedness is similar to the median for Victorian Government Secondary Schools for both 2019 and for the three year average.

The Students Attitude to School Survey – Management of Bullying is significantly higher than the median for all Victorian Government Secondary Schools for both 2019 and for the three year average.

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. The school has a Student Wellbeing Coordinator, a School Nurse and Social Worker for two days per week and a Doctors in Schools program operates each fortnight and external services also visit the school regularly.

Financial performance and position

The 2019 Financial and Performance Position shows a Net Operating Deficit of \$333,264. This is largely because in 2019, \$241,410 more was spent on wages than was allocated in the 'Credit' line of the Student Resource Package (SRP).

This is due to the fact that staff wages are counted against the 'credit' side of the SRP line whilst significant 'cash' income comes from other sections of the SRP and from locally raised funds. For example, the Equity cash component of around \$100,000 and the MYLNS Improvement Teachers cash component of around \$20,000 is fully utilised to employ additional staff. Similarly a proportion of the cash component of the Career Education Funding is utilised in this way and the wages of the Canteen Manager are directly offset against Canteen income. Consequently whilst the apparent deficit is in excess of \$240,000 the actual deficit will be less than \$40,000.

The deficit is confirmed for the end of the 2019 calendar year and this amount is deducted from the 3rd and 4th

Quarterly Cash Grants in the following year. The cash reserves held in the High Yield Investment Account are maintained at a level to cover this shortfall. This situation has operated in recent years and will do so again in 2020.




For more detailed information regarding our school please visit our website at
<http://www.rutherglenhs.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 Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

School Profile

Enrolment Profile

A total of 293 students were enrolled at this school in 2019, 164 female and 129 male.

0 percent were EAL (English as an Additional Language) students and 2 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.



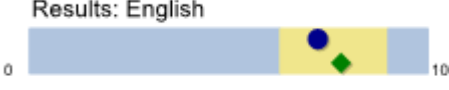
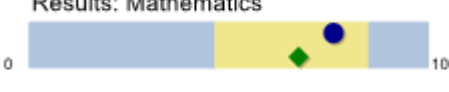


School Staff Survey

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

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 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 School Comparison</p> <p>● Above ● Similar ● Below</p> <p>Similar </p> <p>Above </p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools: **Key:** Similar School Comparison: Above Similar Below

Achievement	Student Outcomes	Similar 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>		<p>Similar </p> <p>Below </p>

Performance Summary

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

Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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 year 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>		<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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>Below ●</p>

Students in 2019 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **57%**
 VET units of competence satisfactorily completed in 2019: **87%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **93%**

Performance Summary

Key:		Key:													
Range of results for the middle 60% of Victorian Government Secondary Schools:		Similar School Comparison													
Results for this school: Median of all Victorian Government Secondary Schools:		Above	Below												
Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Similar </p>													
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>90 %</td> <td>85 %</td> <td>88 %</td> <td>88 %</td> <td>89 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	85 %	88 %	88 %	89 %	92 %	<p>Similar school comparison not available</p>	
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12										
90 %	85 %	88 %	88 %	89 %	92 %										
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below </p>													
<p>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below </p>													

Performance Summary

Wellbeing	Student Outcomes	Similar 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>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>Above </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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,684,813	High Yield Investment Account	\$670,790
Government Provided DET Grants	\$475,184	Official Account	\$25,128
Government Grants State	\$9,275	Other Accounts	\$3,557
Revenue Other	\$6	Total Funds Available	\$699,475
Locally Raised Funds	\$280,119		
Total Operating Revenue	\$4,449,396		
Equity¹			
Equity (Social Disadvantage)	\$176,305		
Equity (Catch Up)	\$19,036		
Equity Total	\$195,341		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,926,223	Operating Reserve	\$114,674
Books & Publications	\$11,671	Provision Accounts	\$65
Communication Costs	\$10,468	School Based Programs	\$449,627
Consumables	\$93,006	Beneficiary/Memorial Accounts	\$8,000
Miscellaneous Expense ³	\$203,632	Repayable to the Department	\$241,783
Professional Development	\$6,697	Total Financial Commitments	\$814,149
Property and Equipment Services	\$329,240		
Salaries & Allowances ⁴	(\$1,379)		
Trading & Fundraising	\$122,229		
Utilities	\$80,874		
Total Operating Expenditure	\$4,782,660		
Net Operating Surplus/-Deficit	(\$333,264)		
Asset Acquisitions	\$12,521		

- (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 26 February 2020 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)

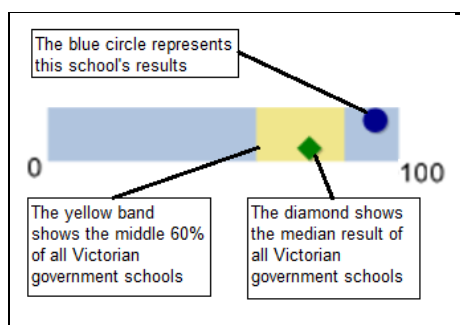
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').