

2016 Annual Report to the School Community



School Name: Rutherglen High School

School Number: 8300



Name of School Principal:	Phil Rogers
Name of School Council President:	Shane McCluskey
Date of Endorsement:	23rd March 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Rutherglen High School (enrolment 270) 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.

Year 7 has an integrated 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.

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 being confident, resilient and aspirational learners. These priorities are highly consistent with the FISO and are the basis for the school's Annual Implementation Plan (AIP) in 2016 and indeed in 2017. The FISO Improvement Priority of 'Building Excellence in Teaching and Learning' and specifically 'building practice excellence' has been the key priority of 2016 and consistent implementation of highly effective teaching practices is at the core of the school's 2016 work and will continue in 2017. The introduction of the Victorian Curriculum has meant that the FISO initiative 'curriculum planning and assessment' became a 2016 priority requiring a curriculum audit, unit development and pilot programs leading up to full implementation in 2017. Building resilience in students links directly to the FISO initiative 'building communities' and research and professional learning has taken place in 2016 and this area will be a 2017 priority.

Achievement

Rutherglen High School is generally performing within the middle and upper bands in terms of Achievement. NAPLAN data at Years 7 and 9 for both Literacy and Numeracy tends to show our students are close to, or a little below, the statewide median for government school students. The exception is 2016 Year 9 Reading which shows more students in the top 3 bands. The Learning Gain from Year 7 to 9 is generally strong with a significant percentage showing High gain. However further work is still required in the areas of Writing and Spelling. Mean study scores for all VCE subjects continues to be 'similar' to the state median in 2016 & for the four year average.

Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Student attendance rates at Rutherglen High School for 2016 are higher than the state median and the four year average data is also higher to the rest of the state. This suggests that students are engaged with their learning and the programs available at the school.

The 2016 data regarding the retention rate for students who remained at the school from Year 7 through to Year 10 is a concern in that it is significantly lower than the median of Victorian government schools. However, the four year average is regarded as 'similar' to the retention rate of the mid band of 60% of 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 2015 and our four year average is also excellent.

Wellbeing

The Attitude to School Survey – Connectedness to School is higher than the median for all Victorian government schools for 2016 and over the 4 year period of 2013-2016.

The Attitude to School Survey – Student Perceptions of Safety is similar to the median for all Victorian government schools for 2016 and considerably higher than the 4 year average for the period 2013-2016.

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.

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 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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 273 students were enrolled at this school in 2016, 134 female and 139 male. There were 0% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</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: ◆

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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> ● Higher ◆ Similar ● 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>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>53%</td> <td>44%</td> <td>3%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>56%</td> <td>9%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>38%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>47%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>47%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	53%	44%	3%	Numeracy	35%	56%	9%	Writing	38%	38%	25%	Spelling	25%	47%	28%	Grammar and Punctuation	33%	47%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 96% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 56% VET units of competence satisfactorily completed in 2016: 84% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 70%</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:

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 2016 attendance rate by year level:</p> <table border="1" data-bbox="580 826 1034 922"> <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>91 %</td> <td>87 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	91 %	91 %	87 %	92 %	92 %	<p>Results: 2016</p>  <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p>  <p>Low absences <-----> high absences</p>	<p> Higher</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	91 %	91 %	87 %	92 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p>  <p>0 100</p> <p>Results: 2013 - 2016 (4-year average)</p>  <p>0 100</p>	<p> Lower</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: 2016</p>  <p>0 100</p> <p>Results: 2013 - 2016 (4-year average)</p>  <p>0 100</p>	<p> Higher</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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>

How to read the Performance Summary

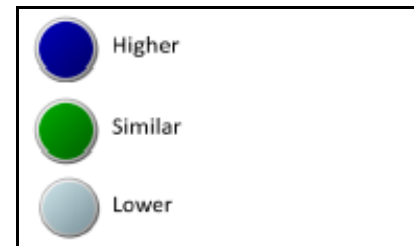
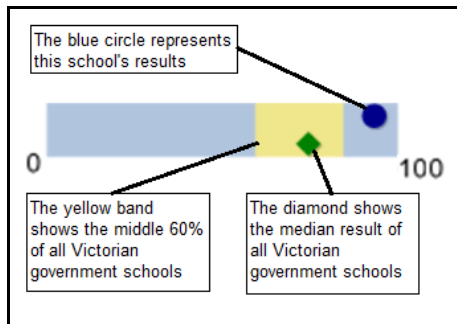
What are student outcomes?

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, P-12 and specialist schools, 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.

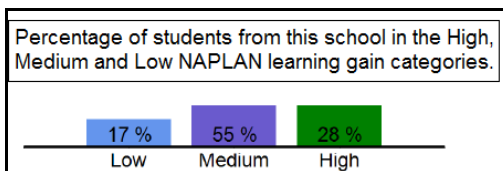
You can see these results for the latest year, as well as the average of the last four years (where available).

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 are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 and position commentary

Rutherglen High School operated at a very small deficit (\$11,000) for 2016 in terms of the Schools Resource Package credit line in order to maintain curriculum breadth and effective year level groupings. However this was more than offset by capacity for cash to credit transfers within school operations.

The Net Operating Surplus is exaggerated by the school temporarily holding in excess of \$135,000 for partner schools in the YouthNETT Trade Training Centre consortium. These funds will be distributed to the other schools in early 2017 to support the TTC in terms of sustainability and in particular, equipment upgrade and/or replacement.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,302,790
Government Provided DET Grants	\$548,973
Government Grants State	\$135,738
Revenue Other	\$91,332
Locally Raised Funds	\$292,176
Total Operating Revenue	\$4,371,010

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$682,822
Official Account	\$15,133
Other Accounts	\$3,264
Total Funds Available	\$701,218

Expenditure	
Student Resource Package	\$3,311,088
Books & Publications	\$10,135
Communication Costs	\$11,532
Consumables	\$115,669
Miscellaneous Expense	\$243,080
Professional Development	\$12,912
Property and Equipment Services	\$198,010
Salaries & Allowances	\$53,737
Trading & Fundraising	\$115,406
Travel & Subsistence	(\$513)
Utilities	\$55,983
Total Operating Expenditure	\$4,127,041

Financial Commitments	
Operating Reserve	\$126,687
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds incl SMS<12 months	\$135,738
Maintenance - Buildings/Grounds incl SMS<12 months	\$80,283
Revenue Received in Advance	\$10,000
School Based Programs	\$42,585
School/Network/Cluster Coordination	\$15,000
Provision Accounts	\$6,000
Other recurrent expenditure	\$95,000
Capital - Buildings/Grounds incl SMS>12 months	\$89,924
Total Financial Commitments	\$701,218

Net Operating Surplus/-Deficit	\$243,969
Asset Acquisitions	\$1,527

Student Resource Package Expenditure figures are as of 08 March 2017 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.