

2017 Annual Report to the School Community



School Name: Rutherglen High School

School Number: 8300

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Rutherglen High School (enrolment 270) is situated in north-east Victoria servicing the rural townships of Chiltern, Rutherglen, Springhurst, Wahgunyah and the surrounding farming communities. Around 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 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 2017. The FISO Improvement Priority of 'Building Excellence in Teaching and Learning' and specifically 'building practice excellence' has been the key priority of 2017 and consistent implementation of highly effective teaching practices is at the core of the school's work 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.' Research and professional learning took place in 2016 and this area was a 2017 priority.

Achievement

Rutherglen High School is generally performing within the middle band 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 Learning Gain from Year 7 to 9 is generally strong with a significant percentage showing Medium to High gain. However further work is still required in the areas of Reading and Spelling. Mean study scores for all VCE subjects continues to be 'similar' to the state median in 2017 & for the four year average. The school operates a very successful VCAL and VET program in parallel with the VCE program. 60% of Year 12 students in 2017 undertook at least one Vocational Education and Training (VET) unit of competence with an almost 90% successful completion rate. Almost 90% of students undertaking the Victorian Certificate of Applied Learning (VCAL) successfully completed their studies. Student Exit Destination data is consistently excellent, indicating exit students are equipped with vital skills, knowledge and access to resources in order to pursue desired pathways.

Engagement

Student attendance rates at Rutherglen High School for 2017 are comparable with the state median and the four-year average data is higher than the rest of the state. This suggests that students are very engaged with their learning and the programs available at the school.

The 2017 data regarding the retention rate for students who remained at the school from Year 7 through to Year 10 is similar to 60% of all Victorian Government Secondary Schools. This is a significant increase from 2016 data. The four-year average is also regarded as 'similar' to the retention rate of the mid band of 60% of government schools.

Rutherglen High School's data for the percentage of students from Years 10 to 12 exiting to further studies and fulltime employment is well above the state median for the cohort exiting in 2016 and our four-year average is also excellent.

Wellbeing

The Attitude to School Survey – Connectedness to School is slightly higher than the median for all Victorian government schools for 2017 and this is consistent over recent years.

The Attitude to School Survey – Management of Bullying is significantly higher than the median for all Victorian government schools for 2017.

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. 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 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	
<p>Enrolment Profile</p> <p>A total of 285 students were enrolled at this school in 2017, 150 female and 135 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 3 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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: ◆

Achievement	Student Outcomes	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</p> <p>● Similar</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: ◆

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>	<p>○ Lower</p> <p>○ Lower</p> <p>● Similar</p> <p>● Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
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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 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>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>36%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>60%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>44%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>56%</td> <td>15%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>59%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	36%	33%	Numeracy	23%	60%	17%	Writing	29%	44%	26%	Spelling	29%	56%	15%	Grammar and Punctuation	24%	59%	18%	<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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: 97% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 60% VET units of competence satisfactorily completed in 2017: 88% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 88%</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: ◆

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 2017 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>90 %</td> <td>91 %</td> <td>90 %</td> <td>88 %</td> <td>87 %</td> <td>90 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	91 %	90 %	88 %	87 %	90 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Similar</p> <p>● Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	91 %	90 %	88 %	87 %	90 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Higher</p> <p>● Higher</p>												



Performance Summary

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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: 2017</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: 2017</p>	<p>● Higher</p>

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)

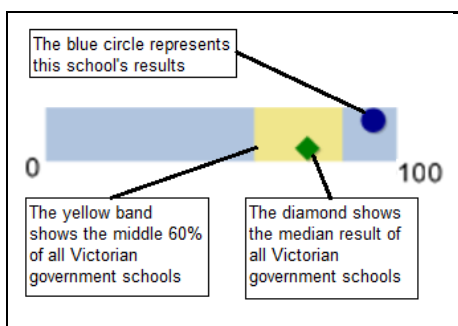
Engagement

- 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).

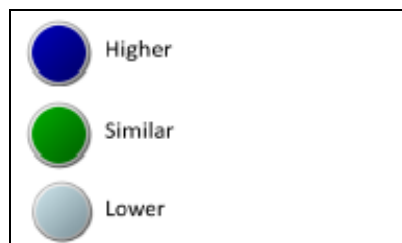


What does *School Comparison* refer to?

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*' 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').

Financial Performance and Position

Financial performance and position commentary

Rutherglen High School operated at a very small surplus (\$6,000) for 2017 in the School Resources Package credit line. Funding for Stage 1 of the school's master Plan was announced in the 2016 State Budget. Since that time the school has held back expenditure and works in order to ensure there are sufficient school funds to fully equip the new STEM Centre and to link the new centre to other parts of the school. This has resulted in an inflated financial position but there will be significant funds expended in 2018.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,380,424	High Yield Investment Account	\$708,667
Government Provided DET Grants	\$572,692	Official Account	\$31,912
Government Grants State	\$50,220	Other Accounts	\$3,497
Revenue Other	\$156,840	Total Funds Available	\$744,076
Locally Raised Funds	\$397,440		
Total Operating Revenue	\$4,557,616		
Equity¹			
Equity (Social Disadvantage)	\$220,323		
Equity (Catch Up)	\$12,779		
Equity Total	\$233,102		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,373,116	Operating Reserve	\$144,867
Books & Publications	\$9,235	Asset/Equipment Replacement < 12 months	\$302
Communication Costs	\$11,583	Maintenance - Buildings/Grounds incl SMS<12 months	\$150,000
Consumables	\$147,491	Revenue Receipted in Advance	\$5,000
Miscellaneous Expense ³	\$229,884	School Based Programs	\$25,000
Professional Development	\$11,496	Other recurrent expenditure	\$80,000
Property and Equipment Services	\$363,627	Asset/Equipment Replacement > 12 months	\$150,000
Salaries & Allowances ⁴	\$69,584	Capital - Buildings/Grounds incl SMS>12 months	\$14,229
Trading & Fundraising	\$153,288	Total Financial Commitments	\$569,397
Utilities	\$66,400		
Total Operating Expenditure	\$4,435,705		
Net Operating Surplus/-Deficit	\$121,911		
Asset Acquisitions	(\$21,283)		

(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 05 March 2018 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.