

**2014 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:

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 2014.

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. 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 similar to the Median for Victorian government schools but higher than what the NAPLAN data reveals. Literacy and numeracy continue to be school priorities and while NAPLAN data for individual cohorts shows some variation, the 4-year average continues to be very close to 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 two exceptions (Reading at Year 7 and at Year 9) will be 2015 priorities. VCE achievement levels continue to be a priority. The 2014 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 2014 53% of Year 12 students undertook at least one Vocational Education and Training (VET) unit of competence. VCE and VCAL satisfactory completion rates remain high and were 94% and 92% respectively in 2014. VET units of competence satisfactorily completed increased in 2014 to 92%, despite students leaving during the year to take up employment or apprenticeships.

Engagement

Student attendance rates at Rutherglen HS for 2014 are very similar to the State median. For both 2014 and the four year average, our data places us slightly higher than the rest of the state. With a small cohort at most year levels the absence data for one or two students can skew the results. Our data for the retention rate for students who remain at the school through to Year 10 falls within the middle range of Victorian government schools. Our strong data for students completing Year 12 indicate that a very high percentage of students who exit from Year 7 to Year 11 would be attending another educational setting. Our four year average is also similar to the retention rate of the median government schools. Rutherglen High School has excellent data for the percentage of students exiting to further studies and fulltime employment. We are well above the state median for the cohort exiting in 2013 and our four year average is equally as strong.

Wellbeing

The Attitude to School Survey data over the 4 year period is slightly higher than the median for all Victorian government schools. However the 2014 data is considerably higher than the state median. The Parent Satisfaction Summary data, as derived from the Parent Opinion Survey, is also considerably higher than the median for all Victorian government schools. Attendance data is often a good indicator of student wellbeing. In both the 2014 and 4 year trend data, student attendance is slightly higher than the median for all Victorian government schools. Four year levels have attendance above the 90% level. 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 and 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. It is anticipated that the SRP in 2015 will be close to balanced. In 2013 and 2014, additional school funds have been allocated to upgrading the school network through both purchase and additional hours of technical support. This is in preparation for the launching of a Bring Your Own Device (BYOD) program at Year 10. In 2014 additional netbooks were purchased for allocation to trolleys for use in the Junior School.

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 performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 292 students were enrolled at this school in 2014, 147 female and 145 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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 schools: Result for this school: Median of all Victorian government schools:

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> Similar</p> <p> Similar</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</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>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</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






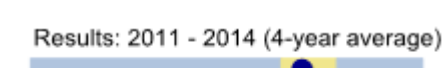






Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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: 50% Medium: 35% High: 15%</p> <p>Numeracy Low: 38% Medium: 46% High: 15%</p> <p>Writing Low: 45% Medium: 43% High: 12%</p> <p>Spelling Low: 30% Medium: 58% High: 12%</p> <p>Grammar and Punctuation Low: 43% Medium: 50% High: 8%</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: 41% Medium: 48% High: 11%</p> <p>Numeracy Low: 17% Medium: 52% High: 30%</p> <p>Writing Low: 26% Medium: 52% High: 22%</p> <p>Spelling Low: 37% Medium: 50% High: 13%</p> <p>Grammar and Punctuation Low: 30% Medium: 61% High: 9%</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: 2014: </p> <p>Results: 2011 - 2014 (4-year average): </p>	<p> Similar</p> <p> Similar</p>




Students in 2014 who satisfactorily completed their VCE: [94%](#)
 Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: [53%](#)
 VET units of competence satisfactorily completed in 2014: [92%](#)
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: [92%](#)





Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="571 819 1027 920"> <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>88 %</td> <td>91 %</td> <td>86 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	88 %	91 %	86 %	91 %	93 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	88 %	91 %	86 %	91 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (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: 2013</p>  <p>Results: 2010 - 2013 (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</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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>

How to read the Performance Summary

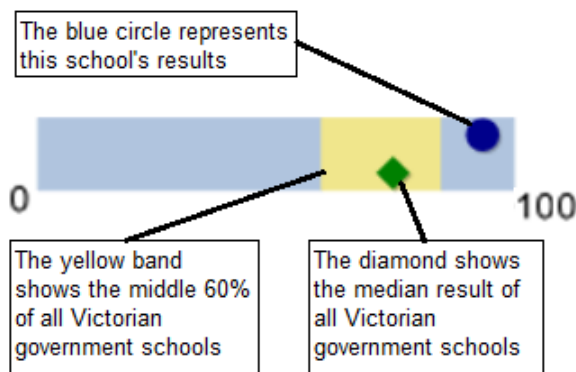
What are student outcomes?

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.



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.

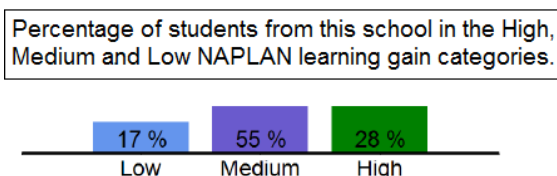
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

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'.



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, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$3,203,865
Government Provided DE&T Grants	\$318,538
Revenue Other	\$189,288
Locally Raised Funds	\$292,072
Total Operating Revenue	\$4,003,762

Funds Available	Actual
High Yield Investment Account	\$391,650
Official Account	\$16,711
Other Accounts	\$3,171
Total Funds Available	\$411,533

Expenditure	
Student Resource Package	\$3,326,815
Books & Publications	\$15,026
Communication Costs	\$12,425
Consumables	\$116,210
Miscellaneous Expense	\$219,099
Professional Development	\$16,392
Property and Equipment Services	\$271,555
Salaries & Allowances	\$67,994
Trading & Fundraising	\$113,786
Travel & Subsistence	\$69
Utilities	\$51,995
Adjustments	(\$40,000)

Financial Commitments	
Operating Reserve	\$128,183
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds incl SMS<12 months	\$15,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$30,000
School Based Programs	\$11,846
Repayable to DEECD	\$126,504
Other recurrent expenditure	\$30,000
Asset/Equipment Replacement > 12 months	\$15,000
Capital - Buildings/Grounds incl SMS>12 months	\$15,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$25,000
Total Financial Commitments	\$411,533

Total Operating Expenditure **\$4,171,367**

Net Operating Surplus/-Deficit **(\$167,605)**

Asset Acquisitions **\$116,139**

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.

Financial performance and position commentary

[Insert financial commentary here]