

2018 Annual Report to The School Community



School Name: William Ruthven Secondary College (8895)



- 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 2018 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 03 April 2019 at 10:03 AM by Judith Benney
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 29 April 2019 at 03:59 PM by Michael Grogan
(School Council President)

About Our School

School context

William Ruthven Secondary College established in 2010 serves the communities of Reservoir, Coburg, Thomastown and Campbellfield. We are proud to be named after William Ruthven, who was awarded a WWI Victoria Cross, and whose personal qualities of honour and community service are reflected in our promise; Leadership Excellence Acceptance Respect Now @ WRSC.

In 2018 our community consisted of 387 co-educational Year 7-12 students, 32 (equivalent full-time) teachers, 10 education support staff and three principal class officers. Our focus remains on continuous improvement and places the needs of our students at the core of our decision making. The school ethos and infrastructural organisation is based on knowing each student as an individual in order to maximise learning and social success. The college is accessed very easily by public transport. Keon Park station is within 900 metres walking distance, there are local Reservoir Bus Co. and Smart bus 902 routes to the school.

The college re-build as part of a Capital Works programme continued in 2018. It is a credit to the students and staff that the learning focus remained during this disruptive period. The objective of building modern learning spaces to support best practice and improvement in student learning outcomes is the ultimate goal of the new learning spaces, and much time was spent in developing teacher and student capacity in working with flexible spaces to support our student-centred focus. This is an important time for the college, and staff and students are continuing to develop their skills around how learning in flexible spaces will support our work in the future. Our curriculum is designed to ensure literacy, numeracy and curiosity are at the centre of Years 7-10 learning in order to maximise success in the VCE and VCAL. In 2018 we continued the development of our curriculum using the 21st Century Learning Design model. After a significant period of research and investigation, we introduced a new programme for our Year 9 students to teach the research, problem solving and collaborative skills required for Years 10-12 VCE and VCAL success. The "PEEL" programme combines a number of core subjects together and maximises the opportunity for our learners to work with a small group of dedicated staff. It is supported by a school-wide use of Office 365 and OneNote to connect students and teachers to the learning. The programme includes an extensive suite of elective offerings designed in conjunction with students or in response to their requests. The elective programme was developed across Years 9 & 10 to provide a wide range of opportunities and cater for the varying interests of our students.

The college enjoys a very close partnership with La Trobe University which ensures our young people aspire to University degrees after Year 12 due to their confidence in the University model and pathway to ensure their future success. Our exit destination data continues to show the benefits of this relationship.

Framework for Improving Student Outcomes (FISO)

FISO Initiative 1 : Curriculum planning and assessment. We continued on the development of skills using the 21st Century Learning Design (21CLD) model. In 2018 the focus was on developing curriculum to support student self-regulation. We continued in the professional development of key staff in the model, who acted as champions and supported their colleagues in the development of curriculum which met the required level of design. All staff developed a minimum of three units of work which used self-regulation to a high level as part of their performance and development.

FISO Initiative 2: Empowering students and building school pride. The Year 9 programme was one initiative developed to align with this initiative. The change in delivery model was challenging for some students but by the end of the year the feedback from them showed a considerable growth. Two of our staff participated in a research circle designed to better understand student agency, and this work will continue to influence our curriculum design. In 2018 the introduction of "School Wide Positive Behaviours" involved collecting feedback from our students and the development of a school-wide framework which will be introduced in 2019.

FISO Initiative 3: Building practice excellence. Leadership team participated in the "Professional Learning Communities" programme, and will use this model to re-shape the professional learning programme in 2019. Our college continues to have a dedicated programme for all staff for 1.5 hours per week, focussing on improving student outcomes. In 2018 all English and Mathematics teachers at years 7 & 8 provided feedback on student learning growth twice per term, and developed their skills in analysing and using data for improvement. We

employed a primary school teacher to head up our intervention programme and work with staff on developing their skills with students who enter at year 7 with below expected achievement levels.

Achievement

In 2018 our VCE scores and Vic Curriculum F-10 Teacher judgement of student achievement were similar when compared with like schools. Likewise, Year 9 NAPLAN results are similar to all Victorian government schools in Reading and Numeracy. The VCE mean study core shows a similar result for the purpose of school comparison. NAPLAN Learning gain Year 7-9 continues to show a higher proportion of medium growth, and our aim is to move all students toward a higher growth area in 2019. The College leadership team continues to focus on the core objective of improving student learning outcomes. All College leaders are coached and coach and lead their own teams to ensure shared leadership skills are consistently applied to all learning strategies, planning, documentation, reporting and assessment.

Student learning data is available for all staff on line, and is reviewed regularly to support planning and curriculum development.

All of the initiatives listed have been supported by equity funding, and have been vital to the learning improvement shown. As we continue to prepare for new learning spaces for our students, our aim is to ensure that our focus remains on providing quality educational opportunities for the young people in our care. All Programmes for Students with a Disability students made satisfactory and above progress against their individual learning goals.

Engagement

The student retention data, and exit data for students in Years 10 - 12 also showed a higher achievement level when compared with like school, which is pleasing. Considerable effort is made to ensure that our students are provided with access to pathways which will best serve their needs in the future. We continue to employ staff to work our attendance data, with phone calls home in addition to the SMS service. Our sub-school leaders work with parents of long-term absentees to ensure they remain connected to education and can resume their schooling as soon as possible. They work with parents and students on shaping an individual programme if there is a need. Attendance is lowest at Year 9, and this will be a focus in 2019.

Wellbeing

Student sense of connectedness to school and management of bullying were of a lower achievement level than similar schools in 2017. This is an area which will need further focus in 2019. There was an impact on students during the capital works project, with facilities which were not conducive to good learning during this period. The development of the new buildings, together with the roll-out of the School Wide Positive Behaviours programme in 2019 are actions which will support an improvement in 2019. In addition, a re-vamped student engagement focus for staff responsibility positions is an attempt to redress this position.

Financial performance and position

The annual surplus was due to accumulated funds held to support the schools financial operations including curriculum programs and our liabilities over the next four years.

In order to ensure the completion of the capital works programme, the school has had to commit to repay \$1 million to the Victorian School Building Authority over the next four years

Equity funding was fully expended in accordance with the requirements of the Department. Despite having advertised on three occasions, the school was not able to attract Learning Specialists during this period.

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.

For more detailed information regarding our school please visit our website at
<http://www.williamruthvensc.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

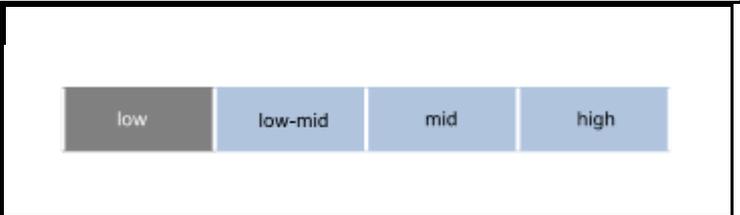
Enrolment Profile

A total of 391 students were enrolled at this school in 2018, 166 female and 225 male.

41 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

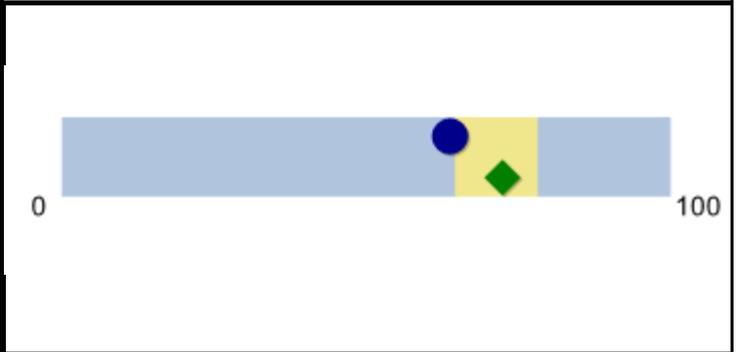
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



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).

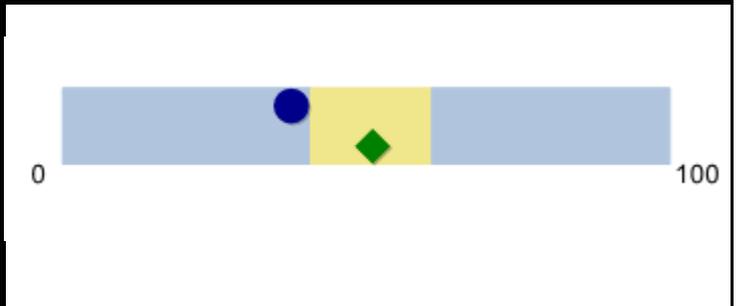
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

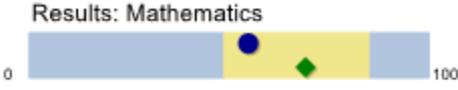
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



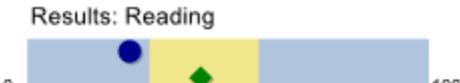
Performance Summary

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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

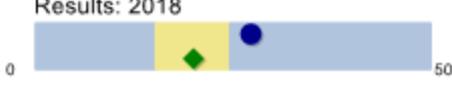
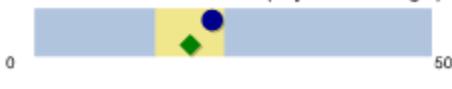
Performance Summary

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 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>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</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>● Similar</p> <p>● Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: 92% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 34% VET units of competence satisfactorily completed in 2018: 76% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 71%</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 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <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>89 %</td> <td>87 %</td> <td>83 %</td> <td>86 %</td> <td>86 %</td> <td>85 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	87 %	83 %	86 %	86 %	85 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	87 %	83 %	86 %	86 %	85 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Higher</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: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Higher</p> <p> Higher</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:

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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Lower</p> <p> Lower</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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Lower</p> <p> Lower</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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,922,339	High Yield Investment Account	\$754,735
Government Provided DET Grants	\$777,735	Official Account	\$14,543
Government Grants Commonwealth	\$4,101	Other Accounts	\$593,687
Government Grants State	\$3,789	Total Funds Available	\$1,362,964
Revenue Other	\$65,000		
Locally Raised Funds	\$3,066		
Total Operating Revenue	\$5,776,031		
Equity¹			
Equity (Social Disadvantage)	\$740,050		
Equity (Catch Up)	\$45,262		
Equity Total	\$785,311		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,540,889	Operating Reserve	\$174,827
Communication Costs	\$17,392	School Based Programs	\$820,000
Consumables	\$301,865	Asset/Equipment Replacement < 12 months	\$58,000
Miscellaneous Expense ³	\$478,479	Capital - Buildings/Grounds < 12 months	\$310,000
Professional Development	\$42,046	Total Financial Commitments	\$1,362,827
Property and Equipment Services	\$181,928		
Salaries & Allowances ⁴	\$20,399		
Trading & Fundraising	\$1,979		
Travel & Subsistence	\$7,538		
Utilities	\$64,339		
Adjustments	\$4,013		
Total Operating Expenditure	\$5,660,868		
Net Operating Surplus/-Deficit	\$115,162		
Asset Acquisitions	\$80,991		

(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 15 March 2019 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)

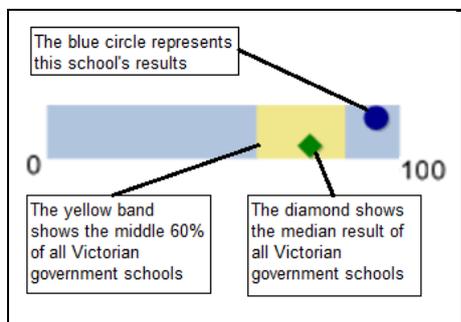
Engagement

- 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).

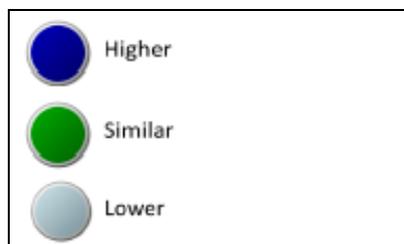


What does *School Comparison* refer to?

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 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*' 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').