

# 2019 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 18 March 2020 at 03:27 PM by Andrew Elborough (Principal)

The 2019 Annual Report to the school community:

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

Attested on 19 March 2020 at 12:39 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 393 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.

We are pleased to advise that we have completed stage 1 of our capital works program, with a focus on flexible and modern learning spaces for our community. Staff and students were able to transition seamlessly into our new spaces and continue to place the student at the centre of the learning. We continue to provide quality professional learning for our teachers to maximise the potential of our new environment.

Our curriculum is designed to ensure literacy, numeracy and inquiry are at the centre of Years 7-10 learning in order to maximise success in the VCE and VCAL. In 2019 we continued the development of our curriculum using the 21st Century Learning Design model. The Year 9 PEEL program continues to provide our students with 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 Year 9 and 10 students have responded enthusiastically to the diverse elective programme which provides a wide range of opportunities to cater for their varying interests.

Over the past 12 months we have developed a strong rapport with various community organisation to create a School Community Action Team (SCAT) to provide tiered support for our college. In 2019 our focus was on mental health and pathways

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 2019 the focus was on developing curriculum to support student knowledge construction. 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 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 modified in response to student feedback from 2018. 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 2019 "School Wide Positive Behaviours" matrix was implemented school wide with the focus around our core values. In response to our ATOSS we developed a mentoring program to support our students' wholistic development. This required the restructure of the teaching day to facilitate the program across the whole school.

FISO Initiative 3: Building practice excellence. We introduced the "Professional Learning Communities" structure and reshaped our professional learning programme to inquiry into teaching practice within the classroom. We have worked closely with DSSI Teaching partners on building the capability of our Year 7 and 8 english staff (with a focus on

lifting reading outcomes). Our college continues to have a dedicated programme for all staff for 1.5 hours per week, focussing on improving student outcomes.

### **Achievement**

In 2019 our VicCurric teacher judgements 7-10 were below like schools in english, but similar to like schools in mathematics. Our year 9 NAPLAN results followed this trend being below in reading and above in numeracy when compared to like schools. Pleasingly our VCE results showed an increase in our means study score which was above like schools. 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. We continue 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 showed was below like schools, however the exit destination data for students in Years 10 - 12 was higher compared to like schools. 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.

### **Wellbeing**

Student sense of connectedness to school and management of bullying were of a lower achievement level than similar schools in 2018. This is an area which will need further focus in 2020 we are hopefully that the mentor programme, School Wide Positive Behaviour Support and the introduction of Respectful Relationships in 2020 will help us bridge this gap. As a result of this we have increase our wellbeing team to address the concerns raised by the students. We have employed additional capacity of social worker, mental health practitioner and welfare support. In addition our adolescent health nurse and wellbeing staff member return in 2020.

### **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.

The school had to commit to repaying the VSBA \$1million dollar to ensure the completion of the capital works programme over the next three years. To date we have repaid \$250,000 of this.

Equity funding was fully expended in accordance with the requirements of the Department. 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




**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 401 students were enrolled at this school in 2019, 192 female and 209 male.

39 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

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p><b>Below</b> </p> <p><b>Similar</b> </p>

## Performance Summary

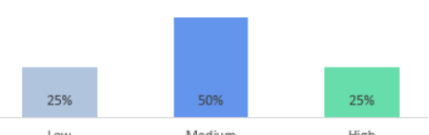
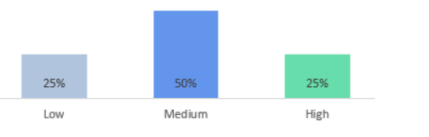


**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></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><b>Below</b> <span style="color: blue; font-size: 24px; vertical-align: middle;">●</span></p> <p><b>Above</b> <span style="color: teal; font-size: 24px; vertical-align: middle;">●</span></p>

## Performance Summary

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

**Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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><b>Reading</b></p> <p>32 % Low 52 % Medium 16 % High</p> <p><b>Numeracy</b></p> <p>35 % Low 42 % Medium 23 % High</p> <p><b>Writing</b></p> <p>27 % Low 57 % Medium 16 % High</p> <p><b>Spelling</b></p> <p>30 % Low 61 % Medium 9 % High</p> <p><b>Grammar and Punctuation</b></p> <p>27 % Low 42 % Medium 31 % High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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><b>Reading</b></p> <p>25 % Low 49 % Medium 25 % High</p> <p><b>Numeracy</b></p> <p>16 % Low 63 % Medium 21 % High</p> <p><b>Writing</b></p> <p>13 % Low 65 % Medium 22 % High</p> <p><b>Spelling</b></p> <p>20 % Low 51 % Medium 29 % High</p> <p><b>Grammar and Punctuation</b></p> <p>24 % Low 53 % Medium 24 % High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<p><b>Victorian Certificate of Education (VCE)</b></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: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>

Students in 2019 who satisfactorily completed their VCE: **87%**  
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **31%**  
 VET units of competence satisfactorily completed in 2019: **62%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **97%**

## Performance Summary

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

Engagement	Student Outcomes	Similar School Comparison												
<p><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p><b>Below</b> </p>												
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>86 %</td> <td>86 %</td> <td>86 %</td> <td>83 %</td> <td>79 %</td> <td>85 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	86 %	86 %	86 %	83 %	79 %	85 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
86 %	86 %	86 %	83 %	79 %	85 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2016 - 2019 (4-year average)</b></p>	<p><b>Below</b> </p>												
<p><b>Exit Destinations</b></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><b>Results: 2019</b></p> <p><b>Results: 2016 - 2019 (4-year average)</b></p>	<p><b>Above</b> </p>												



## Performance Summary

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

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$5,031,810	High Yield Investment Account	\$859,978
Government Provided DET Grants	\$1,076,471	Official Account	\$46,139
Government Grants Commonwealth	\$9,985	Other Accounts	\$13,965
Government Grants State	\$3,809	<b>Total Funds Available</b>	<b>\$920,082</b>
Revenue Other	\$143,472		
Locally Raised Funds	\$392,624		
<b>Total Operating Revenue</b>	<b>\$6,658,171</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$712,834		
Equity (Catch Up)	\$37,852		
<b>Equity Total</b>	<b>\$750,686</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,500,552	Operating Reserve	\$309,917
Communication Costs	\$17,943	Funds Received in Advance	\$71,205
Consumables	\$258,846	School Based Programs	\$1,669
Miscellaneous Expense <sup>3</sup>	\$1,115,141	Repayable to the Department	\$250,000
Professional Development	\$91,275	Asset/Equipment Replacement < 12 months	\$4,207
Property and Equipment Services	\$274,698	Capital - Buildings/Grounds < 12 months	\$593,000
Salaries & Allowances <sup>4</sup>	\$60,061	<b>Total Financial Commitments</b>	<b>\$1,229,998</b>
Trading & Fundraising	\$3,669		
Travel & Subsistence	\$22,722		
Utilities	\$64,797		
Adjustments	\$8		
<b>Total Operating Expenditure</b>	<b>\$6,409,712</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$248,459</b>		
<b>Asset Acquisitions</b>	<b>\$59,122</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

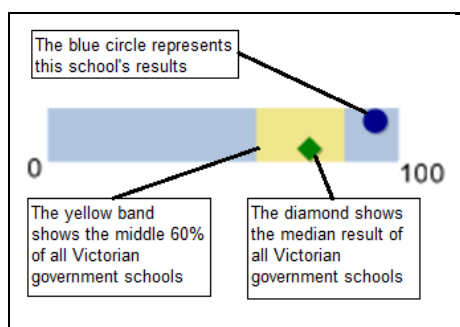
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

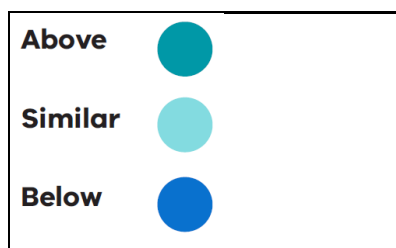


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

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



## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').