

2020 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 2020 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 26 March 2021 at 03:23 PM by Andrew Elborough (Principal)

The 2020 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 28 April 2021 at 09:27 AM by Michael Grogan (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

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 based learning is evident in Years 7-10 learning in order to maximise success in the VCE and VCAL. In 2020 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 combined elective program provides a wide range of opportunities to cater for the varying interests of our students. We continue to develop a strong rapport with various community organisation to create a School Community Action Team (SCAT) to provide tiered support for our college. In 2020 our focus was on mental health and career 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. In 2020 we implemented a guaranteed and viable cycle for staff to review and plan for the following year. This supported the development of a whole school assessment schedule to ensure a spread of assessment items across each term to spread the load. In 2020 we assembled a school based data team to look at the appropriate data collected by staff. We have formulated a generic school spreadsheet for staff to collate the data and analysis of data to develop curriculum for targeted teaching.

FISO Initiative 3: Building practice excellence. Our college continues to have a dedicated program for all staff for 1.5 hours per week, focussing on improving student outcomes. We continued to work in the "Professional Learning Communities" structure through our professional learning program to inquiry into improving teaching practice for our students. The DSSI Teaching partners worked with staff on building staff capacity on decoding. We allocated specific time for our Year 7 and 8 English staff to work with the DSSI staff around reading strategies, specifically decoding.

Achievement

2020 was a unique experience for our school, we recorded a 95% VCE completion rate and a 73% VCAL completion rate. Our Median study score increased from 27 in 2019 to 28, reflecting an increase in the percentage of study scores of 40 or higher to 7.5%. 86% of students who applied for tertiary education through VTAC were offered a first round place at one of their first 3 preferences. We continue to work with staff on accurately recording teacher judgement to reflect our student achievements across the 7-10 curriculum. Our Mathematics data (61% at or above expected standard) continues to be stronger than our English data (48% at or above expected standard) especially in reading.

2020 has seen the implementation of our STEAM subject in Years 7 & 8 to develop students to design, create and evaluate as learner with the curriculum.

Engagement

In 2020 we worked with our Family Engagement Action Team (FEAT) on assessing how inviting our school is to the parent community. This data supported the work we have completed to engage parents in their child’s learning. During remote learning parents provided feedback to the school around how supportive and accommodating the redevelopment of the curriculum to focus on supporting the wellbeing and academic progress of the students. A variety of video clips from student leaders and staff were used to support student engagement during remote learning. A number of competitions e.g. narrative story writing, totem pole design and drawing competitions were conducted to assist with students staying connected to the school.

Wellbeing

In 2020 our mentor program specifically looked at the various programs each cohort of students require to continue to develop our students holistically. We further increased our staffing with the employment of a 0.4 mental health practitioner. When our students returned from the remote learning periods’ staff implemented a number of extra curriculum activities and programs to assist the student’s to transition to face to face learning, this included social activities (chat and chill), chess club, and sporting activities at lunch time. We noticed an increase in anxiety, mental health issues, emotional regulation and social media addiction. As a result we have strategically planned specific cohort programs and wellbeing programs such as the implementation of Respectful Relationships to complement our School Wide Positive Behaviour Support model.

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’s commitment to repay the VSBA \$1million dollar has been fully repaid ahead of the projected time frame. 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 funding relevant program related to improving and enhancing student outcomes.

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

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 402 students were enrolled at this school in 2020, 192 female and 210 male.

33 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

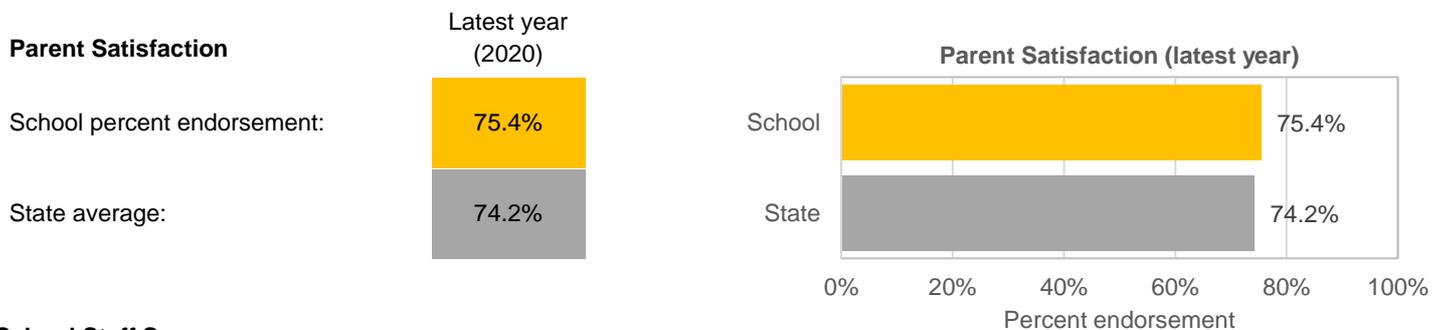
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

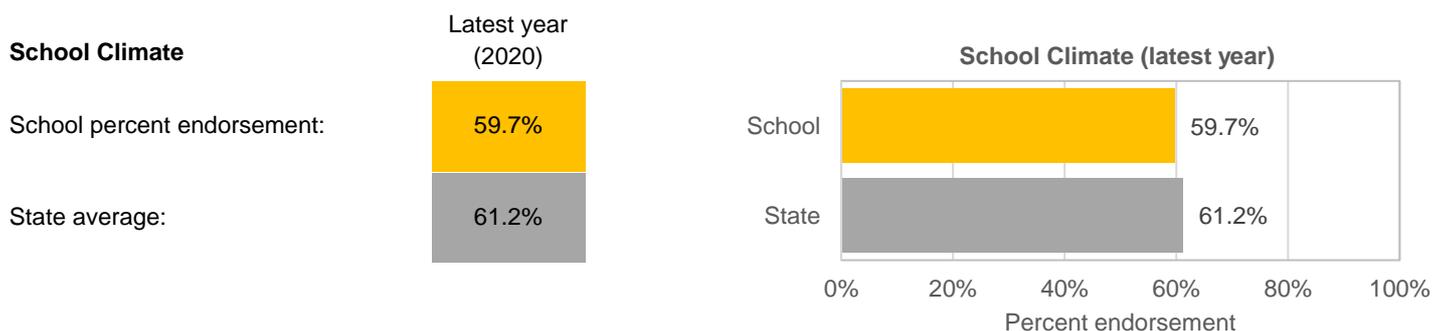


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

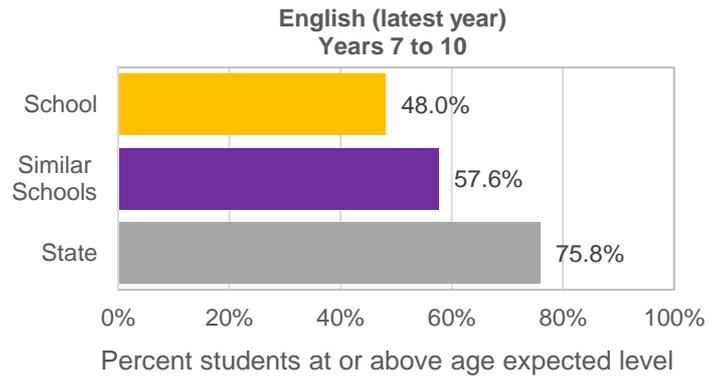
48.0%

Similar Schools average:

57.6%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

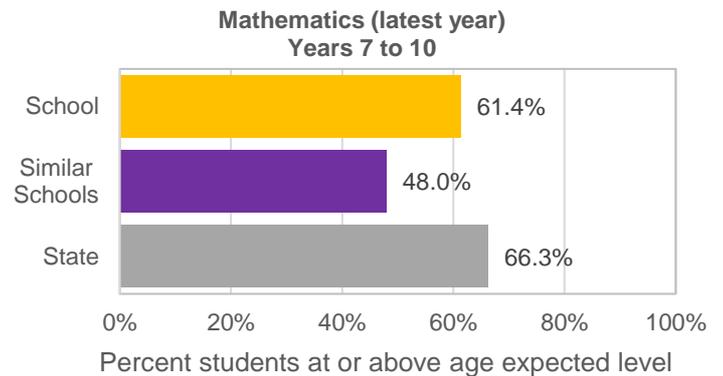
61.4%

Similar Schools average:

48.0%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

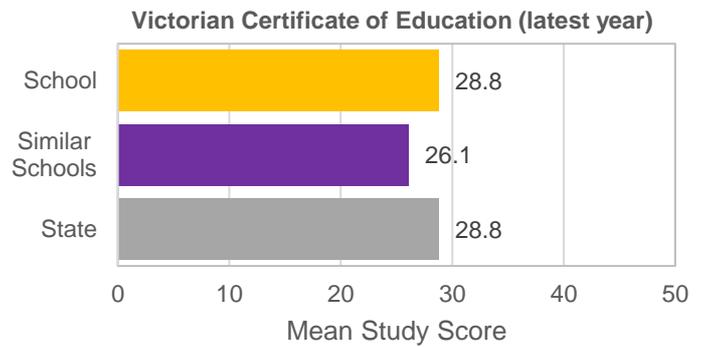
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	28.8	26.7
Similar Schools average:	26.1	26.0
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

95%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

30%

VET units of competence satisfactorily completed in 2020:

71%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

73%

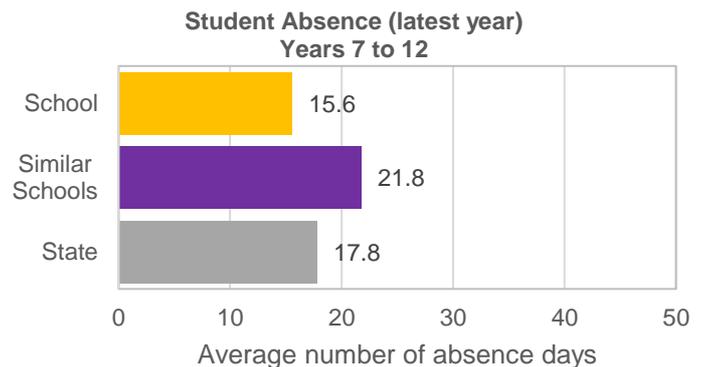
ENGAGEMENT

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	15.6	25.1
Similar Schools average:	21.8	23.2
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

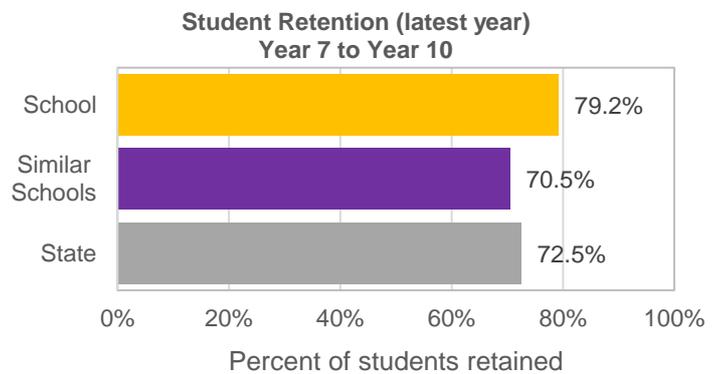
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	93%	89%	92%	93%	93%	94%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	79.2%	72.9%
Similar Schools average:	70.5%	70.9%
State average:	72.5%	72.9%



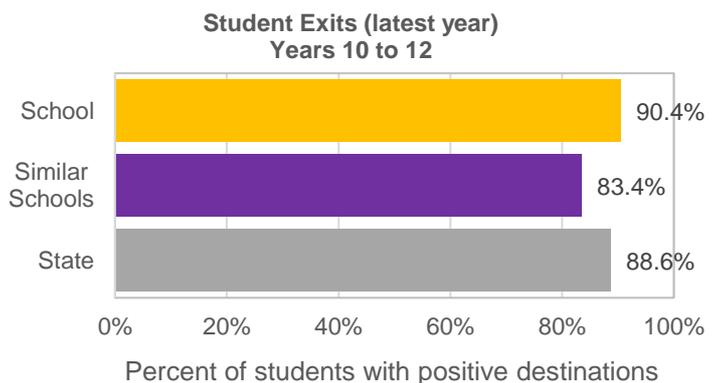
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	90.4%	94.4%
Similar Schools average:	83.4%	85.2%
State average:	88.6%	89.1%



WELLBEING

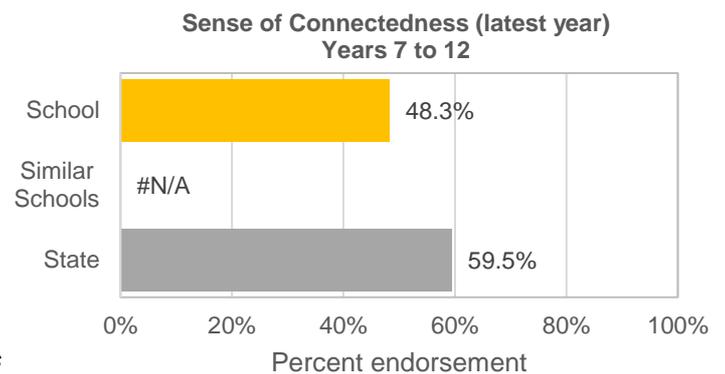
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	48.3%	43.7%
Similar Schools average:	NDP	50.1%
State average:	59.5%	55.3%



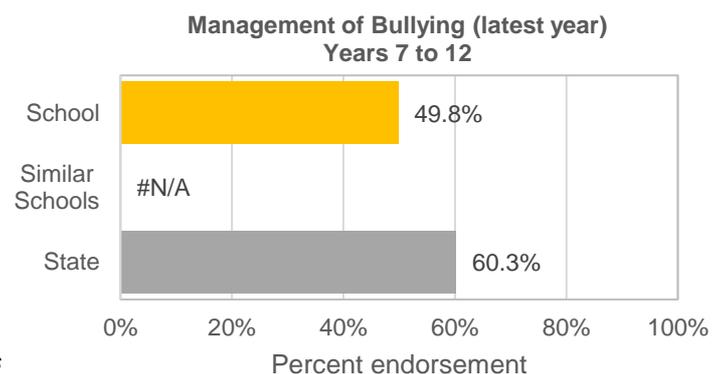
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	49.8%	46.5%
Similar Schools average:	NDP	53.1%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$5,503,881
Government Provided DET Grants	\$1,002,660
Government Grants Commonwealth	\$2,711
Government Grants State	\$5,428
Revenue Other	\$59,006
Locally Raised Funds	\$135,757
Capital Grants	NDA
Total Operating Revenue	\$6,709,443

Equity ¹	Actual
Equity (Social Disadvantage)	\$594,816
Equity (Catch Up)	\$40,481
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$635,297

Expenditure	Actual
Student Resource Package ²	\$4,795,083
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$15,820
Communication Costs	\$17,468
Consumables	\$236,503
Miscellaneous Expense ³	\$532,118
Professional Development	\$45,622
Equipment/Maintenance/Hire	\$24,260
Property Services	\$88,964
Salaries & Allowances ⁴	\$24,983
Support Services	\$230,049
Trading & Fundraising	\$1,383
Motor Vehicle Expenses	\$7,867
Travel & Subsistence	\$100
Utilities	\$54,060
Total Operating Expenditure	\$6,074,280
Net Operating Surplus/-Deficit	\$635,164
Asset Acquisitions	\$85,455

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$711,474
Official Account	\$28,568
Other Accounts	NDA
Total Funds Available	\$740,042

Financial Commitments	Actual
Operating Reserve	\$201,580
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$25,212
School Based Programs	\$105,400
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$25,221
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$9,000
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$161,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$557,413

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.