

2021 Annual Report to The School Community



School Name: William Ruthven Secondary College (8895)



**WILLIAM RUTHVEN
SECONDARY COLLEGE**

- 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 2021 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 13 April 2022 at 10:18 AM by Andrew Elborough (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 01 June 2022 at 09:21 AM by Michael Grogan (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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)
- 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 disabilities 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 is a vibrant and modern 7-12 co-educational school located in Reservoir. Our school is built to accommodate approximately 600 secondary students within a collaborative learning environment. The school community has a very strong commitment to our values – Respect Excellence Acceptance and Leadership - which reflects our focus on academic and life-long learning. The curriculum is innovative and designed for 21st Century learning and pathways beyond the school. This work is supported by our school wide positive behaviour matrix and developed in consultation with students. With a focus on lifelong learning, staff engage in dedicated professional learning meetings each week using the Professional Learning Communities model to support the individual learning needs of our diverse student population. The college enjoys partnerships with La Trobe University and RMIT which ensures our young people aspire to university degrees after Year 12. In 2021 we expanded the VCAL program to begin in Year 11 to support students looking to complete their VCAL certificate over two years. With the completion of the stage 1 of the capital works program, we have a focus on flexible and modern learning spaces for our community. 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 2021 we continued the development of our curriculum using the 21st Century Learning supported by Microsoft Office 365. 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 2021 our focus was on mental health and career pathways.

Framework for Improving Student Outcomes (FISO)

FISO Initiative 1: Curriculum planning and assessment. In 2021 we implemented a guaranteed and viable cycle for staff to review and plan for the documentation and delivery of the curriculum. This supported the development of a whole school assessment schedule to ensure a spread of assessment items across each term to spread the load. We continued to work with staff on recording and analysis of student data to develop curriculum for teaching at the point of need for all students. The DSSI Teaching partners worked with staff on building staff capacity on a literacy goal related to reading for all Year 7 & 8 students as part of the literacy program. The goals were linked to individual student data collated from Fountas and Pinnell, OnDemand and teacher judgements. We continued to protect weekly planning time for our Year 7 & 8 literacy teachers to support collaborative planning for improvement and capacity building around reading.

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. We implemented a whole school Educational Instructional Model (EIM) as a focus for our learning walks conducted in Terms 2 and 4 as feedback to refine and develop the EIM for 2022. We worked with staff to develop a remote EIM with a focus on wellbeing check-in for all classes and brain breaks for our senior students due to the length of sessions conducted via WebEx.

Achievement

2021 was a unique experience for our school, we recorded a 100% VCE completion rate and a 93% VCAL completion rate. The VCE mean study score increasing from 27.96 to 28.31, We had 92% 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 around triangulating data with formative and summative assessments. The NAPLAN data in Year seven resulted in an increase in the percentage of students in the top three bands. This was supported by the number of students assessed as independent readers from previous years. The work conducted with the DSSI all Year seven and eight students worked with staff to identify specific reading goals linked to their Fountas and Pinnell reading levels. As part of the Literacy program our Year 7 and 8 students engaged in the writer notebook as well. This has resulted in a 5% increase from 2020 to 2021 in student voice and agency from the Attitudes to School survey data.

Engagement

We continue to work with our Family Engagement Action Team (FEAT) on how the parent community can support their child in their educational journey. 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. Several competitions e.g., narrative story writing, drawing, and cooking competitions were conducted to assist with students staying connected to the school. The school introduced brain break within the structure of the lessons to ensure students could have a mini break and remain focused for most of their sessions.

Wellbeing

In 2021 the mentoring program continued to evolve with the implementation of cohort specific programs targeted to address concerns and issues. The whole school wellbeing program looked at various tiered approaches to programs addressing the mental health with the work conducted with the School Community Action Team external supports Headspace, School Focused Youth Services and Darebin council. We employed an extra staff member 0.8 to support our existing staff (Mental health Practitioner 0.4 and Wellbeing co-ordinator 0.6 having a strong focus on supporting our students during another disruptive year of learning. The wellbeing team worked with co-ordinators to implement several extracurricular activities to engage students and support a strong sense of connectedness to school for our students. The Attitudes to school data supports this with a 12% increase in connectedness to school over the past 3 years. We have also displayed a significant increase of 13% over the past 3 years in students having an advocate for them at WRSC. As part of the final lockdown the school restructured remote learning lessons to allow our students to have brain breaks and wellbeing days on a fortnightly basis to ensure students could self-regulate their online learning. We engaged regional support to present to staff the importance of self-care and balancing work and home life during the final lockdown with a focus on mental health and identifying stress loads and techniques to destress.

Finance 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 has repaid the VSBA regarding the rebuild of the school completed in 2019, 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
<https://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 410 students were enrolled at this school in 2021, 185 female and 225 male.

33 percent of students had English as an additional language and 5 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).

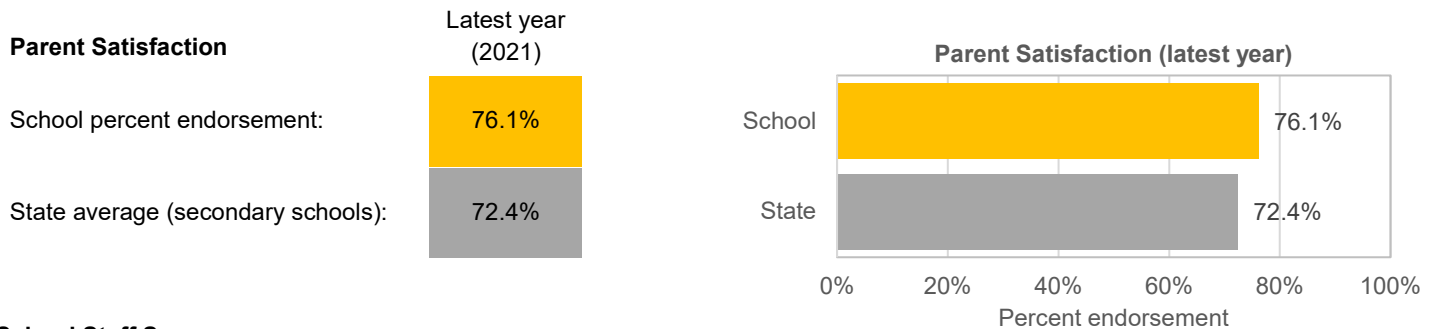
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

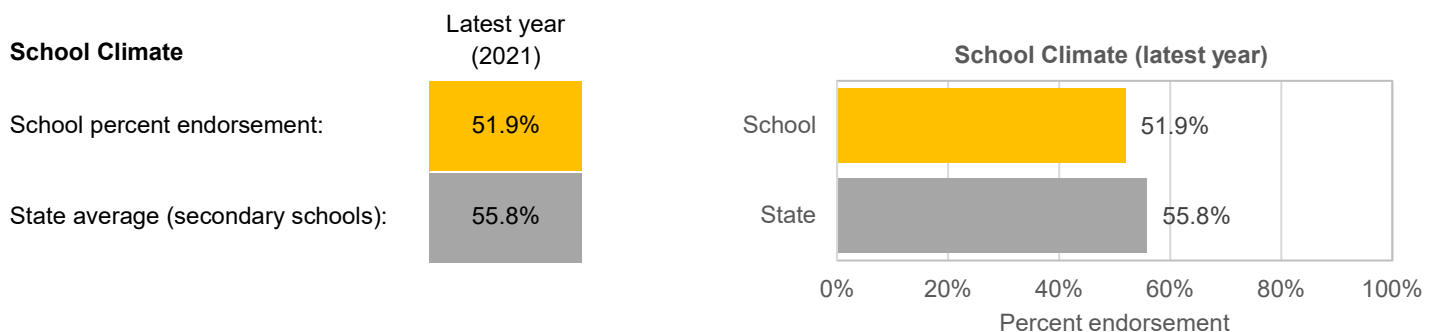


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

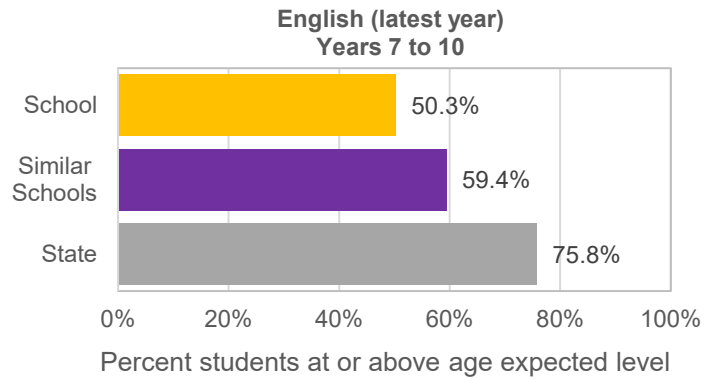
50.3%

Similar Schools average:

59.4%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

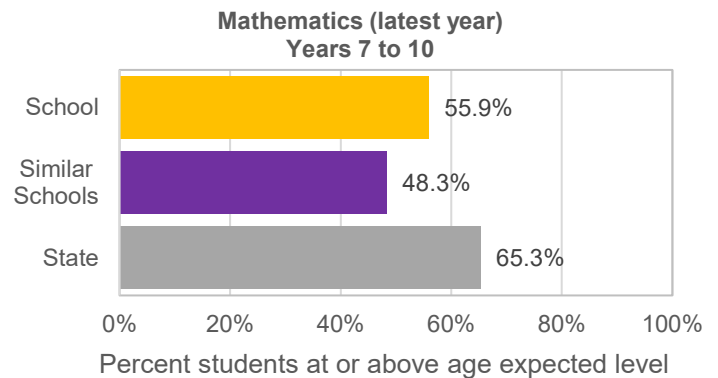
55.9%

Similar Schools average:

48.3%

State average:

65.3%



ACHIEVEMENT (continued)

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.

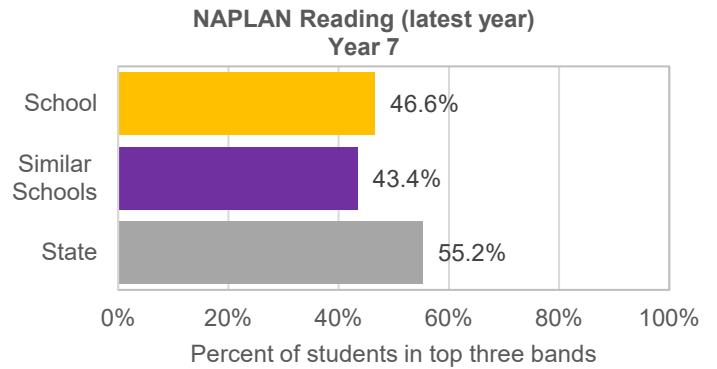
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

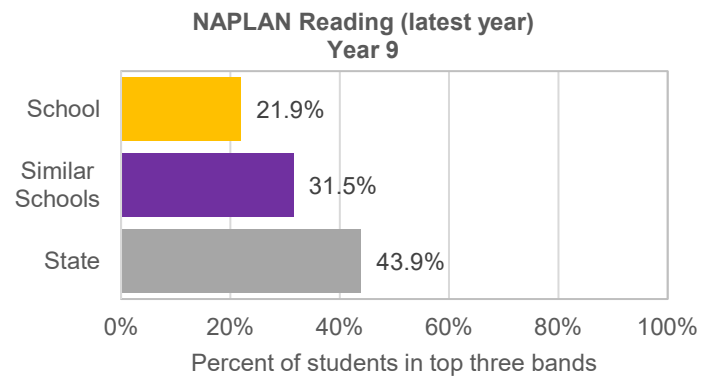
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	46.6%	38.9%
Similar Schools average:	43.4%	42.2%
State average:	55.2%	54.8%



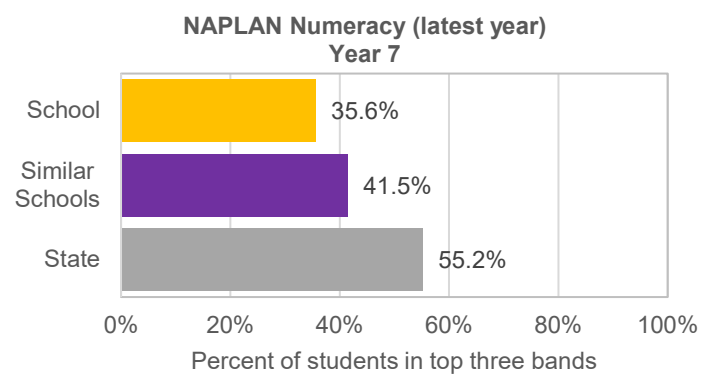
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	21.9%	23.7%
Similar Schools average:	31.5%	32.9%
State average:	43.9%	45.9%



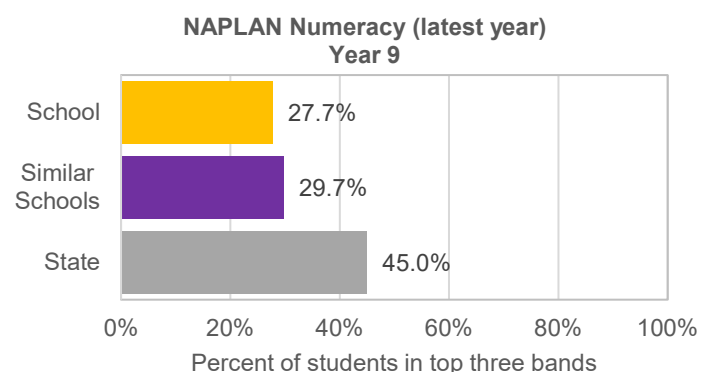
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	35.6%	39.0%
Similar Schools average:	41.5%	40.1%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	27.7%	32.8%
Similar Schools average:	29.7%	31.1%
State average:	45.0%	46.8%



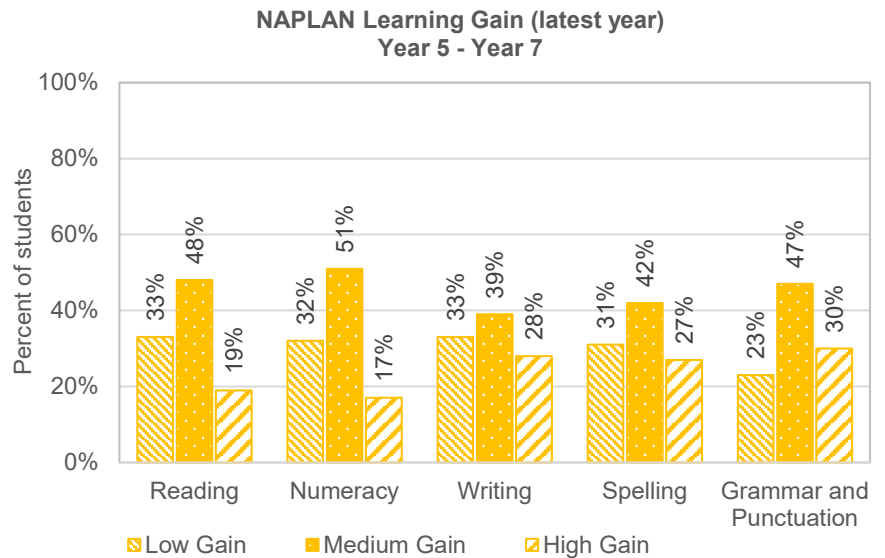
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

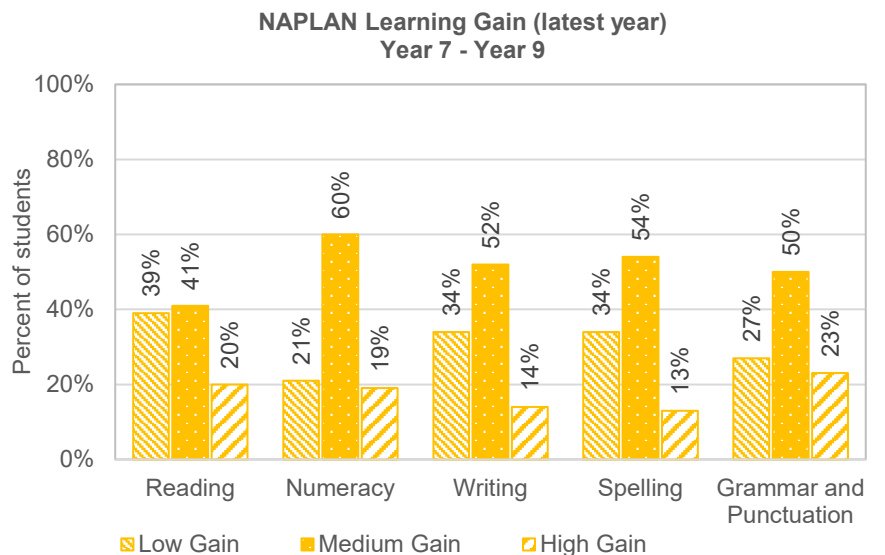
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	48%	19%	19%
Numeracy:	32%	51%	17%	18%
Writing:	33%	39%	28%	18%
Spelling:	31%	42%	27%	22%
Grammar and Punctuation:	23%	47%	30%	18%



**Learning Gain
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	39%	41%	20%	21%
Numeracy:	21%	60%	19%	22%
Writing:	34%	52%	14%	20%
Spelling:	34%	54%	13%	20%
Grammar and Punctuation:	27%	50%	23%	20%



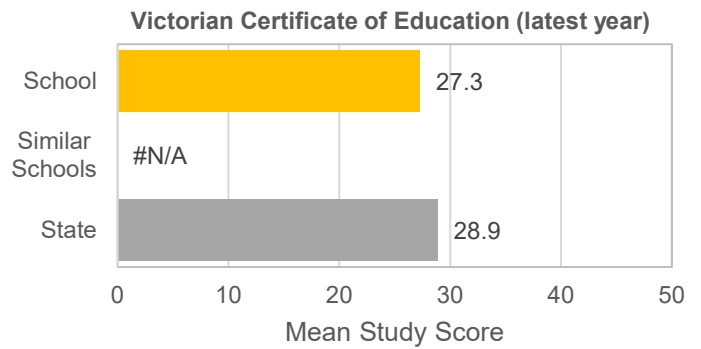
ACHIEVEMENT (continued)

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.

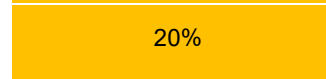
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	27.3	27.3
Similar Schools average:	26.2	N/A
State average:	28.9	28.9



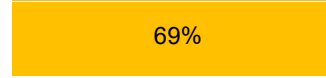
Students in 2021 who satisfactorily completed their VCE:



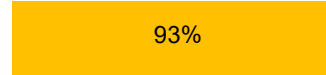
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2021*:



Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:



* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

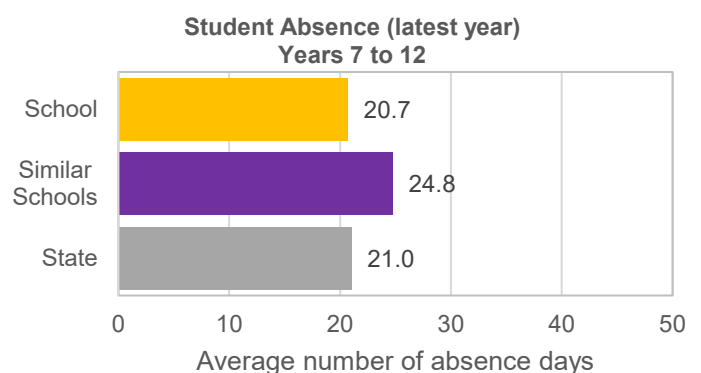
ENGAGEMENT

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 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	20.7	23.8
Similar Schools average:	24.8	23.6
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

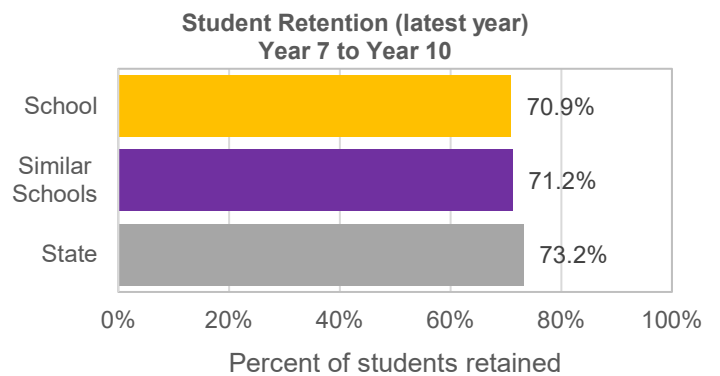
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	92%	89%	83%	91%	91%	95%

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 (2021)	4-year average
School percent of students retained:	70.9%	74.4%
Similar Schools average:	71.2%	71.0%
State average:	73.2%	72.9%



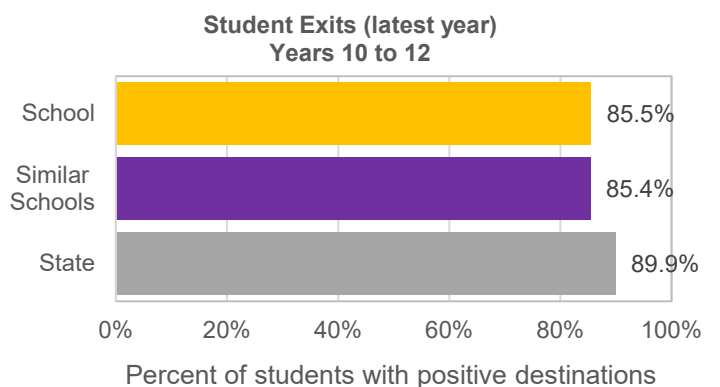
Students exiting to further studies or full-time employment

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 year when students exited the school. Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	85.5%	89.0%
Similar Schools average:	85.4%	84.7%
State average:	89.9%	89.2%



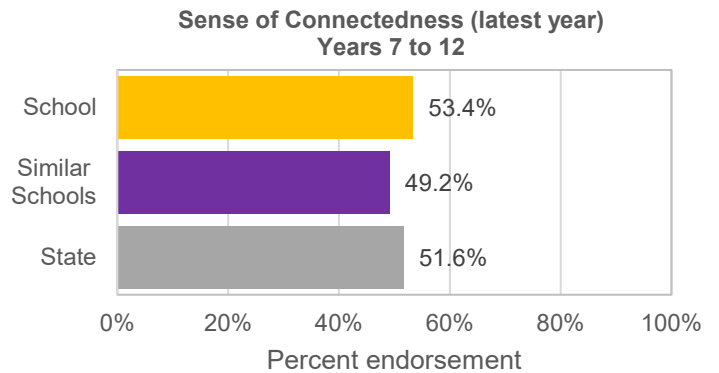
WELLBEING

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).

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	53.4%	45.5%
Similar Schools average:	49.2%	50.3%
State average:	51.6%	54.5%

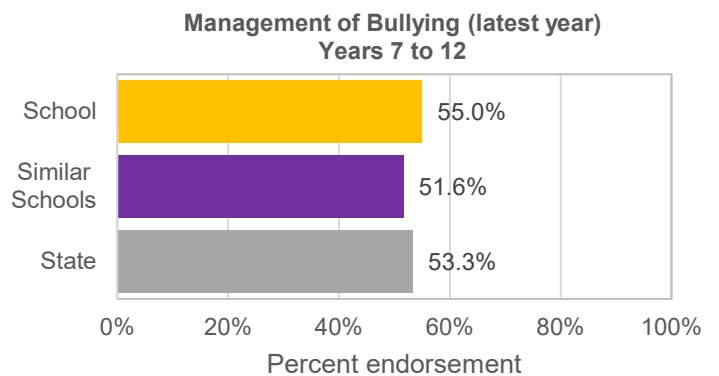


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	55.0%	47.2%
Similar Schools average:	51.6%	53.1%
State average:	53.3%	56.8%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$5,865,378
Government Provided DET Grants	\$917,948
Government Grants Commonwealth	\$2,386
Government Grants State	\$3,139
Revenue Other	\$11,067
Locally Raised Funds	\$31,445
Capital Grants	\$0
Total Operating Revenue	\$6,831,364

Equity ¹	Actual
Equity (Social Disadvantage)	\$504,816
Equity (Catch Up)	\$36,364
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$541,181

Expenditure	Actual
Student Resource Package ²	\$5,063,079
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$52,335
Communication Costs	\$15,142
Consumables	\$52,393
Miscellaneous Expense ³	\$87,216
Professional Development	\$45,044
Equipment/Maintenance/Hire	\$182,658
Property Services	\$70,797
Salaries & Allowances ⁴	\$29,773
Support Services	\$252,047
Trading & Fundraising	\$2,819
Motor Vehicle Expenses	\$5,005
Travel & Subsistence	\$0
Utilities	\$45,263
Total Operating Expenditure	\$5,903,572
Net Operating Surplus/-Deficit	\$927,793
Asset Acquisitions	\$10,817

- (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 10 Mar 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$922,264
Official Account	\$18,413
Other Accounts	\$0
Total Funds Available	\$940,677

Financial Commitments	Actual
Operating Reserve	\$131,546
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$85,698
School Based Programs	\$130,139
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,611
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$160,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$515,994

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.