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 Regulation 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 15 March 2019 at 05:28 PM by Andrew Monson (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 Regulation 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 16 March 2019 at 08:17 AM by Geoff Hyland (School Council President)
About Our School

School context

The Rubicon Vision and Mission is: “Empowering people to develop life - long positive growth” “through the provision of programs that develop an enhanced understanding of self and others, and the skills required to contribute to a positive community and sustainable environment.” This statement assists the school to directly support the Education State outcomes of: Learning for life, Happy healthy resilient students, and, Breaking the link between disadvantage and outcomes.

Rubicon Outdoor Centre School, (ROC), is a residential outdoor education school operated by the Department of Education and Training (DET). Rubicon has two campuses. The Thornton Campus, in the Rubicon Valley 100km north-east of Melbourne. The Nayook Campus is located approximately 100 km east of Melbourne.

Annually over 3000 state school students attend the school for programs, with the majority of programs being five days. Students come from across Victoria but most are drawn from metropolitan Melbourne. Programs may be residential and based at either of the school’s campuses with both day and overnight trips to adjoining natural environments. The school also uses Base camp and Journey based delivery models, which can be taken through bush, lake or river environments. All programs have outcomes drawn from the Victorian Curriculum (VC).

Curriculum foci are negotiated with the client schools as part of a learning design process and content descriptors for each program are negotiated with teachers and students from the attending school.

The staffing profile of the school in 2018 included a Principal and two Assistant Principals, 27 teaching staff (effective full time (EFT) 20.3), 13 Education Support staff (EFT 9.6) and 4 trainees. Each attending school has a staffing profile of visiting teachers (VTs) to meet DET safety ratios for residential and outdoor activities. VT participation in the teaching practices of the school helps support continuity for students in their learning as they transition between the schools. The school council is active in policy making and supports the priorities and resource allocation planning for both campuses. Membership of the school council has representation from the DET, staff members, nominees of key stakeholder groups and community members.

The school is part of the Residential Outdoor Schools Association (ROSA). This is a network partnership with the Outdoor School (Bogong and 15 Mile Creek campuses), Somers School Camp (Somers and Woorabinda campuses), and Blackwood Special Schools Outdoor Education Centre. ROSA principals have a MOU, (memorandum of understanding), which delineates a clear direction for strategic action to advocate and improve the quality and access to outdoor learning for Victorian government students. The partnership provides access to quality and relevant professional learning. An assistant principal is shared across the member schools to advance the ROSA strategic plan and is referred to as the ROSA Network chair.

Framework for Improving Student Outcomes (FISO)

Although in the last year of the Strategic Plan in 2018 The focus on the improvement initiatives at the school focused on the initiatives of; Evaluating impact on learning and Intellectual engagement in teaching practice. These initiatives challenged the school to adopt key improvement strategies that would have a measurable impact with the key strategies identified being; develop common assessment approach and process; formalise, document and implemented a reporting template, build student voice within learning, develop a culture of high expectations.

The work in developing common assessment approaches and processes remains ongoing and is well supported by the documented reporting format. A highlight of the work in 2018 was staff preparedness to adopt a reporting format and begin a discourse around the merits of the report and implications on student learning outcomes and future directions. Student voice remains high at the school however the opportunity to utilise this in more meaningful ways for improved student outcomes will remain a focus into the new strategic plan. The development of a culture of high expectations in both teaching practice and student outcomes remains a focus within the school, however greater work in 2018 was committed to discussing “what works” in the outdoor learning space and looking through the role that differentiation plays in supporting students.
The schools work in progressing these goals both within the context of 2018 but also throughout the previous strategic plan was affirmed by the school review in Term 4 that identified highlights from the process to be the school's work in the FISO priority areas of; Excellence in teaching and learning, Community Engagement in Learning, and Positive Climate for Learning to be very positive, affirming the commitment that was established at the beginning of the previous strategic plan.

**Achievement**

The 2018 school year highlighted the success the school had in progressing towards its student achievement goal; for every student to achieve learning growth in their program focus. The 2018 year saw teaching staff adopt and begin implementation of a reporting format, although early on in its iteration, the report format helped identify student achievement as a cohort and identify the next steps for students in their learning as well as stimulate conversations around effective assessment. The high level of collective efficacy, as measured within the staff opinion survey, remains a significant driver in continuing this work with the school continuing to be well above the state benchmark in this area. A future direction for this work will be to align the format with school values, ensuring that achievement measures are realistic, coupled with teacher driven comments to support future directions for students as student level reports are introduced. There were high levels of endorsement from both visiting teachers and students in relation to identified learning outcomes and program focuses, with students noting through surveys that they experienced high levels of stimulated learning and expectations of success. The performance goal of “every” student achieving learning growth was perhaps unrealistic and the next strategic plan focuses on more measurable goals with specific links to ensuring that student driven goals and outcomes are at the heart of achievement within the school.

**Engagement**

The school has progressed toward its student engagement goal; to foster student voice and engagement in their learning. In 2018 student surveys indicated through the dimensions of motivation and interest, school connectedness and voice and agency to be high and this, is in addition to teacher surveys, demonstrated high levels of engagement in learning by students. This was further ratified by the school review and subsequent findings, affirming the measures used by the school in this work. Future work in the area of engagement specifically relates to student voice and agency, and the opportunities that this may have in curriculum design and implementation, along with the role that newly articulated school values will play. Future actions and strategies to address variations in student numbers (attendance) between those students planning to attend and those that do attend relates specifically to improving the partnership arrangements with visiting schools with the scope potentially being around a community of practice approach being used to drive curriculum and program design with schools.

**Wellbeing**

In 2018 the school wellbeing goal was; to work towards promoting understanding of self and others, and to foster positive relationships, within an inclusive and supportive learning community. The evidence from teachers’ assessment documentation along with the results of the staff opinion survey and student surveys, identified that school programs and teachers continue to promote students as learners, nurturing them to achieve positive inclusive learning partnerships within cohorts and between schools. A greater focus of the school will be to investigate and understand the language of instruction for greater differentiation and provision of programs for all students within cohorts of students that are often highly complex. As part of our student wellbeing and engagement focus we have begun work to improve our school transition program. Staff visits to schools have begun to improve the sharing of wellbeing information between schools, supporting teaching staff to differentiate their practices further, as well as provide safe learning spaces for students to attend. There is still improvement required in this space as visiting schools improve their understanding of Rubicon and how the transparency around student information supports students more thoroughly as they spend time away from home and their enrolled school. The investigation into leveraging the role student voice plays in shaping perceptions of learning and what learning at our school means will further support greater student agency in learning and an increased understanding of what can be applied by students after their time learning at Rubicon.
Rubicon Outdoor Centre is in a strong financial position. The school council has been conserving relevant funds to undertake capital works. Some of these works have been completed whilst significant work is contingent on formalising the Thornton Campus Facilities Master Plan and land acquisition of an adjacent property.

The school operated in surplus for 2018. Revenue received was contributed to as a result of interest earned and the replacement of vehicles, whilst locally raised funds was due to the high student numbers in attendance. While some of our teaching staff are on Level 1 of the teaching scale this also contributed to the surplus. We have also had staff on leave, replaced by local payroll staff and higher duties, reflected in salaries and wages. Staff visitations to schools continues to be highly effective and associated vehicle costs have been well managed. Professional development expenses are commensurate with the focussed work within the school with some of this being contributed to the schools work within ROSA and mandatory first aid training, further funding involved the Respectful Relationships funding as a lead school and partner school within the initiative this was further supported by the organisation and running of the ROSA Conference in 2018 that focussed on the RRRR across DET. The increased expenditure in 2018 within professional development and travel & subsistence is attributed to the focussed effort on lifting practice improvement within the classroom and supporting the wider strategic foci of the school. Funds held for capital works, had been invested in term deposits to maximise returns but still allow cash flow as required.

For more detailed information regarding our school please visit our website at [http://www.rubicon.vic.edu.au](http://www.rubicon.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.

<table>
<thead>
<tr>
<th>Key:</th>
<th>Range of results for the middle 60% of Victorian Government Camp Schools:</th>
<th>Results for this school:</th>
<th>Median of all Victorian Government Camp Schools:</th>
</tr>
</thead>
</table>

### School Profile

#### Enrolment Profile

A total of 0 students were enrolled at this school in 2018, 0 female and 0 male.

0 percent were EAL (English as an Additional Language) students and 0 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.

No Data Available

#### 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.

No Data Available

#### 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.
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.

<table>
<thead>
<tr>
<th>Financial Performance - Operating Statement</th>
<th>Financial Position as at 31 December, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary for the year ending 31 December, 2018</strong></td>
<td><strong>Actual</strong></td>
</tr>
<tr>
<td>Revenue</td>
<td></td>
</tr>
<tr>
<td>Student Resource Package</td>
<td>$3,585,940</td>
</tr>
<tr>
<td>Government Provided DET Grants</td>
<td>$834,121</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$12,500</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$89,435</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$387,348</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$4,909,344</strong></td>
</tr>
<tr>
<td>Equity¹</td>
<td></td>
</tr>
<tr>
<td>Equity (Social Disadvantage)</td>
<td>$5,000</td>
</tr>
<tr>
<td><strong>Equity Total</strong></td>
<td><strong>$5,000</strong></td>
</tr>
<tr>
<td>Expenditure</td>
<td></td>
</tr>
<tr>
<td>Student Resource Package²</td>
<td>$2,803,008</td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$5,481</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$14,338</td>
</tr>
<tr>
<td>Consumables</td>
<td>$31,523</td>
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<tr>
<td>Miscellaneous Expense³</td>
<td>$341,422</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$61,513</td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$276,987</td>
</tr>
<tr>
<td>Salaries &amp; Allowances⁴</td>
<td>$181,266</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$7,757</td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$125,897</td>
</tr>
<tr>
<td>Utilities</td>
<td>$44,392</td>
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<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$3,893,584</strong></td>
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<tr>
<td><strong>Net Operating Surplus/Deficit</strong></td>
<td><strong>$1,015,760</strong></td>
</tr>
<tr>
<td><strong>Asset Acquisitions</strong></td>
<td><strong>$50,920</strong></td>
</tr>
<tr>
<td>Funds Available</td>
<td></td>
</tr>
<tr>
<td>High Yield Investment Account</td>
<td>$68,227</td>
</tr>
<tr>
<td>Official Account</td>
<td>$9,571</td>
</tr>
<tr>
<td>Other Accounts</td>
<td>$1,696,977</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$1,774,776</strong></td>
</tr>
</tbody>
</table>

(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.


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’).