

# 2017 Annual Report to the School Community



School Name: Rubicon Outdoor Centre

School Number: 8294

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## 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 us to directly address 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, is in the picturesque Rubicon Valley approximately 100km north-east of Melbourne. The Nayook Campus is located near Neerim Junction, approximately 100 km east of Melbourne. The Nayook Campus nestles in the foothills of the Great Dividing Range and has sweeping vistas over rolling farmland and remnant mountain ash rainforest.

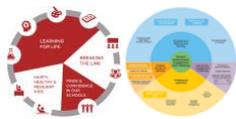
Annually over 3000 students attend the school for programs with the majority of programs being five days. Students come from across Victoria but most are from state government schools in metropolitan Melbourne. Programs may be residential and based at either of the school's campuses with both day and overnight trips to adjoining natural environments. The school also uses Base camp and Journey based delivery models, which may 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 and the content descriptors for each program are negotiated with teachers and students from the attending school.

The 2017 staffing profile included a principal and two assistant principals, twenty one teaching staff (18.6 EFT), ten education support staff (7.8 EFT) and three trainees. Each attending school has a staffing profile of visiting teachers (VTs) to meet all 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.

In 2018 the school intends to further advance our teacher and professional practice via directed professional development focusing on data analysis via moderation and improved reporting to schools on student learning. The school has developed a master plan which links our curriculum intent, teaching practices with our facility provision. 2018 will also be the 40<sup>th</sup> anniversary of the school and we are hoping to see significant update to facilities that, despite being well maintained, are now no longer in keeping with contemporary teaching and learning practices at the school. As a result we are working towards a new site plan for the Thornton Campus. 2018 will also provide an opportunity to celebrate and reflect on the success the school has had over time as well as identify areas for improvement in a new strategic plan following a peer review in term 4.

### Framework for Improving Student Outcomes (FISO)



In 2017 Rubicon focussed on Building Practice and excellence and worked towards consolidating its work on curriculum planning and assessment. Through professional development and ongoing learning conversations as a school an improved understanding and application of the e5 instructional model into practice emerged. The introduction of the High Impact Teachings strategies by DET was timely and these were engaged with staff readily as a result of the schools focus. A system of observation and feedback has been piloted in the school and this is focussed on improving instructional practices. This coupled with the evidence based research undertaken by a vertical team in the school has seen significant improvement in pedagogical practices school wide.

The 2017 school climate data from Staff Survey results, indicated that collective efficacy (86.4%), was a direct result of the ongoing work within the school. While collective focus on student learning has declined from 77.4% to 65% in 2017 this can be seen as direct result of staffs' improved understanding of practice as part of the schools' professional development foci. School self-assessment on the FISO continua highlighted the need for a focus on the area of Intellectual engagement and self-awareness with a focus in 2018 identifying the need to move staff endorsement of teaching and learning relating to data and pedagogical practice to 50% minimum to continue to improve student outcomes.

### Achievement

The school does not have an ongoing cohort of students. Rubicon has supported many schools in the delivery of the Victorian Curriculum (VC). In collaboration with the home school Rubicon designs programs to deliver specific components of the VC. These components are usually elements which the home school finds difficult to deliver in their normal context or that evidence in their school environment indicates that it needs to be addressed.

Rubicon helps attending schools to deliver both VCE and VCAL elements for the students enrolled in these studies.

The school has a long history of employing Trainees. This is seen as a contribution to the education of these young people and many past students have gone on to become teachers. The school is responsible for the "on the job" component of their education and training. The school has received overwhelming positive feedback from the attending teachers, the students and the home school community. Student assessment has clearly demonstrated positive and significant student learning outcomes.

### Engagement

Being a residential school we do not have official attendance data outside of student time at the school. Our school is fully subscribed and the vast majority of students show a high level of engagement in their learning whilst participating in Rubicon curriculum programs. Rubicon has conducted numerous programs for students who are disengaged from mainstream schooling. Many of these are in conjunction with "Newstart" centres.

The target for 90% of students to feel engaged in ROC programs was endorsed by students and visiting teacher surveys. Significant progress has been made in conducting pre and post visits, including engaging students in the specific learning outcomes to be achieved. Student self-evaluation and work within the Positive Education sphere has also added to the reported increase in student engagement.

Research shows that exposure and engagement with the natural environment has a significant benefit to mental health and wellbeing. Visiting teacher data reports in excess of 90% of students show positive engagement with the natural environment whilst on Rubicon programs. They also report a very high level of participation in practical exercises.

### Wellbeing

When participating in our programs, students are removed from their everyday life. They live in a new community structure and partake in adventure activities. For this reason we devote significant resources to student wellbeing. This involves strategic intent on multiple levels, such as timetabling to ensure pastoral care, a high level of risk awareness, a strong staff presence, significant first aid and risk assessment training, and well documented processes and procedures.

The school conducts multiple programs for vulnerable students, often working in conjunction with external agencies.

Both campuses create a vibrant learning environment for each school group marked by evident staff enthusiasm and a supportive team culture. Student wellbeing and personal development is embedded in;

- The school values and practices,



- In the structure of the curriculum, and,
- In our teaching practices that guide each community.

The high expectation of positive interpersonal relationships, and our approach to recognizing and developing strengths in students adds to our their sense of wellbeing.

As part of our student wellbeing and engagement development we have improved our school transition program. Staff visits to schools have supported the sharing of wellbeing information between schools, supporting teaching staff to differentiate their practices as well as provide safe learning spaces for students to attend. As a result students are more engaged and better prepared for the learning opportunities and the transfer of learning back into their school/community is also enhanced. Visiting staff have given very positive feedback on this process as they have of the staff ability to create a safe environment for student learning.

For more detailed information regarding our school please visit our website at [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.

Key: Range of results for the middle 60% of Victorian Government Camp Schools: Results for this school: Median of all Victorian Government Camp Schools:

<b>School Profile</b>	
<p><a href="#">Enrolment Profile</a></p> <p>A total of 0 students were enrolled at this school in 2017, 0 female and 0 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><a href="#">Overall Socio-Economic Profile</a></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	No Data Available
<p><a href="#">Parent Satisfaction Summary</a></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	No Data Available
<p><a href="#">School Staff Survey</a></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

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

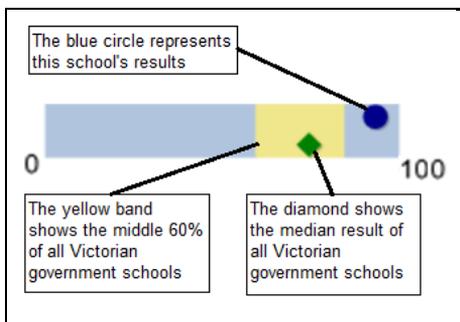
### Engagement

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

### Wellbeing

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

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

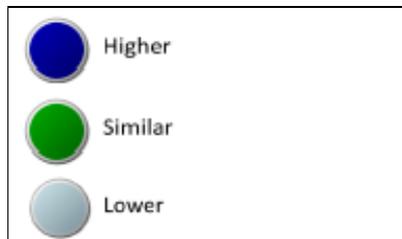


## What does *School Comparison* refer to?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' 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').

## Financial Performance and Position

### Financial performance and position commentary

Rubicon Outdoor Centre is in a strong financial position. The school council has been saving funds to complete capital works. Some of these works have been completed whilst significant work is contingent on formalizing the Thornton Campus Facilities Master Plan.

The school operated in surplus for 2017. Revenue received was contributed to as a result of interest earned and the replacement of vehicles leading, whilst locally raised funds were due to the high student numbers in attendance. Many of our teaching staff are on Level 1 of the teaching scale which also contributed to this surplus. We have also had staff on leave, replaced by local payroll staff, reflected in salaries and wages. Staff visitations to schools continue 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. Funds held for capital works, have been invested in term deposits to maximise returns but still allow cash flow as required.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,514,211	High Yield Investment Account	\$25,559
Government Provided DET Grants	\$887,370	Official Account	\$50,288
Government Grants Commonwealth	\$7,500	Other Accounts	\$1,498,727
Revenue Other	\$51,613	<b>Total Funds Available</b>	<b>\$1,574,575</b>
Locally Raised Funds	\$374,721		
<b>Total Operating Revenue</b>	<b>\$4,835,415</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$5,000		
<b>Equity Total</b>	<b>\$5,000</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,767,028	Operating Reserve	\$156,699
Books & Publications	\$1,161	Asset/Equipment Replacement < 12 months	\$70,876
Communication Costs	\$14,973	Capital - Buildings/Grounds incl SMS<12 months	\$1,073,000
Consumables	\$12,305	Maintenance - Buildings/Grounds incl SMS<12 months	\$134,000
Miscellaneous Expense <sup>3</sup>	\$310,481	Revenue Received in Advance	\$124,000
Professional Development	\$27,541	Provision Accounts	\$16,000
Property and Equipment Services	\$333,585	<b>Total Financial Commitments</b>	<b>\$1,574,575</b>
Salaries & Allowances <sup>4</sup>	\$189,263		
Trading & Fundraising	\$1,002		
Travel & Subsistence	\$80,801		
Utilities	\$43,155		
<b>Total Operating Expenditure</b>	<b>\$3,781,296</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,054,119</b>		
<b>Asset Acquisitions</b>	<b>\$257,592</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 05 March 2018 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.*