

2019 Annual Report to The School Community



School Name: Rubicon Outdoor Centre (8294)



- 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 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 30 July 2020 at 04:08 PM by Andrew Monson (Principal)

The 2019 Annual Report to the school community:

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

Attested on 07 August 2020 at 07:52 AM by Geoff Hyland (School Council President)

About Our School

School context

Rubicon Outdoor Centre School, (ROC), is a residential outdoor secondary 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 and The Nayook Campus, located approximately 100 km east of Melbourne.

The school aims to "empower 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.

Annually over 3000 state school students attend the school, with the majority of visits being five days. The school works with up to 120 students on a weekly basis with classes sizes being an average of 12 students. These classes and groups are distributed across the two campuses based on cohort sizes, student level learning requirements and the geographical settings of the campuses. Students attend from across Victoria with the majority being drawn from metropolitan Melbourne and demographics within the school can be seen to reflect state trends. Students live at the school predominantly within a residential setting based at either of the school's campuses with both day and overnight lessons occurring in adjoining natural environments. Students alternatively engage in their learning through the use of Base camps and Journey based delivery modes. All learning is drawn from the Victorian Curriculum (VC) with curriculum foci being co-designed with schools as part of a collaborative process with content descriptors for every program shaping the instructional content. In 2019 this extended to the early identification and establishment of partnership arrangements with other schools that enhances this Community of Practice approach to improving student outcomes across the system.

The staffing profile of the school in 2019 included one Principal and two Assistant Principals, 26 teaching staff (effective full time (EFT) 18.5), 15 Education Support staff (EFT 10.4) and 4 trainees. The school has one staff member who is of Aboriginal descent. Each attending school has a staffing profile of visiting teachers (VTs) to meet supervisory ratios. VT engagement in the teaching practices of the school supports 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 across the school. 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. The ROSA schools in 2019 developed a new network strategic plan with goals drawn from the Framework for Improving Student Outcomes (FISO) enabling greater collective focus on areas for improvement and supporting the collaborative efforts within the network around practice improvement.

Framework for Improving Student Outcomes (FISO)

In 2019 the school's AIP focussed on implementation of Key Improvement strategies related to the FISO dimensions of Global Citizenship, Building Practice and Excellence, Curriculum planning and assessment and Intellectual Engagement and Self-awareness. Work towards implementing these strategies was realised through:

- Developing a school wide professional learning plan
- Establishing a School Improvement Team
- Articulating and refining the school values
- Developing a partnership model and implementing for the following year
- Working on beginning a curriculum review

Significant gains were made in the areas of staff collective efficacy as well as in driving consistency in practice

amongst teaching staff, this was indicated by a 72% endorsement of staff collective efficacy in the staff opinion survey. A school wide professional learning plan, coupled with the introduction of the School Improvement Team (SIT) began forming the foundations of the improvement to follow. This work supported the schools focus on building and developing staff capacity through the development of a whole of school professional learning plan and was evidenced in staff discussion and evaluation as well as SIT engagement.

In 2019 the experience of success amongst students was significant with many schools reporting improved student engagement as a result of their time at Rubicon. The development of the School Values supported continual conversations throughout the year on the schools vision and our place in the narrative around student learning in Victoria. This work established achievement against the schools focus on reviewing and developing school values and purpose that inform student outcomes. This work was also translated into other areas of the school and was followed by the school beginning to review and document a guaranteed and viable curriculum which reflected the values and purpose of the school (FISO: Curriculum planning and assessment). A 3% growth of positive endorsement from staff in relation to the Staff opinion survey module of "Teaching and Learning - Planning" is reflective of this positive work.

The high level of interest from other schools in formalised Partnerships indicates the desire for schools to increase their collaboration with the school formally for an extended period of time and the expertise that Rubicon brings to the conversation around improving students outcomes in the residential, outdoor, learning away space. These conversations will support the schools continual work towards it's goal of fostering high expectations in student learning goals and their ability to monitor and evaluate their own progress. Whilst not part of the schools strategic plan, the FISO dimensions of Professional Leadership will form part of our focus beyond 2019, due to the opportunities for improvement within the module of School Leadership with both; Cultural Leadership, Support for Change and Leading Change providing opportunities to extend the 2% growth that the module has maintained over the last 2 years, the establishment of Learning Specialists and an affirmed leadership team in the school will support this work.

Achievement

In 2019 the school focussed on reviewing and refining a guaranteed and viable curriculum, linked to the FISO Dimension of Curriculum Planning and Assessment, as well as the establishment of a whole school professional learning plan as part of the school's work in the FISO dimension of Building Practice Excellence. This work underpins the progress towards ensuring that student achievement is celebrated and focussed on within the context of a curriculum that staff know and are able to teach effectively. Supported by a Professional Learning plan, 2019 saw the formalised learning undertaken through consistent common learning sessions with 2020 focussing on implementing PLC's as staff move to put learning data at the centre of their professional learning inquiry. Investigation and trialling of an observational tool, Educator Impact, highlighted the readily available data for teaching staff that provides both teacher and student feedback on professional practice and will support increased differentiated learner challenge into the future for students. Identification of an appropriate data gathering method will be undertaken and implemented in 2020 that support our schools context and setting providing meaningful measures to reflect learner achievement and dispositions as reflected in the schools strategic plan.

Engagement

In 2019 the school focussed on fostering high expectations in student learning goals and their ability to monitor and evaluate their own progress. This work was supported by the development of a professional learning plan that linked staff development plans, school strategic goals and student learning needs together. A concerted effort to track attendance data was made in 2019 and indicated that there was still variations between cohort level programs and class, or subject level programs. This variation reinforced the findings of the school review that noted the lack of clarity for some students in attending Rubicon and hence, potentially, their understanding of the purpose and intent of their learning time at the school. The curriculum audit has enhanced the focus on student agency in the context of program delivery and partnership arrangements, whilst piloted in 2019 and implemented in 2020 already indicate improved attendance as a result of improved articulation of learning intent and integration into the home school setting.

Student voice has been improved through visiting students sharing their learning with School Council when council has

met. Much of this dimension is impacted upon the context of the schools setting and engagement with parents and the community is still limited. Staff opinion survey data is reflective of this with a mean percentile of 17% in 2019 of positive staff endorsement, 34% below the state average. The focus on establishing partnerships with school communities and ensuring that parents are connected into the school through follow up discussion has begun to enhance this. A review of our school website will improve the provision resources for parents and carers more readily. As part of the ROSA network SSP will begin support of the work towards improving community and service engagement with students. This coupled with improved regional engagement will enable students to be better supported when required in a proactive manner.

As student level reporting and the establishment of high expectations emerges it is seen that these will enable self evaluation to be progressed along the continua. Explicit curriculum focussed on metacognition and the way in which this may be taught enables students to engage in a growth mindset whilst at Rubicon. The development of progressive work over the course of the week in the context of a range of formative tasks for students is indicative of enabling students to reflect on their learning and identify strategies to progress. This will hopefully move to embedding as the school finalises the audited curriculum and enable staff to develop consistent strategies and tools to evaluate student outcomes and achievement.

Wellbeing

The schools wellbeing goal of improving student wellbeing & understanding of self, others and the environment was progressed towards in 2019. With a focus on the FISO dimension of Global Citizenship the schools Key improvement strategy saw the review and development of the school's values to support informing student outcomes. This work enabled committee members to engage in consultation around the values of the community and articulate the statements that will support an improved curriculum linkage to school vision and mission in 2020. This enabled the school to improve our collective focus on student learning, with a 67% positive endorsement from staff in 2019, indicative of the learning that was occurring around improving support for students in whilst at Rubicon. To support improved student wellbeing the schools key improvement strategy in 2020 to "review and refine effective partnerships and clear expectations between visiting schools and Rubicon" will enhance the sharing of knowledge and practice between schools enabling greater differentiated support for all students attending Rubicon.

Financial performance and position

Rubicon Outdoor Centre is in a strong financial position. The school council has been astute in strategically identifying future expenses including 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 2019. Revenue received was contributed to as a result of interest earned. Some teaching staff are on Level 1 of the teaching scale, which also contributed to the surplus. The school has had staff on leave, replaced by local payroll staff and higher duties, this along side the employment of Trainees, CRTs and casual Education Support staff is 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 including mandatory first aid training. The continued expenditure in 2019 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. Asset acquisitions for the year were identified by the procurement of a new bike trailer based at Nayook along with the final payments associated with the schools Student Management Software (SMS), Summit. Funds present within the schools surplus are attributed to program funding on hold from when the school had the inclusion of the Nayook Campus and staffing costs were predominantly casual due to the nature of the transition.

For more detailed information regarding our school please visit our website at
<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: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 0 students were enrolled at this school in 2019, 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>Overall Socio-Economic Profile</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>Parent Satisfaction Summary</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> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	No Data Available
<p>School Staff Survey</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>	

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,323,803	High Yield Investment Account	\$1,619,547
Government Provided DET Grants	\$517,800	Official Account	\$26,689
Government Grants Commonwealth	\$12,000	Other Accounts	\$0
Revenue Other	\$437,852	Total Funds Available	\$1,646,237
Locally Raised Funds	(\$280)		
Total Operating Revenue	\$6,291,176		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,102,293	Operating Reserve	\$144,219
Books & Publications	\$886	Other Recurrent Expenditure	\$10,674
Communication Costs	\$15,577	Funds Received in Advance	\$115,240
Consumables	\$22,439	Asset/Equipment Replacement < 12 months	\$50,000
Miscellaneous Expense ³	\$253,233	Capital - Buildings/Grounds < 12 months	\$149,750
Professional Development	\$50,648	Total Financial Commitments	\$469,883
Property and Equipment Services	\$342,718		
Salaries & Allowances ⁴	\$159,688		
Trading & Fundraising	\$592		
Travel & Subsistence	\$83,193		
Utilities	\$45,105		
Adjustments	\$67,758		
Total Operating Expenditure	\$4,144,130		
Net Operating Surplus/-Deficit	\$2,147,045		
Asset Acquisitions	\$47,556		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

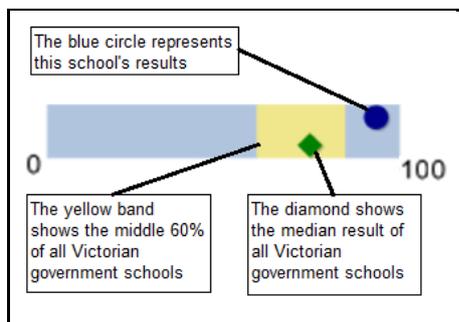
Engagement

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

Wellbeing

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

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



What does *School Comparison* refer to?

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

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

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



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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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