

2020 Annual Report to The School Community



School Name: Rubicon Outdoor School (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 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 23 April 2021 at 11:57 AM by Andrew Monson (Principal)

The 2020 Annual Report to the school community:

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

Attested on 01 May 2021 at 08:51 PM by Ian Good (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

Schools should keep this in mind when using this data for planning and evaluation purposes.

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

About Our School

School context

Rubicon Outdoor School, (ROS), is a Residential Outdoor Secondary School operated by the Department of Education and Training (DET). Rubicon comprises 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 class 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 2020 this extended to the establishment of partnership arrangements with other schools that enhanced this Community of Practice approach to improving student outcomes across the system.

The staffing profile of the school in 2020 included one Principal and two Assistant Principals, 32 teaching staff (effective full time (EFT) 18.4 of which; 2.1 Leading Teachers and 2.5 Learning Specialists), 15 Education Support staff (EFT 10.6) and 4 trainees. The school in 2020 had two ATSI staff members. 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 and in 2020 included the School for Student Leadership. The ROSA schools in 2020 continued to revisit their network strategic plan with goals drawn from the Framework for Improving Student Outcomes (FISO) whilst also supporting collective responses to the challenges of student access to our school settings as Victoria responded to COVID-19.

Framework for Improving Student Outcomes (FISO)

2020 provided significant challenges for the school to secure continuity of learning with public health requirements prohibiting students to access learning at Rubicon for much of 2020. Despite this the school responded flexibly to the restrictions and remained focussed on the identified FISO outcomes identified within its 2020 AIP.

Professional Learning Communities (PLCs) in 2020 developed environments where increased collaboration amongst staff was evidenced along with an increased focus on teaching practice, supported by staff opinion survey data. Staff focus on discussions around High Impact teaching practices in the context of their planning and evaluation of both past practice and current including discussions around how the teaching and learning model will/may support improvement into the future. This is further enhanced by the School Improvement Team (SIT) having a greater role in discussing and

identifying future learning needs of the school as the improvement work progresses. There is a strong growth mindset approach amongst PLC facilitators and shared across the school as PLCs are made up of staff across worksites The curriculum development and refinement in 2020 supported staff understanding of the curriculum and reflected in the increase in endorsement by staff of the schools "Guaranteed and Viable Curriculum" by 7% to 67%.

Majority of teaching staff members at the end of 2020 engaged in developing a curriculum sequence in partnership with another school including a refined assessment continua in line with VCAA advice. These curricula plans are well articulated and will be reviewed annually or twice annually depending on the evolution of the partnership. The curriculum review in Term 2 provided a strong foundation for this work to occur and the planning reflects desired outcomes and learning needs of students as understood by the school from both historical and current societal trends and narratives around student learning. Staff worked to develop VCE support and curricula resources for staff across other schools and these are hosted online and access provided to schools who are working on those identified areas of study.

The high level of interest from other schools, formalised in Partnerships, indicates the desire for schools to improve student outcomes supported by the residential, outdoor, and learning away space. The focussed work around improving teaching and learning in 2020 is reflected in the increase of positive endorsements across all module means from 2019 to 2020 within staff opinion survey data; Planning by 6%, Practice improvement by 12%, Implementation by 16% and Evaluation by 14%. This work and outcome is further validated by the school climate by staff of 66% positive endorsement, 13% above schools in the Murrindindi and Mitchell Networks.

Achievement

In 2020 the school finalised a guaranteed and viable curriculum and built on the work previously undertaken around quality assessment criteria and planning. This work supported the progress towards ensuring that student achievement may be celebrated and focussed on within the context of a curriculum that staff know and are able to teach effectively. Supported by professional learning, 2020 saw the implementation of Professional Learning Communities (PLC's) as staff moved to put learning data at the centre of their professional learning inquiry, operating virtually and in the absence of students for much of the year subsequent student achievement data was limited. The development of improved ICT literacy amongst staff and the identification of learning needs within the system meant staff could provide virtual lessons to VCE students in relevant subjects including the engagement with professionals in other contexts, connecting this learning to student exam preparation and revision. Staff also worked in other schools during this period, supporting continuity of learning for other school communities in the absence of student attendance at Rubicon due to COVID-19.

Engagement

Student attendance at Rubicon for much of 2020 was significantly impacted by COVID-19 with student attendance being limited by travel restrictions. Despite this staff engaged with schools to provide virtual lessons for those interested in taking part and student attendance and follow up to this was highly positive. Staff opinion survey data is reflective of this limited student engagement in 2020 with a positive endorsement of just 14%. Whilst the school has traditionally struggled with parent and community involvement as it relates to the setting of the school, the establishment of partnerships with school communities secures improved parental involvement as more long term substantive relationships are developed as relationships between schools evolve.

Wellbeing

Despite the disruption due to limited student numbers as a result of COVID-19 the schools wellbeing goal of improving student wellbeing & understanding of self, others and the environment made progress in 2020. Focus on improving relationships with schools through the development of partnerships remained the focus in 2020 as schools worked together to improve learning away and outdoors integration into home school curriculum and student transitions to and from Rubicon. Despite lack of student attendance developmental work around student inclusion and engagement was undertaken by staff to be implemented and actioned as part of the 2021 AIP. This supported a 62% positive endorsement from staff of collective focus on student learning, . 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. The school made good progress towards its identified targets with Collective focus on student learning to be 62% up from 51% in 2019, Collective efficacy up by 2% and Collective responsibility to be 90% up from 72% in 2019. Due to changes in Staff safety and wellbeing data gathering as a result of COVID-19 the data between years was not comparable.

Financial performance and position

Rubicon Outdoor School 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 schools Facilities Master Plan following the land acquisition of an adjacent property that has been approved by the Minister for Education in 2020.

The school operated in surplus in 2020 with COVID-19 contributing to reduced operational costs for much of the year. Some teaching staff are on Level 1 of the teaching scale, which also contributed to the surplus. The school had a number of staff on leave, replaced by local payroll staff and higher duties, this along side the employment of Trainees, CRTs and casual Education Support staff was reflected in salaries and wages. Staff visitations to schools virtually in 2020 was highly effective and associated vehicle costs were as a result well managed and reduced. Due to the disruption to operations caused by COVID-19 in 2020 the schools financial position was not adversely impacted, with adjustments made throughout the year due to changes to incoming funds as well as proactive procurement as markets dictated, for asset renewal as planned including the development of a bike track at the Nayook Campus. Professional development expenses are commensurate with the focussed work including mandatory training as required for schools in Rubicon's context. 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 acquisition and growing student numbers.

For more detailed information regarding our school please visit our website at
<http://www.rubicon.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 0 students were enrolled at this school in 2020, 0 female and 0 male.

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

Overall Socio-Economic Profile

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

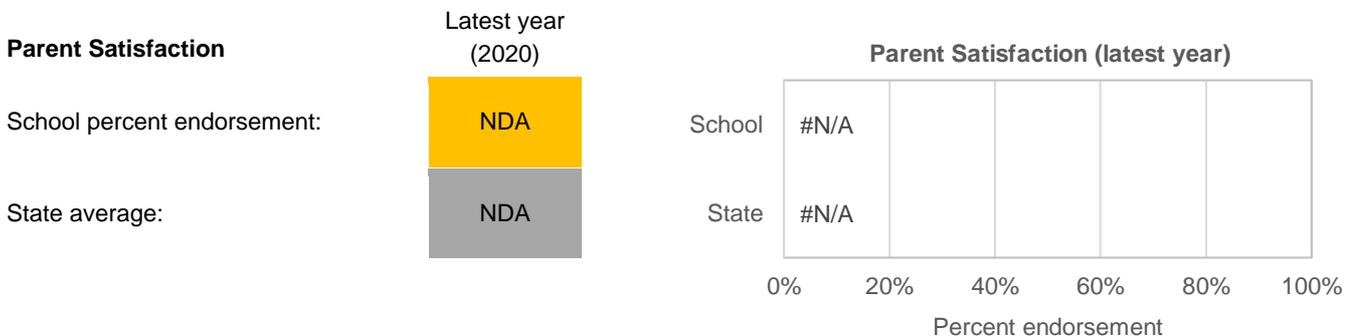
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

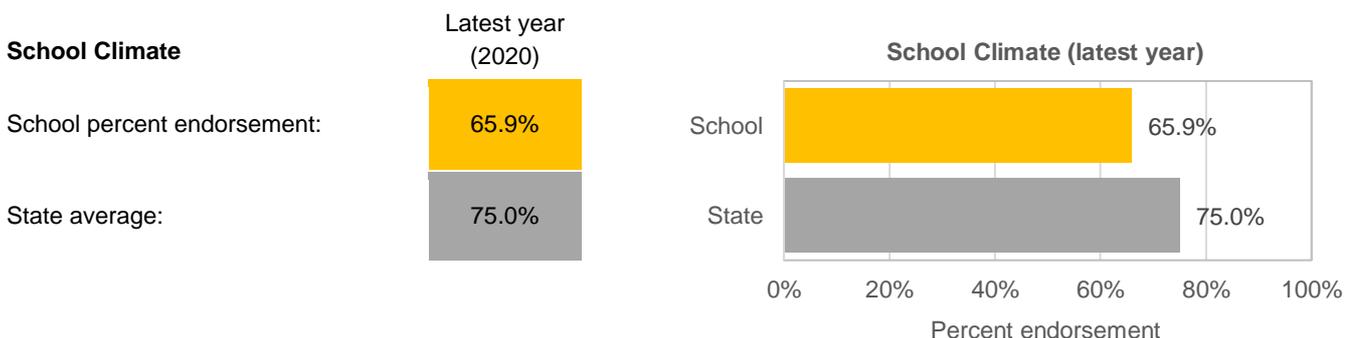


School Staff Survey

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.



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,615,055
Government Provided DET Grants	\$625,011
Government Grants Commonwealth	\$12,000
Government Grants State	NDA
Revenue Other	\$106,363
Locally Raised Funds	\$1,498
Capital Grants	NDA
Total Operating Revenue	\$6,359,926

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$3,297,461
Adjustments	\$13,950
Books & Publications	\$381
Camps/Excursions/Activities	\$70,979
Communication Costs	\$14,481
Consumables	\$20,271
Miscellaneous Expense ³	\$27,439
Professional Development	\$25,148
Equipment/Maintenance/Hire	\$122,833
Property Services	\$95,386
Salaries & Allowances ⁴	\$158,362
Support Services	\$15,894
Trading & Fundraising	\$744
Motor Vehicle Expenses	\$38,165
Travel & Subsistence	\$437
Utilities	\$34,215
Total Operating Expenditure	\$3,936,148
Net Operating Surplus/-Deficit	\$2,423,778
Asset Acquisitions	\$45,149

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

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$1,636,367
Official Account	\$79,902
Other Accounts	NDA
Total Funds Available	\$1,716,269

Financial Commitments	Actual
Operating Reserve	\$92,509
Other Recurrent Expenditure	\$5,368
Provision Accounts	NDA
Funds Received in Advance	\$114,150
School Based Programs	\$27,188
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$489,500
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$670,235
Total Financial Commitments	\$1,448,949

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.