VICTORIA State Government | Education and Training

# 2015 Annual Report to the School Community

**Rushworth P-12 College**

**School Number: 6238**



Name of School Principal: Leanne Miller (Acting)

Name of School Council President: Cass Alexander

Date of Endorsement: 28/04/2016

# About Our School

## School Context

The town of Rushworth was established during the gold rush and is located approximately 180 kms north of Melbourne. The town has many buildings as artefacts which signify the historical links to the establishment of this proud community which is set amongst the ironbark bush. The splendid redbrick building which is the architectural showpiece of our college was opened in 1872 and is still used to this day for both teaching and learning as well as administrative purposes.

A priority review was undertaken in 2014 which gave all stakeholders the opportunity to provide feedback in relation to its performance. This review has resulted in the college considering and responding to this feedback and the first half of 2015 was used to compile a comprehensive School Strategic Plan (SSP) that incorporated and addressed the concerns raised. The SSP was compiled through a collaborative approach to increase the likelihood of ownership by all. A particularly strong emphasis was placed on engaging the community and students in the development with both parties being acknowledged and accepted as key drivers in the improvement process.

The motto of RP-12 College is, "Positive Communities, Positive Outcomes" which reinforces the acknowledgement to our community. Our vision is to develop respectful, responsible and resilient learners and citizens. In order to obtain this vision, a strong emphasis has been placed on ensuring that there is authentic opportunities for the voice of our young people to be heard and demonstrate the three values that have been incorporated into our vision. The 2015 College Captain was a member of the College Council for 2015. Students were also involved in the staff selection process.

A new Assistant Principal was appointed at the end of 2014 and commenced at the beginning of the 2015. The composition of the workforce at the beginning of 2015 was as follows: 1 Principal, 1 Assistant Principal, 2 Leading Teachers, 16.9 Classroom Teachers and 7.02 of Education Support Staff with both administrative and student support roles.

In addition to the Departmental staff, two consultants were engaged to assist with the improvement process. The consultants worked primarily in the area leadership development with a mentor working with the principal and coaching being provided to the leadership team. As a result of this work, a distributive leadership model was put in place throughout the year which provided a greater opportunity for collaboration to occur.

The number of students enrolled at RP-12 college in 2015 was 155.4 which was a reduction from 2014. The primary component of the college had 42 students enrolled across the year levels with the largest cohort being in Year 6 and the smallest number being in Year 2. The secondary component had the remainder of the student population with the largest numbers being in Year 8 and the smallest numbers being in Year 11. Our students come from the township of Rushworth itself along with surrounding towns such as Colbinabbin, Dhurringile, Harston, Murchison and Stanhope. Many students used the country bus service and travelled to the college using this mode of transport on a daily basis.

## Achievement

The results in relation to student achievement have been varied. In the primary area, our students are performing at a lower level than like schools in Teacher Assessments in both English and Mathematics. It is the same in the secondary area in Mathematics though we have similar results in English. NAPLAN indicates that we have had similar results as like schools in all but Year 3 reading in the primary area.  Of greatest interest to the college is the growth of each student; what value we have added to the student's learning journey. The learning gain from Year 5 to 7 is pleasing with many areas showing a greater than expected 25% of students achieving high growth. The learning gain from Year 7 to 9 is not as strong and shows that there needs to be further work in adopting a guaranteed and viable curriculum to improve student engagement along with developing effective teaching strategies that are implemented by all teachers in each and every lesson. The focus on all teachers adopting evidence-based strategies has been prioritized with the development of an Instructional Model that has various phases of a lesson included in it.

## Engagement

Student attendance has continued to be an issue at our college, although there has been some improvement in 2015 primary school data compared to the four-year average. The secondary school data shows that we are similar to like schools, however, we do not want to be defined by our postcode and therefore will continue to strive to improve current attendance rates. Of particular concern and needing immediate attention, is the attendance rate of our Years 4, 6, 9, 10 and 11 students. Initiatives around ensuring that the curriculum is engaging and consistent through the offering of a guaranteed and viable curriculum whilst at the same time ensuring that learning is personalised are Key Improvement Strategies outlined in the School Strategic Plan. Professional learning that focused on differentiation was delivered to staff. There is still further work to occur before differentiation is visible in each and every classroom, however, there is an awareness by staff that our students do have different learning needs and if we are to engage them in the curriculum, we must cater for the individual. We hope that by providing engaging curriculum, our students will select to attend school over remaining at home or engaging in other activities.

## Wellbeing

There has been great enthusiasm and acceptance with the adoption of Positive Behaviour Supports and Interventions (PBIS) focus on improving the wellbeing of our students. The three values of being respectful, responsible and resilient are promoted and taught at regular and opportune times. Teir 1 strategies of rewarding those students that display our values on a regular basis has shifted the emphasis from the negative to the positive. Students are being shown regard for doing the correct thing which had previously gone unrecognized. The rollout of the program has been supported not only by the students and their families, but also by the wider college community. This has greatly raised the sense of pride in the college amongst all of its members. Such was the success of the implementation of PBIS that Rushworth P-12 College was showcased at a conference in Melbourne with both staff and students addressing attendees. Teir 2 strategies were also introduced towards the end of the year with success also. The *Student Perceptions of Safety* measures that were derived from the *Attitudes to School* survey show an improvement in the secondary 2015 results compared to the 4-year average with us moving very close to the state's median. Our primary students are still recording a lower than like school result and further work will need to be undertaken to improve those results.

## Productivity

The first half of the year was dedicated to documenting the School Strategic Plan (SSP) that is the natural progression after a school completes its four-year review process. Key improvement strategies have been identified and resources aligned to provide the opportunity for the actions to be put in place that will drive improved student outcomes. The entire college community was involved in the development of the SSP and the first year's AIP has been closely followed and progress discussed. Development of leadership has been a priority in 2015 with a distributive model and all staff seeing themselves as leaders within the college being promoted. The substantive principal has been successful in his application for a position at another college so there will be a change to leadership. This has made the development of the current leadership team more of a priority as it becomes part of the succession plan. An Acting Principal has been appointed whilst awaiting the advertisement and appointment of a new substantive principal.

For more detailed information regarding our school please visit our website at
http://www. rushworthp-12.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key:   Range of results for the middle 60 % of Victorian government pri/sec schools:
       Result for this school: ● Median of all Victorian government pri/sec schools: ◆

## School Profile

### Enrolment Profile

A total of 155 students were enrolled at this school in 2015, 73 female and 83 male.
There were < 10% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.

### Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

| low | low-mid | mid | mid-high | high |

### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey.  The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

**(Primary Year Levels)**

# Performance Summary

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)<br><br>Percentage of students in Years Prep to 6 with a grade of C or above in:<br><br>● English<br>● Mathematics<br><br>The grades are the same as those used in your child's end of year report.<br><br>A 'C' rating means that a student is at the standard expected at the time of reporting. | Results: English<br>0 ●  ◆ 100<br><br><br>Results: Mathematics<br>0 ● ◆ 100 | Lower<br><br><br><br>Lower |
| Towards Foundation Level AusVELS<br><br>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).<br><br><br><br>Data will not be displayed where less than 10 student assessments were provided. | **English**<br>No Data Available<br><br><br><br>**Mathematics**<br>No Data Available | Towards Foundation Level AusVELS is not used for the School Comparison. |

**(Primary Year Levels)**

# Performance Summary

| Achievement | Student Outcomes | School Comparison |
|---|---|---|

### NAPLAN Year 3

The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.

Year 3 assessments are reported on a scale from Bands 1 - 6.

Results: Reading — Lower

Results: Reading (4-year average) — Lower

Results: Numeracy — Similar

Results: Numeracy (4-year average) — Similar

### NAPLAN Year 5

The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.

Year 5 assessments are reported on a scale from Bands 3 - 8.

Results: Reading — Similar

Results: Reading (4-year average) — Similar

Results: Numeracy — Similar

Results: Numeracy (4-year average) — Similar

**(Primary Year Levels)**

# Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▮
Result for this school: ● Median of all Victorian government primary year levels: ◆

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| **NAPLAN Learning Gain**<br>**Year 3 - Year 5**<br><br>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.<br><br>NAPLAN learning gain is determined by comparing a student's current year result 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'. | **Reading**<br>60 % Medium   40 % High<br><br>**Numeracy**<br>20 % Low   60 % Medium   20 % High<br><br>**Writing**<br>20 % Low   60 % Medium   20 % High<br><br>**Spelling**<br>80 % Low   20 % Medium<br><br>**Grammar and Punctuation**<br>20 % Low   60 % Medium   20 % High | NAPLAN Learning Gain does not require a School Comparison. |

**(Primary Year Levels)**

# Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▨
Result for this school: ● Median of all Victorian government primary year levels: ◆

| Engagement | Student Outcomes | School Comparison |
|---|---|---|

**Average Number of Student Absence Days**

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:

Results: 2015

0 ▬▬▬ 50

Results: 2012 - 2015 (4-year average)

0 ▬▬▬ 50

| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 |
|------|------|------|------|------|------|------|
| 90 % | 94 % | 90 % | 90 % | 86 % | 97 % | 89 % |

● Similar

● Lower

**(Primary Year Levels)**

# Performance Summary

| Wellbeing | Student Outcomes | School Comparison |
|---|---|---|
| **Students Attitudes to School - Connectedness to School**<br><br>Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score. | Results: 2015<br><br>Results: 2012 - 2015 (4-year average) | Lower<br><br><br>Lower |
| **Students Attitudes to School - Student Perceptions of Safety**<br><br>Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score. | Results: 2015<br><br>Results: 2012 - 2015 (4-year average) | Lower<br><br><br>Lower |

**(Secondary Year Levels)**

# Performance Summary

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)<br><br>Percentage of students in Years 7 to 10 with a grade of C or above in:<br><br>● English<br>● Mathematics<br><br>The grades are the same as those used in your child's end of year report.<br><br>A 'C' rating means that a student is at the standard expected at the time of reporting. | Results: English<br>0 ●     ◆   100<br><br>Results: Mathematics<br>0   ●   ◆   100 | ⬤ Similar<br><br>⬤ Lower |
| Towards Foundation Level AusVELS<br><br>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).<br><br>Data will not be displayed where less than 10 student assessments were provided. | **English**<br>No Data Available<br><br>**Mathematics**<br>No Data Available | Towards Foundation Level AusVELS is not used for the School Comparison. |

**(Secondary Year Levels)**
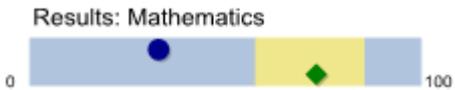
# Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school: ● Median of all Victorian government secondary year levels: ◆

| Achievement | Student Outcomes | School Comparison |
|---|---|---|

**NAPLAN Year 7**

The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.

Year 7 assessments are reported on a scale from Bands 4-9.

Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

Results: Reading
Results: Reading (4-year average)
Results: Numeracy
Results: Numeracy (4-year average)

**NAPLAN Year 9**

The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.

Year 9 assessments are reported on a scale from Bands 5-10.

Results: Reading
Results: Reading (4-year average)
Results: Numeracy
Results: Numeracy (4-year average)

Lower
Similar
Lower
Similar

**(Secondary Year Levels)**

# Performance Summary

| Achievement | Student Outcomes | School Comparison |
|---|---|---|

### NAPLAN Learning Gain
### Year 5 - Year 7

Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

**Reading**

| 33 % | 25 % | 42 % |
|---|---|---|
| Low | Medium | High |

**Numeracy**

| 33 % | 33 % | 33 % |
|---|---|---|
| Low | Medium | High |

**Writing**

| 25 % | 58 % | 17 % |
|---|---|---|
| Low | Medium | High |

**Spelling**

| 17 % | 25 % | 58 % |
|---|---|---|
| Low | Medium | High |

**Grammar and Punctuation**

| 33 % | 67 % |
|---|---|
| Low | Medium |

NAPLAN Learning Gain does not require a School Comparison.

### NAPLAN Learning Gain
### Year 7 - Year 9

Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

**Reading**

| 43 % | 50 % | 7 % |
|---|---|---|
| Low | Medium | High |

**Numeracy**

| 53 % | 40 % | 7 % |
|---|---|---|
| Low | Medium | High |

**Writing**

| 27 % | 60 % | 13 % |
|---|---|---|
| Low | Medium | High |

**Spelling**

| 38 % | 50 % | 13 % |
|---|---|---|
| Low | Medium | High |

**Grammar and Punctuation**

| 50 % | 50 % |
|---|---|
| Low | Medium |

NAPLAN Learning Gain does not require a School Comparison.

### 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.

Results: 2015

Results: 2012 - 2015 (4-year average)

Similar

Similar

**(Secondary Year Levels)**

# Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: ▢
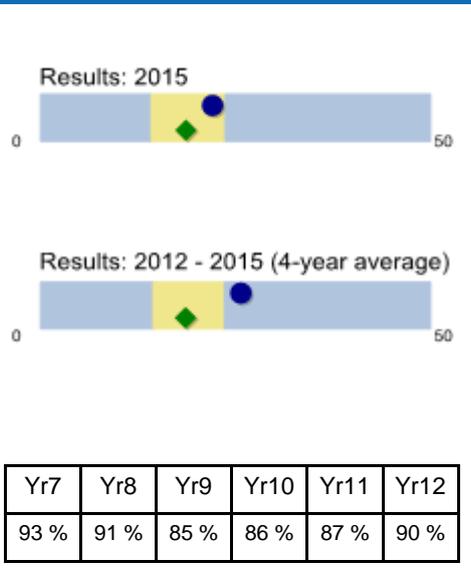Result for this school: ● Median of all Victorian government secondary year levels: ◆

| Engagement | Student Outcomes | School Comparison |
|---|---|---|

### Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:

Results: 2015

Results: 2012 - 2015 (4-year average)

| Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 |
|---|---|---|---|---|---|
| 93 % | 91 % | 85 % | 86 % | 87 % | 90 % |

Similar

Similar

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Results: 2015

Results: 2012 - 2015 (4-year average)
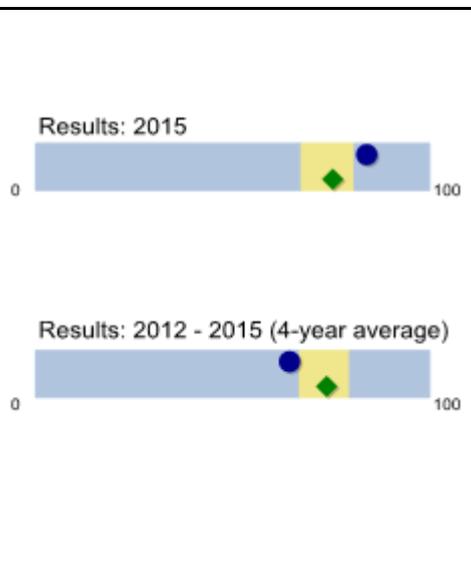
Higher

Similar

### Students exiting to further studies and full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure uses data from the previous year.

Results: 2014

Results: 2011 - 2014 (4-year average)

Similar

Similar

**(Secondary Year Levels)**

# Performance Summary

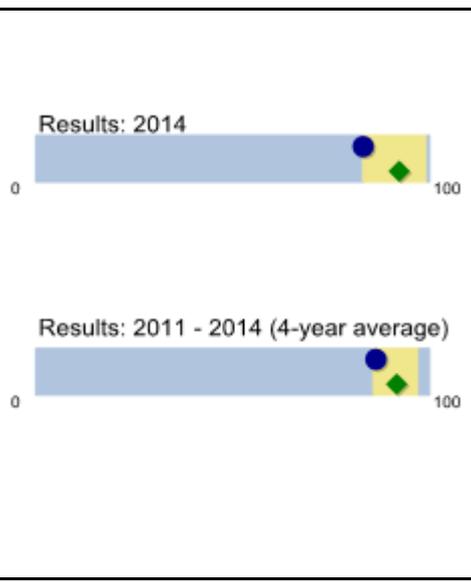| Wellbeing | Student Outcomes | School Comparison |
|---|---|---|
| **Students Attitudes to School - Connectedness to School**<br><br>Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12.  The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score. | Results: 2015<br><br>Results: 2012 - 2015 (4-year average) | ● Similar<br><br>○ Lower |
| **Students Attitudes to School - Student Perceptions of Safety**<br><br>Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12.  The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score. | Results: 2015<br><br>Results: 2012 - 2015 (4-year average) | ● Similar<br><br>○ Lower |

# How to read the Performance Summary

## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.
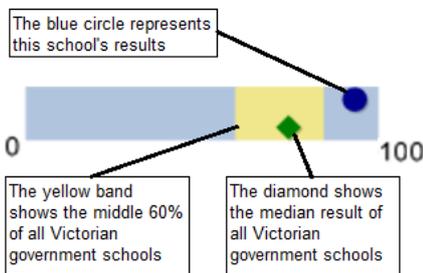


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.
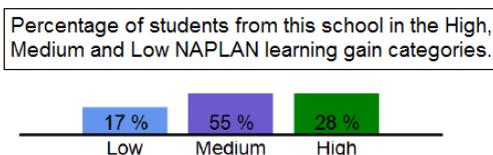


Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.
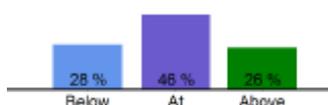


## What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

## What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

# Financial Performance and Position

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2015 | | Financial Position as at 31 December, 2015 | |
|---|---|---|---|

| Revenue | Actual |
|---|---|
| Student Resource Package | $2,466,794 |
| Government Provided DET Grants | $589,880 |
| Government Grants State | $17,275 |
| Revenue Other | $18,261 |
| Locally Raised Funds | $46,244 |
| **Total Operating Revenue** | **$3,138,453** |

| Funds Available | Actual |
|---|---|
| High Yield Investment Account | $98,871 |
| Official Account | $6,364 |
| Other Accounts | $28,157 |
| **Total Funds Available** | **$133,392** |

| Expenditure | |
|---|---|
| Student Resource Package | $2,408,581 |
| Books & Publications | $13,425 |
| Communication Costs | $7,140 |
| Consumables | $64,012 |
| Miscellaneous Expense | $225,991 |
| Professional Development | $6,699 |
| Property and Equipment Services | $223,829 |
| Salaries & Allowances | $41,717 |
| Trading & Fundraising | $16,517 |
| Utilities | $55,967 |

| Financial Commitments | |
|---|---|
| Operating Reserve | $95,988 |
| Maintenance - Buildings/Grounds incl SMS<12 months | $7,262 |
| Beneficiary/Memorial Accounts | $600 |
| Revenue Receipted in Advance | $14,670 |
| School Based Programs | $11,773 |
| Other recurrent expenditure | $3,099 |
| **Total Financial Commitments** | **$133,392** |

| **Total Operating Expenditure** | **$3,063,878** |
|---|---|

| **Net Operating Surplus/-Deficit** | **$74,575** |
|---|---|

| **Asset Acquisitions** | **$0** |
|---|---|

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.*

**Financial performance and position commentary**

The college's budget surplus was reduced from 2014 with investments being made in developing the leadership team and the continuing implementation of the Positive Behaviour Interventions and Support Program. The surplus from 2015 will allow further implementation of the programs that are outlined in the Schools Strategic Plan as we continue on our improvement journey.