

2017 Annual Report to the School Community



School Name: Outdoor School

School Number: 7618



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 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 10 May 2018 at 04:46 PM by Roger Blackwell (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 15 May 2018 at 05:17 PM by Ben Derrick (School Council President)



About Our School

School Context

Outdoor School, along with Rubicon Outdoor Centre and Somers School Camp formed the Residential Outdoor Schools Association (ROSA) in 2001. Outdoor School has been member of ROSA since 2001. ROSA comprises 4 DET multi campus schools; Outdoor School, Rubicon Outdoor Centre, Somers School Camp and Frankston SDS with 7 campuses - 15 Mile Creek, Bogong, Rubicon, Nayook, Somers, Woorabinda and Blackwood.

Outdoor School workforce consists of 1Principal, 2 Campus Principals, 1Assistant Principal, 2 Leading Teachers, 18 Teachers, 14 Educational Support Staff and 4 Trainees. We have a total EFT of 37.

ROSA's purpose is to provide authentic learning for a sustainable future within an educational framework that is underpinned by: Outdoor Learning, Public School Education, Culture of Ongoing School Improvement, Sustainable Living and Collaboration. Each year over 13,000 P-12 Victorian students attend ROSA programs ranging from 1day to 21 days. Students achieve success through a unique personalised learning journey while living within a small community in a healthy, happy and safe environment.

Framework for Improving Student Outcomes (FISO)

In 2017 the school choose two FISO Initiatives;

1. Empowering students and building school pride.
2. Building practice excellence.

To address the work in the above FISO Initiatives we have looked at student voice in our school and how to improve this in a communal living environment. The development of this student voice leads to an empowerment of students which provides a connectedness to our school and eventually and increase in the students pride in our school.

In the initiative dealing with practice excellence we have examined the thinking curriculum and how we would best address this at Outdoor School.

We have also spent time refining our teaching of how the natural environment impacts on ones wellbeing. This was achieved through a combination of research papers and theoretical knowledge.

Achievement

The process we have undergone in the space of student voice was to initially review literature around student voice and define exactly what it looks like, how it might be applied to a residential outdoor school setting and the possible links to improvements in student connectedness to school and their overall school pride. Then from here we audited our current processes with a student voice lens. These processes were then modified and further developed to notionally improve student voice. Our key issue that we need to deal with going forward in this space is trying to get DET central to modify the whole of state survey so that we can collect the appropriate data from the students going forward. We believe that this is done now and that we are looking to have the online version developed.

Engagement

Our critical thinking curriculum has now been fully embedded into our curriculum documents, our assessment and our student reporting. In many cases our school is ahead of the game when it comes to critical and ethical thinking educational delivery. Our pedagogy and curriculum and teacher passion and expertise lends itself well to critical and ethical elements of the Victorian Curriculum.

Our school has also recently been audited for its Child Safety implementation and we have recently adopted the required additions to our policies.

Our school has student engagement, mandatory reporting, Smart and other policies that look support the Child First implementation.

Wellbeing

Student wellbeing was addressed both in our work with student voice and the natural environment impacts. The process to address the natural environment influence was initially to draw on a range of readings and studies demonstrating the impact that the natural environment had on a person's wellbeing. From here we established the meanings for the terms natural environment and wellbeing in a residential outdoor school setting. These meanings were used to develop an overarching position paper, resources, lesson plans and assessment tasks that can be used to deliver student learning and outcomes around student wellbeing. We just need to be able to access the new DET surveys to collect data around our effectiveness of instruction.

For more detailed information regarding our school please visit our website at:
<http://www.outdoorschool.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 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>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>	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>	

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)

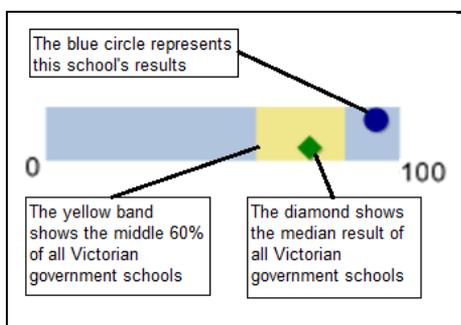
Engagement

- 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).

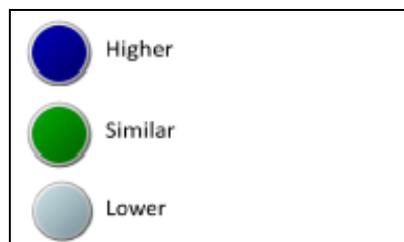


What does *School Comparison* refer to?

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

Over recent years Outdoor School has committed to the substantial upgrading of facilities at both the 15 Mile Creek and Bogong Campuses. The culmination of this work occurred in the 2017 school year leaving the school in an overall cash positive environment. Into the future, the school will continue with maintenance items with a commitment to look at building saving strategies into the budget for future developments. The other revenue and locally raised funds budget lines will be areas that may need to be addressed in future planning for savings. Staffing funding has been quite balanced over the 2017 calendar year. Given we have embedded a new 12 day program at both campuses the staffing budget (Student Resource Package) has been able to accommodate this.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,257,121	High Yield Investment Account	\$222,824
Government Provided DET Grants	\$615,812	Official Account	\$11,173
Government Grants Commonwealth	\$17,350	Other Accounts	\$393,447
Government Grants State	\$1,723	Total Funds Available	\$627,443
Revenue Other	\$564,300		
Locally Raised Funds	\$119,945		
Total Operating Revenue	\$4,576,251		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,177,607	Operating Reserve	\$217,333
Books & Publications	\$1,320	Asset/Equipment Replacement < 12 months	\$213,712
Communication Costs	\$27,729	Maintenance - Buildings/Grounds incl SMS<12 months	\$98,350
Consumables	\$38,981	Capital - Buildings/Grounds incl SMS>12 months	\$98,048
Miscellaneous Expense ³	\$439,591	Total Financial Commitments	\$627,443
Professional Development	\$61,076		
Property and Equipment Services	\$485,518		
Salaries & Allowances ⁴	\$278,133		
Trading & Fundraising	\$1,628		
Travel & Subsistence	\$101,225		
Utilities	\$45,511		
Total Operating Expenditure	\$4,658,317		
Net Operating Surplus/-Deficit	(\$82,065)		
Asset Acquisitions	\$77,921		

(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.