

2021 Annual Report to The School Community



School Name: **Outdoor School (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 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 2021 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 01 March 2022 at 09:50 PM by Anthony Keeble (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 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 2021 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 02 March 2022 at 03:28 PM by Ben Derrick (School Council President)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary. For example, in 2020 and 2021 school-based surveys ran under changed circumstances.

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

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

Outdoor Schools vision is to 'educate for sustainable living'.

Outdoor Schools educative purpose is to 'develop future ready young people'.

Outdoor Schools values are:

Respect – displayed by:

- Acting fairly with care and compassion
- Actively listening and acknowledging perspectives of others
- Showing empathy towards others

Integrity – displayed by:

- Honest in all interactions
- Being a person who can be reliable, dependable and trustworthy
- Responsibility for own and accountability around others' actions

Community – displayed by:

- Establishing and maintaining genuine, positive and supportive relationships
- Celebrating and valuing all people in an inclusive manner
- Acknowledging and working collaboratively with a shared meaningful vision

Educational Excellence– displayed by:

- Being optimistic and positive
- An adventurous inclination to initiate and undertake new and daring challenges
- Resilience in adapting to challenges and adversity in range of situations

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

Outdoor School workforce consists of 1 Principal, 2 Campus Principals, 2 Leading Teachers, 18 Teachers, 14 Educational Support Staff and 4 Trainees. We have a total EFT of 41.

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 1 day 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.

Outdoor School's 2 campuses are located 2 hours away from one another. The 15 Mile Creek Campus is located at 15 Mile Creek approximately 20 min from both Wangaratta and Benalla. The Bogong Campus is situated 16 kilometres up the hill from Mount Beauty towards Falls Creek.

Framework for Improving Student Outcomes (FISO)

In 2021, Outdoor School focused on the following Framework for Improving Student Outcomes (FISO) initiatives:

1. Empowering students and building school pride.
2. Intellectual engagement and self-awareness.
3. Health and wellbeing.

Our 2021 Key Improvement Strategies (KIS) included:

- 1a. Learning, catch-up and extension priority

1b. Happy, active and healthy kids priority

1c. Connected schools priority

2a. Develop and embed student feedback structures and processes

2b. Strengthen teacher capacity in the co-construction and implementation of learning intention and success criteria.

2c. Document and model student voice practices in home school settings

3a. Strengthen partnerships with home schools to deliver more effective relationships that meet social and emotional need

Considering COVID, our school completed the PLC training in term 1 and embedded the processes for the rest of the year. This meant we were generally successful in meeting the outcomes of the KIS's for 2021.

2021 started off very well for Outdoor School with single school cohorts attending our campuses for most of term 1 and 2. However COVID and lockdowns meant we had no students in term 3 and only a few programs in term 4.

While our staff tried really hard to engage students in remote learning, and we had some very successful pockets of remote learning, on a whole, remote learning was not rolled out in the second semester of term 2.

Achievement

Outdoor School has a strong focus on student growth and student achievement.

In 2021 all students who attended our 12 day "Future Maker" educational programs received a student report based on teacher observations, student self assessment, peer assessment and formative assessment from one of two assessment tools - concept maps and Life Effectiveness Questionnaire. Students in all other programs received a report as well that was related to the key focus for that week.

Our education support and teaching staff looked very closely at the way in which teaching staff provided students with agency opportunities in their learning

In 2021 and beyond, we envisage that the school will focus more energy towards student agency. It is hoped that this will embed strategies into our everyday programming and teacher practice. We will also improve and embed our writing strategies within the school so that students show a distinct improvement in their writing back at their home school. There was to be peer observations and classroom observations that were to be conducted by both teaching and education support staff around student agency. Essentially this didn't happen as a result of COVID restrictions.

Engagement

Outdoor School is a school that does not have enrolled students. Students attend Outdoor School as a school group, we do not have an issue with student non-attendance. What we do however, is make sure that schools that visit us are not to exclude students from our programs based on cost. We actively allow for payment plans and the like. We aim for all students from a given cohort to attend a program and ensure that cost is not a barrier to this attendance.

In regards to student engagement, our Attitude To Schools survey data indicates that our school and staff are very cognoscente of the fact that student voice and outcomes are important. Highlights include that more than 75% of students report positive outcomes in student voice, student agency, student safety and student academic work. We will be looking to try and build on this in 2022 to an even higher level.

Wellbeing

In 2021, Outdoor School continued in the role of the lead school in Respectful Relationships training for the Upper Kiewa Valley Schools Cluster. This has been after our school partook in a three day respectful relationship forum with 120 other staff in 2020, looking at ways to implement and embed respectful relationships into the school. As a result we have implemented a number of RR strategies like inclusive signage, safe places, free information.

We have ensured female staff have access to leadership training and we continue to ensure we have roughly a 50/50 female to male staff ratios. Some of the fully supported leadership courses for our female staff have concluded with very positive feedback on the quality of these. We look forward to continuing to have these staff in leadership roles within the school. The ratios greatly help with our female students as they now have more female role models when taking part in outdoor learning. Currently we have a female staff member applying for a DET Masters program in school inclusion.

We have now completed Cultural Understanding Safety Training for all our staff, again this was completed both in a ROSA context with all campuses being present or regionally based training with other schools. We now have a fully supported Reconciliation Action Plan (RAP) that will also guide our school over the next 5 years in the indigenous space and ultimately provide our indigenous students with better learning opportunities.

Our school continues to take child safety seriously with our school being 100% compliant on child safety policies and procedures.

Finance performance and position

Our school is financially sound. We run at a surplus in both our cash reserves and credit line.

Our staffing profile continues to move toward the top end of the scale which will continue to restrict our budget over the coming years. We will need to be mindful of this as we look to try balance the maintenance needs at both campuses.

Our school is planning several large capital works programs for the next five years including the :

1. Kitchen Hub at our 15 Mile Creek Campus.
2. Sleeping platforms at our 15 Mile Creek Campus.
3. Vehicle and bus replacement plan.
4. Accommodation renewal at Bogong Campus.

Our school receives \$5000 in equity funding and this goes towards paying for students who are experiencing financial hardships.

We will be needing DET to provide external funds to manage a student accommodation rebuild at both campuses.

For more detailed information regarding our school please visit our website at <http://www.outdoorschool.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 2021, 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).

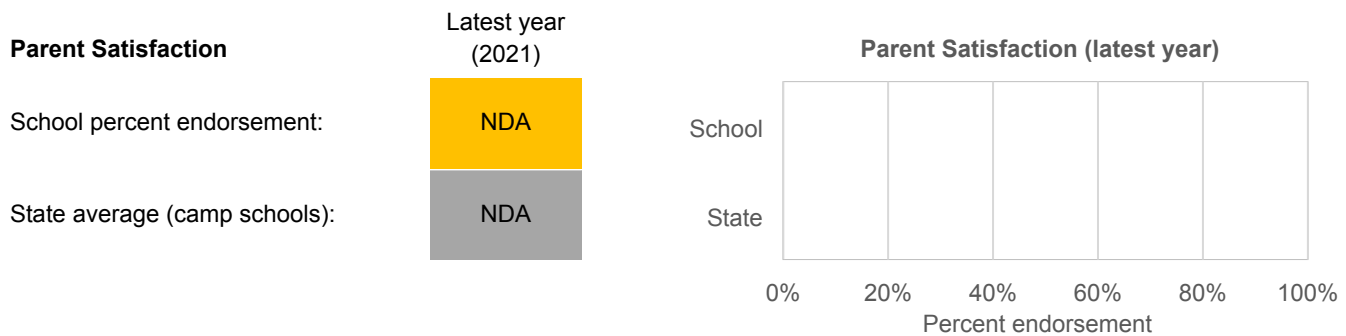
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

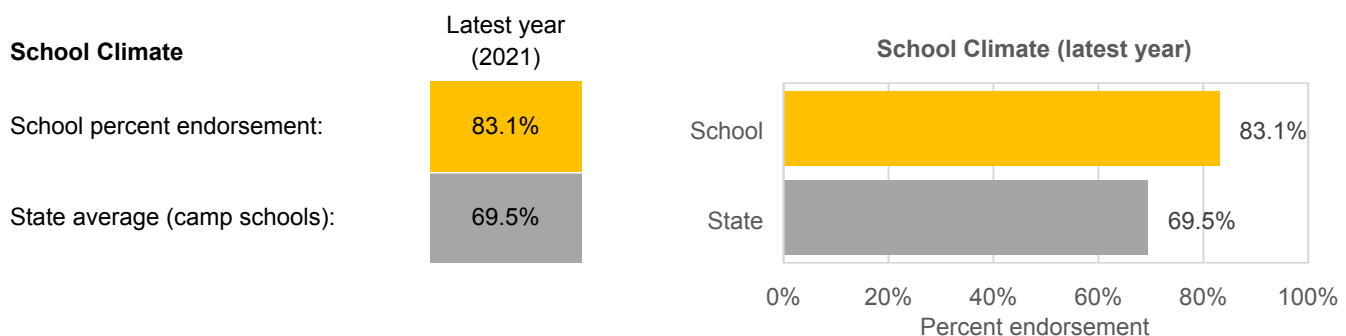


School Staff Survey

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, 2021

Revenue	Actual
Student Resource Package	\$3,763,174
Government Provided DET Grants	\$1,105,514
Government Grants Commonwealth	\$35,920
Government Grants State	\$10,000
Revenue Other	\$269,757
Locally Raised Funds	\$67,739
Capital Grants	\$0
Total Operating Revenue	\$5,252,104

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$3,500,013
Adjustments	\$0
Books & Publications	\$2,271
Camps/Excursions/Activities	\$138,516
Communication Costs	\$20,846
Consumables	\$36,182
Miscellaneous Expense ³	\$57,247
Professional Development	\$52,885
Equipment/Maintenance/Hire	\$131,192
Property Services	\$333,770
Salaries & Allowances ⁴	\$247,272
Support Services	\$40,895
Trading & Fundraising	\$0
Motor Vehicle Expenses	\$36,374
Travel & Subsistence	\$286
Utilities	\$36,066
Total Operating Expenditure	\$4,633,818
Net Operating Surplus/-Deficit	\$618,286
Asset Acquisitions	\$45,057

(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 25 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$1,166,795
Official Account	\$25,097
Other Accounts	\$0
Total Funds Available	\$1,191,891

Financial Commitments	Actual
Operating Reserve	\$140,977
Other Recurrent Expenditure	\$5,507
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$346,384
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$200,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$640,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,332,868

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.