2025 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 (VIT)
- 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 Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- The school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Key terms used in the Performance Summary are defined below:

NDP and NDA

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.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

About Our School

School context

Outdoor Schools vision is to 'Educate for Sustainable Living'. Outdoor Schools educational purpose is to 'Develop Ready Young People'. Outdoor Schools values are:

Respect which is displayed by:

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

Integrity which is displayed by:

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

Community which is displayed by:

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

Educational excellence which is 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 a range of situations.

Outdoor School, along with Rubicon Outdoor Centre and Somers School Camp formed the Residential Outdoor Schools Association (ROSA) in 2001. In 2024 a decision was made by the ROSA executive to rebrand ROSA to Outdoor Residential Schools (ORS) and be known as a Network rather than an association. The ORS Network now consist of Outdoor School, Rubicon Outdoor School, Blackwood Outdoor Education Centre and the School for Student Leadership (The Alpine School). Outdoor School has been a member of ORS since 2001 as a foundation member.

Outdoor Schools workforce consists of 1 Principal, 2 Campus Principals, 2 Learning Specialists, 22 Teachers, 17 Educational Support (ES) Staff and 4 Trainees.

Outdoor Schools purpose is to provide authentic learning for 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 Government School students attend an ORS program ranging from single days to single terms in duration. Students achieve success through a unique personalised learning journey while living within a small community in a healthy, happy and safe environment.

Outdoor Schools two campuses are located two hours away from one another. The 15 Mile Creek Campus is located approximately 20 minutes from Wangaratta and Benalla. The Bogong Campus is situated 16 kms up the hill from Mount Beauty towards Falls Creek. Both campuses are category 2 on the BAAR and therefore the site must close on extreme and catastrophic fire rated days.

Progress towards strategic goals, student outcomes and student engagement

Learning

1.

Wellbeing

In 2025, Outdoor School had the following Targets from the Priority Goal of Wellbeing:

TARGETS	2022 N=133	2023 N=50	2024 N=109	2025 N=72	2025P N=1106	2026	2026P
Attitudes to School (AtoSS) and Student Survey (P)							
Sense of Confidence from 85% in 2024 to 87% in 2025	83.5%	77%	85%	69%	N/A		
Perseverance 3.8 in 2025 (new metric)	82.5%	75%	75.5%	69%	4.09		
Self Regulation and Goal Setting 90% in 2024 to 90% in 2025	85.5%	72%	82.5%	70%	N/A		
Respect for Diversity Maintained at 86%	81%	69%	76%	75%	4.34		
Sense of Inclusion 95% in 2024 to 95% in 2025	95%	N/A	N/A	N/A	N/A		
Sense of Connectedness 86% in 2024 to 90% in 2025	77%	98%	80%	69%	N/A		

Outdoor School had a Key Improvement Strategy (KIS) that included:

- Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

In order to achieve this KIS, Leadership did the following actions:

- Attending cultural training.
- Continued to focus on staff health and wellbeing.

The changes we saw in students, teachers, program leaders and educational support staff included:

Students were able to:

- Understand the signs of anxiety.
- Recognise the triggers that influence anxiety in themselves and their peers.
- Better manage their social and emotional wellbeing.

Teacher were able to:

- Demonstrate an understanding of the impacts of anxiety on student outcomes.
- Demonstrate their ability in dealing with students with anxiety.

Program Leaders (Leading Teachers) were able to:

- Develop and deliver lessons with the staff at home schools.
- Address anxiety amongst the student cohort prior to the journey on a Future Maker Program.
- Actively engage with their home schools on improving student anxiety.
- Use our Inclusion Coordinator to enable more students to successfully participate in programs.

Education Support Staff were able to:

- Develop a clear understanding of how anxiety effects student outcomes while at Outdoor School.
- Reflect on their individual roles on how they can contribute to students having less anxiety as a result of their relevant work areas.

Engagement

At Outdoor School in 2025, we focused on engagement through:

- Program Leaders engage actively with their home schools around social and emotional wellbeing.
- Teachers are explicitly teaching students about social and emotional wellbeing and how the students can improve their own.
- Having teachers able to articulate a common understanding of emotional wellbeing amongst our student cohort.
- Having teaching staff able to identify students and staff triggers regarding emotional wellbeing.
- Having lesson plans that show an understanding of the impacts of student emotional wellbeing on learning.
- Having the SIT team to conduct walkthroughs to observe staff and student wellbeing.
- Implementation of processes for using student data at Outdoor School that looks at student growth to assist in student feedback, reporting and teacher planning.
- Conducting and focusing on First Nations curriculum design and implementation.
- Conducting whole school professional learning on First Nations through the engagement of Gadhungal Marring and Bangerang peoples.

Outdoor School does not have enrolled students; therefore we do not have attendance records. However, while students are at out school they are expected to attend the educational learning program which ranges from 5 days to 21 days.

Other highlights from the school year

The Pathways Programs continue to be a highlight of our school year with students booking in for one of 3 programs (Summit to Sea, Kimberley or Nepal). Unfortunately the change in Government in Nepal has generated an increase in travel advice which has forced us to cancel the Nepal program. The Kimberley program was once again successful with the students having a rich, deep and meaningful indigenous learning experience within the Kalumburu area. The Summit to Sea program was equally successful providing life changing learning opportunities for the students.

Our School has developed its own data portal. Quite often the data collection requirements that the Education Department has of us does not reflect our situation and context. So we have moved forward to develop our own data portal with associated surveys that are specific to our schools situation. This has been developed within the Mircrosoft architecture using forms, xcel and powerbi.

The 15 Mile Creek Campus has applied to the VSBA to have a $990,000 (inc gst) dining room modernisation implemented. The current dining room is unable to hold all of our students in one sitting which means that we have to feed students in a range of different locations, moving hot foods and drinks around the site. There is also a mould issue in the ceiling that needs to be tended to as well. Hopefully this Region approve project will successfully pass through the VSBA processes so that the build can happen in 2026.

The Education Department and Trust For Nature have reached an agreement for the Department of Education to lease the land at 15 Mile Creek from Trust For Nature with the existing caveats. This leasing agreement has taken around 7 years to achieve.

Outdoor School experienced a ransomware attack on its servers. The attack was managed mainly by John Kent (our IT tech), and Roger Blackwell. We have now installed a new firewall that is currently stopping a lot of traffic and we are very confident that our operating systems are functioning in a much safer environment. We were contacted by Victoria Police to say that the investigation from their end was unsuccessful in identifying the offenders, and that no further action will be taken.

Financial performance

Outdoor School is financially sound.

We run at a surplus in both our cash reserves and credit line. In 2025 we moved $300,000 from the credit to cash to pay for the 2 new school busses.

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. New Rockclimbing Tower at Bogong Campus.
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.

Our school also receives $70,000 for inclusion that will assist students to access our programs. Our school does not receive the mental health fund. We have tried to argue that we should, but to date we do not receive this fund.

The Department of Education will need to provide external funds to manage a student accommodation rebuild at both campuses.

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 2.0 (FISO 2.0).

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 2024, 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.

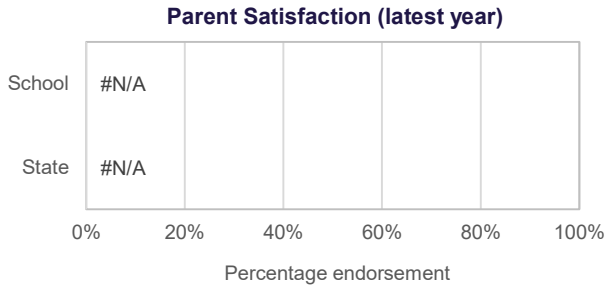
This school's SFOE band value is: **NDA**

Parent Satisfaction Summary

The percent endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	NDA
State average (camp schools):	NDA



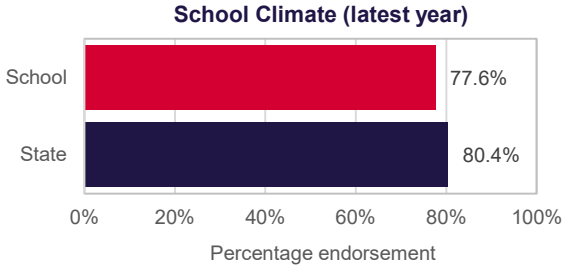
School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage 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.

School Climate	Latest year (2024)
School percentage endorsement:	77.6%
State average (camp schools):	80.4%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	$4,595,521
Government Provided DET Grants	$1,145,157
Government Grants Commonwealth	$22,750
Government Grants State	$0
Revenue Other	$462,157
Locally Raised Funds	$144,505
Capital Grants	$0
Total Operating Revenue	**$6,370,090**

Equity [1]	Actual
Equity (Social Disadvantage)	$5,000
Equity (Catch Up)	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$5,000**

Expenditure	Actual
Student Resource Package [2]	$4,109,643
Adjustments	$0
Books & Publications	$874
Camps/Excursions/Activities	$316,645
Communication Costs	$17,688
Consumables	$40,883
Miscellaneous Expense [3]	$52,617
Professional Development	$56,465
Equipment/Maintenance/Hire	$171,879
Property Services	$198,225
Salaries & Allowances [4]	$276,802
Support Services	$101,991
Trading & Fundraising	$0
Motor Vehicle Expenses	$91,797
Travel & Subsistence	$0
Utilities	$54,484
Total Operating Expenditure	**$5,489,995**
Net Operating Surplus/-Deficit	**$880,095**
Asset Acquisitions	**$142,042**

(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 23 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	$1,779,505
Official Account	$22,563
Other Accounts	$0
Total Funds Available	**$1,802,068**

Financial Commitments	Actual
Operating Reserve	$201,605
Other Recurrent Expenditure	$6,261
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$260,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$740,000
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$1,207,866**

All funds received from the Department of Education, 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.