

# 2018 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](http://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 2018 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 05 March 2019 at 02:05 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 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 2018 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 26 March 2019 at 10:52 AM by Ben Derrick (School  
Council President)

## 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:

School Values:

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 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 1 Principal, 2 Campus Principals, 1 Assistant 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 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.

## Framework for Improving Student Outcomes (FISO)

In 2018, Outdoor School focused on the following Framework for Improving Student Outcomes (FISO) initiatives:

1. Curriculum Planning and Assessment.
2. Building Practice of Excellence.

Our 2018 Key Improvement Strategies (KIS) included:

1. Develop an agreed assessment schedule for outdoor learning programs.
2. Develop an agreed understanding of the role outdoor learning has on developing literacy and numeracy through the construction of a policy statement.
3. Develop staff's capacity to collaborate through targeted observation.

In 2018 we fully met all our KIS requirements.

Highlights included:

1. The development of a whole school assessment schedule for both campuses.
2. A position paper on the role outdoor learning can have on a child's literacy and numeracy development.
3. all staff completed targeted staff observations.

## Achievement

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

In 2018 all students who attended all our educational programs received a student report based on teacher observations, student self assessment, peer assessment and formative assessment from two assessment tools - concept maps and Life Effectiveness Questionnaire.

Our ES and teaching staff looked very closely at the role of outdoor learning in developing a students literacy and numeracy skills.

In 2019 and beyond, we envisage that the school will focus more energy towards student voice, agency and leadership, the role outdoor learning has to play in specific literacy domains and to continue our culture of classroom observations including the further refinement of Learning Intentions and Success Criteria.

## Engagement

Outdoor School is a school that does not have enrolled students. Students attend our school, 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.

In regards to student engagement, our ATOS 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 safety and student academic work.

## Wellbeing

In 2018, Outdoor School was a lead school in Respectful Relationships training. Our school partook in a three day respectful relationship forum with 120 other staff looking at ways to implement and embed respectful relationships into the school. As a result we have RR information up and around the school in the form of posters. 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 ratio's. These ratios greatly help with our female students as they now have more female role models when taking part in outdoor learning. In 2019 we are looking at CUST training for all our staff. Our school continues to take child safety seriously with our school being 100% compliant on child safety policies and procedures.

### **Financial performance and position**

Our school is of financial 'going concern'. We run at a surplus in both our cash reserves and credit line. Our school is planning several large capital works programs for the next five years including the :

1. Lower admin building at BC
2. The kitchen Hub at 15MC
3. The sleeping platforms at 15MC
4. Vehicle and bus replacement plan.

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

## 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><b>Enrolment Profile</b></p> <p>A total of 0 students were enrolled at this school in 2018, 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><b>Overall Socio-Economic Profile</b></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><b>Parent Satisfaction Summary</b></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> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	No Data Available
<p><b>School Staff Survey</b></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>	

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,421,655	High Yield Investment Account	\$402,948
Government Provided DET Grants	\$660,983	Official Account	\$16,982
Government Grants Commonwealth	\$13,350	Other Accounts	\$401,851
Government Grants State	\$14,390	<b>Total Funds Available</b>	<b>\$821,780</b>
Revenue Other	\$546,513		
Locally Raised Funds	\$146,133		
<b>Total Operating Revenue</b>	<b>\$4,803,024</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$5,000		
<b>Equity Total</b>	<b>\$5,000</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,353,639	Operating Reserve	\$178,533
Books & Publications	\$711	School Based Programs	\$469,647
Communication Costs	\$25,757	Maintenance - Buildings/Grounds < 12 months	\$173,600
Consumables	\$32,210	<b>Total Financial Commitments</b>	<b>\$821,780</b>
Miscellaneous Expense <sup>3</sup>	\$369,793		
Professional Development	\$57,285		
Property and Equipment Services	\$253,169		
Salaries & Allowances <sup>4</sup>	\$245,104		
Travel & Subsistence	\$96,070		
Utilities	\$50,933		
<b>Total Operating Expenditure</b>	<b>\$4,484,672</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$318,352</b>		
<b>Asset Acquisitions</b>	<b>\$49,535</b>		

(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 15 March 2019 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.

# 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)

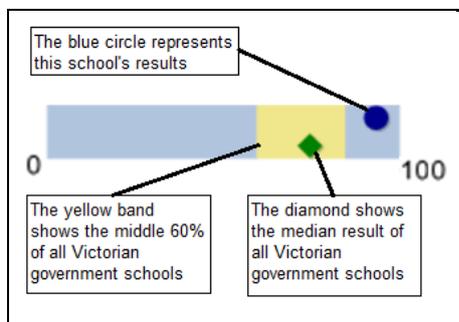
### Engagement

- 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).

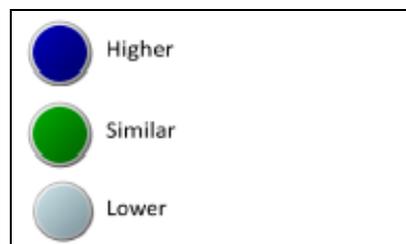


## What does *School Comparison* refer to?

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' or 'ND' 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').