

2015 Annual Report to the School Community



Name of School Principal:

Michael Phillips

Name of School Council President:

Craig Guscott

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

At Ringwood Secondary College (RSC) our fundamental purpose is to foster a learning community that caters for the unique academic, physical, social and emotional needs of all our members.

A balanced range of VCE, VET and VCAL studies meets the varied learning needs of students. Most students choose a university placement as their preferred post Year 12 destination.

Specialist Performing Arts programs enable students to learn a musical instrument, and play in over 16 ensembles, perform in annual school productions and national music competitions. In Sporting and co curricula programs our students compete at State level in a full complement of team and individual sports. An ACE program caters for high achieving students. Extension programs include Debating, Tournament of Minds, DaVinci Decathlon, Year 7 Philosophy, Online Global Projects and our CISCO Networking Academy. Specialist Training Programs are provided in IT, Engineering and Automotive through our status as a Registered Training Organisation and is delivered through the Ringwood Trade Training Facility.

Student Leadership is enhanced through a portfolio of positions including Ambassadors, Form and Year Level Leaders, College Prefects and Student Council.

Our sister schools in Thailand, France and England provide regular exchange and cultural programs. These cultural experiences are further enhanced by our Performing Arts World Tour to countries including the USA, Canada, England, France, Netherlands, Czech Republic and China.

Ringwood Secondary College is located at the gateway to outer eastern Melbourne. In 2015 the student population was 1489 students. This College had the equivalent of 135 full time staff (EFT) : 5 Principal Class, 103 teachers and 27 Educational Support Staff.

Attendance data for all year levels remains strong, ranging from 92% to 95%, with very few unexplained absences. Attendance is actively monitored by the College attendance officer and strategies to actively support attendance are initiated by the Wellbeing team and Community Coordinators.

Achievement

Ringwood Secondary College is proud that our students perform above the State median in most areas. Our performance is consistent with that expected, for the background and characteristics of our students. NAPLAN results for students in Years 7 and 9 and VCE, VCAL and VET results show our students are in the top 20% as well as achieving at similar levels to other schools on adjusted intake data

Implementation of the Australian Curriculum continued with further implementation of AusVELS and the National Curriculum with an emphasis on including the cross curriculum priorities and adopting the F-10 curriculum planning and reporting guidelines

The College continued to build teacher practice through the implementation of a trio model for peer observation and feedback

A review of the Junior School curriculum program has resulted in implementation of Deep Learning principles, particularly in cross- disciplinary projects and the commencement of a High Achievers Program (ACE) to address learning gain for these students

Strengthening consistency and rigor in Year 12 studies has been developed using strategies, such as, master classes, implementation of flipped learning resources, cross marking, and intensive exam preparation

Student learning will be further improved at all year levels by the following actions in 2016:

- Consolidating of Deep Learning strategies and approaches
- Analysing Year 7-10 results and developing strategies for improvement: Year 7 and 9 NAPLAN data, On Demand Testing data, 7-10 Teacher Judgment data
- Strengthening consistency and rigor in VCE Unit 3 & 4 studies by using cross marking, teacher observation & feedback and targeted strategies to address inconsistencies, utilising VCE Data Service resources
- Improving the college's physical learning environment by commencing construction of the Junior School building, upgrade of the Library and significant maintenance work
- Implementing recommendations suggested by our college review, especially the development of an agreed instructional model.

Engagement

Student retention of students to Year 10 at RSC is in the top 20% of Victorian government schools and continues to be an attribute of our data.

Student pathway outcomes clearly identify a strong cohort who is committed to university with a smaller group entering TAFE.

Whilst the majority of students undertake the Victorian Certificate of Education (VCE), a Victorian Certificate of Applied Learning (VCAL) program is run in Year 11 and 12. A growing number of students elect to undertake a Vocational Education Program (VET) as part of their VCE or VCAL program either at the College, in another school or at nearby tertiary providers.

The college will continue to provide a viable and accessible curriculum for all students.

In 2016 student engagement will be improved by:

- Developing a new RTF Business Plan for the period 2016-19
- Identifying a range of tangible measures for student cognitive engagement and provision of professional learning opportunities to develop tasks and learning activities that include greater choice for students
- Implementing a School Improvement Project through the Teacher Academy for Professional Practice (Ringwood Alliance) in partnership with Deakin University, DET and other local schools
- Investigating opportunities and develop recommendations for specialist programs in STEM, Sport and Performing Arts.

Wellbeing

RSC students have an excellent attendance record at all year levels, with results above 93%. Our students' enjoyment of school and sense of belonging continues to be above the state median. Further development in the use of 'Compass', which includes an electronic roll marking system, has enabled parents access to oversee their child's attendance and staff to monitor absences more effectively. Consequently the level of unexplained absences is extremely low.

The development of activities across the College and a vibrant co-curricular program that fosters teacher empathy and reinforces a culture of respect has resulted in a consistent and effective approach to teaching and staff/student relationships.

A revised pastoral care program, named BOUNCE, was implemented in 2015. It has a strong focus on Positive Psychology. Increased time has been provided within the curriculum for this work

There has been increased use of the Compass system in ensuring regular and quality communication between school and home and to increase parental involvement in the learning process

Student suspensions remain very low levels and the College environment is characterised by very high levels of student safety. This is further reflected in the Student attitudes to School and Parent Opinion Surveys.

In 2016 the college will continue the improvement direction in this area by:

- Implementing the pastoral care program and continue to revise practices throughout the year, including a revised house system
- Implementing revised administrative and teaching and learning practices using Compass and continue to increase communication between school and home
- Utilising the groundbreaking wellbeing profiler to benchmark levels of student wellbeing and designing programs that address improvement needs in this area. This work is to be completed in conjunction with the University of Melbourne and Maroondah City Council.

Productivity

In 2015 additional resources were provided to assist in the professional development of staff and to meet revised Performance and Development arrangements. Teacher Led Research was a cornerstone for the successful design and implementation of the revised Pastoral Care program.

The college expanded its use of Compass to enable improved learning access for students and for assessment and reporting

A major focus for council was to plan for securing further funding to improve the physical learning environment of the college. Continued lobbying for stage 2 funding for a new STEM and Senior School centre will be a priority in 2016

Our newly developed strategic plan for the period 2016-2019 provides an opportunity to review the appropriateness of the College's organisational structure.

For more detailed information regarding our school please visit our website at
<http://www.ringwoodsc.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 secondary year levels:  Result for this school:  Median of all Victorian government secondary year levels: 

School Profile

Enrolment Profile

A total of 1489 students were enrolled at this school in 2015, 819 female and 670 male. There were 4% of EAL (English as an Additional Language) students and 0% 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.



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.



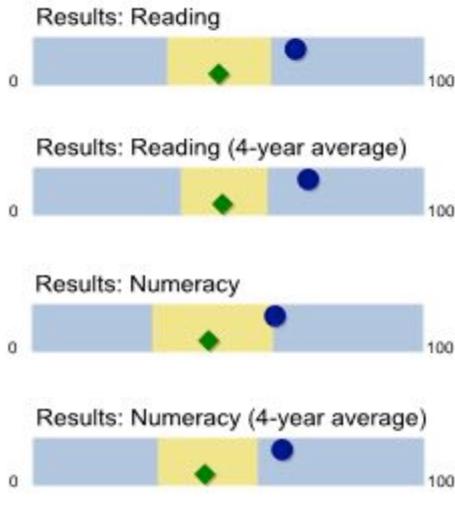
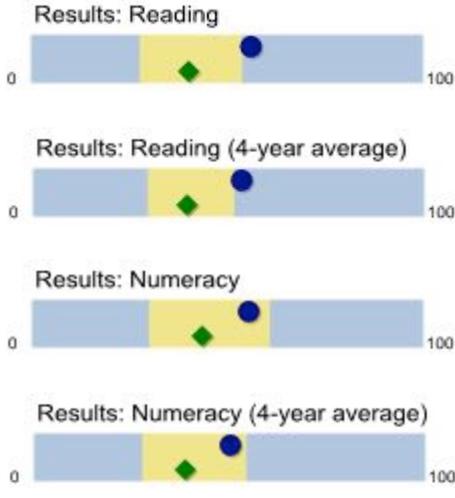
Performance Summary

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
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English No Data Available</p> <p>Mathematics No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

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
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>		<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>		<ul style="list-style-type: none">  Similar  Lower  Similar  Lower

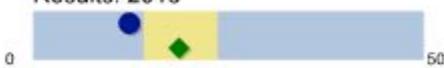
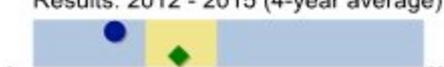
Performance Summary

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
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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'.</p>	<p>Reading Low: 21%, Medium: 45%, High: 34%</p> <p>Numeracy Low: 23%, Medium: 59%, High: 18%</p> <p>Writing Low: 18%, Medium: 53%, High: 29%</p> <p>Spelling Low: 18%, Medium: 49%, High: 33%</p> <p>Grammar and Punctuation Low: 29%, Medium: 53%, High: 18%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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'.</p>	<p>Reading Low: 24%, Medium: 51%, High: 24%</p> <p>Numeracy Low: 31%, Medium: 54%, High: 14%</p> <p>Writing Low: 21%, Medium: 54%, High: 24%</p> <p>Spelling Low: 21%, Medium: 56%, High: 23%</p> <p>Grammar and Punctuation Low: 31%, Medium: 46%, High: 22%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students in 2015 who satisfactorily completed their VCE: 97% Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: 16% VET units of competence satisfactorily completed in 2015: 89% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: 91%</p>		

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												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>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.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 817 1023 913"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	94 %	92 %	93 %	95 %	94 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	94 %	92 %	93 %	95 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

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: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

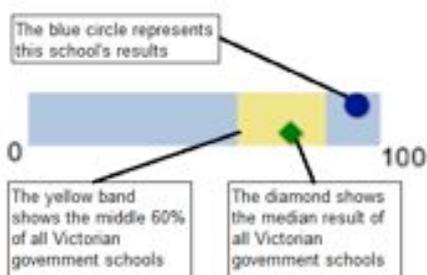
What are student outcomes?

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.



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.

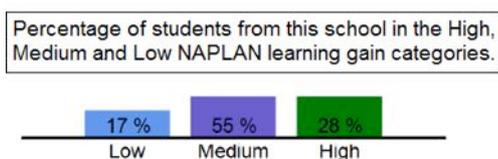
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some 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>

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).

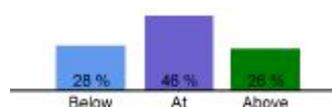
If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



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.

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 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	\$11,785,246
Government Provided DET Grants	\$1,799,325
Government Grants Commonwealth	\$19,174
Government Grants State	\$26,132
Revenue Other	\$186,644
Locally Raised Funds	\$3,606,711
Total Operating Revenue	\$17,423,233

Funds Available	Actual
High Yield Investment Account	\$572,386
Official Account	\$105,611
Other Accounts	\$40,059
Total Funds Available	\$718,056

Expenditure	
Student Resource Package	\$12,672,903
Books & Publications	\$48,271
Communication Costs	\$56,681
Consumables	\$436,849
Miscellaneous Expense	\$1,961,789
Professional Development	\$252,625
Property and Equipment Services	\$1,035,368
Salaries & Allowances	\$864,291
Trading & Fundraising	\$613,382
Travel & Subsistence	\$27,615
Utilities	\$171,123
Total Operating Expenditure	\$18,140,899

Financial Commitments	
Operating Reserve	\$41,949
Beneficiary/Memorial Accounts	\$27,716
Cooperative Bank Account	\$23,988
Revenue Received in Advance	\$609,000
Other recurrent expenditure	\$15,404
Total Financial Commitments	\$718,056

Net Operating Surplus/-Deficit **(\$717,666)**

Asset Acquisitions **\$1,585**

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

[Insert financial commentary here]