

2017 Annual Report to the School Community



School Name: Ringwood Secondary College

School Number: 8270



- 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 01 May 2018 at 02:52 PM by Michael Phillips (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 03 May 2018 at 09:42 AM by Sharon Rogers (School Council President)



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 and viable curriculum 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 Ringwood Training.

Student Leadership is enhanced through a portfolio of positions including Ambassadors, Form and Year Level Leaders, College Prefects and Student Council. Student voice and choice within all learning areas is actively promoted.

Our sister schools in Indonesia, 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 2016 the student population was 1543 students. This College had the equivalent of 139.2 full time staff (EFT): 4 Principal Class, 106.4 teachers and 28.8 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 support attendance are initiated by the Wellbeing team and House Coordinators.

Framework for Improving Student Outcomes (FISO)

The College has utilised this Framework in determining improvement priorities and initiatives. Excellence in Teaching and Learning, building leadership teams and empowering students to take more responsibility for their own learning are seen as key areas for continuous improvement.

Based on the 2017 data, the College will further develop a whole College instructional model (GANAG) and utilise Deep Learning to inform more consistent and accountable practice and focus on effective learning behaviours. The leadership team continues to focus on the systematic analysis of data and evidence., Effective moderation practices within and across year levels will be further developed to improve the consistency in teacher judgements.

The role of the student in learning, involving students across all year levels in regularly establishing meaningful learning goals, reflective practices, peer and self-assessment will be utilised to Improve the quality of teacher to student and student to teacher feedback. Our school wide Literacy initiative in 2018 has is developing increased learning growth in Reading with a specific emphasis on Year 8.

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 or better than levels to other schools on adjusted intake data. The level of learning growth in 2017 remains a challenge, especially in numeracy and has focused attention in our 2018 Annual Implementation Plan.

Further implementation Victorian Curriculum continued in 2017, with a special focus on the New Digital Technologies Curriculum commenced. The F-10 curriculum planning and reporting guidelines provided a further focus for all Learning Areas, especially in the general capabilities.

The College continues to build teacher practice through systematic Professional Development and the use of professional learning teams. Increased emphasis on analysing Year 7-10 results and developing strategies for improvement: in Year 7 and 9 NAPLAN data, On Demand Testing data, 7-10 Teacher Judgment data remain a priority. Formative assessment practices include describing learning behaviours that are consistent with Deep Learning practice principles.

Strengthening consistency and rigor in Year 12 studies has been developed using strategies, such as, implementation of flipped learning resources, cross marking and moderation, and intensive exam preparation. This has resulted in consolidation of study scores above 37 across many VCE studies, but especially in English.

In 2018 the college will continue the improvement direction in this area by:

- *Increased awareness and use of reading comprehension strategies especially at Year 8, amongst students and teachers across all learning areas*
- *Improved student access to texts in zone of proximal development*
- *Students and teachers identifying main ideas and determine importance of the information presented in non-fiction texts*
- *Extending moderation practices to all learning areas*
- *Enhanced opportunities for improved teacher mentoring and team teaching across all year levels.*

Engagement

Student retention of students to Year 12 at RSC is outstanding and 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 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 continues to provide a viable and accessible curriculum for all students.

RSC students have an excellent attendance record at all year levels, with results between 92% and 95%. 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 very low.

Increased use of the Compass system ensures regular and quality communication between school and home and to increase parental involvement in the learning process. Continuous feedback for student learning was fully embedded in 2017.



In 2018 the college will continue the improvement direction in this area by:

- *Fostering common approaches to each element of GANAG*
- *Developing and capturing high impact teaching strategies, especially those that emphasise differentiation, metacognition and student agency.*
- *Developing, implementing and assessing learning behaviours that are consistent with the 21st Century skills of Deep Learning*
- *Further developing approaches to student and teacher feedback utilising COMPASS.*

Wellbeing

Increased use of the Compass system ensures regular and quality communication between school and home and to increase parental involvement in the learning process. Continuous feedback for student learning was fully embedded in 2017.

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 enhanced staff and student relationships.

Student suspensions remain at low levels and the College environment is characterised by very high levels of student safety. Student Attitudes to School and Parent Opinion surveys further support this view. Our whole school focus on Positive Psychology has further enhanced programs to support student wellbeing and educating the whole child.

In 2018 the College will continue improvement direction in this area by:

- *Further developing and promoting positive and respectful relationships across the college community*
- *Enhancing College virtues (vision and values) through modified approaches to the house system*
- *Modifying programs and approaches to student and staff wellbeing, utilising Wellbeing Profiler data*
- *Enhancing student wellbeing, through common approaches adopted from involvement in the Maroondah Plus 10 schools project.*

For more detailed information regarding our school please visit our website at
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 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 Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile

Enrolment Profile

A total of 1543 students were enrolled at this school in 2017, 827 female and 716 male.

14 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</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>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>49%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>50%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>51%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>54%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>57%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	49%	24%	Numeracy	31%	50%	20%	Writing	26%	51%	23%	Spelling	29%	54%	17%	Grammar and Punctuation	22%	57%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 7-9)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>49%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>48%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>34%</td> <td>49%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>48%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>49%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	49%	24%	Numeracy	34%	48%	18%	Writing	34%	49%	17%	Spelling	33%	48%	20%	Grammar and Punctuation	17%	49%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: 97% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 16% VET units of competence satisfactorily completed in 2017: 80% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 86%</p>																										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="550 952 1013 1052"> <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>93 %</td> <td>92 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	93 %	92 %	93 %	95 %	94 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	93 %	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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Higher</p> <p> Higher</p>												
<p>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</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)

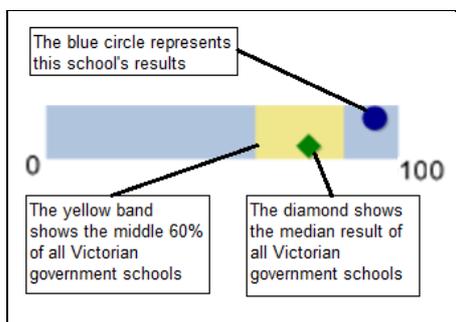
Engagement

- 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).

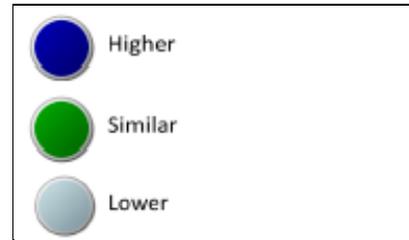


What does *School Comparison* refer to?

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

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	\$12,538,731	High Yield Investment Account	\$1,198,420
Government Provided DET Grants	\$2,423,130	Official Account	\$281,521
Government Grants Commonwealth	\$18,459	Other Accounts	\$34,519
Government Grants State	\$252,166	Total Funds Available	\$1,514,460
Revenue Other	\$350,492		
Locally Raised Funds	\$3,892,934		
Total Operating Revenue	\$19,475,912		
Equity¹			
Equity (Social Disadvantage)	\$105,120		
Equity (Catch Up)	\$69,250		
Equity Total	\$174,370		
Expenditure		Financial Commitments	
Student Resource Package ²	\$13,851,524	Operating Reserve	\$45,587
Books & Publications	\$7,720	Asset/Equipment Replacement < 12 months	\$233,000
Communication Costs	\$60,120	Maintenance - Buildings/Grounds incl SMS<12 months	\$139,500
Consumables	\$412,332	Beneficiary/Memorial Accounts	\$126,430
Miscellaneous Expense ³	\$2,472,307	Cooperative Bank Account	\$44,400
Professional Development	\$251,034	Revenue Received in Advance	\$863,380
Property and Equipment Services	\$1,169,928	Other recurrent expenditure	\$62,163
Salaries & Allowances ⁴	\$1,058,678	Total Financial Commitments	\$1,514,460
Trading & Fundraising	\$764,294		
Travel & Subsistence	\$26,849		
Utilities	\$182,407		
Total Operating Expenditure	\$20,257,193		
Net Operating Surplus/-Deficit	(\$781,281)		
Asset Acquisitions	\$151,096		



- (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.

The financial performance data also reflects the operations of Ringwood Training. Budget performance in 2017 is consistent with approved budgets. The operational deficit (credit) relates to centrally employed staff. This amount is reimbursed to the Department from payments and grants received (cash) for training programs and overseas fee-paying students following a reconciliation process undertaken in February.