2016 Annual Report to the School Community

School Name: Ringwood Secondary College

School Number: 8270

Name of School Principal:	Michael Phillips
Name of School Council President:	Craig Guscott
Date of Endorsement:	28/04/2017

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 framwork for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

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 Decathalon, 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 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. A new sister school relationship

Ringwood Secondary College is located at the gateway to outer eastern Melbourne. In 2016 the student population was 1518 students. This College had the equivalent of 137.79 full time staff (EFT): 5 Principal Class, 105.79 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 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 our school to continue to develop. Based on the 2016 data, the College will further develop a whole College instructional model and utilise the New Pedagogies for Deep Learning (NPDL) to inform more consistent and accountable practice. Development of the leadership team will 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.

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 improved in 2016 and will remain a focus in 2017.

Further implementation Victorian Curriculum continued in 2016, 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.

The College continued to build teacher practice through systematic PD, the use of peer observation and feedback and 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

A review of the Junior School curriculum program has resulted in implementation of Deep Learning principles, particularly in cross- disciplinary projects and embedding 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. This has resulted in consolidation of study scores above 37 across all VCE studies.

The college's physical learning environment is being improved with a major Capital works project that includes construction of the Junior School building, upgrade of the Library and significant maintenance work This will enable students and teachers to work more collaboratively.

Student learning will be further improved at all year levels by the following actions in 2017:

- The leadership team will successfully complete and implement action learning strategies from Bastow leadership programs

- Teachers will further reflect on their own practice and utilse peer feedback to inform future practice

- Teacher teams will be coached to more effectively use data and curated learning resources to target students at their point of learning need

- Development of an RSC Instructional Model

- Embedding New Pedagogies and Internationalising practices into the curriculum.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

| ☐ | Victorian Early Years Learning and Development Framework | ☐ | AusVELS | ☐ | Victorian Curriculum | ☒ | A Combination of these |

Engagement

Student retention of students to Year 12 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 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.

In 2017 student cognitive engagement will be improved by:

- Developing student learning opportunities and tasks that include choice for students

- Establishing language that is consistent and supports the view that everyone can learn and improve

- Continuing to build productive relationships between students and teachers

- Developing strategies that set appropriate challenges for students and focus on growth, development and recognise success.

Wellbeing

RSC students have an excellent attendance record at all year levels, with results between 92% and 94%. 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.

There has also 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. Continuous feedback for student learning was the most significant development in 2016.

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.

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 2017 the college will continue the improvement direction in this area by:

- Integrating positive education principles across the curriculum and targeted programs that improve student wellbeing

- Enhancing partnerships with community organisations and Maroondah Council

- Developing and refining the House System.

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 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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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 1518 students were enrolled at this school in 2016, 823 female and 694 male.
There were 13% of EAL (English as an Additional Language) students and 1% 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.

low | low-mid | mid | high

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
Teacher judgment of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	Results: English Results: Mathematics	Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4-9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5-10.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

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
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.	**Reading** 29 % Low, 51 % Medium, 19 % High **Numeracy** 28 % Low, 51 % Medium, 22 % High **Writing** 24 % Low, 50 % Medium, 26 % High **Spelling** 22 % Low, 47 % Medium, 31 % High **Grammar and Punctuation** 23 % Low, 51 % Medium, 25 % High	NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.	**Reading** 26 % Low, 53 % Medium, 21 % High **Numeracy** 24 % Low, 55 % Medium, 21 % High **Writing** 23 % Low, 51 % Medium, 26 % High **Spelling** 26 % Low, 49 % Medium, 26 % High **Grammar and Punctuation** 19 % Low, 51 % Medium, 30 % High	NAPLAN Learning Gain does not require a School Comparison.
Victorian Certificate of Education (VCE) Mean study score from all VCE subjects undertaken by students at this school. 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.	Results: 2016 0 — 50 Results: 2013 - 2016 (4-year average) 0 — 50	● Similar ● Similar

Students in 2016 who satisfactorily completed their VCE: 97%
Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 21%
VET units of competence satisfactorily completed in 2016: 70%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 91%

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

Average 2016 attendance rate by year level:

Results: 2016

Low absences <------> high absences

Results: 2013 - 2016 (4-year average)

Low absences <------> high absences

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
94 %	92 %	93 %	93 %	94 %	94 %

Similar

Similar

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Results: 2016

Results: 2013 - 2016 (4-year average)

Higher

Higher

Students exiting to further studies and full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure uses data from the previous year.

Results: 2016

Results: 2013 - 2016 (4-year average)

Similar

Similar

Performance Summary

| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar

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, P-12 and specialist schools, 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.
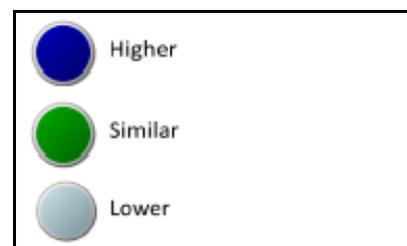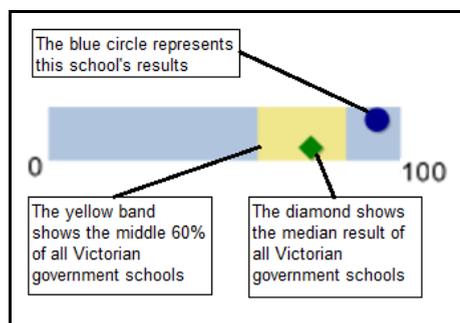
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.
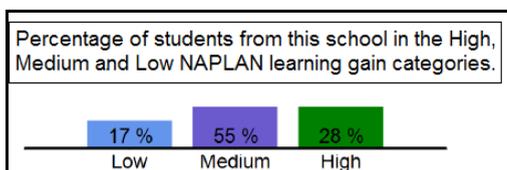
What are the changes in student achievement?
The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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/manage ment/pages/performreports.aspx

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.

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, 2016	

Revenue	Actual
Student Resource Package	$12,206,760
Government Provided DET Grants	$2,019,617
Government Grants Commonwealth	$21,530
Government Grants State	$93,882
Revenue Other	$159,607
Locally Raised Funds	$3,432,289
Total Operating Revenue	**$17,933,686**

Expenditure	
Student Resource Package	$13,416,050
Books & Publications	$5,034
Communication Costs	$63,115
Consumables	$381,697
Miscellaneous Expense	$1,708,597
Professional Development	$278,815
Property and Equipment Services	$1,048,462
Salaries & Allowances	$941,882
Trading & Fundraising	$818,056
Travel & Subsistence	$36,796
Utilities	$168,463
Adjustments	$8,800

Total Operating Expenditure	**$18,875,767**

Net Operating Surplus/-Deficit	**($942,081)**

Asset Acquisitions	**$18,000**

Financial Position as at 31 December, 2016	

Funds Available	Actual
High Yield Investment Account	$810,184
Official Account	$147,299
Other Accounts	$33,139
Total Funds Available	**$990,623**

Financial Commitments	
Operating Reserve	$32,289
Asset/Equipment Replacement < 12 months	$33,368
Capital - Buildings/Grounds incl SMS<12 months	$150,000
Beneficiary/Memorial Accounts	$74,067
Cooperative Bank Account	$23,988
Revenue Receipted in Advance	$646,660
Other recurrent expenditure	$30,251
Total Financial Commitments	**$990,623**

Student Resource Package Expenditure figures are as of 06 March 2017 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.

The financial performance data also reflects the operations of Ringwood Training. Budget performance in 2016 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. An independent financial audit was conducted by Deloitte's in May 2016.