

# 2020 Annual Report to The School Community



School Name: Ringwood Secondary College (8270)



- 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 Registration 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 2020 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 23 March 2021 at 01:45 PM by Michael Phillips (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 23 March 2021 at 03:02 PM by Teresa Lodge (School Council President)

# How to read the Annual Report

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## What's changed in 2020?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*
- all subjects for Victorian Certificate of Education (VCE) examinations

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

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

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

## About Our School

### School context

Ringwood Secondary College (RSC) fosters a learning community that caters for the development of the whole person, allowing them to flourish and reach their full potential. 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.

Located in the city of Maroondah, RSC provides for students from nearly 50 feeder primary schools including substantial numbers from the local primary schools' network. The college maintains its numbers at capacity which is currently 1600 students. This enables a guaranteed and viable curriculum for all students and a rich array of extra curricular programs and activities, including in areas such as Music, Performing Arts and Sport. Ringwood Training, our Registered Training Organisation (RTO), provides specialist programs in IT, Engineering and Automotive and has been recognised in Victoria as both a finalist and winner of the Small Training Provider of the Year. Our well developed house system is the basis for enabling opportunities for student leadership and participation and the delivery of our approaches to Positive Education and our Bounce program.

The College is proud to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school and can engage effectively in their learning and experience success. Every member of the College community has a right to fully participate in an educational environment that is safe, supportive and inclusive. A culture of high expectations ensures that students are supported to achieve their educational potential and personal best in their learning.

The Values statement for Ringwood Secondary College is based on the four pillars of education introduced in a report presented to UNESCO by the International Commission on Education for the twenty-first century: Learning to be yourself, Learning to do, Learning to think and Learning to live together. This Values philosophy is enacted through everyday interactions between staff, students and parents, our positive education program, our curriculum program, house system and our co-curricula program. Our Houses of Freeman, Jackman, Fraser and Mabo enact the virtues of Respect, Creativity, Wisdom and Courage.

In addition, Ringwood Secondary College has formed strong partnerships with local, national and global organisations which further enhance the education pillars.

Ringwood Secondary College acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school. Our published statement of values and school philosophy outlines the values of our school community and explains the vision, mission and objectives of our college.

The college is an active participant in the Maroondah Plus 10 schools project and its focussed and innovative work on Positive Education.

In 2020 this College had the equivalent of 149.6 equivalent full time staff: 4 Principal Class, 113.3 teachers and 32.3 Educational Support staff.

### Framework for Improving Student Outcomes (FISO)

Ringwood Secondary College has utilised the FISO framework in determining improvement priorities and initiatives. Building practice excellence, evidence based high impact teaching strategies and empowering students and building school pride were all evident.

The College effectively pivoted to remote learning during the COVID19 pandemic in 2020. The leadership team focussed on supporting teachers in implementing consistent practices in this environment including the use of more

formative data and evidence. The utilisation of collaborative planning, feedback and teacher judgements all enabled students to actively and consistently participate in their learning. Professional learning plans were modified to reflect this changed environment as staff accessed resources online and utilised the video conferencing resources and activities made available through ARC, Regional support teams and the DET more broadly.

As a result of these changes, the resultant delay in completion of the school review and the subsequent development of a strategic plan, key goals were modified to ensure that we could effectively track student participation and engagement in remote and flexible learning. Particular attention was given to ensuring that Year 12 students could complete modified courses and that Year 7 students could form productive relationships with their teachers and other students as they continued to transition to secondary school.

Our School Strategic Plan for 2020- 2024 and subsequent Annual Implementation Plans provide our College direction for school improvement. This includes:

1. Student learning achievement and growth.
2. Student engagement in their learning, through increasing student voice and agency and wellbeing.

### Achievement

Ringwood Secondary College is proud that our students continue to perform above the State median in most areas. In 2020 it was not possible to compare student learning growth using NAPLAN as testing was suspended due to the pandemic.

Some achievements were:

- VCE Median Study score 30.5 achieved
- Study scores above 40 was 9.9%
- VCAL Credits satisfactorily completed was 100%
- Over 98% of students in Years 11 and 12 exited into post school options that includes work, training or further study for 2019/20.

Further implementation of the Victorian Curriculum continued in 2020, utilising the F-10 curriculum planning and reporting guidelines in all Learning Areas, especially in the general capabilities. We will look to include more opportunities for including Civics and Citizenship in the coming years.

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. The establishment of Professional Learning Communities teams will further embed this work.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

The Tutor Learning Initiative will enable increased opportunities for catchup and student learning growth in literacy and numeracy during 2021.

### Engagement

Student retention to Year 12 at RSC is excellent 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 are 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 96% and 97%. Further development in the use of 'Compass', our Learning Management System, 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. Overall attendance is 96%.

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 is now a regular feature across Learning Areas. Compass was effectively utilised during remote learning for the delivery of the curriculum. An interesting feature of remote learning was the more personalised learning experience that it provided for some students. This was particularly evident for those students who often in the past were less engaged as seen in their poor attendance.

In 2021 the approach to provide students with greater choice and agency in their learning will be explored and implemented further.

**Wellbeing**

In 2020, our normally vibrant co-curricular program was effectively in hibernation. However, we did manage to perform our school production and using the power of technology staged both a virtual athletics carnival and cross country event. We prioritised checkins for staff, students and their families using MS Teams and this ensured that we were able to provide additional onsite support when it was requested or required.

Student suspensions remain at low levels and the College environment is characterised by high levels of student safety.

In 2021 we will focus on ensuring the delivery of wellbeing supports to families and students by utilising additional resources such as the newly appointed Mental Health Practitioner and additional Multi Cultural Aide. This will enable the College to consider more preventative approaches in programs that are implemented across the school. The importance of transition and increasing levels of connectedness will be emphasised.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results and improvement, with 75.9% endorsement and higher than the State average.

The staff satisfaction, according to the School Staff Survey, was 73.7% and considerably higher than all Victorian schools and again an improvement on the previous year.

**Financial performance and position**

All funds received from the Department, or raised by Ringwood Secondary College, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the College, consistent with Department policies, College Council approvals and the intent / purposes for which funding was provided or raised.

The financial performance data also reflects the operations of Ringwood Training, our school based Registered Training Organisation.

The budget performance in 2020 is consistent with the approved and updated versions of budgets, established by the College Council. The operational deficit (credit) relates to centrally employed staff. This amount is reimbursed to the Department from payments and grants received (cash).

These include funds received for:  
 - training programs,

- the cash grant component of the Equity and Middle Years Literacy and Numeracy Strategy (MYLNS) funding,
- overseas fee paying students and
- instrumental music staff hired from locally raised funds.

A reconciliation process is undertaken in Term 1 to determine the final amount payable.

**For more detailed information regarding our school please visit our website at**  
<https://www.ringwoodsc.vic.edu.au>

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 1615 students were enrolled at this school in 2020, 847 female and 768 male.

18 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

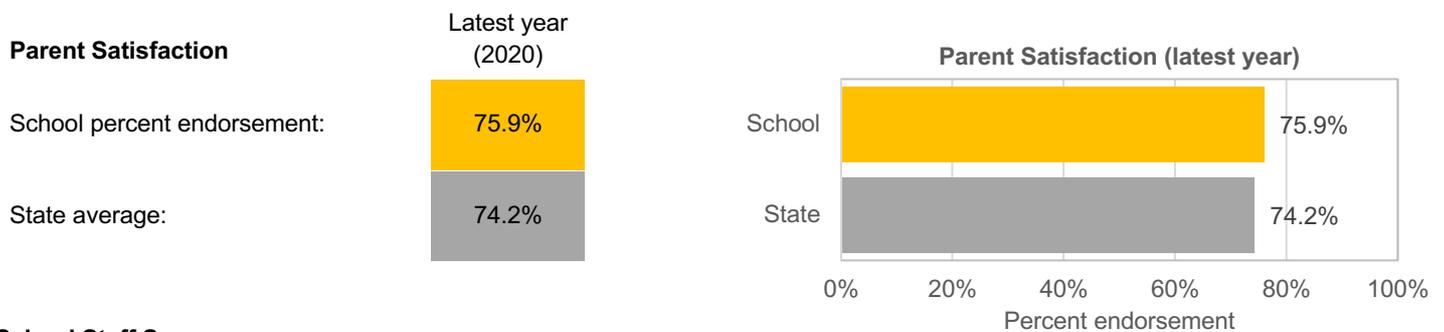
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

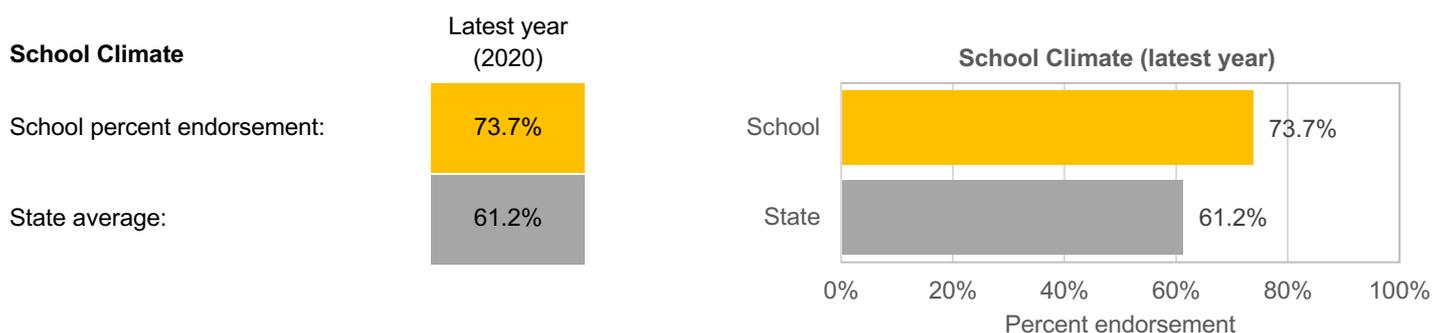


### School Staff Survey

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

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

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



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

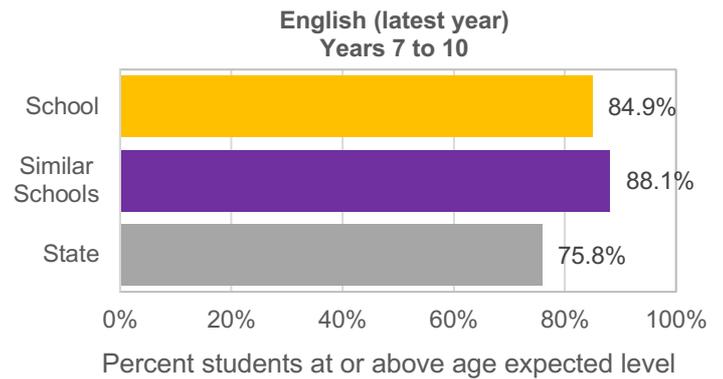
84.9%

Similar Schools average:

88.1%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

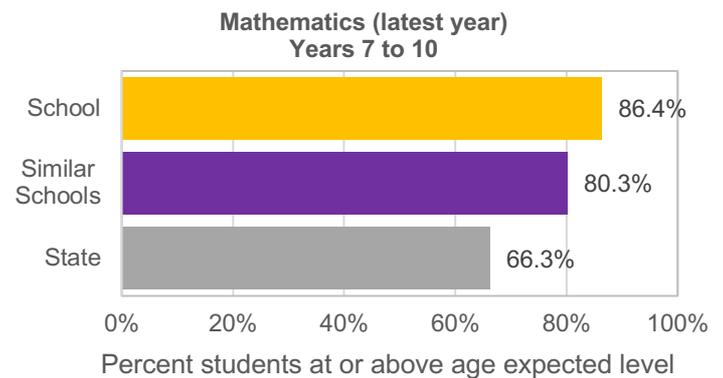
86.4%

Similar Schools average:

80.3%

State average:

66.3%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

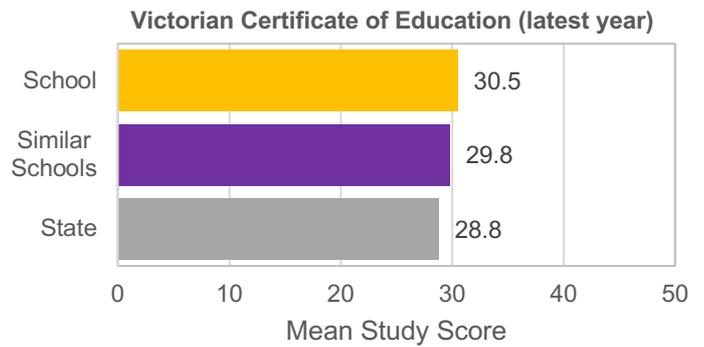
## ACHIEVEMENT (continued)

### 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.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	30.5	29.7
Similar Schools average:	29.8	29.9
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

98%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

24%

VET units of competence satisfactorily completed in 2020:

84%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

100%

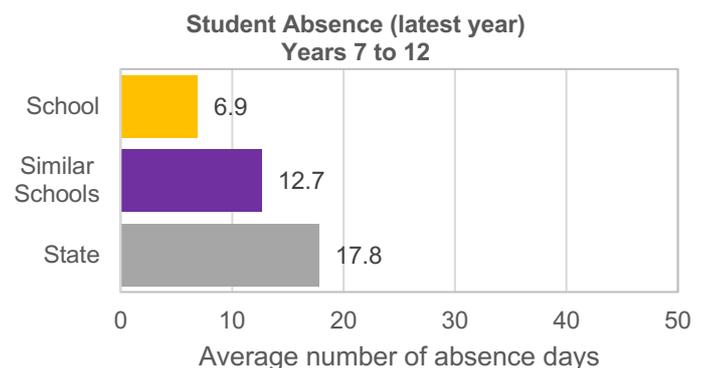
## ENGAGEMENT

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	6.9	11.7
Similar Schools average:	12.7	15.2
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

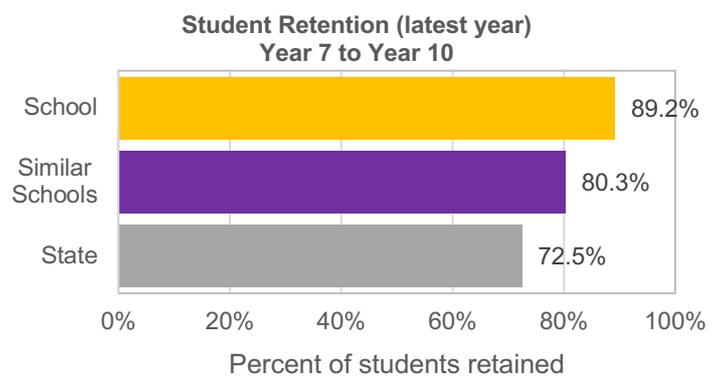
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	97%	96%	97%	96%	97%	97%

**Student Retention**

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

**Student Retention Year 7 to Year 10**

	Latest year (2020)	4-year average
School percent of students retained:	89.2%	88.5%
Similar Schools average:	80.3%	79.4%
State average:	72.5%	72.9%



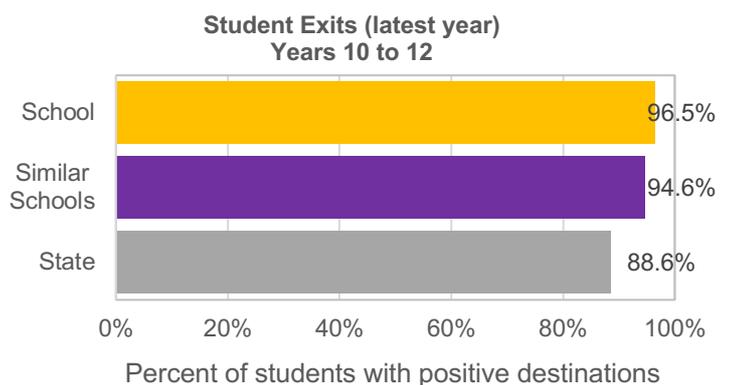
**Students exiting to further studies or full-time employment**

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

Note: This measure refers to data from the previous calendar year.  
Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	96.5%	95.2%
Similar Schools average:	94.6%	94.5%
State average:	88.6%	89.1%



**WELLBEING**

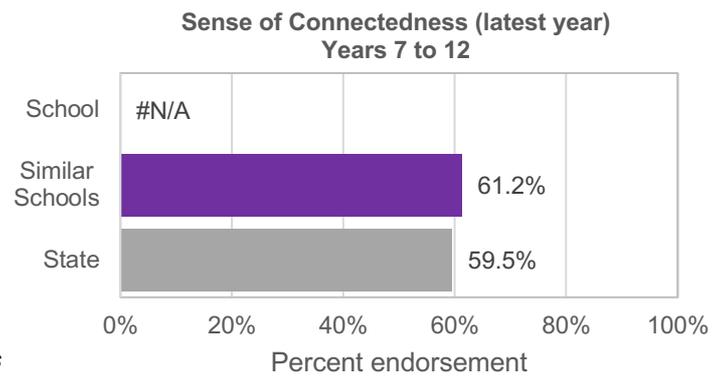
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	57.2%
Similar Schools average:	61.2%	55.8%
State average:	59.5%	55.3%



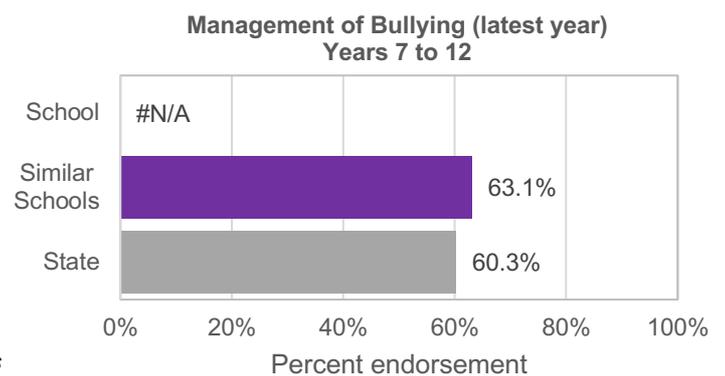
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	62.5%
Similar Schools average:	63.1%	59.0%
State average:	60.3%	57.9%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$14,574,888
Government Provided DET Grants	\$3,077,266
Government Grants Commonwealth	\$16,847
Government Grants State	\$16,134
Revenue Other	\$244,514
Locally Raised Funds	\$2,685,438
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$20,615,086</b>

<b>Equity <sup>1</sup></b>	<b>Actual</b>
Equity (Social Disadvantage)	\$143,545
Equity (Catch Up)	\$54,200
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$197,746</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>2</sup>	\$16,399,955
Adjustments	NDA
Books & Publications	\$4,787
Camps/Excursions/Activities	\$130,391
Communication Costs	\$65,172
Consumables	\$372,190
Miscellaneous Expense <sup>3</sup>	\$1,710,517
Professional Development	\$205,666
Equipment/Maintenance/Hire	\$895,253
Property Services	\$622,869
Salaries & Allowances <sup>4</sup>	\$1,194,777
Support Services	\$371,964
Trading & Fundraising	\$669,137
Motor Vehicle Expenses	\$20,824
Travel & Subsistence	\$475
Utilities	\$178,208
<b>Total Operating Expenditure</b>	<b>\$22,842,185</b>
<b>Net Operating Surplus/-Deficit</b>	<b>NDA</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,478,396
Official Account	\$102,180
Other Accounts	\$47,199
<b>Total Funds Available</b>	<b>\$1,627,775</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$978,827
Other Recurrent Expenditure	\$67,449
Provision Accounts	NDA
Funds Received in Advance	\$778,150
School Based Programs	NDA
Beneficiary/Memorial Accounts	\$82,199
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$240,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$132,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$2,278,624</b>

*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.*