2022 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).
- 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 of the previous calendar year 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 2023 at 03:13 PM by Rosina Fotia (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 23 March 2023 at 08:10 PM by Teresa Lodge (School Council President)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
- 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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.

'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.

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 disabilities 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. 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 RSC community has a right to fully participate in an educational environment that is safe, supportive, and inclusive. This vision is underpinned by three key values of Respect, Resilience and Achievement. A balanced and viable curriculum of VCE, VET and VCAL studies meets the varied learning needs of students. 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. There are many opportunities for student leadership and participation in our Bounce program. RSC acknowledges a shared responsibility to create a positive learning environment for the young people in our care. In 2022, the College welcomed a new substantive principal and had the equivalent of 150 equivalent full-time staff, four Principal Class, 114 Teaching Class and 36 Educational Support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

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 key target areas. Staff and students have effectively transitioned back to full time face to face learning. The leadership team focussed on supporting teachers in implementing consistent practices including the use of formative data and evidence to improve teaching and learning. Collaborative planning, timely feedback and improved teacher judgements enabled students to reflect on and direct their learning actively and consistently. Streamlined professional learning and Professional Learning Communities (PLC's) were effectively implemented and provided Learning Specialists with regular access to staff in structured meeting times. This has enabled a whole staff professional learning focus to be centred on effective questioning and collaborative techniques in the classroom. The Tutor Learning Initiative (TLI) was fully implemented with Individual Education Plans (IEP) developed for selected students across Years 7-12 together with the use of On demand testing data as an additional data source for staff. Our School Strategic Plan for 2020-2024 goals include student learning achievement and growth and student engagement in their learning, through increasing student voice and agency and wellbeing. This will continue to be implemented through the Annual Implementation Plans (AIPs). The year 12 VCE and VCAL cohort achieved fine outcomes that included 12% students achieving ATARs over 90, with 54% receiving an ATAR above 70. Overall statistics reflected a median study score of 30.00, a mean study score of 30.00. Student destinations reflected positive outcomes including 99% receiving a tertiary VTAC first round offer. NAPLAN results continue to be above state average with the strongest performance being in the percentage of students in the top three bands in Year 7 Reading and Numeracy. Teacher judgements more accurately reflect NAPLAN results than in 2021 although consistent teacher judgements remains a focus in 2023. Through the AIP focus for 2023, RSC will work on developing staff capacity to provide differentiated and extension activities for students.

Wellbeing

 The end of year music concert, the senior music production, Bounce and Year 9 interGREAT continued to provide various avenues for social interactions, including guest speakers. To align with DET priorities the college explicit positive education program 'Bounce' was adjusted across Years 7-12 to ensure positive relationships was a key focus. 'Bounce' is reviewed and analysed using timely data such the Attitudes to School Survey and attendance information. The student behaviour management model was reviewed and redesigned. The targeted DET funding model for improving mental health and wellbeing has reflected in the introduction of programs 'I Can' and 'Raise' mentoring. The Head Start program has enabled improved realignment of programs and practices across these year levels and the transition to the Vocational Major model has been successful. The student services teams (Wellbeing and Pathways) provided increased access for our most vulnerable students with personalised guidance and referrals to support services

and external agencies. Special events such as RUOK day, House Athletics, were the first whole school events to return to the College calendar. Ongoing wellbeing professional learning to reinforce staff capabilities was delivered 2022 with the NESLI (Staff Wellbeing Toolkit). A review of the Positions of Responsibility (POR's) aimed to balance administrative support and time, with improvement of student wellbeing and management provision, a target strategy.

Engagement

With onsite learning returned, clubs and activities were reactivated such as: the Year 9 interGREAT program, the Duke of Edinburgh Camp, the Musical Production- 'Urinetown,' music rehearsals, the end of year concert and a range of faculty excursions. Student assessment and reporting progressed both online and face to face. Parent student teacher (PST) online interviews were successfully organised and held online using MS Teams. This enabled active participation by both students and parents continuing to develop positive relationships. The work to include and engage with our Burmese families was a priority. This work aimed to provide access to and promote information in appropriate community languages and engage translation services. Prioritisation of time in staff meetings to review engagement data and identify students at risk of disengagement is needed to continue to strengthen and communicate processes for identifying and referring students and parents/carers to external support agencies or community organisations. Students who previously experienced challenges in terms of their engagement connected strongly with the opportunities for agency during the remote and flexible learning periods. RSC successfully introduced PLCs in 2021 with all staff involved in at least one cycle and most involved in two complete cycles. RSC was responsive to the staff needs and postponed the PLCs to work more deliberately on creating responsive lessons. Leadership coordinated support materials to help staff design targeted lessons and provided professional learning for staff through the Learning Specialists. Our PLCs in 2022 focused on strategies to continue building student agency in the classroom and focus on differentiation. Programs such as the High Ability Program (HAP), the Achievement, Excellence and Commitment (ACE) accelerated class and MYLNs were implemented to continue to support the diversity of our students. Student attendance both onsite and in flexible and remote was above state average, around 96% reflecting a strong sense of connectedness with the students actively involved in their class activities and co curricula programs. Our college has a strong message to the community, one of 'Respect' and has positively managed and prevented active bullying through targeted programs and classroom management strategies. Retention rates were consistently strong and throughout Years 9-12 students were well supported, counselled with streamlined and targeted Wellbeing and Careers Education programs.

Financial performance

COVID-19 restrictions regarding staff absence from school continued to create additional expenditure for the CRT compensation program. Equity funding provided physical and human resources and were targeted at meeting students at their point of need. Accelerated Literacy and 'Strive' Year 10 programs continue to be supported by the college but numbers of classes in operation have been scaled back. The Music Association parent group continued to support the college by fundraising in a variety of ways with raised funds spent on equipment purchases. Parents and staff notably work together to improve opportunities for access to our music and sport programs. The Heritage and Alumni group provide financial scholarships to compromised students to further their studies. Minor environmental and preparatory improvements were undertaken to ensure the capital budget for the STEM centre are not impacted by unforeseen variations.

**For more detailed information regarding our school please visit our website at
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 2.0 (FISO 2.0).

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 1561 students were enrolled at this school in 2022, 789 female and 772 male.

21 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).
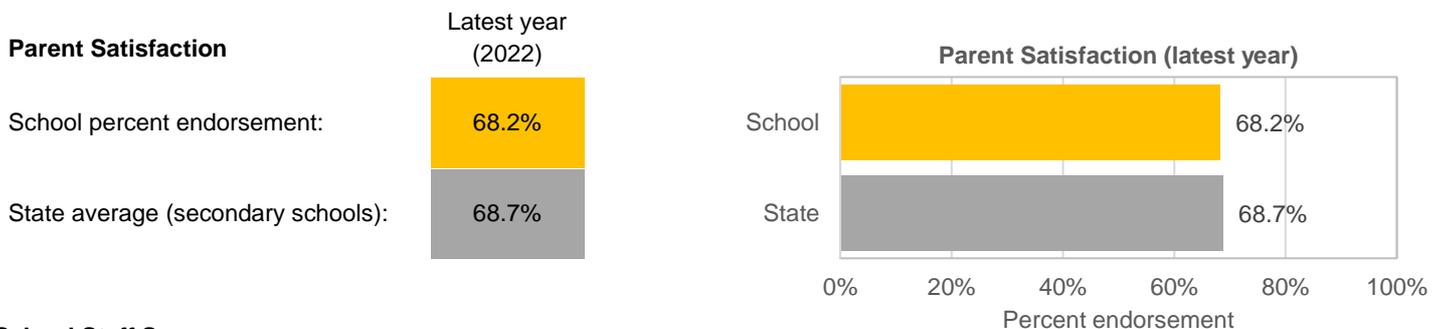
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.
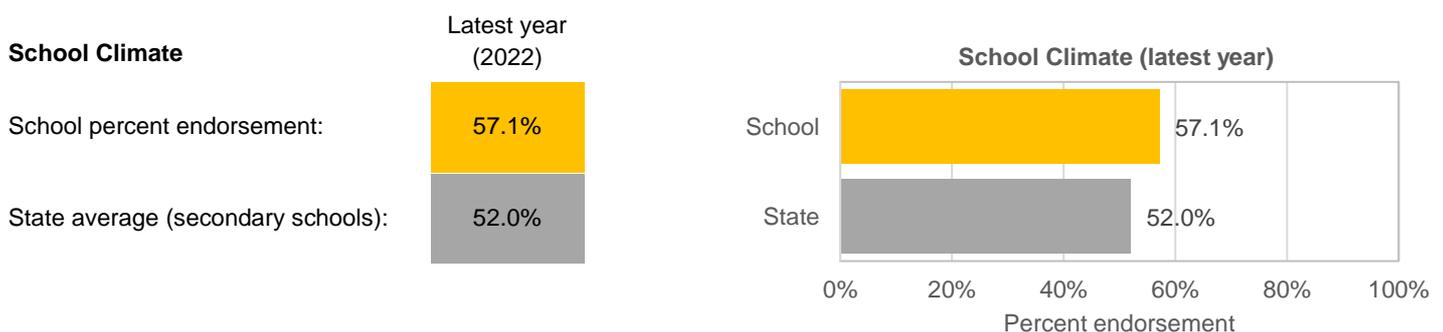
Parent Satisfaction	Latest year (2022)
School percent endorsement:	68.2%
State average (secondary schools):	68.7%

Parent Satisfaction (latest year)

School	68.2%
State	68.7%

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.

School Climate	Latest year (2022)
School percent endorsement:	57.1%
State average (secondary schools):	52.0%

School Climate (latest year)

School	57.1%
State	52.0%

LEARNING

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 (2022)
School percent of students at or above age expected standards:	84.6%
Similar Schools average:	86.7%
State average:	76.3%

English (latest year)
Years 7 to 10

School	84.6%
Similar Schools	86.7%
State	76.3%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level
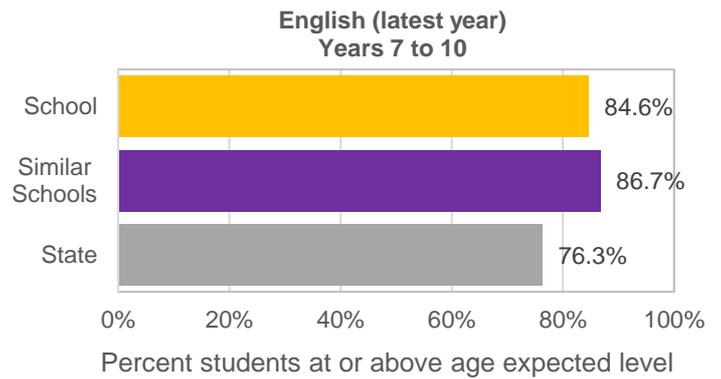
Mathematics **Years 7 to 10**	Latest year (2022)
School percent of students at or above age expected standards:	84.0%
Similar Schools average:	79.0%
State average:	67.4%
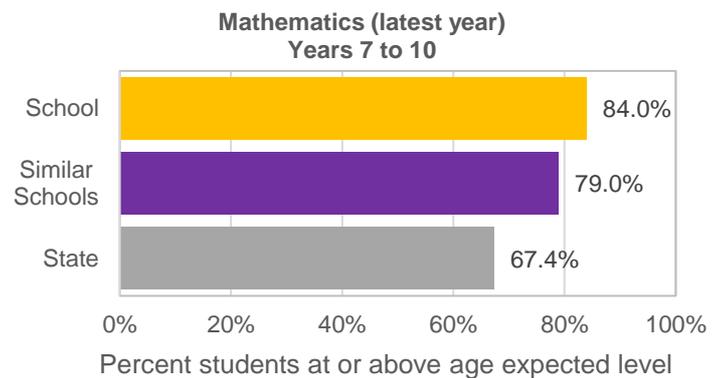
Mathematics (latest year)
Years 7 to 10

School	84.0%
Similar Schools	79.0%
State	67.4%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level

LEARNING (continued)

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.*

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.
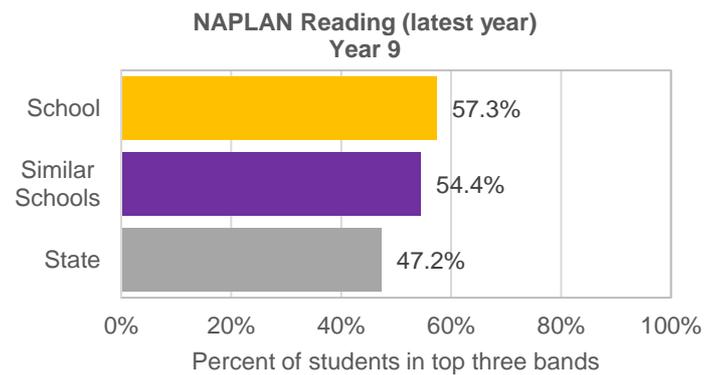
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.9%	72.6%
Similar Schools average:	66.4%	67.3%
State average:	54.6%	55.3%

NAPLAN Reading (latest year) Year 7

	Percent of students in top three bands
School	73.9%
Similar Schools	66.4%
State	54.6%
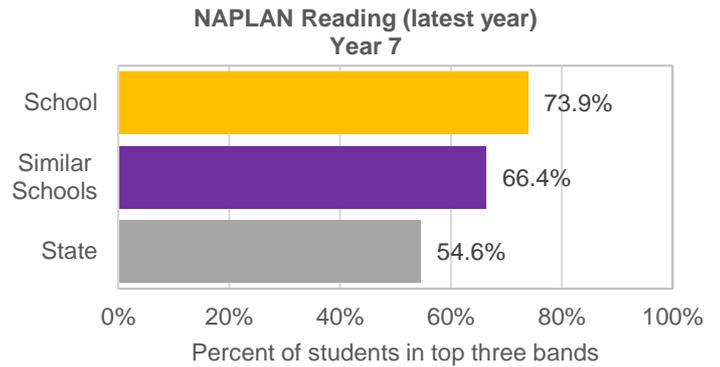
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.3%	55.2%
Similar Schools average:	54.4%	53.5%
State average:	47.2%	46.0%

NAPLAN Reading (latest year) Year 9

	Percent of students in top three bands
School	57.3%
Similar Schools	54.4%
State	47.2%

Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.6%	72.2%
Similar Schools average:	65.7%	67.7%
State average:	52.5%	54.8%

NAPLAN Numeracy (latest year) Year 7

	Percent of students in top three bands
School	70.6%
Similar Schools	65.7%
State	52.5%
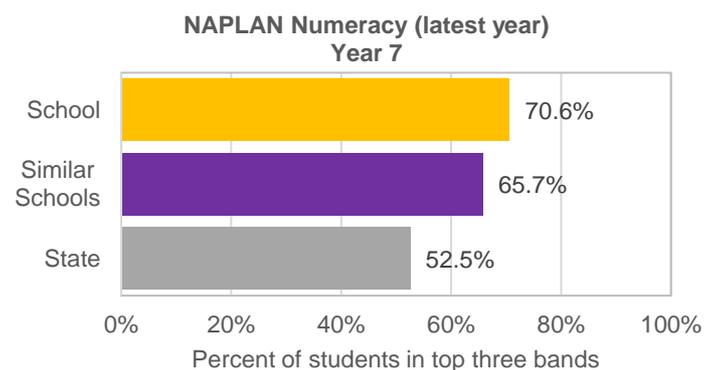
Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.7%	61.7%
Similar Schools average:	53.9%	55.2%
State average:	44.7%	45.6%
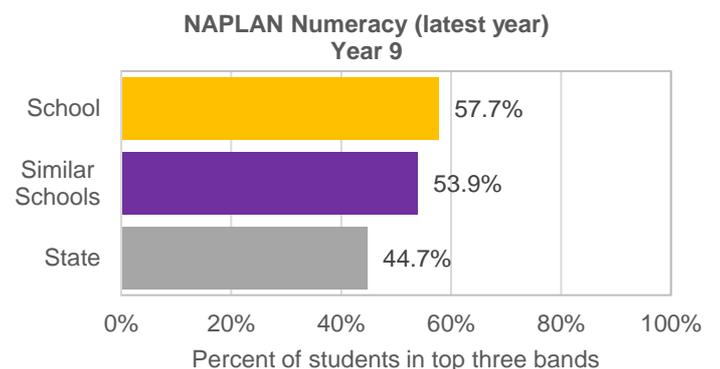
NAPLAN Numeracy (latest year) Year 9

	Percent of students in top three bands
School	57.7%
Similar Schools	53.9%
State	44.7%

LEARNING (continued)

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.***

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 (2022)	4-year average
School mean study score	30.1	30.1
Similar Schools average:	29.3	29.4
State average:	28.9	28.9

Victorian Certificate of Education (latest year)

	Mean Study Score
School	30.1
Similar Schools	29.3
State	28.9
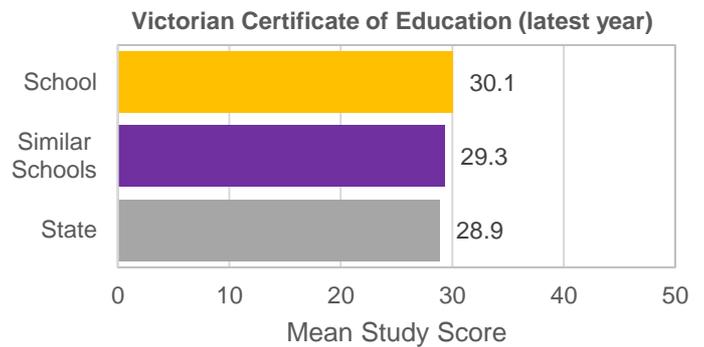
|	
Students in 2022 who satisfactorily completed their VCE:	96%
Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:	12%
VET units of competence satisfactorily completed in 2022:	86%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:	96%

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).

Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	47.9%	52.2%
Similar Schools average:	46.9%	51.6%
State average:	48.1%	52.5%

**Sense of Connectedness (latest year)
Years 7 to 12**
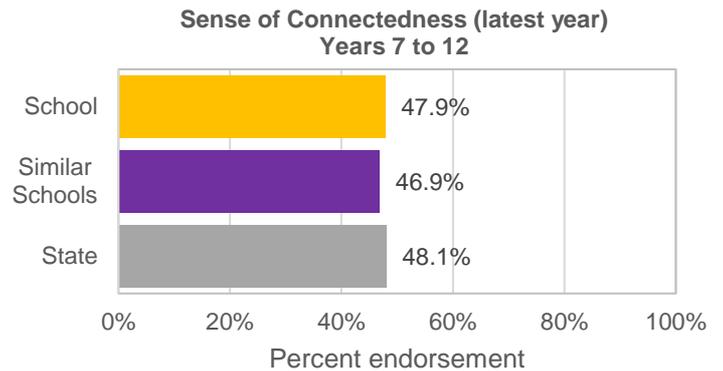
Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	46.8%	53.8%
Similar Schools average:	48.1%	53.8%
State average:	48.6%	54.0%

**Management of Bullying (latest year)
Years 7 to 12**
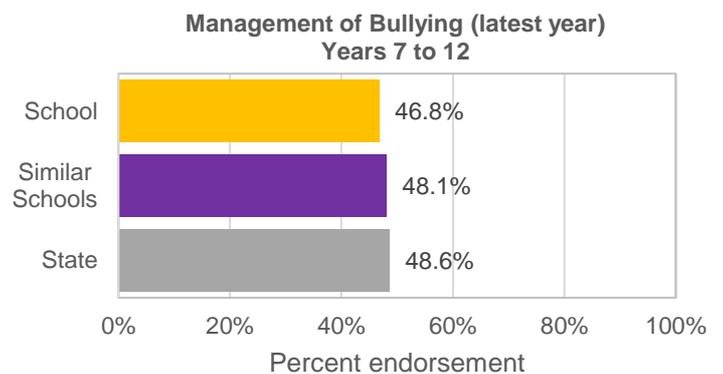
ENGAGEMENT

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.

Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	18.6	12.8
Similar Schools average:	24.4	17.7
State average:	27.7	21.8

Student Absence (latest year) Years 7 to 12

School	18.6
Similar Schools	24.4
State	27.7

Average number of absence days
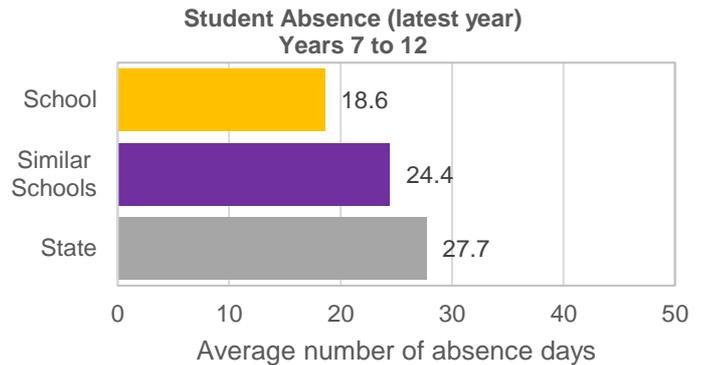
Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

|	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	92%	91%	88%	90%	92%	91%

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 (2022)	4-year average
School percent of students retained:	81.2%	87.0%
Similar Schools average:	80.7%	80.2%
State average:	73.1%	73.0%

Student Retention (latest year) Year 7 to Year 10

School	81.2%
Similar Schools	80.7%
State	73.1%

Percent of students retained
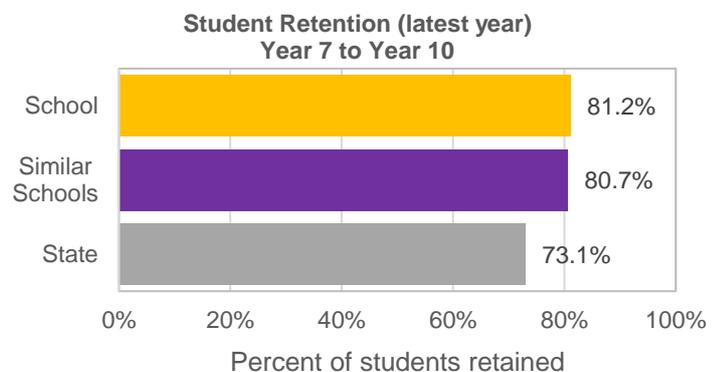
ENGAGEMENT (continued)

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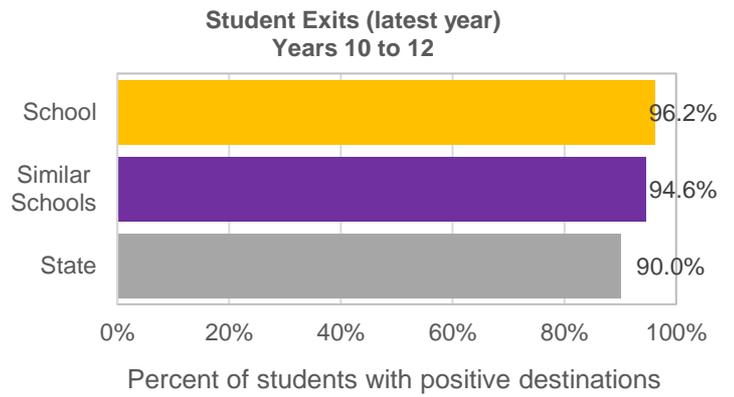
Students exiting to further studies or full-time employment

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 year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	96.2%	96.5%
Similar Schools average:	94.6%	94.6%
State average:	90.0%	89.3%

Student Exits (latest year) Years 10 to 12

School	96.2%
Similar Schools	94.6%
State	90.0%

Percent of students with positive destinations

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	$16,340,797
Government Provided DET Grants	$2,693,700
Government Grants Commonwealth	$17,751
Government Grants State	$338,884
Revenue Other	$104,123
Locally Raised Funds	$3,191,253
Capital Grants	$0
Total Operating Revenue	**$22,686,507**

Equity [1]	Actual
Equity (Social Disadvantage)	$183,313
Equity (Catch Up)	$51,714
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$235,027**

Expenditure	Actual
Student Resource Package [2]	$18,134,841
Adjustments	$0
Books & Publications	$4,979
Camps/Excursions/Activities	$779,024
Communication Costs	$45,608
Consumables	$468,862
Miscellaneous Expense [3]	$1,254,714
Professional Development	$53,482
Equipment/Maintenance/Hire	$498,261
Property Services	$481,436
Salaries & Allowances [4]	$1,732,170
Support Services	$818,651
Trading & Fundraising	$40,411
Motor Vehicle Expenses	$8,064
Travel & Subsistence	$646
Utilities	$213,451
Total Operating Expenditure	**$24,534,601**
Net Operating Surplus/-Deficit	**($1,848,094)**
Asset Acquisitions	**$24,779**

(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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	$907,303
Official Account	$102,963
Other Accounts	$0
Total Funds Available	**$1,010,265**

Financial Commitments	Actual
Operating Reserve	$1,001,500
Other Recurrent Expenditure	$63,678
Provision Accounts	$0
Funds Received in Advance	$216,306
School Based Programs	$0
Beneficiary/Memorial Accounts	$123,093
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$191,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$248,771
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$1,844,350**

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.