



RIDGE VIEW
SECONDARY COLLEGE

BELIEVE · ASPIRE · PRIDE



2022 Annual Report

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College overview

Founded in 2019, Ridge View Secondary College is a first-class state-of-the-art independent public school, located 45 km south of Perth in the suburb of Baldivis.

\$30.28m of Stage 2 upgrades were completed at the College in 2023. This significant investment increased the capacity of the College to 1,450 students. With Stage 2 complete, the College now boasts facilities that include a performing arts theatre, an auditorium, a commercial kitchen and additional classrooms for drama, dance, music, visual art, and media. Stage 2 enhanced the College's facilities offering which already included digital technologies and business studies laboratories, a fitness centre with multipurpose courts and a science area with 10 laboratories.

At Ridge View Secondary College, quality teaching and learning outcomes are at the forefront of all decision-making. All physical, human and financial resources have been prioritised to achieve the best outcomes for students. Through the high expectations and standards for teaching, students of all interests and abilities are guided towards their individual goals and encouraged to explore their potential.

Good citizenship, quality student leadership, student connection to the College along with a sense of belonging are closely associated with the College's positive culture. The College motto of "Believe, Aspire, Pride" and the College's core values "I can be a champion; We all matter; and We are family" are embedded into all aspects of college life for both staff and students and form the foundation for student wellbeing, pride and connection.

Ridge View Secondary College's aim is for all students to enjoy being at school and to feel as though they are part of a supportive community where good citizenship is a responsibility of all.

Students are encouraged to take advantage of extracurricular opportunities while enhancing and broadening their learning so that they can develop character, leadership skills and college pride.

Ridge View Secondary College's Vision is to be an exceptionally successful secondary college, which is a source of pride for the entire community. To be a college that works in partnership with parents and the broader community in guiding, educating, fostering self-belief and inspiring our students to achieve their dreams.

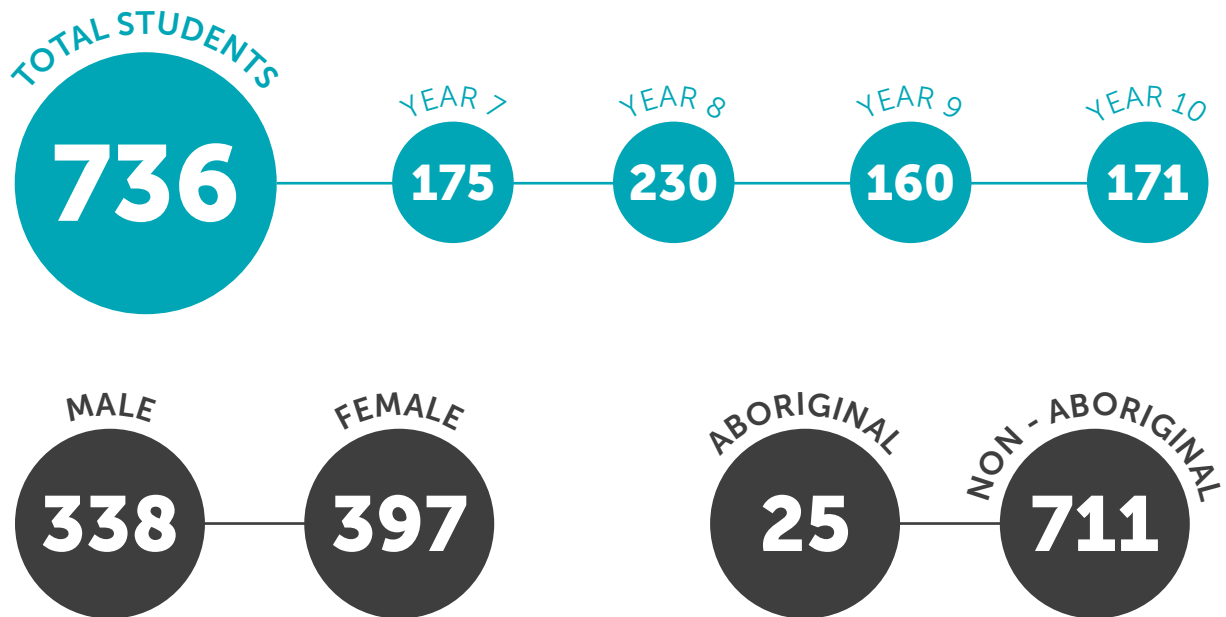
Every student matters at Ridge View Secondary College.

Student numbers and characteristics

(data) (as at 2022 Semester 1)

(Source: Schools Online)

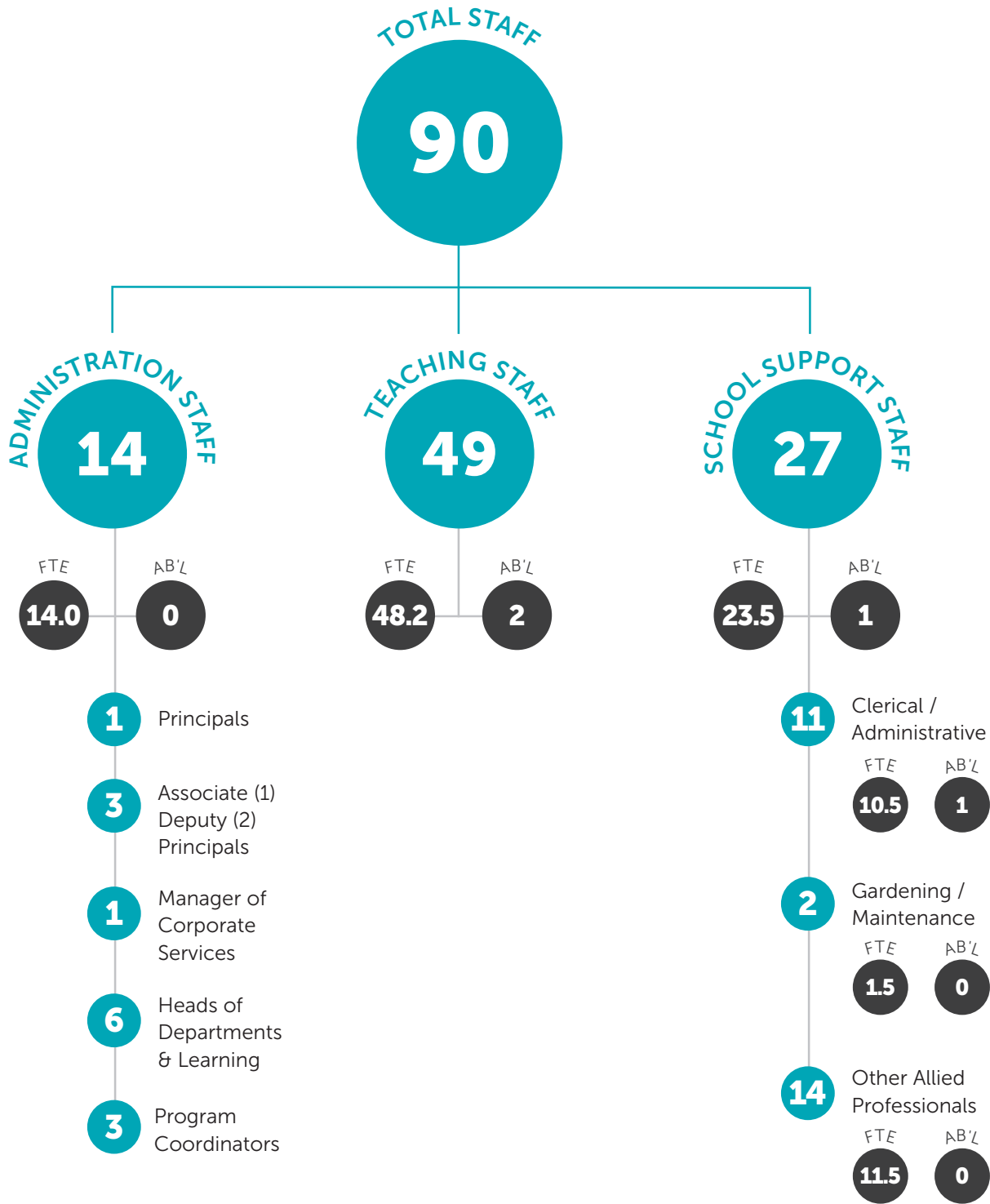
Enrolments increase every year until 2024 when the college has year 7-12 cohorts. Currently each cohort is between 170 and 220 students, but it is anticipated that the college will reach 1450 students in the next few years due to new developments in the local area.



Workforce composition (data)

(Source: Schools Online)

All appointments are made as a result of thorough workforce planning. The college's salary expenditure was within total student funding, but the challenge in 2022 was more to do with managing leave due to COVID and in finding suitably qualified staff amidst a staffing shortage.



Student attendance (data)

(Source: Schools Online)

Attendance rates dropped in 2022 due to COVID, but the rate of decline at Ridge View Secondary College was much less than those in similar schools and WA in general. The attendance rates of aboriginal students is less than the school attendance rate and there is still work to do to improve attendance for this group. However, the aboriginal student attendance rate is higher than similar schools and all WA public schools.

In 2023 it is anticipated that attendance rates will increase while the number of students with regular attendance will improve.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	91.5%	89.2%	89.2%	90.6%	77.9%	65.9%	91.4%	88.7%	87.3%
2021	87.1%	85.9%	86.5%	78.8%	73.2%	62.6%	86.8%	85.4%	84.4%
2022	85.2%	81.7%	83.0%	72.3%	70.0%	55.2%	84.8%	81.1%	80.4%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	69.8%	21.2%	7.0%	2.0%
2021	49.2%	32.4%	13.9%	4.5%
2022	45.4%	27.6%	19.8%	7.1%
Like Schools 2022	34.5%	33.1%	22.0%	10.5%
WA Public Schools 2022	40.0%	29.0%	19.0%	12.0%

Student achievement and progress

(Source: Schools Online)

Year 7 NAPLAN results serve as a benchmark for improvement as students have only attended secondary school for one term prior to testing. The college's Year 7 results are shared and discussed with partner primary schools to address targeted improvements e.g. Numeracy.

There is no available long-term progress data available for Year 9 NAPLAN as this cohort did not sit Year 7 NAPLAN. Only the achievement data was available, but it confirmed this cohort had lower achievement than the previous Year 9 cohort. The NAPLAN achievement results were very comparable to similar schools while Reading is an area for focus in 2023.

The college's OLNA results are very comparable to similar schools. The percentage of Year 10 students who had passed all three OLNA assessments in 2022 was 54% of the cohort. The graphs below show that over 70% of Year 10 students had passed each individual assessment. Those students will have four more opportunities to sit the OLNA assessments in years 11 and 12.

Year 7 - NAPLAN (data) (Source: Schools Online)

WA Public Schools	Year 7 Numeracy					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	11%	9%	6%	13%	12%	12%
Middle 60%	71%	71%	67%	69%	67%	67%
Bottom 20%	18%	20%	26%	18%	21%	20%

WA Public Schools	Year 7 Reading					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	11%	12%	9%	16%	13%	14%
Middle 60%	67%	69%	70%	66%	68%	66%
Bottom 20%	21%	19%	21%	18%	19%	20%

Year 7 - NAPLAN (data) (Source: Schools Online)

WA Public Schools	Year 7 Writing					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	12%	14%	10%	16%	17%	16%
Middle 60%	69%	68%	68%	66%	66%	68%
Bottom 20%	19%	18%	22%	17%	17%	17%

WA Public Schools	Year 7 Spelling					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	11%	9%	11%	16%	14%	14%
Middle 60%	66%	69%	71%	64%	65%	64%
Bottom 20%	23%	22%	18%	20%	22%	22%

WA Public Schools	Year 7 Grammar & Punctuation					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	13%	12%	11%	15%	14%	14%
Middle 60%	68%	67%	67%	67%	65%	66%
Bottom 20%	19%	20%	22%	17%	21%	20%

Year 9 - NAPLAN (data) (Source: Schools Online)

WA Public Schools	Year 9 Numeracy			
	School		Like Schools	
	2021	2022	2021	2022
Top 20%	13%	6%	10%	10%
Middle 60%	66%	70%	69%	68%
Bottom 20%	21%	24%	21%	21%

WA Public Schools	Year 9 Reading			
	School		Like Schools	
	2021	2022	2021	2022
Top 20%	20%	11%	14%	13%
Middle 60%	55%	61%	64%	66%
Bottom 20%	25%	28%	21%	20%

WA Public Schools	Year 9 Writing			
	School		Like Schools	
	2021	2022	2021	2022
Top 20%	18%	14%	14%	18%
Middle 60%	59%	64%	63%	65%
Bottom 20%	23%	23%	23%	18%

Year 9 - NAPLAN (data) (Source: Schools Online)

WA Public Schools	Year 9 Spelling			
	School		Like Schools	
	2021	2022	2021	2022
Top 20%	8%	10%	14%	13%
Middle 60%	70%	71%	65%	68%
Bottom 20%	22%	19%	21%	19%

WA Public Schools	Year 9 Grammar & Punctuation			
	School		Like Schools	
	2021	2022	2021	2022
Top 20%	15%	10%	16%	17%
Middle 60%	57%	72%	63%	64%
Bottom 20%	28%	18%	21%	19%

Year 10 - OLNA (data) (Source: Schools Online)

Year 10 Reading					
After Round 1			After Round 2		
Total number of students	170	%	Total number of students	159	%
Cat 1	16	9.41	Cat 1	8	5.03
Cat 2	44	25.88	Cat 2	34	21.38
NSA	4	2.35	NSA	2	1.26
Total need to sit again	64	37.65	Total need to sit again	44	27.67
Cat 3	106	62.35	Cat 3	115	72.33

Year 10 Writing					
After Round 1			After Round 2		
Total number of students	170	%	Total number of students	159	%
Cat 1	9	5.29	Cat 1	5	3.14
Cat 2	43	25.29	Cat 2	36	22.64
NSA	15	8.82	NSA	6	3.77
Total need to sit again	67	39.41	Total need to sit again	47	29.56
Cat 3	103	60.59	Cat 3	112	70.44

Year 10 Numeracy					
After Round 1			After Round 2		
Total number of students	170	%	Total number of students	159	%
Cat 1	18	10.59	Cat 1	10	6.29
Cat 2	42	24.71	Cat 2	33	20.75
NSA	5	2.94	NSA	3	1.89
Total need to sit again	65	38.24	Total need to sit again	46	28.93
Cat 3	105	61.76	Cat 3	113	71.07

College priorities

Identified school priority:	
Quality Teaching, Learning and Assessment	
Progress against priority:	Planned actions:
<ul style="list-style-type: none"> School-wide beliefs about effective teaching are understood, accepted and are an integral part of planning, teaching and assessment. High expectations and standards for teaching, learning and assessment have been well established and are a recognised characteristic of the college. Staff are encouraged to make evidence-based decisions as part of the teaching and review cycle through use of available data and ongoing formative assessments. Performance Development processes are aligned with Business Plan and school-wide directions and link with AITSL Australian Professional Standards for Teachers. College development days, whole college staff meetings and learning area meetings are aligned to school priorities, provide professional learning, and enable moderation, collaborative planning and sharing of resources. Staff exercise professional judgments about the full range of learning, teaching and assessment programs that will meet the learning needs of all students 	<p>Our school supports the following action/s:</p> <ul style="list-style-type: none"> The implementation of a successful senior school pathway that meets students and community needs. Courses are effectively planned, implemented and reviewed, ensuring both compliance and student achievement. The transition to year 12 in 2024 is effectively planned and implemented. Continue to embed culturally responsive approaches and Aboriginal perspectives into the classroom. Provide educational opportunities to support staff to develop in this area and improve understanding of local context. Developing the knowledge and skills of staff in using evidence and data to reflect upon their practice and to plan for their professional growth. Support staff in the use of data as part of the teaching and review cycle. To further develop our peer observation programs and instructional coaching program to support teachers develop their practice. Maintain ongoing professional development and training targeting common teaching and learning frameworks, High Impact Teaching Strategies (including TeachWell focus) and embedded formative assessment. Continuing development of the Academic Pathway and respond to the review conducted in 2022. Cross-curricular content mapping to support whole of college curriculum planning

College priorities - *Continued*

Identified school priority:	
Effective Partnerships	
Progress against priority:	Planned actions:
<ul style="list-style-type: none"> Partnerships with local primary schools and schools in the Karnup Network remain strong and productive and focussed on collaboration. Effective partnerships are established and developed with local government, community, agencies, tertiary providers, TAFE, RTOs, business and industry. The College Board is trained, active, informed and effective in governance and support of the college. Culturally responsive practices with Aboriginal students, their families and communities are valued and implemented. Parent and carer satisfaction feedback is sought and acted on. 	<ul style="list-style-type: none"> Forming strong partnerships with the local primary schools. Promoting a broader and longer term view of transition support and promoting the alignment of processes and sharing of data. Developing student leadership e.g. influence and voice. Developing community partnerships with support agencies, local business, industry and community groups. Developing stronger links with tertiary providers, including TAFE. Enhancing connections with local Aboriginal Elders and further development of the cultural plan. Further development of the Ocean's Project and increased maritime industry opportunities for students.

College priorities - *Continued*

Identified school priority:	
Positive College Culture	
Progress against priority:	Planned actions:
<p>Our school validates the following:</p> <ul style="list-style-type: none"> • A positive college culture is evident. Students feel connected, safe, and supported. • The college motto and values are embedded into practice and is being increasingly promoted by students. • The college climate is orderly, inclusive, and respectful. • Cultural responsiveness is increasing, and the college utilises the Aboriginal Cultural Standards Framework as a guide. • All staff consider themselves to be pastoral carers and student wellbeing and support providers. • Students at educational risk are effectively identified, referred for support and intervention plans are developed with students and parents. • The Ridge View Roadmap to Classroom Success is applied by staff and acknowledged by students. • Effective wellbeing, support and intervention structures and processes are in place and are sustainable. • The House System contributes to college climate and the student support process. • Students are given opportunities for leadership and voice through House Captains, ARTS, Sports, Culture and Diversity leadership roles. • Whole school student voice is fostered through every staff member engaging in PIVOT to provide opportunities for their students to offer valuable feedback. • Good Standing is maintained by 90% of students, while 27% of students' progress to Advanced Standing. 60% of Year 7 students achieve Advanced Standing. • Student engagement is generally high, and most students regularly demonstrate positive behaviours. 	<p>Our school supports the following action/s:</p> <ul style="list-style-type: none"> • Strengthen the Good Standing Policy and processes by providing more incentive to maintain Good Standing and progress to Advanced Standing. • Further emphasis on the House System as an ongoing and developing student wellbeing and support system. • Provide further opportunities for student leadership and foster voice across the college. • Continually plan and refine student wellbeing and support services that are sustainable and targeted towards student needs, while remaining within the realistic and accepted role of schools. Guided by a responsive SWAE Strategic Plan. • Continue to embed the core values captured within the college motto and beliefs. The values will need to be highly visible and referred often. Drive to come from students as well as staff. • Maintain the positive reputation for professionalism, excellence, quality education, high student support and client service.

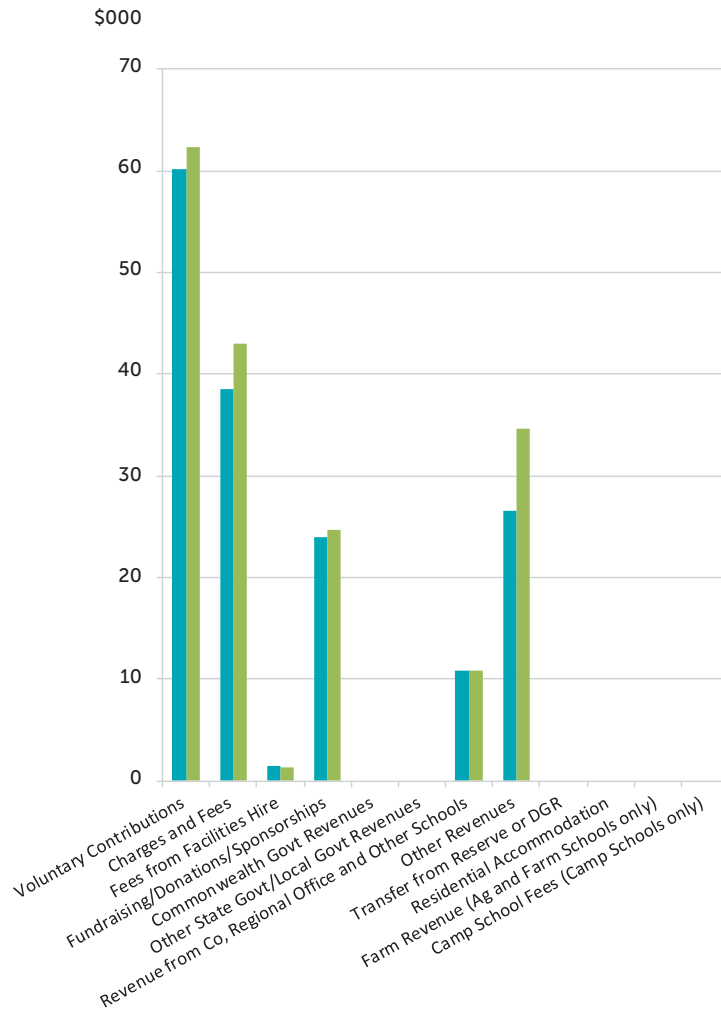
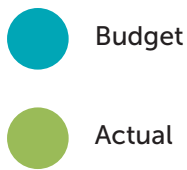
Financial summary (as at 31 December 2022)

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 60,129.00	\$ 62,383.50
2	Charges and Fees	\$ 38,503.00	\$ 43,064.50
3	Fees from Facilities Hire	\$ 1,500.00	\$ 1,363.64
4	Fundraising/Donations/Sponsorships	\$ 23,941.00	\$ 24,757.51
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office & Other Schools	\$ 10,797.00	\$ 10,797.00
8	Other Revenues	\$ 26,625.07	\$ 34,699.84
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 161,495.07	\$ 177,065.99
	Opening Balance	\$ 279,856.00	\$ 279,856.73
	Student Centred Funding	\$ 1,801,279.00	\$ 1,803,778.86
	Total Cash Funds Available	\$ 2,242,630.07	\$ 2,260,701.58
	Total Salary Allocation	\$ 9,945,575.00	\$ 9,945,575.00
	Total Funds Available	\$ 12,188,205.07	\$ 12,206,276.58

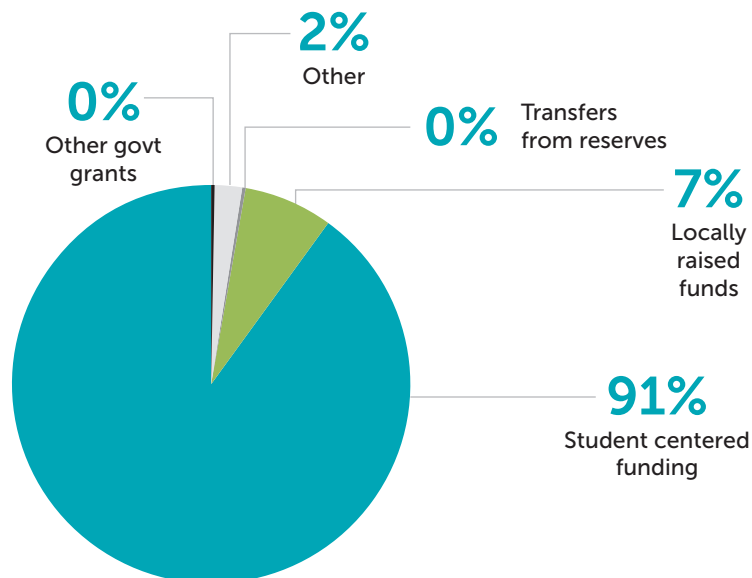
Financial summary - Continued

Locally raised revenue

Budget vs actual



Actual year to date by funding sources



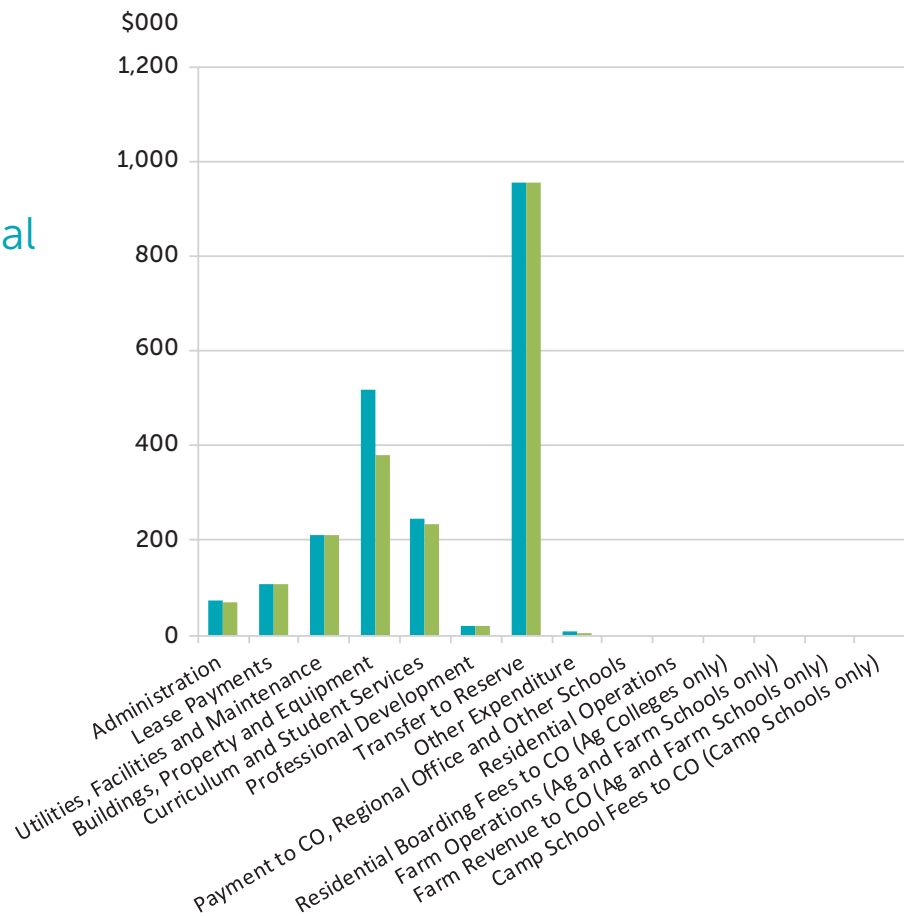
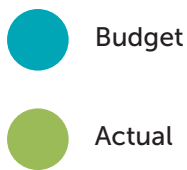
Financial summary - Continued

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 74,549.83	\$ 68,992.96
2	Lease Payments	\$ 107,097.00	\$ 108,940.07
3	Utilities, Facilities and Maintenance	\$ 210,052.00	\$ 212,829.06
4	Buildings, Property and Equipment	\$ 519,319.00	\$ 379,875.84
5	Curriculum and Student Services	\$ 247,195.27	\$ 235,018.18
6	Professional Development	\$ 18,511.00	\$ 17,996.28
7	Transfer to Reserve	\$ 956,067.00	\$ 956,067.00
8	Other Expenditure	\$ 6,883.00	\$ 5,077.01
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 2,139,674.10	\$ 1,984,796.40
	Total Forecast Salary Expenditure	\$ 7,593,961.00	\$ 7,593,961.00
	Total Expenditure	\$ 9,733,635.10	\$ 9,578,757.40
	Cash Budget Variance	\$ 102,955.97	

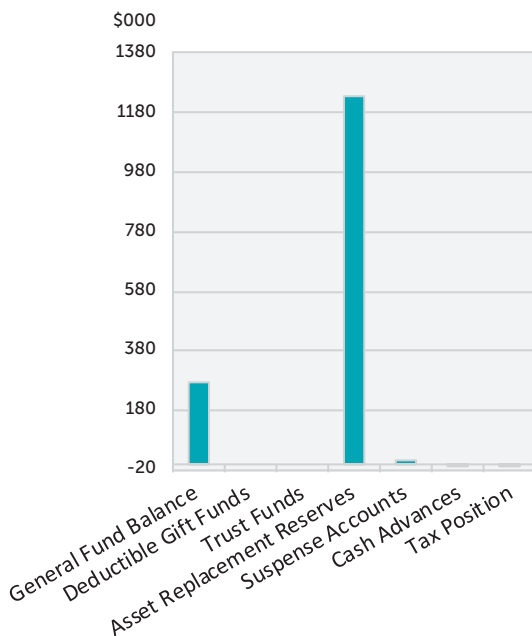
Financial summary - Continued

Goods and services expenditure

Budget vs actual



Cash position components



Cash Position Components		
Bank Balance		\$ 1,516,230.43
Made up of:		
1	General Fund Balance	\$ 275,905.18
2	Deductible Gift Funds	\$ -
3	Trust Funds	\$ -
4	Asset Replacement Reserves	\$ 1,234,021.50
5	Suspense Accounts	\$ 14,589.75
6	Cash Advances	\$ (200.00)
7	Tax Position	\$ (8,086.00)
Total Bank Balance		\$ 1,516,230.43



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