

# 2019 Annual Report to The School Community



School Name: Red Cliffs Secondary College (8260)



- 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 2019 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 17 March 2020 at 01:56 PM by David Browne (Principal)

The 2019 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 18 March 2020 at 10:06 AM by Carolyn Nulty (School Council President)

## About Our School

### School context

#### Our Vision:

To develop resilient, compassionate, successful citizens.

#### Our Values:

Resilience: We approach all challenges with a growth mindset.

Compassion: We are caring, considerate and demonstrate empathy toward others.

Success: We persist to achieve our goals and aspirations and recognise growth.

Citizenship: We are active and engaged members of our school and wider community.

#### Our Expectation:

All members of the school community will model our vision and values to promote the social, emotional and educational growth of students, teachers, families and the wider community.

Red Cliffs Secondary College is a 7-12 government school located 13km from Mildura in NW Victoria. The current enrolment is 515 students. The school has an SFO of 0.5829 and a SFOE of 0.5269.

The school represents a broad cross section of the socioeconomic community. With large grounds, new and refurbished buildings and located next to sporting ovals, the school has a positive working and learning setting. The school has 40.6 EFT teachers, 1 Principal, 1 Assistant Principal and 18.6 education support staff. In 2019 Red Cliffs Secondary College completed a 2 year program with regional staff - the Leadership Partners Program, which is part of the Differentiated Support for Schools Initiative. This initiative has clarified the school's focus on quality teaching and learning practices and curriculum delivery.

Red Cliffs Secondary College is accredited for international student enrolments.

The school has a second site - FLO Connect, which is located at 78 Pine Avenue in Mildura. This is a reengagement setting for young people who have disengaged from mainstream education. FLO Connect opened in 2014. There are currently 35 students at FLO Connect. The staffing at FLO Connect consists of one Leading Teacher, two teachers and 1 integration aide. Case Managers are employed by Mildura Rural City Council and work collaboratively with the teachers.

### Framework for Improving Student Outcomes (FISO)

The schools FISO priorities are:

- To improve the learning growth of every student across all year levels and all areas of the curriculum.
- To create an engaging and stimulating curriculum and learning environment for all students that promotes high expectations and student ownership of learning.
- To ensure wellbeing procedures support students' engagement in learning.

This will be achieved by:

- Building practice excellence:
- Build teacher capacity to access, collect, evaluate, and utilise data to inform teaching, assessment and reporting in order to improve consistency in teacher judgement.
- Create ways to assist teachers to use high impact formative feedback to students.
- Curriculum planning and assessment:
- Provide opportunities for students to own their learning and data and track their learning.
- Build teacher capacity to create more engaging and stimulating classes through collaboration.
- Empowering students and building school pride

- Implement a whole school approach to increasing student attendance.
- Review the whole school student management, wellbeing and communication protocols

Significant progress was made in 2018 towards ensuring and documenting a guaranteed viable curriculum which was accessible to all students. This has greatly enhanced consistency in teacher judgement within faculties. In 2019 this was further enhanced with the introduction of the Red Cliffs Learning Model, which is based on the gradual release of responsibility of learning model. This model also incorporates our College expectations (based on the Berry Street and School Wide Positive Behaviour models) and our College values. This Learning Model is implemented in all classrooms and year levels, and is the focus of class observations.

## Achievement

In 2019 our school introduced two learning specialists; one with a focus on literacy and High Impact Teaching Strategies, and one with a focus on Numeracy and data analysis. These two roles have greatly increased our focus and understanding of quality teaching practice, class observation and feedback, and the collection, analysis and implementation of processes gained through the data collected. At this point in time, the outcomes of these initiatives are varied. Teacher judgements for English at year 7-10 are below similar schools, but above for mathematics. The same is true for year 7 NAPLAN results, but reversed at year 9 NAPLAN. Whilst we are seeing positive movement from the lower to middle bands of achievement in NAPLAN across the board, we are not seeing a similar level of movements from the middle to high bands of achievement. Our VCE results are below state average. 100% of students satisfactorily completed their VCE in 2019, whilst 95% of VCAL students completed their certificates.

## Engagement

Student attendance continues to be an area in need of improvement. The introduction of Compass as the school's student records and parent portal has made the process of reporting absences easier for families and has helped to improve the level of unapproved absences, however the challenge of encouraging families to send their children to school, instead of going on holidays during school terms, or students staying home to care for siblings or sick adults continues to be an issue.

Students' attitude to school data is similar to the state median and has averaged at this level over four years.

Key strategies to support improvement include:

- Junior and Senior Sub-school Leaders overseeing all aspects of student management and engagement
- electronic roll marking used on a lesson by lesson basis and absences followed up through parent contact
- comprehensive transition programs. Use of Individual Student Education Plans.
- Alternatives to suspensions implemented
- Successful 3 week flying start to 2018 program implemented across the whole school at end of 2018
- Restructured the year 10 electives to better reflect senior school pathways
- Further implementation of the Berry Street Education Model, incorporating School Wide Positive Behaviours strategies
- Student surveys providing feedback to teachers on their teaching occurring in most classes

Student voice saw a huge jump during 2019. A restructure of the SRC model has created more opportunities for students to speak out and be heard on the operation of their school. This saw a significant increase in a number of areas in our Student Attitude to School Survey. In 2020 we hope to continue this with the introduction of student Values Ambassadors, First Nation Ambassadors and Inclusion Ambassadors.

Staff and parent survey results continue to be lower than state averages and similar schools.

## Wellbeing

The school has continued its strong pastoral care for all students in 2019, including a Chaplain, full time social worker and school nurse, in the wellbeing centre, which is a building designated solely for this purpose. Programs in place include:

- a whole school embedding of building positive relationships with students based on the Berry Street Education Model
- the introduction and staff training on DET's School Wide Positive Behaviours System
- a consistent use of 'Restorative Practices' and 'Calmer Classrooms' philosophy
- peer support and student leadership programs
- promotion of wellbeing services and ways that families can assist student wellbeing through our school newsletter
- positive working relationships with external agencies, with the capacity to have agencies work on site
- large scale events linked with classroom programs to promote student wellbeing and resilience
- Advance program in Year 11 VCAL Personal Development and student community service activities.
- A GP and Nurse on site one day a week as part of the Doctors in Secondary Schools program.

The school has implemented the Berry Street Education Model to the entire staff, to ensure consistency of message and language when dealing with challenging behaviours and traumatised children.

The implementation of BRAVE (Building Resilience And Values Education) in 2018 to all students in years 7 and 8 has been a successful program. This has ensured that students are aware of the support services available to them and has enhanced the school values.

A close partnership is in place with Mildura Rural City Council Youth Services to work side by side with the students enrolled at FLO Connect. Partnerships with local GP provider Tristar Medical also provide medical and mental health services to FLO Connect students.

### **Financial performance and position**

The Financial Performance and Position report shows an end of year deficit of \$305,646. This deficit is predominately due to the decrease in Student Resource Package (SRP) funding, driven by students numbers, whilst best maintaining consistency in staffing and curriculum delivery.

Revenue decreased in 2019 by \$804K, from 2018. This was made up of a decrease in government funding of \$978K, an increase in extra ordinary revenue received for Activity Centre roof insurance claim of \$216K and various movement in revenue from school fees, activities and local programs which equated to a decrease of \$42K.

In expenditure, further reductions in staffing during the year resulted in savings of \$281K from 2018, regardless of this SRP expenses continued to exceed funding. Property and Equipment Services expenses increased in comparison to 2018 due to extra ordinary expenditure increased by \$216K to restore the Activity Centre roof, offsetting associated revenue and investment, via the College Council's Building Fund, in works associated with the capital works program totaling \$134k. The College worked to reduce cash expenditure during the year whilst ensuring little impact on the delivery of the 2019 Annual Implementation Plan.

**For more detailed information regarding our school please visit our website at <http://www.red-cliffs-sc.vic.edu.au/>**

## Performance Summary

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

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

Members of the community can contact the school for an accessible version of these data tables if required.

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

### School Profile

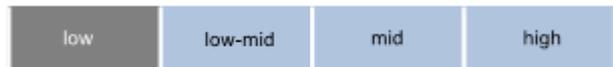
#### Enrolment Profile

A total of 568 students were enrolled at this school in 2019, 307 female and 261 male.

2 percent were EAL (English as an Additional Language) students and 12 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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

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



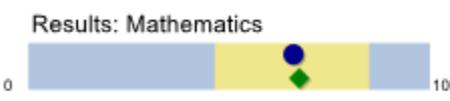
#### School Staff Survey

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

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



## Performance Summary

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

## Performance Summary

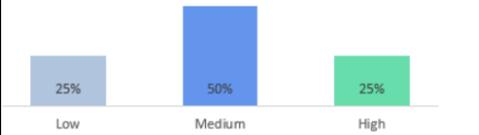
**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools: **Key:** Similar School Comparison Above Similar Below

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

## Performance Summary

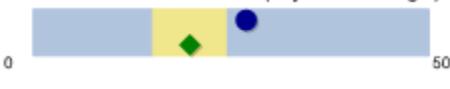
**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools: ■  
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

**Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b></p> <p>45 % Low 46 % Medium 9 % High</p> <p><b>Numeracy</b></p> <p>30 % Low 49 % Medium 20 % High</p> <p><b>Writing</b></p> <p>36 % Low 44 % Medium 20 % High</p> <p><b>Spelling</b></p> <p>29 % Low 52 % Medium 20 % High</p> <p><b>Grammar and Punctuation</b></p> <p>33 % Low 52 % Medium 15 % High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b></p> <p>27 % Low 66 % Medium 7 % High</p> <p><b>Numeracy</b></p> <p>33 % Low 58 % Medium 9 % High</p> <p><b>Writing</b></p> <p>36 % Low 36 % Medium 29 % High</p> <p><b>Spelling</b></p> <p>35 % Low 50 % Medium 15 % High</p> <p><b>Grammar and Punctuation</b></p> <p>27 % Low 61 % Medium 12 % High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Below <span style="color: blue; font-size: 2em;">●</span></p>

Students in 2019 who satisfactorily completed their VCE: **100%**  
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **35%**  
 VET units of competence satisfactorily completed in 2019: **64%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **95%**

## Performance Summary

Key:		Key:													
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison													
Results for this school:  Median of all Victorian Government Secondary Schools: 		 Above	 Similar	 Below											
Engagement	Student Outcomes	Similar School Comparison													
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p>Below </p>													
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>84 %</td> <td>83 %</td> <td>87 %</td> <td>89 %</td> <td>84 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	84 %	83 %	87 %	89 %	84 %	<p>Similar school comparison not available</p>	
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12										
89 %	84 %	83 %	87 %	89 %	84 %										
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Below </p>													
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Above </p>													

### Performance Summary

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

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Similar <span style="color: lightblue; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$6,571,012	High Yield Investment Account	\$281,725
Government Provided DET Grants	\$1,606,607	Official Account	\$49,496
Government Grants State	\$11,225	Other Accounts	\$165,070
Revenue Other	\$274,978	<b>Total Funds Available</b>	<b>\$496,291</b>
Locally Raised Funds	\$578,962		
<b>Total Operating Revenue</b>	<b>\$9,042,785</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$804,214		
Equity (Catch Up)	\$53,387		
<b>Equity Total</b>	<b>\$857,601</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$6,904,772	Operating Reserve	\$359,329
Books & Publications	\$6,282	Other Recurrent Expenditure	\$20,565
Communication Costs	\$26,339	Repayable to the Department	\$332,133
Consumables	\$171,875	<b>Total Financial Commitments</b>	<b>\$712,028</b>
Miscellaneous Expense <sup>3</sup>	\$747,043		
Professional Development	\$35,716		
Property and Equipment Services	\$797,809		
Salaries & Allowances <sup>4</sup>	\$297,763		
Trading & Fundraising	\$122,866		
Travel & Subsistence	\$96,444		
Utilities	\$141,520		
<b>Total Operating Expenditure</b>	<b>\$9,348,431</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$305,646)</b>		
<b>Asset Acquisitions</b>	<b>\$118,167</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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

# How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

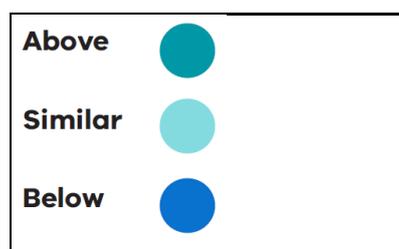


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').