

Red Cliffs Secondary College Strategic Plan 2017-2020

Endorsement			Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	David Browne	16/05/17	[name]	[date]	[name]	[date]
School council:	Philip Hand	16/05/17	[name]	[date]	[name]	[date]
Delegate of the Secretary:	[name]	[date]	[name]	[date]	[name]	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Red Cliffs Secondary College is committed to developing lifelong learners who are confident and capable of achieving their full potential.</p> <p>We foster a cooperative and supportive learning environment that is inclusive and responsive to the needs of all students.</p> <p>We aim to develop independent learners who have a strong sense of self-worth and compassion for others.</p> <p>Our vision will be realised through an enduring partnership involving all members of the Red Cliffs Secondary College and the wider community.</p>	<p>The Red Cliffs Secondary College motto is Resilient Compassionate Successful Citizens. These terms are defined as:</p> <ul style="list-style-type: none"> • “Resilient: a person who is able to bounce back when things don’t go quite to plan; • Compassionate: a person who is caring and considerate of others; • Successful: a person who is able to realise their hopes and aspirations; and a • Citizen: a person who will be a positive member of their community, wherever that may be”. 	<p>Our school is a 7-12 co-educational secondary school approximately 15 kilometres from the city of Mildura. The school population of 720 students represents an ongoing increase in enrolments over recent years with local families and, increasingly, families beyond the immediate area selecting RCSC as their school of preference. RCSC is the only government Year 7-12 school in the Mildura area.</p> <p>The Red Cliffs Secondary College community has an SFO of 0.5838 in 2015 (State median 0.4543), a steady increase since 2013. There is great breadth in the family backgrounds ranging from those who place a very high value on education to those who have had very limited positive experiences with education. This is reflected in aspirations and attitudes across the student community. In 2015, real retention from years 7 to 12 was 47%. Students take various pathways including VCE, VET and VCAL and almost 100% of students successfully exit to further education, training or employment.</p> <p>The recent School Review found that the targeted growth in NAPLAN from Year 7 was met for Writing, but not for Reading and Numeracy. The percentage of Year 9 students in the top two NAPLAN bands did not reach the set targets in Reading (30 per cent), Writing (30 per cent) or Numeracy (35 per cent).</p> <p>VCE Mathematical Methods improved from 2013 and exceeded the target of 28, with a mean score of 30 in 2015. English and Further Mathematics did not reach the set targets. The review also found a need to develop a program that builds teacher capacity to monitor learning growth and improve consistency in teacher judgements</p> <p>The Review also identified that the school improvement model and teaching pedagogy is inconsistently embedded across the school. The Review highlighted the need for leadership across the school to have a stronger focus on building practice excellence to reduce inconsistent practices, low expectations and traditional teaching that was not cognitively engaging students. The focus for future work is to improve student outcomes through more stimulating learning activities that cognitively engage students.</p> <p>Increasing and strengthening collaborative practice among teachers will enable</p> <ul style="list-style-type: none"> • implementation of high impact teaching strategies; • differentiation of teaching to cater for a broader range of levels; • provision of quality and timely feedback to students; • more productive use of data to monitor learning growth. <p>Consistency of quality practice will be an outcome.</p>	<p>Intent: <i>To improve the learning growth of every student across all year levels and all areas of the curriculum.</i></p> <p>Rationale: <i>Students whose learning growth is maximised will have greater confidence in their learning ability, achieve greater success and be able to access higher level learning pathways</i></p> <p>Focus: <i>Building Practice Excellence</i></p> <p>Intent: <i>To create an engaging and stimulating curriculum and learning environment for all students that promotes high expectations and student ownership of learning.</i></p> <p>Rationale: <i>Students who are encouraged and supported to achieve through a culture of high expectations; where they have greater ownership and voice in their learning, are more likely to have higher levels of motivation and be engaged in their learning</i></p> <p>Focus: <i>Curriculum Planning and Assessment</i></p> <p>Intent: <i>To ensure wellbeing procedures support students’ engagement in learning.</i></p> <p>Rationale: <i>Schools that collaborate with families and community-based organisations create a network of support for student wellbeing and engagement. Such networks can mitigate against barriers to student learning such as ill health, bullying and isolation.</i></p> <p>Focus: <i>Setting Expectations and Promoting Inclusion</i></p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p><i>To improve the learning growth of every student across all year levels and all areas of the curriculum.</i></p>	<p>Excellence in teaching and learning</p> <ul style="list-style-type: none"> Building practice excellence 	<p>Improve the consistency of teacher judgements through increasing teacher capacity to use data to inform planning, teaching and reporting</p>	<p>a) Three-year average of VCE results improved by 1.0 in mean scores for All Studies, English, Further Mathematics and Mathematical Methods by 2020 (i.e. the average of 2017, 2018, 2019). b) At least 25% of students achieving A or B in English and Maths in NAPLAN and teacher judgements by 2020.</p>
		<p>Establish a model of whole-school high impact formative feedback to students</p>	<p>a) By 2020 student ATS Survey data:</p> <ul style="list-style-type: none"> School Connectedness above 3.6 Learning Confidence above 3.82 Teacher Empathy above 3.7 Teacher Effectiveness above 3.7
<p><i>To create an engaging and stimulating curriculum and learning environment for all students that promotes high expectations and student ownership of learning.</i></p>	<p>Excellence in teaching and learning</p> <ul style="list-style-type: none"> Curriculum planning and assessment 	<p>Build whole-school capacity for students to own and track their data to improve their learning</p>	<p>a) High relative growth for NAPLAN Reading, Writing and Numeracy with at least 25% for Year 7 to Year 9 by 2020. b) At least 15% of Year 9 students in the top two bands for Reading, Writing, and Numeracy in NAPLAN by 2020.</p>
		<p>Build teacher capacity through collaborative practice to create more engaging and stimulating learning opportunities aligned to the Victorian Curriculum, VCE and VCAL.</p>	<p>a) By 2020 student ATS Survey data:</p> <ul style="list-style-type: none"> Stimulating Learning above 3.5 Teacher Effectiveness above 3.6 School Connectedness above 3.6 <p>b) Staff Survey data in 2020:</p> <ul style="list-style-type: none"> Collective Responsibility above 75 Collective Focus on Student Learning above 75.
<p><i>To ensure wellbeing procedures support students' engagement in learning.</i></p>	<p>Positive climate for learning</p> <ul style="list-style-type: none"> Setting expectations and promoting inclusion 	<p>Implement a whole school approach to increasing student attendance.</p>	<p>Use the 2016 data as the benchmark for monitoring improvement over the next four-year cycle, 2017–20.</p> <p>a) Reduce whole school absences to less than 20 days/student with Year 9 absences less than 20 as well.</p>
		<p>Review the whole school student management, wellbeing and communication protocols</p>	<p>a) Student ATS Survey data by 2020:</p> <ul style="list-style-type: none"> Classroom Behaviour above 3.5 for both sexes in all year levels. Student Safety above 4.3 for both sexes in all year levels. Student Distress above 5.0.

