

# 2020 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 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 22 April 2021 at 12:25 PM by Nathan Black (Acting 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 28 April 2021 at 12:37 PM by Debra Orsini (School Council President)

# How to read the Annual Report

---

## 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.

---

## 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.

---

## 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)

---

### 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. 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.

---

### 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

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. For 2020 there was an enrolment of 530 students. 3 percent of students had English as an additional language and 14 percent were Aboriginal or Torres Strait Islander.

This school's socio-economic band value is: High. 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 total staff 60.5 EFT made up of: 1 Principal, 1 Assistant Principal, 3 leading teachers, 37 teachers and 18.5 education support staff, including a business manager. One of Aboriginal and Torres Strait Islander heritage. 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. In 2020 there were 31 students enrolled at FLO Connect. The staffing at FLO Connect consists of one Leading Teacher, two teachers and 1 integration aide. Case Managers are employed in partnership with Mildura Rural City Council and work collaboratively with the teachers, supporting students and families.

### Framework for Improving Student Outcomes (FISO)

In 2020, the College's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Setting expectations and promoting inclusion. This goals for 2020 were:

- 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.

Red Cliffs Secondary College partially implemented most of the Key Improvement Strategies including:

- Establishing and integrating a whole school professional learning plan to embed HITS, literacy and numeracy strategies in all classes.
- Targeted curriculum planning and assessment through collaborative practice to address the needs of all students in Victorian curriculum, VCE and VCAL
- Developing a whole school approach to health, wellbeing, inclusion and engagement

However, some of the associated AIP actions and professional development plans were modified to suit remote and flexible learning. This included staff meeting remotely, accessing online professional learning and increased parent engagement and wellbeing checks.

The College commenced the self-evaluation process in 2020.

### Achievement

In 2020 the school continued work on its strategic plan goal to improve the learning growth of every student across all year levels and all areas of the curriculum.

Students in Years 7 through to 10 continue to improve in both literacy and numeracy although the progress has been somewhat slower than expected. However, some of the associated student achievement actions were modified to suit remote and flexible learning and outcomes were impacted as a result of the global pandemic.

The school percentage of students at or above age expected standards for English is 52.4%, lower than Similar Schools and State averages. The percentage of students at or above age expected standards for mathematics is 51%, equivalent to the Similar Schools average, but lower than State average.

NAPLAN tests were not conducted in 2020.

The College recorded an improvement in the VCE mean study score for 2020 with 24.3, slightly above the four year average, but lower than Similar Schools and State averages. 97% of students satisfactorily completed their VCE in 2020.

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

### Engagement

Red Cliffs Secondary College develops the values of Resilience Compassion Success and Citizenship for all students, and is proud of the work done in building student engagement.

In 2020 the focus work for the College was to implement a whole school approach to increasing student attendance. Unfortunately moving in and out of remote learning adjusted some of the initiatives that were undertaken. One success we're proud of was how the learning opportunities were adapted and made accessible to all students remotely. Staff made additional contact to families through remote learning to engage students keeping them connected during the unusual times, of which we're very proud of.

The average number of absence days was 25.6, a little better than the 4-year average, but overall higher than the similar school and state averages. Moving in and out of remote and flexible learning impacted student attendance.

For 2021, the College will continue to focus on student engagement prioritizing the successes of the School Wide Positive Behaviours Program and strengthening the positive engagement strategies used for remote and flexible learning.

### Wellbeing

Red Cliffs Secondary College takes great pride in the work it does in improving the health and wellbeing for all staff and students. Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult.

The college set out to review the whole school student management, wellbeing and communication protocols.

The school percentage endorsement, according to the Parent Opinion Survey, scored 59.9%, significantly lower than the State average. Student endorsement, from the Attitude to School survey, scored 51.2% close to similar schools while below the State average. The similar measure, from the School Staff Survey, scored 38% much lower than the State average.

The college is proud of the way staff actively engaged and checked on the wellbeing of students during remote learning. This will be continued and refined throughout 2021.

### **Financial performance and position**

The 2017-2020 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year deficit of \$13,506. The impact of Covid-19 with large periods of school closure and uncertainty resulted in limited activities and programs being run during the year this reduced opportunities to generate revenue and need for expenditure, both falling short of budget expectations.

The School's revenue made up of 95% Government funding including core operations and targeted initiatives such as FLO Connect, MYLNS, VETis and Career Education to name a few. The other 5% was generated through donations via College Lease rents (\$99,000), family fees, camps and excursions (\$91,000) and Canteen trading activities (\$62,000) with the remainder made up with other local fundraising and programs.

The major cost for the School is employment costs at 83% of total costs, incorporating both Central and School Council employees. The school invested in support services from third parties \$418K to provide specialist wellbeing programs at Red Cliffs Secondary and FLO Connect, and provide VET courses to students.

Within the Financial Commitments section of this report, the Other Recurrent Expenditure refers to the Accounts Payable Control, whilst the Funds Received in Advance refers to the family credits with Accounts Receivable Control - mostly CSEF credits, Revenue in Advance, from unspent Indigenous Youth Leadership Program Funding and oversea student fee in Deposits Held with potential to repay. Repayable to the Department refers to the workforce overspend for the year and Asset/Equipment Replacement refers to commit to purchase Gym and textile equipment. Cash balance at the end of the year in working and investment accounts totaled \$753K placing the school in a sound operating position for 2021.

**For more detailed information regarding our school please visit our website at <https://www.red-cliffs-sc.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 530 students were enrolled at this school in 2020, 273 female and 257 male.

3 percent of students had English as an additional language and 14 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.

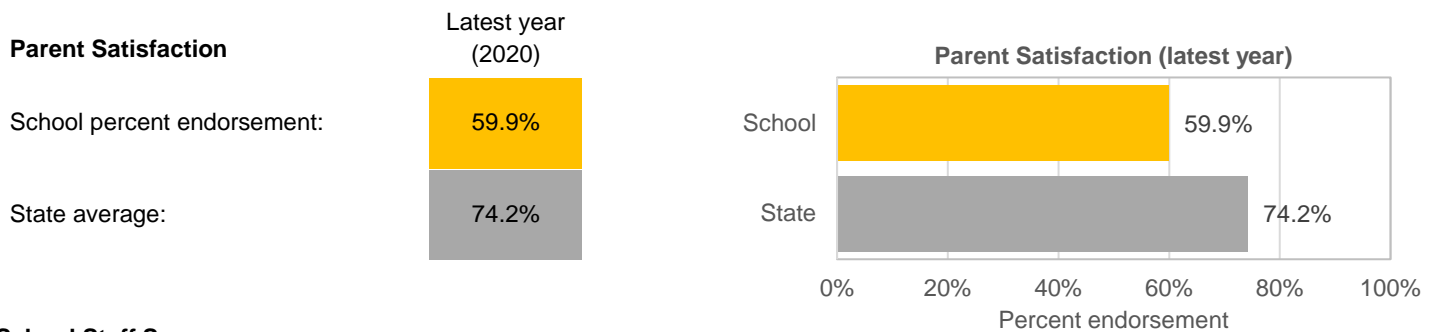
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### 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.

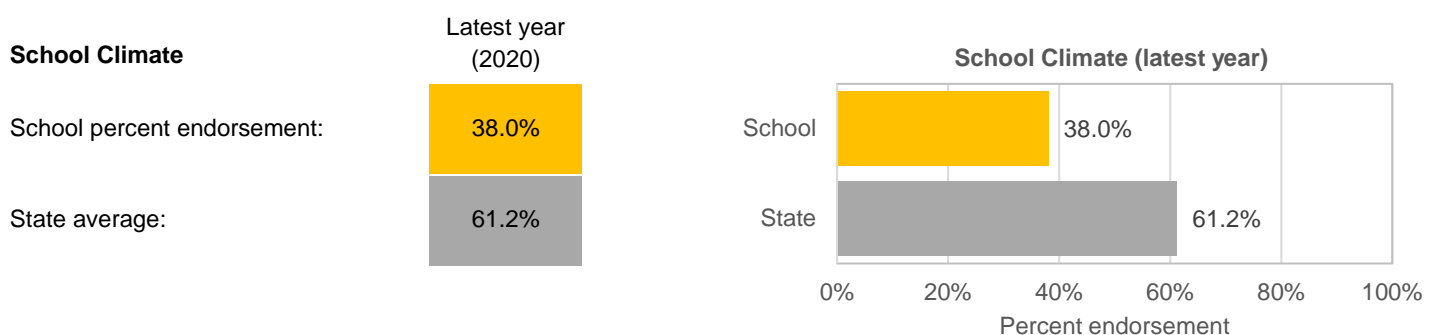


### School Staff Survey

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:

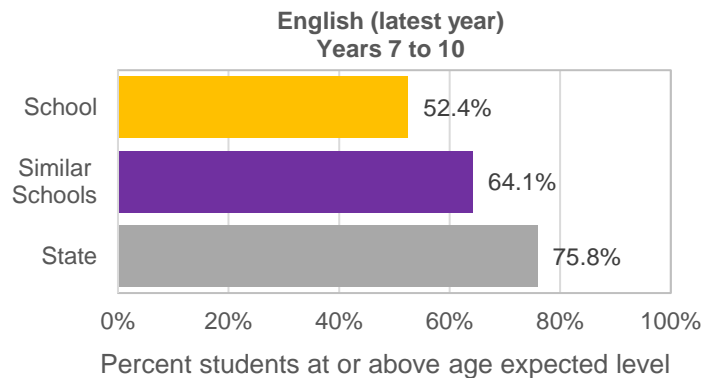
52.4%

Similar Schools average:

64.1%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

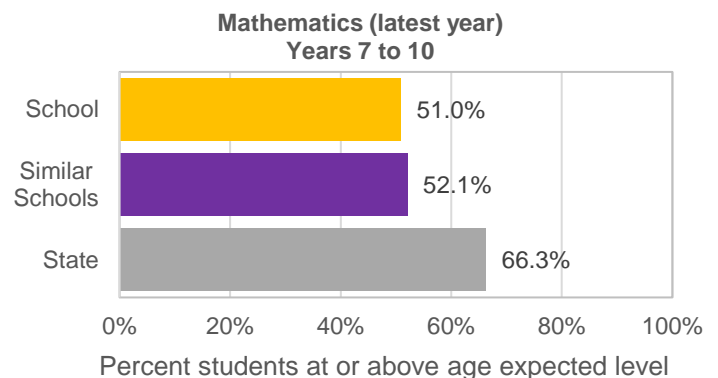
51.0%

Similar Schools average:

52.1%

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.



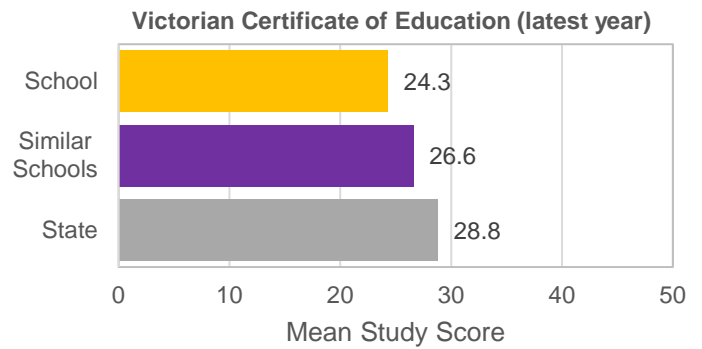
## ACHIEVEMENT (continued)

### 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	24.3	23.6
Similar Schools average:	26.6	26.3
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

97%

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

17%

VET units of competence satisfactorily completed in 2020:

74%

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

57%

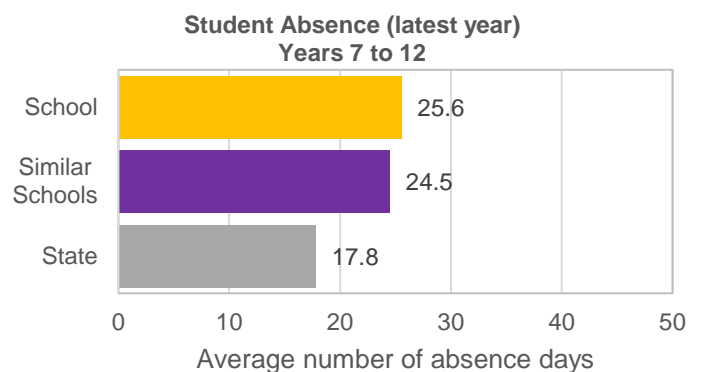
## ENGAGEMENT

**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:	25.6	27.3
Similar Schools average:	24.5	24.6
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

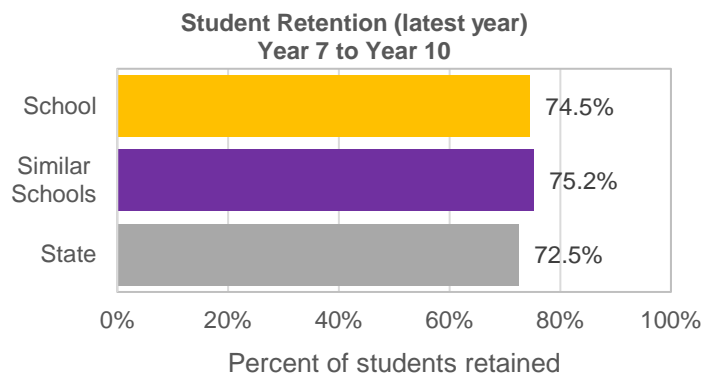
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	90%	84%	84%	88%	88%	93%

**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:	74.5%	72.7%
Similar Schools average:	75.2%	76.1%
State average:	72.5%	72.9%



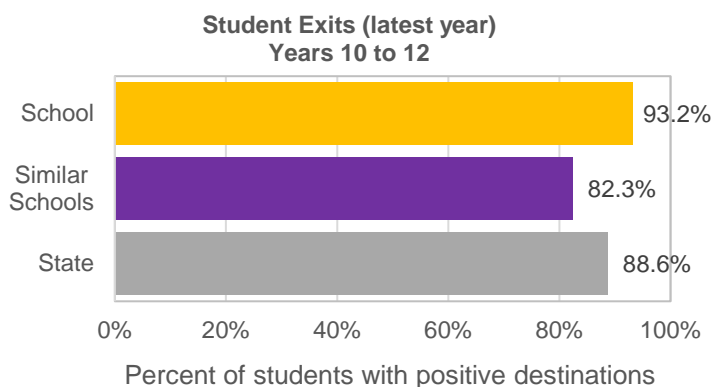
**Students exiting to further studies or full-time employment**

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:	93.2%	89.7%
Similar Schools average:	82.3%	83.5%
State average:	88.6%	89.1%



**WELLBEING**

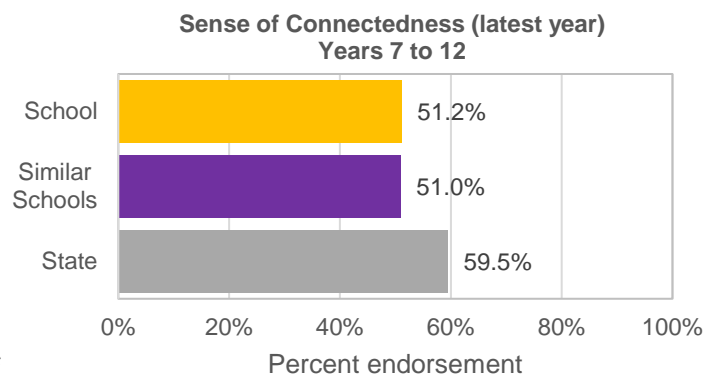
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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:	51.2%	44.8%
Similar Schools average:	51.0%	50.1%
State average:	59.5%	55.3%



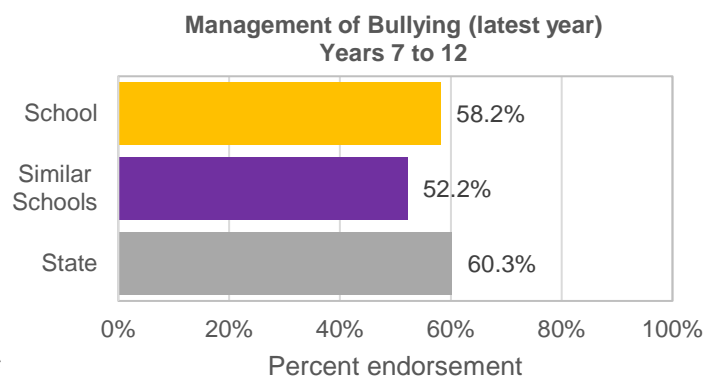
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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:	58.2%	52.0%
Similar Schools average:	52.2%	52.6%
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

Revenue	Actual
Student Resource Package	\$6,348,496
Government Provided DET Grants	\$1,426,404
Government Grants Commonwealth	NDA
Government Grants State	\$9,250
Revenue Other	\$56,977
Locally Raised Funds	\$259,193
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$8,100,319</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$715,951
Equity (Catch Up)	\$51,951
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$767,902</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,543,869
Adjustments	NDA
Books & Publications	\$1,427
Camps/Excursions/Activities	\$21,624
Communication Costs	\$13,805
Consumables	\$123,613
Miscellaneous Expense <sup>3</sup>	\$41,069
Professional Development	\$20,493
Equipment/Maintenance/Hire	\$273,851
Property Services	\$208,421
Salaries & Allowances <sup>4</sup>	\$199,580
Support Services	\$417,800
Trading & Fundraising	\$51,921
Motor Vehicle Expenses	\$60,393
Travel & Subsistence	\$7,106
Utilities	\$128,855
<b>Total Operating Expenditure</b>	<b>\$8,113,825</b>
<b>Net Operating Surplus/-Deficit</b>	<b>NDA</b>
<b>Asset Acquisitions</b>	<b>NDA</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	\$645,138
Official Account	\$77,325
Other Accounts	\$30,586
<b>Total Funds Available</b>	<b>\$753,048</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$254,301
Other Recurrent Expenditure	\$15,772
Provision Accounts	NDA
Funds Received in Advance	\$136,445
School Based Programs	\$6,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$195,935
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	\$30,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$638,453</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.*