

2016 Annual Report to the School Community



School Name: Red Cliffs Primary School

School Number: 4057



Name of School Principal:	ROD BEER
Name of School Council President:	JOHN COLLINS
Date of Endorsement:	22.03.2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Red Cliffs Primary School is located 16 kilometres south of Mildura, close to the centre of the Red Cliffs township. Our students are drawn from the Red Cliffs township, the local rural area and from Mildura. The school enrolment in 2016 was 193 students.

Red Cliffs Primary School was established in 1924. It is one of 22 schools in the Sunraysia area of the North-Western Victoria Region. It is the largest primary school in the Red Cliffs township.

Red Cliffs Primary School has a total of 22.47 EFT staff –1 Principal; 1 Leading Teacher; 11.2 Teachers; 1 full time Student Welfare Officer and 11 part time Education Support Staff. The school receives regular support from the district speech pathologist which is augmented by the school's language enhancement programme.

The school's SFO Index is 0.74. Aboriginal and Torres Strait Islander students comprise 14% of the student population. Approximately 6% of the student population receive funding from the Program for Students with Disabilities.

Our timetable is structured to ensure maximised uninterrupted literacy and numeracy teaching and learning blocks.

Red Cliffs Primary offers a comprehensive education for its Prep-Year 6 students. Our key curriculum foci are Literacy and Numeracy but we provide a comprehensive curriculum across all areas. Our school has a comprehensive LOTE program involving AUSLAN in the infant area and Chinese from grades 3-6.

The school operates a 1:1 Netbook program for all students in grade 5/6. Netbook computers are available for student use in grades 3/4. Infant students have access to class sets of iPads and all students have access to an extensive computer lab. Interactive Flat Screen Panels are an integral part of all classrooms.

School facilities include a BER Administration area and infant classrooms; the original school building consisting of 4 classrooms, the computer lab and the multi-purpose room. Two Mod5 buildings provide our library and 2 additional classrooms. Specialist facilities include the well-resourced science room and art room.

The school grounds are extensive and well maintained, providing our students with a football oval, netball/basketball courts and extensive hard surface areas. Shade sails and large verandas provide numerous cool areas for students to play and relax in.

Professional learning is embedded in staff, unit and leadership meetings. Staff knowledge and capacity is further developed by the school based literacy coach and externally provided programs. All teachers utilise the Direct Instructional Model for key teaching and learning.

We aim to develop a successful partnership between students, parents and staff to help all students realise their potential. Students are encouraged to "Do Better Today than Yesterday", take pride in their work, show respect for fellow students, staff and parents and develop self-discipline practices which foster self-esteem, self-confidence and tolerance. The development of high-level speaking and listening skills remains a priority. Friendly, sincere communication with others is a goal for all.

The school places great emphasis on the acquisition of strong literacy and numeracy skills.

The development of the whole child is an ongoing focus. The "You Can Do It- Keys to Success" philosophy is the basis for our comprehensive social competencies program. Our classrooms are calm and focused. High expectations for student attitude, behaviour and achievement are explicitly articulated to the entire school community.

Our students enjoy extensive opportunities to be involved in a wide variety of extra-curricular activities. Visiting performers are welcomed to our school regularly and local excursions are enjoyed by students in P-6. Senior students are encouraged to participate in interschool and representative sporting events as well as having the opportunity to participate in our Eisteddfod dance group. The grade 5/6 excursion to Melbourne/Ballarat in alternate years is the pinnacle of our sequenced grade P-6 camps and experience program.

Parents are encouraged and welcomed to support the school through involvement with school council, parents club and helping in the classrooms and local excursions.

Red Cliffs Primary School provides its students with a friendly, safe, attractive and stimulating learning environment.

We are proud of our school and the relationship it enjoys with its families and the Red Cliffs community.



Framework for Improving Student Outcomes (FISO)

Red Cliffs Primary School targeted two core elements of FISO in 2016 - Excellence in teaching and learning (**Building practice excellence**) and **Professional leadership (Building leadership teams)**.

Key Improvement Strategies in 2016 were (i) Establish a consistent whole school approach to teaching, learning and assessment through the development of an agreed school wide pedagogy (ii) Increase school capacity to provide highly effective intervention programs to support students in need and (iii) Build leadership capacity across the school to use data to improve teaching and learning.

The school was successful in achieving all targets. The Direct Instructional Teaching model was implemented across the school for key literacy and numeracy lessons. Intervention programs – including Reading Recovery and Sell groups – were established and achieved excellent results. Leadership capacity was increased throughout the school. Use of student achievement data improved but it is recognized that significant improvement in this area is still required.

Staff surveys relating to the implementation of FISO indicate that there is a high degree of confidence in the school's progress in this state-wide initiative.

Achievement

Red Cliffs Primary School achieved results that were higher in English and Mathematics for students in P-6 (teacher assessed) when compared to other schools with students of similar backgrounds.

Red Cliffs Primary School achieved results that were higher than other schools with students of similar backgrounds in Reading and Numeracy for Year 3 in NAPLAN. Red Cliffs Primary School achieved results that were similar to other schools with students of similar backgrounds in Numeracy for Year 5 in NAPLAN and lower in Reading.

Red Cliffs Primary School achieved results that were higher than other schools with students of similar backgrounds in Numeracy for Year 3 in NAPLAN, based on a four-year average. Red Cliffs Primary School achieved results that were similar to other schools with students of similar backgrounds in Reading for Year 3 and in Reading and Numeracy for Grade 5 in NAPLAN, based on a four-year average.

A current strong teaching and learning emphasis towards the teaching of mathematics will be continued in 2017.

Key strategies to support continued improvement in achievement include: a school-based literacy coach; a school wide focus on developing the capacity of staff by providing "Whole of School" professional development targeting literacy and mathematics; provision of resources to allow staff to participate in peer observations to improve their teaching capacity; intervention programs including Reading Recovery at Year 1 for students requiring additional support and the continuation of "SELL" groups to further assist those students in Years 1 and 2; a comprehensive and extensive Language Enhancement Program; continued explicit focus on the development of Speaking and Listening skills; on-going use of technology such as Interactive Flat screen televisions, iPads and Hovercams; 1:1 Netbook programme for Grade 5 and 6 students and on-line programs such as "Mathletics" and "Spellodrome" to support and enhance our students' learning.

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

Student attendance throughout the school remains a focus at Red Cliffs Primary. The four-year average attendance (2013-2016) at Red Cliffs Primary School was higher than other schools with students of similar backgrounds and similar to the median for all Victorian government schools. Student attendance at Red Cliffs Primary School in 2016 was higher than other schools with students of similar backgrounds and similar to the median of all Victorian government schools. Average attendance for prep-year 6 students in 2016 was 92%. Our aim is to continue to improve student attendance in all grades.

School data indicates that the students are taught within a stimulating and safe learning environment.

Data from the 2016 Attitudes to School Survey indicates that our students have an extremely high sense of belonging and connectedness to their school. Students rated their Connectedness significantly higher than the median for all Victorian government primary schools in 2016 and higher than students from schools with similar backgrounds. The 4-year average from 2013-2016 was again significantly higher than the median for all government schools and higher than that of similar schools. Our students rated their perception of Safety significantly higher than the median for all Victorian government primary schools in 2015 and higher than students from similar schools. The 4-year average from 2013-2016 was also significantly higher than the median for all government schools and higher than students from similar schools. Our students participate in major local community events such as the Annual School Concert, the Lunarfest Parade and activities, A.N.Z.A.C. Day services and other community activities. Participation in sport is valued highly and is encouraged with numerous coaching and competition opportunities available to our students. Student involvement in inter-school sport is actively encouraged and supported. Our camps program is sequential and well supported by the school community.

Key strategies to maintain improvement in student engagement include:

- *Continued implementation of the "It's Not OK to Be Away" programme and associated rewards to improve and maintain student attendance
- *Continued use of "You Can Do It" as the basis for the school's social competencies program
- *Increased, sustained and innovative use of technology in classrooms
- *The School Welfare Officer continuing to work pro-actively with students, parents and staff
- *Continued deposits into the school-wide "Positive Emotional Bank".

Wellbeing

A welcoming, safe, inclusive, friendly and nurturing environment is a key priority of our school. Our full time Student Welfare Officer, in particular, plays a pivotal role to ensure the welfare of our students. His support for teachers, parents and students is on-going.

Support for students with additional academic, social and emotional needs is a school priority. Red Cliffs Primary School is a registered eSmart school. Our participation in this program is intended to develop safe on-line practices for our children.

Red Cliffs Primary School actively participates in all 'Ride to School' and 'Walk to School' opportunities. We promote a healthy lifestyle through our involvement in many sporting activities and competitions and by participating in initiatives such as Premier's Active April.

"Brain Food" is promoted at all grade levels. School lunch orders provided by the local bakery have a "Healthy Eating" option with many snack foods not available to students. Breakfast Club operates every Thursday morning allowing students to complete homework and share a meal prior to starting the day.

Our school day is structured to ensure our students have access to their healthy lunch at 11.00am rather than later in the day.

Leadership opportunities for all students are fostered throughout the school. School Captains, House Captains and Junior School Council members in particular are given many opportunities to develop their leadership capacity.

Our students are extremely happy and committed to their school. They show great motivation, enthusiasm and pride in their school.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 193 students were enrolled at this school in 2016, 101 female and 92 male. There were < 10% of EAL (English as an Additional Language) students and 13% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>● Higher</p> <p>● Higher</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Higher</p> <p> Higher</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>56%</td> <td>33%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>56%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>33%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>39%</td> <td>39%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>44%</td> <td>44%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	56%	33%	11%	Numeracy	22%	56%	22%	Writing	50%	33%	17%	Spelling	39%	39%	22%	Grammar and Punctuation	44%	44%	11%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	56%	33%	11%																							
Numeracy	22%	56%	22%																							
Writing	50%	33%	17%																							
Spelling	39%	39%	22%																							
Grammar and Punctuation	44%	44%	11%																							



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

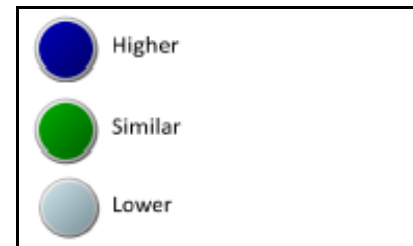
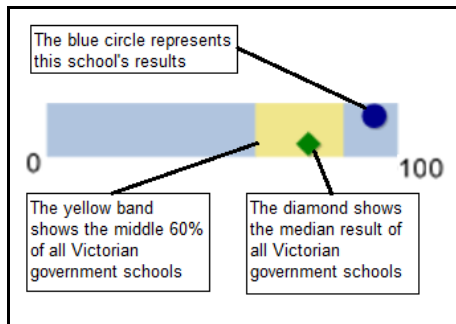
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

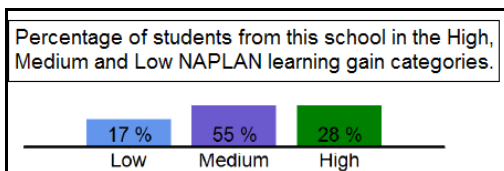
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

Red Cliffs Primary School ended 2016 in a very strong financial position. Careful and considered expenditure of existing funds and allocated grants ensured that the teaching and learning at our school was supported while an appropriate level of funds was retained to enhance the educational opportunities for existing and future students at Red Cliffs Primary School. Red Cliffs Primary School recorded a cash surplus of \$112,682 in 2016 due to significant additional funds being available through the Equity program while retaining a modest SRP credit. New student netbooks were purchased to replace the oldest netbooks ensuring that all students in grade 5 and 6 retained state of the art 1:1 access. School council approved the purchase of numerous essential resources, including 5 Flat Panel Interactive televisions for classroom use. Maintenance costs were again high.

Significant funds were allocated to improve and maintain the school grounds. The school oval was again a focus in 2016. Local fundraising remained strong. Parents Club continued to support the school by raising over \$20,000. In line with the policy of supporting those students presently enrolled at Red Cliffs Primary School, Parents Club funded purchases in 2016 that exceeded \$18,500.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,011,576
Government Provided DET Grants	\$427,923
Government Grants Commonwealth	\$30,062
Revenue Other	\$10,666
Locally Raised Funds	\$99,242
Total Operating Revenue	\$2,579,469

Expenditure	
Student Resource Package	\$1,828,117
Books & Publications	\$7,597
Communication Costs	\$4,544
Consumables	\$51,534
Miscellaneous Expense	\$42,229
Professional Development	\$9,234
Property and Equipment Services	\$151,525
Salaries & Allowances	\$101,037
Trading & Fundraising	\$34,927
Travel & Subsistence	\$2,390
Utilities	\$32,223

Total Operating Expenditure **\$2,265,357**

Net Operating Surplus/-Deficit **\$314,111**

Asset Acquisitions **\$20,400**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$231,759
Official Account	\$13,766
Total Funds Available	\$245,525

Financial Commitments	
Operating Reserve	\$62,687
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds incl SMS<12 months	\$120,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$40,000
School Based Programs	\$6,437
Asset/Equipment Replacement > 12 months	\$6,400
Total Financial Commitments	\$245,525

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

