Richmond River High School
Annual School Report
Our school at a glance

Students
2011 saw approximately 905 students enrolled with approximately a 50/50 male to female student ratio.

Staff
There were 60.8 permanent teaching positions and 13.9 associated ancillary staff fully qualified with the full range of experience.

Significant programs and initiatives
The focus was on teaching and learning to enhance student options and outcomes. The Trade Training Centre was under construction.

Student achievement in 2011
Results in all state wide assessments mirror state wide comparisons. In all testing individual results range from outstanding to being a reflection of ability and commitment.

The outstanding talents and efforts of individuals and teams are reflected in the large number of cultural, sporting, community and academic achievements throughout 2011.

Year 12 individual stand outs include Kurtis Wyatt in science, Nathan Peachey for performance and Twoey Jones for academic performance and leadership.

Messages

Principal’s message
It is with pleasure that I present the 2011 Richmond River High School Annual Report to each of our families and to the wider community. This report will present a clear and concise evaluation of our students’ results and achievements across the full range and depth of educational programs on offer at our school.

Richmond River High School offers a broad curriculum, a wide range of sporting and cultural pursuits and a caring environment where the phrase “everybody has a place here” is proudly followed.

The success of our students with the Richmond River High School programs provides evidence of the rich and caring environment established with the enthusiasm of staff and a supportive community leading the way.

Success is experienced by individuals and teams alike. These successes are too many to mention here but special mention for 2011 must go to Twoey Jones of Year 12 who through his commitment and enthusiasm has achieved the highest accolades possible of a student at the school, local, state and national levels. His truly remarkable and excellent achievements indicate that with application almost anything is possible. Twoey and his predecessors provide strong role models for younger students.

Richmond River High School continues to be a school of choice with our community of which the school is very proud. This excellent position within our community is highly regarded and not taken for granted by staff and students alike. The school is continually looking to what it can offer and how we can improve further to enhance the motto “A Caring School of Excellence”.

The core business of Richmond River High School is to provide a quality, rich, varied and full curriculum that allows students to reach their potential in a supportive and caring environment. Through data evaluation and revision the school is continually assessing its programs to ensure they are of high quality, relevant, rigorous and engaging. Success of the Richmond River High School programs is measured by student participation and their resultant success.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Chris Watkins

Twoey Jones receiving a Minister’s Award for Excellence in Student Achievement
P & C message

The Parents and Citizens Association of Richmond River High School has a well established cooperative relationship with the school executive and its staff. We as the parent body are encouraged to have an active involvement in all aspects of school life. The P&C has an active role in policy development and reviews, interview panels for school appointments and committees to do with school management.

The P&C supports many schemes within the school, such as the gotcha and merit cards with canteen vouchers as rewards. We provide financial support to all the faculties within the school. We hire an air conditioned venue for our HSC exams and recognise the outstanding achievement of our students through awards at formal assemblies.

Our parents and carers have connections with our school in many ways. They help in the canteen, on excursions, at socials, tutoring, acting as readers and scribes for exams, assist at carnivals, open nights and student orientations, transport students to out of school activities as well as assisting with drama and musical performances. Parents and carers have been panel members for the Year 10 Oral Presentations and the Year 8 Personal Interest Projects.

Parent support is important and we hope to build up our numbers and involve as many parents and carers in our activities as possible.

Meredith Humphries

Student representative’s message

The Student Representative Council (SRC) continually demonstrates a commitment to the promotion of visual student leadership. We provide practical and financial support for the core values of student success (SRC sponsorship of student school representatives), excellent opportunities (funding of improvements to the school physical environment), innovative programs (provides student voice in the development of school policies) and quality teaching (purchase of teaching resources).

The co-presidents, Daniel Bow and Sarah Small, chaired formal assemblies and the remaining council members rotated to chair weekly whole school assemblies. The SRC constantly strives to act as positive role models for all students.

The SRC embraces the excellent opportunities provided through interschool meetings. Throughout the year delegates attended regional meetings where students discussed the effectiveness of the SRC in the school and planned for future initiatives to be implemented. Josie Coles was nominated as the Regional Representative to attend the SRC State Conference in 2012.

The SRC organises a school social each term and this is the primary source of income. These funds enable the SRC to sponsor a diversity of opportunities for student success in representative sport, debating, Tournament of the Minds, music camps, CAPA excursions and the Year 12 graduation formal.

The SRC continued to provide ushers for the Year 12 formal, Open Night Expo and representatives to visit Year 6 and discuss secondary school life.

The SRC leads the student body in maintaining a very strong community participation through the Anzac Day march, the Cancer Council, the Salvation Army Red Shield Appeal, the Rescue Helicopter Appeal and Remembrance Day.

The SRC enjoyed a productive relationship with the senior executive regarding the school environment, assemblies and school representation within the community.

2012 promises to be an even busier year and we look forward to the achievement and enjoyment.

Kay Varley

Student Representative Council Executive
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Richmond River High School continues to remain the secondary school of choice for the broader Lismore community. The rapid increase in enrolment is highlighted by the relatively small Year 12 cohort exiting. The school enrolment numbers should begin to stabilise now as the senior years reflect the size of incoming Year 7 intakes. The school should plateau at approximately 930 in total.

The good reputation of the school across the wider community is something to be both proud of and protective. A feature of our school community is its diversity as students come from a wide range of environments, social and cultural settings. Our success is the recognition of a school culture underpinned by quality teaching in an innovative, reflective and caring environment.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>319</td>
<td>346</td>
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Student attendance profile

Our student attendance rates are pleasing. Our total attendance figure for 2011 (87.8%) reflects a small decrease of 0.8% on the previous year. However, the school is well placed in regards to state and regional attendance figures.

There is some concern over the attendance trends of students in Years 10, 11 and 12 which point to the impact of the increased leaving age, with a curriculum which although adapting, is changing slowly and thus it appears some students are disengaged.

Clearly, however, there remains work to be done. Our school’s attendance figures for students in Years 10 and 12 do not compare favourably with respective figures across the state.

The school community has undergone a rigorous evaluation of the school’s performance and identified a number of areas to be enhanced.

This has been embedded into the school’s plan for the next three years through a consultative cycle resulting in a well understood plan.

A significant aspect of this plan is to consider the curriculum and structures we offer to ensure students’ needs are being addressed across the full spectrum.

This, it is believed, will address student engagement and then as a result have a positive impact on attendance, particularly for the senior years of study.

<table>
<thead>
<tr>
<th>Year</th>
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<td>12</td>
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<td>Total</td>
<td>89.9</td>
<td>89.7</td>
<td>89.9</td>
<td>89.2</td>
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</table>
Management of non-attendance

2011 saw the continuation of procedures developed in 2010. The early intervention by year advisers has helped to address attendance issues with students in a supportive and welfare orientated form.

This has allowed the deputy principals to concentrate on the identified students with more serious attendance issues and develop plans to address and resolve. This is proving to be successful in most cases.

These processes have also highlighted a number of issues around fractional truancy which should be addressed by physical school structures which should be in place early in 2012. These include the enhanced fencing and digital monitoring systems currently being installed.

Retention to Year 12

Our rate of retention to Year 12 has been stable over the last five years.

The level is, however, below the comparisons with both state and like schools.

Post-school destinations

Of the 57 students who completed their studies for Year 12 in 2011, 57 completed the exit survey on which our data is based. In a very positive result, 45% of students indicated their intention to pursue tertiary and/or TAFE studies. 13% were undecided regarding options due to the number of choices available and a small number were planning gap years, travel etc. The remainder was moving to full time work, apprenticeships or traineeships.

Year 12 students undertaking vocational or trade training

Vocational Education and Training (VET) courses continued to be an increasingly popular option for our students in 2011, with five courses being delivered at Richmond River High School: Construction, Information Technology, Metal and Engineering, Primary Industries and Hospitality. These classes are all fully subscribed and in strong demand. It is expected that this trend will continue into 2012 and beyond.

Year 12 students attaining HSC or equivalent vocational educational qualification

Fifty-seven Year 12 students completed their studies for the HSC in 2011 at Richmond River High School. Of these, 17 students, or 30%, completed TAFE delivered TVET courses, numbers which are at an all time high.

School Based Traineeships, four in 2011, are growing in popularity.

Kurtis Wyatt at Parliament House in Canberra with the Minister for Schools, the Honourable Mr Peter Garrett AM MP. Kurtis obtained top marks in the Rio Tinto Big Science National Competition.
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
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<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
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<tr>
<td>Head Teachers</td>
<td>8</td>
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<tr>
<td>Classroom Teachers</td>
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<td>Teacher of Emotional Disabilities</td>
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<td>Support Teacher LA</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Counsellor</td>
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<td>Careers</td>
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<tr>
<td>School Administrative/ Support</td>
<td>13.972</td>
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<td>Total</td>
<td>74.772</td>
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Four permanent staff indicated that they have an indigenous background representing approximately 5% of the total staffing of RRHS.

Staff retention

The school is going through a rapid change in staff as many long time serving staff reach retirement age and others gain promotion. This is a trend being experienced by many schools and is a reflection of the aging teacher workforce. RRHS has been fortunate to attract quality staff due, in part, to the good name of our school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications % of staff

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<th>Degree or Diploma</th>
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<tr>
<td>Postgraduate</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2011

Income $

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<th>Balance brought forward</th>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td>Total income</td>
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Expenditure

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<tbody>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>Balance carried forward</td>
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A full copy of the school’s 2011 financial statement is tabled at the annual general meeting of the RRHS P & C. Further details concerning the statement can be obtained by contacting the school.

VET Primary Industries
School performance 2011

Achievements

Arts

The Arts at Richmond River continues to hold a strong reputation in the wider community. Students’ achievements in visual art, drama, photography and music were recognised at a regional, state and national level. Student success and innovative programs continue to be showcased by the achievements of our students across the Creative and Performing Arts.

The inaugural CAPA Night was staged in Term 4 and received much acclaim. It was a highlight of the quality work of our students in drama, visual art, music, film and photography. We look forward to the 2012 CAPA Night.

Students who participated in our music program demonstrated the depth of talent at the school. The achievements of Year 12 music students can only be described as exceptional. Six students from a total of 11 achieved a Band 6 result. Nathan Peachey was selected to perform as a feature artist at The Schools’ Spectacular at the Sydney Entertainment Centre. Hannah Jaggle and Kurtis Wyatt were nominated for HSC Encore. Lucas Rosten received a special award for his musical talent from the Australian Institute of Music. Our other music students provided outstanding performances for a number of formal assemblies, music nights, as well as taking part in the Our Kids Christmas CD. Once again, our students featured at The North Coast National.

2011 saw drama continue to grow in popularity and achievement. This year HSC drama students work shopped their performances with Byron Bay High School, then dazzled us with excellent performances at Fin du Voyage. Year 11 student Ishkoodah Schofield Jones was selected from applicants across the state to participate in the Sydney Theatre Company work experience program. Ishkoodah and Kiara Batten were also selected to attend the State Drama Camp in Sydney. A number of performances in the River Theatre highlighted the high quality of drama students at school. Year 9 and Year 11 participated in the North Coast Drama Festival. Drama students were successful in auditioning for the Lcoss Senior Drama Ensemble. Again, we hosted two international performances for Lcoss, the Aida Foundation theatre company from Verona performed Commedia del Arte and Zen Zen Zo Romeo and Juliet. Our students worked with both international troupes, an incredible experience.

Photography students upheld the tradition of winning a plethora of awards. Photography continues to be ranked amongst the top 10 schools in Australia. The achievements included The Bentley Art Prize Photography winner Eden Monique Hull. At the North Coast National Amy Gordon and Kalem Horn took out major awards. Photography students also were awarded in the Eltham Art Prize and Coraki Art Awards. The highlight achievement was Year 12 students Shanti Kenny and Carla Bell Allen being included in the National Moran Portraiture winners for their Photography work.

HSC visual art students gained some outstanding results under the tutelage of Ms Glenn-Bland. Year 11 student Zia Vaughan Johnston was selected to attend Summer School at the National Art School in Sydney. This was an outstanding experience for Zia who has already shared her new knowledge with classmates. Art students attended a number of local excursions. Niall Robertson was awarded in the Bentley Art Competition for ‘best student art’. Year 10 art showcased their work in the River Gallery. The CAPA faculty has made links with local businesses and will expand its exhibition program to showcase art and photography in a Lismore based café in 2012.
Sport

Richmond River High School takes pride in providing our students with many opportunities in school sport. The New South Wales Combined High Schools [NSWCHSA] knock-out competition gives the students access to a wide range of sports and a chance for them to embrace the concepts of teamwork and caring for each other. We have a strong ethic at RRHS that sport is to be enjoyed by all and that winning isn’t the most important thing. Staff encourage students to be humble in winning and gracious in defeat.

Our teaching staff volunteer for roles as coaches, managers, trainers and provide classroom support when teams travel to away venues. In 2011 we provided zone and regional managers in volleyball, touch, beach volleyball, soccer, softball, baseball, hockey, basketball, rugby league and cross country. Without this unique characteristic our school would not produce the many marvelous results and provide the opportunity for students of all socio-economic backgrounds to experience sport at a higher level.

Our Annual Sport Awards Ceremony is a very popular part of the school calendar. The format of the awards includes performances by our talented students, a prominent guest speaker and a slideshow of the year’s achievements. Over 220 students received recognition for their efforts in sport.

In 2011 Ruby Morris was awarded the Pierre De Courbetin Olympic Award for Sporting Excellence. Ruby travelled to the Olympic Stadium in Homebush to receive her certificate. Ruby also won the Senior Female Sportsperson with participation in zone and regional basketball, zone athletics and regional athletics. Ruby went onto become state champion in shot put.

Senior Male Sportsperson of the Year was a joint award to Daniel Bow and Torren Lamont with the boys representing the school in volleyball and going onto regional then state level.

Grace Morton was awarded the Junior Female Sportsperson performing in swimming, open basketball, open volleyball, zone, regional and state softball, and open netball.

Samuel Nilon received the Junior Male Sportsperson trophy for his achievements in open softball and baseball. He was also age champion at school, zone and regional level in swimming.

Numerous students gained North Coast representation with two students going onto state representation: Rachel Waller in squash and Ruby Morris for athletics.

Year 7 took part in a range of sports at the Gala Day at Evans River K-12 School as did all of Year 8 at their Gala Day at Kadina High School. Our three school carnivals of swimming, cross country and athletics were very well supported with over 75% student attendance and participation.

Under 15 girls touch football

Ruby Morris – Pierre De Courbetin Award winner for sporting excellence

Damien Vidler – Cricketer of the Year
Academic
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 7
With consistent growth in the numbers of our Year 7 intake over recent years comes a varying pattern in literacy results. With the exception of writing all areas fall into a pattern reflecting differences in the individual year groups. The school in 2011 has evaluated its policies and procedures with the view to improve across all areas so that results better reflect state means.

The aim will be to shift all students a number of “marks” better. This will have a significant impact on shifting students into higher bands. This when achieved will generate Naplan results that will rival and better state averages.

Improving writing will be a challenge that the school will meet in encouraging writing in a society moving away from formal writing.
Numeracy – NAPLAN Year 7

As with our literacy results, our numeracy results in NAPLAN testing reflect the changing nature of our student intake as a result of our growing numbers.

While the numbers of our students achieving in all bands remained static compared to recent years, numbers of students achieving in the middle two bands have risen to figures above both “like schools” and state average figures. Our challenge is to shift students from the middle two bands into the top two bands. Again this has been identified in the review in 2011 and is firmly planted as an outcome in our school plan for 2012–2014.

Literacy – NAPLAN Year 9

Year 9 literacy results in 2011 do, overall, show improvement from Year 7. While this is pleasing staff and community believe we can together achieve further improved student outcomes.

Our tradition of performing well in the writing component of literacy testing continued, with higher proportions of students achieving in the top two bands.
Numeracy – NAPLAN Year 9

Numeracy results are satisfactory but the challenge remains for staff to improve our representation in the top bands.

This is an identified priority in the school plan for 2012 to 2014. Significant resources are to be applied to lift these results to reflect state data.

School Certificate

Results are consistent across all KLAs showing close reflection of state data means. However our representation in the top bands is slightly below state means in all KLAs.

The challenge is to lift performance of all students so that the data is positively skewed.

Computing results are very positive. This is an ongoing characteristic of the school’s results.
School Certificate relative performance comparison to Year 5 (value-adding)

Data for 2011 showed achievement across all areas was not as strong as desirable.

Of most concern is the ongoing negative growth in Mathematics and Australian History, Civics and Citizenship.

This has been reviewed in 2011 and clearly acknowledged as a priority in our school plan for 2012-2014.

Higher School Certificate

Results across all KLAs were close to or better than state data averages.

Outstanding results were achieved in Music and Extension English while Visual Arts, Advanced English, Biology, Earth and Environmental Science and PDHPE also gained good results.

Of concern, however, are the lesser results from students in all levels of Mathematics. This again is an identified school priority and plans and structures are in place across a range of fronts to address this discrepancy in student achievement.

Hospitality students
Higher School Certificate relative performance comparison to School Certificate (value-adding)

While the Year 12 cohort of 2011 has on the whole been very pleased with their results and in most cases deservedly so it still remains a fact that as a group our students appear to be underperforming compared to state data.

The review of student learning and achievement completed in 2011 has clearly identified this as a school priority for 2012 to 2014.

All staff are fully aware of their role in ensuring quality learning continues to be the priority at RRHS.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Our data indicates areas of strength and while the tables below reflect two different groups of students it is interesting to note the areas of weakness are consistent.

Writing and Grammar & Punctuation are areas that the school needs to lift to ensure all students develop the skills needed to achieve well in these areas.

This again has been clearly identified as a priority in our 2012 to 2014 school plan.

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<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
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<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<td>Numeracy</td>
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<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
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Significant programs and initiatives

Technology Upgrade

During 2011, Richmond River High School consolidated its program of network updates to support the delivery of interactive classrooms and learning tools. Currently our LAN network is of industry standard and leaves the school well placed to develop and implement further technology initiatives.

Substantial investment in technology throughout 2011 saw technology installed into teaching and learning spaces as follows:

- The school maintains 4 formal computer labs.
- A fully implemented wireless network to support students in Years 9 to 12 who will all have a laptop provided by the beginning of 2012.
- Dedicated photography computers – 4 MACs.
- Approx 67% coverage of teaching spaces with integrated hardware such as interactive whiteboards. This is to be 100% coverage within a three year period.
- The school camera security network is planned to be completed by the beginning of 2012.
- Moodle, an online information sharing system, is due for installation in 2012.

School Reviews 2011

Two reviews were conducted by the school during 2011 to gain a true and clear understanding of the level of satisfaction from our community and a deeper understanding of students’ perceptions and learning.

These reviews were initiated by the school and were inclusive of staff, students, parents and the wider community.

The outcomes of these reviews indicated a high level of support for the school and its programs while at the same time indicating areas for growth and improvement.

This information has allowed the school to consultatively develop its school plans for the 2012 to 2014 cycle. These plans reflect the areas identified and as a result of the review process are fully understood by staff as is their role in implementation of the strategies.

Aboriginal education

Our school continues to demonstrate our commitment to Aboriginal education through incorporating Aboriginal perspectives in all KLA programs, in servicing staff on the new Aboriginal Education Policy, commencing each school and formal assembly with an Acknowledgement of Country and a compulsory unit of work for Year 8 called ‘Cultural Studies’. The aim of Cultural Studies is for students to develop an understanding of Australian Aboriginal peoples, and other cultures within Australia to enable them to be active and informed advocates for a just and inclusive society.

Richmond River High School continues to support Aboriginal students with the successful in class tutoring program. Each student received a combination of withdrawal and classroom assistance providing excellent opportunities for students to improve their learning outcomes.

Students continue to experience TAFE taster courses through V-Tracks which are designed especially for Aboriginal students. Courses included hairdressing, automotive and barista.

Our Aboriginal students are well regarded at RRHS and continue, in all but a minority, to contribute to and work with all aspects of school life and opportunity in a positive and rewarding manner.

Celebrating NAIDOC week
Personal Interest Projects

Richmond River High School continued its Personal Interest Project (PIP) initiative, in which all Year 8 students participate, in 2011. Based on the assumption that learning must “draw clear connections with students’ prior knowledge and identities, with contexts outside the classroom, and with multiple perspectives”, (Quality Teaching framework), all students in Year 8 were required to present a substantial project showcasing an area of interest which they felt passionate about.

The program relied upon a structured program of lessons, lasting for ten school weeks, in which students were supported by our Teacher Librarian, Mrs Seccombe, who also coordinated the PIP program during the completion of their project. These lessons were based substantially on Art Costa’s ‘Habits of the Mind’, encouraging students to think about their work, their processes of enquiry and their learning.

This is a very successful initiative which really highlights what students are capable of achieving when their personal interests are developed within an educational framework and structure rather than the traditional model where students are required to follow the structure and materials provided.

Progress on 2011 targets

2011 is the final of the current planning cycle and as such the focus this year has been to consult and develop a meaningful and achievable plan for the 2012 to 2014 cycle.

As a result the progress for the 2011 targets is unchanged from 2010.

Target 1

Majority of faculties can provide anecdotal/work sample evidence of improved spelling and writing skills (Years 7 – 9). Consistent value adding can also be demonstrated through Year 9 cohort NAPLAN data.

Our achievements include:

- Faculty meeting time has been used by teachers to develop class groups, using the SMART data analysis package, which identifies areas of weakness in literacy.
- Teaching programs in all faculties now feature explicit literacy teaching strategies.
- Year 9 NAPLAN testing reveals 54% of students performing at or above the National Minimum Standard in Reading, with similar figures of 55% in Writing, 39% in Spelling and 45 % in Grammar & Punctuation.
- Revised TARS and EARS documentation in 2012 to explicitly address strategies in the teaching of literacy.

Target 2

Majority of faculties can provide anecdotal/work sample evidence of improved numeracy skills (Years 7 – 9). Consistent value adding can also be demonstrated through Year 9 cohort NAPLAN data.

Our achievements include:

- Faculty meeting time has been used by teachers to develop class groups, using the SMART data analysis package, which identify areas of weakness in numeracy.
- Teaching programs in all faculties now feature explicit numeracy teaching strategies.
• Year 9 NAPLAN testing reveals 47% of students performing at or above the National Minimum Standard in numeracy.
• Revised TARS and EARS documentation in 2012 to explicitly address strategies in the teaching of numeracy.

Target 3

SMART data (where applicable) demonstrates consistent positive value adding across all cohorts. Consistent overall improvement in assessment task results in individual courses can be traced. Improved quality in student response learning reflection tool can be traced.

Our achievements include:
• Scope and Sequence documentation in PE faculty acknowledged as “best practice” in recent School Review.
• Quality Teaching suggested teaching strategies are an explicit feature of teaching and learning programs across all KLAs.
• An improvement to the average rate of improvement in achievement levels for students performing in the lower HSC examination bands of 0.3%.

Target 4

Reduction in fractional truancy, improved overall attendance, no Stage 6 N Award nominations.

Our achievements include:
• Implementation of a revised School Discipline Policy in 2011.
• Identification of the need for consistent student completion of “rich tasks” across Stages 4 & 5 to complement existing Personal Interest Project.
• Program of ongoing Year 6 “Experience Days” catering for 137 students potentially enrolling in Year 7.
• Implementation of comprehensive program of Year 7 “transition lessons” delivered by both staff and trained Year 10 students.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

In 2011 our school carried out evaluations of our student learning outcomes and the systems in place to support students in the area of welfare and discipline.

These reviews were used to develop a consultative process across staff, students and community to fully inform our school planning for the 2012 to 2014 period.

As a result a school plan has been developed that reflects the needs of the entire community and has been used to formulate planning across curriculum, student learning support, coordinate professional learning and develop our financial plan priorities.

Shanti Kenny achieved outstanding results in HSC Extension 1 English

Led steer success at the North Coast National
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School Priority 1

Outcome for 2012–2014

Achievement and Attainment

2012 Targets to achieve this outcome include:

- A differentiated curriculum meets the learning needs of all students at RRHS.
- Data is used to improve student learning outcomes.
- A common approach to programming and assessment embeds best practice in teaching and learning.

Strategies to achieve these targets include:

- Professional learning to support programming for curriculum delivery in mixed ability classes.
- Formation of GATS committee to create and implement a GATS Policy:
  - Focus group (GATS Committee) to review structure and guidelines for the management of the Reach High program. Clarification of the structure of the classes, articulate how the program will be managed and who will have responsibility to manage the program.
  - Review the role statement for GATS coordinator to work with Year 7 2012 and all following cohorts.
  - External (primary school) member on Reach High/High Achiever interview panels.
  - Draw on primary school expertise in differentiating curriculum.
  - Regular whole staff presentations and learning on specific aspects of data analysis with support of regional personnel.
  - Each faculty and or focus groups will use data sets, as well as other internal school data, to inform both faculty and individual staff planning, programming, assessment and evaluation and ensure all are clearly evident in documentation.
- STLA informs all staff the NAPLAN areas 10% or more below state average.
- STLA informs all staff of high achieving students who are not value adding to level of achievement.
- Cross faculty Rich Assessment Task (COGS) coordinator role (for each year group) developed.
- Share identified scope and sequence best practice in PDHPE.
- Common proforma to scope and sequence and assessments for all years.
- A staggered assessment schedule that is set and followed for Years 7-10.

School priority 2

Outcome for 2012–2014

Leadership and Management

2012 Targets to achieve this outcome include:

- School plans are collaboratively developed within the wider school community.
- Increased awareness and knowledge of leadership and management roles within the school.
- Cohesive and authentic relationship between homework and assessment.
- Faculty structures support all teaching staff with their teaching and learning practices.
- Students are supported by the learning support team.

Strategies to achieve these targets include:

- Leadership practices demonstrate consultation and accounting for key stakeholders. Also promotes collaboration and leadership capacity.
- Head Teachers are supported by the senior executive in the completion of faculty planning
- “GROW” (Goals, Options, Reality, Wrap up) model used as consultative tool to identify specific goals for professional improvement.
• TARS and EARS to be delivered at Richmond River High School as “Professional Support & Development Program” reflecting the GROW model.

• Scheduled Executive Meetings include sharing sessions on faculty progress in support of school improvement priorities as part of “PSDP”.

• All staff work with supervisor to develop a PLP in line with school improvement priorities.

• All executive collaboratively develop a regularly reviewed role statement.

• Nature and purpose of “Homework” to be defined.

• Creation of a homework and assessment coordinator role (whole school).

• Coordinator and focus group (representatives from each faculty) to develop and monitor homework policy.

• Co-ordinator and focus group to deliver ongoing TPL reflecting best practice.

• All faculties develop a “faculty handbook” (based on common format devised by Focus Group) including:
  • Scope and sequence for each year group
  • Assessment schedules – linked to syllabus
  • Teaching and learning programs
  • Available resources
  • Faculty responsibilities
  • OH&S where relevant
  • Faculty specific policies and procedures.

• Faculties nominate teacher mentors for non-subject specialists.

• New Scheme Teacher orientation to be coordinated by deputy principal.

• STLA areas of responsibility clearly articulated.

• LST develops processes to support learning needs of identified students.

• LST applies for necessary learning support for identified students.

• Ongoing support obtained from regional staff.

School priority 3

Outcome for 2012–2014

Literacy and Numeracy

2012 Targets to achieve this outcome include:

• Enhanced student engagement with and outcomes for literacy and numeracy.

Strategies to achieve these targets include:

• STLA to formalise a RRHS “learning centre” for academic assistance, particularly for students with identified literacy and numeracy needs.

• Regular evaluation of teaching and learning programs for relevance to student engagement and capacity to deliver literacy and numeracy outcomes.

• Continual revision or rewriting of units of work as necessary including curriculum differentiation.

• English and Mathematics faculties are supported to review and develop Years 7-10 scope and sequence documents. Strategies to achieve these targets include:

  • All staff to access and use student NAPLAN data to ensure teaching programs meet needs of students.
  • TPL for staff to develop an understanding of the NAPLAN test.
  • TPL for providing staff with strategies to enhance literacy and numeracy skills amongst students.
  • Each faculty to develop units of work and scope and sequence documents for Stage 4 that integrates literacy and numeracy skills into teaching, learning and assessment.
  • Each faculty uses data to identify and focus on an aspect of literacy and numeracy relevant to their KLA.

Anzac Assembly
School Priority 4
Outcome for 2012–2014

Organisational Effectiveness

2012 Targets to achieve this outcome include:

- Improved student engagement and retention in Stage 6.
- Discipline Policy is clear and manageable for all staff in accordance with the Positive Behaviour for Learning (PBL) framework.
- School policy and procedures facilitate organisational effectiveness.
- Role statements and accountability structures ensure organisational effectiveness.

Strategies to achieve these targets include:

- ATAR and non ATAR courses are aligned on Stage 6 subject lines.
- A school team continues to advise and support students in choosing the most appropriate patterns of study.
- Members of the school team conduct parent and student interviews to finalise patterns of study (Term 4).
- On line subject selection.
- TPL for all staff in the school discipline policy consistently applied.
- Benchmarking and discussion of student management scenarios at staff meetings (10 minute sessions once per term).
- Provide all staff with TPL into suspension procedures.
- TPL for all staff in the school discipline policy consistently applied.
- PBL team to be re-established to support discipline policy.
- Assessment calendar for all years is published and readily accessible to the wider school community.
- An accountability matrix is established to link all school programs and role statements.
- All role statements are aligned to ensure all school programs are effectively implemented.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

C Watkins  Principal  
D Williamson  D Principal  
M Hensley  D Principal  
B Marr  HT Maths  
D Hanley  HT English  
P Howes  HT CAPA  
S Dawson  HT HSIE  
T Laverty  HT PDHPE  
S Clayton  HT TAS  
Z Van den Berg  Acting HT Science  
M Bugden  Admin Manager  
M Humphries  P&C President

School contact information

Richmond River High School
Lake Street North Lismore 2480
Ph: 66 213456
Fax: 66 222928
Email: richmondri-h.school@det.nsw.edu.au
Web: www.richmondri-h.schools.nsw.edu.au/
School Code: 8214

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