

The Rivers Secondary College, Lismore High Campus

Annual Report



2016



8124

Introduction

The Annual Report for 2016 is provided to the community of The Rivers Secondary College, Lismore High Campus as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Nigel Brito

Principal

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Message from the Principal

In 2015, The Rivers Secondary College was gazetted as a college of three campuses, Lismore High Campus, Kadina High Campus and Richmond River High Campus. Each campus has its own identity and caters for students from Year Seven to Year Twelve. Mr Greg Smith was appointed Executive Principal of the Rivers Secondary College in 2016. Lismore High Campus continually aims to provide quality education to develop the individual talents, interests and abilities of our students to give them the capability and confidence to succeed as 21st century learners. We are a co-educational, comprehensive campus seeking always to provide students with the opportunities to acquire the knowledge, understanding, skills and values for productive and rewarding lives. Our site has Trade Training facilities in Hospitality, Metals and Construction. We have a strong, supportive student wellbeing and discipline system. Staff are caring, experienced, well-qualified and are committed to encouraging personal excellence.

Message from the school community

Lismore High School P&C AGM 2017

President's Report – Nadine Toniello

2016 has been a busy, successful and exciting year for Lismore High and the P and C. Towards the beginning of the year, we were advised by Lowes that some material was no longer available for our school uniforms so we, the P and C, decided to take the opportunity and make positive changes to our school uniform. WOW! What a mammoth task that set out to be. After many sub-committee meetings, P and C meetings, discussions with Nigel and Chris, newsletter blurbs, emails, visits from Lowes and other uniform companies, as well as many, many hours put in by Michelle Simpson, we have made it. The uniforms look fantastic and the vibe around the school and community is nothing but positive. The students have really stepped up their appearance and should be congratulated. I would like to take this opportunity to say a very big thank you to our vice president, Michelle Simpson, who took this challenge on. Thank you for all the hours you have spent dealing with everyone to get our uniforms ready for 2017. Nigel, please pass on our congratulations also to the students as they are the face of this school and when they wear their uniform proudly it shows the community what a great school Lismore High is.

2016 saw some staff changes at Lismore High where P and C members were called on to volunteer their time and sit on panels for merit selection positions. Thank you to those who gave up their time for this. I know I found it to be a very interesting process, especially having been on the other side.

Thank you also to parents who have volunteered in other capacities last year and especially those who give up their time

each month to come to meetings and support the P and C. I would like to personally thank you for your support and friendship over the last 12 months.

I thank Wendy and her husband for their hard work and commitment to deliver a great canteen to our children and staff.

To our fabulous committee – Carolyn, our treasurer, Suzie, our secretary, and Michelle our vice president, thank you for your commitment, support and guidance last year. I could not have done this job without you all.

Thank you to the Lismore High staff who guide, teach and support our children. We have excellent teachers and staff here who are passionate about our school and challenge our students to persist, grow and learn.

Finally, thank you to Nigel and Chris for your leadership within our school and for making Lismore High the best high school in the area. You both convey your passion for our school by setting high standards for our children and always wanting the best for them.

2016 was an exciting year and I look forward to 2017.

Nadine Toniello

President

School background

School vision statement

Inclusive, innovative centre of excellence.

At Lismore High Campus we are:

- Creating learning environments that engage students in the learning process.
- Building a culture of high expectations for our students
- Developing students as contributing members of the community
- Building strong community partnerships
- Developing student leadership capabilities
- Catering for the learning needs of students through differentiated learning
- Building the capacity and skills of staff through professional learning
- Providing equitable access for students to a high quality education

Success for our students is building pride in themselves and their achievements

School context

Lismore High Campus has a proud tradition serving the Lismore Community and was founded in 1920, the first public high school in town.

The enrolment for 2016 was 365 students. The school has a support unit with 30 students.

Lismore High Campus has a significant population of Aboriginal Students, 20%, and 5% Non-English Speaking Background.

In the last three years there have been significant improvements made at the school. School attendance rates are the highest in 5 years, National Assessment Program Literacy and Numeracy (NAPLAN) growth rates are the highest in 7 years. Higher School Certificate results are the most improved in 10 years.

There is a focus on improving the quality of teaching and learning taking place in the school.

The school has a very strong partnership with Southern Cross University and students have access to the University facilities for wider learning.

Lismore High Campus is part of The Rivers Secondary College and works collaboratively with Richmond River High Campus and Kadina High Campus through enhanced curriculum delivery to Year 11 & 12. Other whole school learning initiatives have improved educational delivery to Lismore Community through the College.

Parents and carers are very supportive of the school and there is both an active School Council and Parents and Citizens Association.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

We undertook in 2016 a self-assessment against the School Excellence Framework. The self-assessment process involved individual faculties within the school discussing evidence against the elements of the three major domains of Learning, Teaching and Leading. The staff rated where they felt the school was in terms of the various components of the elements and their descriptors. This data was then collated and is summarised under each of the three domains below. Whilst there are a number of descriptors indicating the school is excelling in areas of the domains, it is reflected that we are sustaining and growing in the majority of the elements. As part of the school's strategic plan, our focus has been on developing and improving wellbeing, curriculum and assessment and promoting a strong learning culture. Analysing student performance data to guide future planning and improvement has been a major focus.

The first domain examined was the learning domain. This domain consists of five elements and these elements are learning culture, wellbeing, curriculum and learning, assessment and reporting as well as student performance measures. The campus's discipline policy was reviewed and re-written in 2016. The new procedures have ensured positive and safe learning environments where students are treated fairly, consistently and equitably. A major focus of this was implementing a concurrent positive recognition system to supplement online vivo rewards. The outcome was the implementation of a bronze, silver, gold and platinum paper award structure which has been well received by students to reinforce academic, extra-curricular and sporting achievements. Staff across the college worked collaboratively on a Positive Behaviour for Learning matrix to give student input and ownership. Project based learning has continued to engage students in years 7 and 8 with new teams of staff rolling it out into year 9 cohorts. A wrap around approach from several teams within the campus has been used to support students emotional and physical wellbeing, enabling them to be more productive and happy learners.

The second domain examined was the teaching domain. This domain consists of five elements and these elements are effective classroom practice, data skills and use, collaborative practice, learning and development and professional standards. The professional learning within the school has been targeted to meet the school plan. A significant focus on Gifted and Talented learning and making adjustments to support student engagement was undertaken. This was complimented by training staff in data analysis to guide improvement, which continues to be an area for development in 2017. During Project Based Learning, cross-curricular teams of staff have worked collaboratively on programming, assessment and delivery to establish real world problems and learning experiences for students through community involvement. A notable reduction in negative student behaviour has contributed to more productive teaching environments. Due to the roll out of the National Curriculum, it has been necessary for staff to develop innovative new programs, assessments and resources to facilitate high quality teaching and learning.

The third domain is the leading domain. This domain consists of four elements and these elements are leadership, school planning implementation and reporting, school resources and management practices and processes. This domain has a focus around the leadership teams within the school and how these teams operate in ensuring the leading of the school is meeting the best outcomes for students and also implementing and delivering on the school plan. 2016 saw strong parental leadership through the P&C. A new school uniform was developed and accepted and students are now choosing to wear ties and blazers giving the campus a more professional feel and students taking pride in school uniform. Student representative council members and senior prefects also made considerable impact to moving the school forward, including securing sponsorship for and running a daily breakfast program. Staff and students are encouraged to take on leadership roles within the school and are supported in this. The executive team and aspiring executive undertook training and development throughout 2016 and a number of these staff members have stepped up into leadership roles in 2017.

The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the campus. Staff at the campus experience and contribute to a professional learning environment that fosters collegiality and consistent expectations, to maximise student potential. Through an increased focus on unity across public education in Lismore and enhanced communication and collaboration with parents and community, opportunities for students have been created. The new approach to school planning, supported by the new funding model to schools is making a major difference to our campus of The Rivers Secondary College. The achievements and future directions are outlined in the following pages of this report.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

STAFF

Purpose

Our staff is innovative, and collaborative teachers provide students a learning environment of excellence.

Purpose:

Staff are the key element in making school improvement. Our school improvement is focussed on aspects of the School Excellence Framework.

All teachers must maintain accreditation against the Australian Professional Standards for Teachers (APST).

To ensure that students are having maximised learning opportunities, staff professional learning is provided against the APST.

Through this professional learning and leadership by staff within the school we can deliver on the goals for our students.

Our teachers are focussed on providing engaging learning environments for our students that promote academic success.

Overall summary of progress

2015 HSC data was analysed and formed the basis for informing 2016 teaching practice. Classroom observations were undertaken by supervisors using the AITSL classroom practice guide as a tool of reflection and feedback in line with these standards. Curriculum audits determined that teachers are implementing improved practice and it has informed future directions. Project based learning was evaluated and recommendations were implemented.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|----------------------------|
| All teachers demonstrate high level competency at the proficient or above level as outlined in the Australian Professional Standards for Teachers. | Programming days for faculties to ensure teacher programs are BOSTES compliant HSC review of 2015 data to inform 2015 teaching practice | \$180000 |
| All teachers and leaders have explicit professional learning goals matched to the standards and the priorities articulated in the school plan and these are attained each year. | Implementation of the guiding dialogue process through faculties PDP goals developed through guiding dialogue process | |
| Teaching programs demonstrate quality curriculum adjustments. | Initial project team meeting held fortnightly to develop parameters of program Executive participate in formal PL re coaching, mentoring and how to give and receive feedback in the new world of PDP. Stage 1: Observations completed Stage 2: 9–12 training of teachers in Project. Curriculum audits of faculties to measure teacher practice in implementation Mid Year review of PDP Curriculum audit 2 (selected). Monitor | |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|-------------------------------|
| <p>All teachers demonstrate high level competency at the proficient or above level as outlined in the Australian Professional Standards for Teachers.</p> <p>All teachers and leaders have explicit professional learning goals matched to the standards and the priorities articulated in the school plan and these are attained each year.</p> <p>Teaching programs demonstrate quality curriculum adjustments.</p> | <p>implementation and provide support for teachers.</p> <p>Lesson observations. Meet with supervisor to discuss progress towards goal. Update PDP with examples of evidence.</p> <p>Programming days for faculties.</p> <p>All teachers to have met a second time with their supervisors to discuss progress being made towards professional learning goals and to discuss evidence of this</p> <p>Appropriate KLA staff practising ProBL for 2017 as part of their planned teaching load.</p> <p>Programs for 2016 completed showing best practice BOSTES elements</p> <p>Staff have formally met with their supervisors to discuss the evidence of their progress towards the achievement of PLGs for 2016.</p> <p>Teachers demonstrate the AITSL classroom practice tool as part of reflection.</p> | <p>\$180000</p> |

Next Steps

Improved use of academic data to enhance student learning of syllabus outcomes.

Strategic Direction 2

STUDENTS

Purpose

Our students are successful, learners, confident and creative individuals, and active and informed citizens.

Purpose:

We are here to improve the learning and social wellbeing of the students we have care of. Our decisions are based around providing the best opportunities for our students. We must also listen to students and cater to their own identified learning needs. By engaging with students and developing collaborative relationships, we will develop a successful culture of learning and high achievement that allow us to meet the goals of the *Melbourne Declaration*.

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become:

- successful learners
- confident and creative individuals
- active and informed citizens

Overall summary of progress

Positive feedback from parents and students in Tell Them From Me data suggests the study skills program supported student independent study habits. The leadership camp was highly successful and built aspirations of students. Project based learning scope and sequences have mapped general syllabus capabilities.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|----------------------------|
| All teaching staff trained in the implementation of Project Based Learning and the implementation of independent class use for 2017 in Year 9 and Year 10. | Study skills program Phase 1 commences for senior students | \$70000 |
| | VIVO miles implemented: New positive welfare program | |
| Update and improve our student wellbeing practices in the school following the implementation of the Student Wellbeing Framework. | High Achievers excursion to Sydney: university exposure; selected high school students visit for student comparison | |
| | Boys group excursion: develop capabilities for boys | |
| | Study skills program phase 2: student interviews and development of study timetable | |
| | Girls group excursion: develop capabilities for girls | |
| | Student wellbeing framework released: identify areas for improvement | |
| | Study skills program phase 2: intensive student support following trial exams for final exam preparation | |
| | Student wellbeing teams working on new procedures | |
| | HSC data 2016 review: to determine improvement | |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|-------------------------------|
| <p>All teaching staff trained in the implementation of Project Based Learning and the implementation of independent class use for 2017 in Year 9 and Year 10.</p> <p>Update and improve our student wellbeing practices in the school following the implementation of the Student Wellbeing Framework.</p> | <p>Student wellbeing manual has been developed and staff are implementing the new practices</p> | <p>\$70000</p> |

Next Steps

Increased engagement of students in the teaching and learning process at school. Implementing project based learning into Year 9 classes and expanding project learning spaces in the school.

Strategic Direction 3

COMMUNITY

Purpose

We work collaboratively with our community in partnership to produce students who make positive contributions to society

Purpose:

Students are members of the community and as part of the *Melbourne Declaration*, All young Australians become:

- successful learners
- confident and creative individuals
- active and informed citizens

We work collaboratively with the school community to produce students who will think critically, be responsible citizens and make a positive contribution to their school community and to society.

By engaging with the community we can develop better relationships that will result in better partnerships. These partnerships ultimately produce better outcomes for our students and produce contributing members of society

Overall summary of progress

Enhanced student and parent satisfaction in Project based learning was measurable in its evaluation. Increased attendance at information evenings and positive community feedback after attending school functions occurred. School communication practises were reviewed and strategies to use print/social media to promote the campus were developed.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|----------------------------|
| Satisfaction with the school will see increased overall enrolments in the school in 2017 compared with 2016 (380). Improved partnership with primary schools. Expand on the team teaching program with primary schools. | Local community members teaching in ProBL lessons: improving community perceptions School promotion materials updated to reflect college Parent involvement in ProBL assessment and student learning School information evening to promote school in the community Improved <i>Facebook</i> page from feedback from the community Communications review by external assessor: independent review Feedback from parents focus group | \$6800 |

Next Steps

Continue to engage parents and community involvement in school activities and functions.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|--|--|---|
| Aboriginal background loading | <p>ART program for Aboriginal students to engage students who are disengaged</p> <p>Aboriginal Resource Teacher allocated to support Aboriginal school programs</p> <p>Lexia/ SUMDOG Literacy /numeracy support program for students</p> <p>NAPLAN Norta /Norta tutor employed to support student literacy /numeracy Yr8/9/10</p> <p>AIME: external mentoring program for Aboriginal students</p> <p>Norta/Norta senior tutors employed to support senior Aboriginal students</p> <p>PLP's Completed for all students for learning support of student.</p> <p>Community liaison officer to improve community connections</p> <p>NAIDOC Day: promotion of Aboriginal culture and promote community engagement</p> <p>Aboriginal Sports Program: engaging Aboriginal boys and building self-esteem</p> <p>Community connections program</p> <p>Forming parent consultative group</p> | <p>RAM \$56800</p> <p>Norta Norta \$50000</p> |
| English language proficiency | <p>ESL Senior class. Year 11/12ESL Class to support students</p> <p>ESL Implementation plan developed</p> <p>ESL interviews / parents PLP's developed</p> <p>Cultural Day to promote school multiculturalism</p> | <p>\$30000</p> |
| Low level adjustment for disability | <p>Staff release for IEP's and support unit meetings</p> <p>Staff release for curriculum adjustments for student IEPs</p> <p>Release for IEPs updating for NCCD</p> <p>Staff release for curriculum adjustments for student IEPs's</p> <p>Release for IEPs updating for NCCD</p> <p>Wellbeing team release process</p> <p>Release for Student Wellbeing team framework implementation</p> <p>Release for student transition for Yr 6 to Yr 7 for 2016</p> | <p>\$33000</p> |
| | | |

| | | |
|---|--|-----------------|
| <p>Socio-economic background</p> | <p>Aspiration High Achiever students excursion subsidy to build high expectations</p> <p>EDVAL License and school management timetable/ attendance software</p> <p>VIVO License and positive student rewards program</p> <p>Excursions student travel project to allow student access</p> <p>SENTRAL Student management software</p> <p>ProBL Room resources and learning space development</p> <p>SUMDOG license. Mathematics software license</p> <p>Senior study room: computers and furniture for students</p> <p>Rivers Admin Assistant: joint college operations</p> <p>PAT Academic growth testing</p> <p>Rock and Water resources</p> <p>Boys Camp: boy personal development camp</p> <p>Girls Camp: girl personal development camp</p> <p>Classroom refurbishment for improved learning spaces for students</p> <p>LEXIA literacy software licence</p> <p>Special Ed Equipment</p> <p>Study skills program to develop senior student study skills</p> <p>Learning Centre supporting student learning</p> <p>Special Ed resources to promote engagement</p> <p>Clickview license and video teaching resources for students and staff</p> <p>Music resources improve student engagement</p> <p>PDHPE resources improve student engagement</p> <p>IT equipment project expansion school wide</p> <p>Leadership camp for SRC. Student leadership program. Develop student leadership skills .</p> <p>Student portfolio program developing PS and confidence</p> <p>Rivers College timetable provides student choice</p> | <p>\$256000</p> |
|---|--|-----------------|

| | | |
|--|---|----------------|
| <p>Support for beginning teachers</p> | <p>Teacher release</p> <p>Additional Staff professional learning for accredited teachers</p> <p>Beginning / recently permanent teachers professional learning group. Mentors appointed to work with teachers</p> <p>Program implementation</p> <p>Beginning teacher induction manual with associated training and support</p> <p>Teachers have completed registered professional learning and evaluated effectiveness</p> | <p>\$35000</p> |
|--|---|----------------|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 214 | 185 | 183 | 182 |
| Girls | 204 | 179 | 171 | 173 |

As can be noted from the student data, since 2009 student numbers have been declining. The school reached it's lowest number in 2015. In 2016 enrolments plateaued and 2017 numbers have increased to 375 students.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| 7 | 87.5 | 89.4 | 88.6 | 89.5 |
| 8 | 85.4 | 83.6 | 83.1 | 82.8 |
| 9 | 81.1 | 76.9 | 83.1 | 78.7 |
| 10 | 82.3 | 78.4 | 75.9 | 83 |
| 11 | 84.7 | 85.4 | 87 | 84.6 |
| 12 | 81.1 | 88 | 90.5 | 86.6 |
| All Years | 83.6 | 83.7 | 84.9 | 84.1 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| 7 | 93.2 | 93.3 | 92.7 | 92.8 |
| 8 | 90.9 | 91.1 | 90.6 | 90.5 |
| 9 | 89.4 | 89.7 | 89.3 | 89.1 |
| 10 | 87.7 | 88.1 | 87.7 | 87.6 |
| 11 | 88.3 | 88.8 | 88.2 | 88.2 |
| 12 | 90.1 | 90.3 | 89.9 | 90.1 |
| All Years | 89.9 | 90.2 | 89.7 | 89.7 |

Management of non-attendance

Student attendance is slightly below the state average. As can be seen from the data there has been an improvement in year 7 attendance and a significant increase in year 10 attendance.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment | 0 | 0 | 5 |
| Employment | 1 | 10 | 20 |
| TAFE entry | 2 | 1 | 22 |
| University Entry | 0 | 0 | 29 |
| Other | 16 | 12 | 13 |
| Unknown | 21 | 24 | 11 |

Year 12 students undertaking vocational or trade training

54% of students undertaking year 12 in 2016 undertook a vocational education course and either attained the full certificate qualification or a certificate of attainment towards it.

Year 12 students attaining HSC or equivalent vocational education qualification

There were 45 students who attained their Higher School Certificate in 2016.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Deputy Principal(s) | 1 |
| Head Teacher(s) | 7 |
| Classroom Teacher(s) | 19.7 |
| Learning and Support Teacher(s) | 1.3 |
| Teacher Librarian | 1 |
| Teacher of ESL | 0 |
| School Counsellor | 1 |
| School Administration & Support Staff | 9.38 |
| Other Positions | 6 |

*Full Time Equivalent

There were two staff members who identified themselves as Aboriginal.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 72 |
| Postgraduate degree | 28 |

Professional learning and teacher accreditation

Staff training and development was centred on the Australian Professional Teaching Standards and the school's strategic directions. The major priority underpinning the campus's Professional Learning Plan was to enhance the capacity of teaching and learning to improve outcomes for students. The Quality Teaching Framework remains the central focus. In 2016 workshops and courses were attended in the following areas: Beginning Teachers, GATS, Aboriginal Education, ICT/STEM, Literacy/Numeracy, Quality Teaching, Syllabus Implementation, Career Development, Welfare/Equity, Project Based Learning and Positive Behaviour for Learning.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary of financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Income | \$ |
|--------------------------------|-------------------|
| Balance brought forward | 268 467.00 |
| Global funds | 489 393.71 |
| Tied funds | 670 708.02 |
| School & community sources | 86 188.31 |
| Interest | 8 160.80 |
| Trust receipts | 22 464.28 |
| Canteen | 0.00 |
| Total income | 0.00 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 58 422.15 |
| Excursions | 43 697.29 |
| Extracurricular dissections | 21 590.10 |
| Library | 9 202.11 |
| Training & development | 2 334.11 |
| Tied funds | 668 354.88 |
| Short term relief | 143 825.76 |
| Administration & office | 101 818.02 |
| School-operated canteen | 0.00 |
| Utilities | 101 510.10 |
| Maintenance | 26 744.16 |
| Trust accounts | 20 218.50 |
| Capital programs | 0.00 |
| Total expenditure | 0.00 |
| Balance carried forward | 0.00 |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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.

The Literacy results were much improved on 2015 averages. There was extensive growth and in two domains: grammar and punctuation and reading, the students achieved above state level at Year 9.

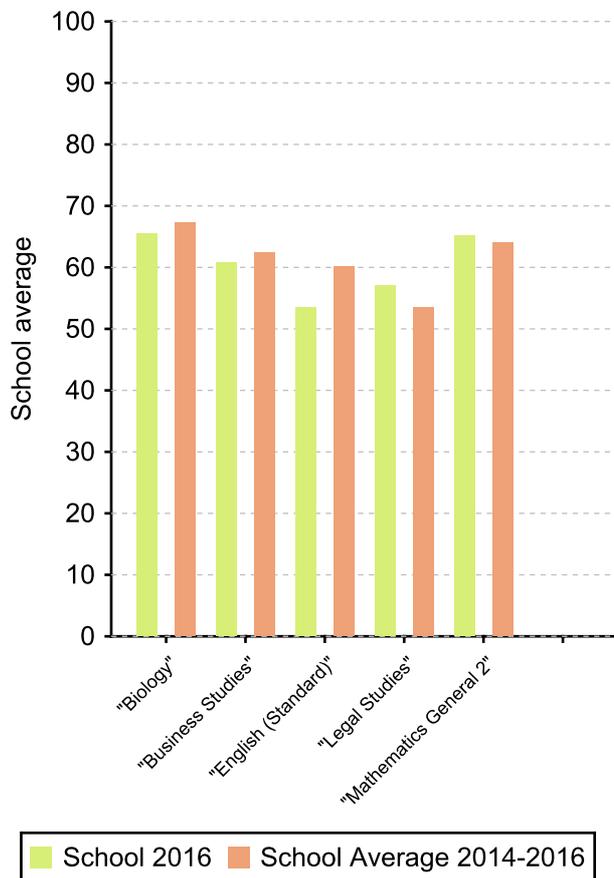
The Numeracy results were slightly down on the 2015 average. There was however extensive growth in Year 9 for numeracy.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link <https://www.myschool.edu.au/> and insert the school name in the *Find a school* and select *GO* to access the school data.

In 2018 onward the NSW Premier has set specific improvement targets in the top two bands of NAPLAN in reading and numeracy. These areas will be a focus of school improvement.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

A survey was carried out with students, parents and teachers. The survey was broken into a variety of domains to measure the satisfaction with school.

The domains were: Safety, Learning, Behaviour, Consultation, Approachability, School Image, School Improvement and Relationships.

Student, Teacher and Parent Responses

Safety– Students feel safe at school. 76% Agree

Learning– Teachers help students to learn. 72% Agree

Behaviour– Staff deal with misbehaviour. 69% Agree

Consultation– The school listens to suggestions. 54% Agree

Approachability– Staff are approachable. 73% Agree

School Image– The school has a good reputation for learning. 69% Agree

School Improvement– The school strives to do better. 70% Agree

Relationships– Students work collaboratively. 79% Agree

The data suggests the school was performing above average in most of the domains, with consultation being rated the lowest. The Student Representative Council reviewed their constitution, procedures and profile to address student voice while teachers and parents rated the consultation domain highly. Rock and Water was also delivered to students in years 7–10 to build confidence, resilience and to enhance student safety.

The school also sought opinions using the Tell Them From Me survey tool. Below is a snapshot of some of the findings.

38% of students in this school had a high rate of Participation in Extracurricular activities. The NSW Government norm for these years is 24%. This suggests strong student satisfaction with the school's additional programs.

In this school, 90% of students had positive behaviour. The NSW Government norm for these years is 86%. When student's social and emotional wellbeing is catered for, they are less likely to act out.

Students' average reported grade in core subjects was 67% which is above the NSW Government norm for these years.

72% Students feel they have someone at school who consistently provides encouragement and can be

turned to for advice.

Only 8% of students lacked confidence in their skills and did not feel they were challenged in classes.

29% of students in this school were interested and motivated which is above the NSW Government norm for these years.

6.3 out of 10 students rated effective classroom learning where: important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

This data will be used to inform the consultation process around the 2018–2020 school plan.

Policy requirements

Aboriginal education

Lismore High Campus had a dedicated Aboriginal Education Committee in 2016 from a cross section of teaching and non-teaching staff. Indigenous students worked with staff and families to develop personalised learning plans to assist and support them in developing short and long term goals. Several staff were trained in '8 Ways Pedagogy' and 'Stronger Smarter' and this has been embedded into teaching practises across the school. After a successful consultation process with local community, all year 7 students spent a term learning Bundjalung in Language lessons during 2016. Aboriginal students participated in a leadership program at Southern Cross University where they worked with other students from the college and elders from the local community. Our students also developed a short film about culture and identity which was professionally filmed and uploaded onto You Tube which can be accessed from the following link. https://www.youtube.com/results?search_query=wiyabu+totem

Multicultural and anti-racism education

All students enrolled at Lismore High Campus are treated equitably, fairly and consistently regardless of their race, ethnicity or cultural background. The school's discipline policy was consulted on with students, staff and community in term 4 2015. The policy was re-written and students were explicitly taught expectations around anti-racism and anti-discrimination. The Department's Wellbeing Framework is adhered to and Lismore High Campus has a strong anti-bullying policy. SRE was delivered to students who elected this and student welfare and crossroads lessons were delivered also. 'Rock and Water' was implemented with all students who elected to do this in years 7–10, complementing mandatory PDHPE curriculum and addressing multicultural and