

# The Rivers Secondary College, Kadina High Campus

## Annual Report



2016



**THE RIVERS**  
SECONDARY COLLEGE  
KADINA HIGH CAMPUS

*The heart of secondary education for Lismore*

8520

## Introduction

The Annual Report for 2016 is provided to the community of The Rivers Secondary College, Kadina 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.

Ian Davies

Principal

### School contact details

The Rivers Secondary College, Kadina High Campus

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6624 3133

### Message from the Principal

In 2015, The Rivers Secondary College was gazetted as a college of three campuses, Kadina High Campus, Lismore High Campus and Richmond River High Campus. Each campus has its own identity and caters for students from Year Seven to Year Twelve. Kadina 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 in the 21st century. We are a co-educational, comprehensive campus of the Rivers Secondary College, seeking always to provide our students with the opportunities to acquire the knowledge, understanding, skills and values for productive and rewarding lives. We have a fully operational Trade Training Centre focusing on both Hospitality and Metals. In 2016 a refurbishment of our Music rooms now offers the highest standards in the performing arts. We have a strong, supportive student welfare and discipline system. We have caring, experienced and well-qualified teachers, who are committed to encouraging personal excellence. The college is a part of the Rivers P-12, a united public education for Lismore catering for the needs of our local community. With Mr. John Baker, Executive Principal, 2015-2016 moving on, Mr. Greg Smith was appointed Executive Principal of the Rivers Secondary College in late 2016. He is located on campus at Kadina High Campus.

We are committed to

Ensuring that quality teaching and learning is a focus in each classroom,

Ensuring all students have appropriate Information and Communication Technologies to meet their educational and vocational needs,

Providing a safe, secure, disciplined and quality learning environment,

Involving parents, caregivers and the local community in all aspects of the campus,

Offer breath of curriculum through our involvement in The Rivers Secondary College,

Supporting the building capacity initiative to provide quality public education in the Lismore area.

## School background

### School vision statement

The Rivers Secondary College, Kadina High Campus, is committed to improving the educational outcomes and wellbeing of all students to excel and achieve in every aspect of their education and allow students to develop their directions for the future. As a school built on the land of the Bundjalung Nation, Kadina High Campus is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia. To achieve this vision the school will work collaboratively within The Rivers Secondary College in partnership with The Rivers P–12 Learning Community of Schools. This plan provides a framework to ensure that student learning, engagement and wellbeing is at the heart of the Kadina High Campus vision. This will be achieved through the strengthening of teaching and learning practices, staff collaboration, improved school systems and effective community connections. We want our school community to have confidence in Kadina High Campus. We will foster greater confidence and communication through open communication. We will welcome and use feedback and will encourage people to speak up and voice their ideas as a tool to continually monitor our performance.

### School context

The Rivers Secondary College, Kadina High Campus has an exceptional geographical location in the Northern Rivers/Rainbow region of New South Wales. The school prides itself as a caring and friendly place with students who are confident, outgoing and respectful of each other. This is complemented with teachers who are willing to participate and excel to work towards supporting each individual student to achieve their potential. The school, has approximately 500 students and 40 staff, offers a wide range of courses, which meet the needs of all students. A collaborative process was used to identify three strategic directions and to plan evidence-based strategies to ensure that the staff, school systems and the community meet the needs of students to successfully manage the complexity and diversity of our world by becoming more fluid, more flexible, more focused on reality, and radically more innovative. Kadina High Campus is a part of The Rivers Secondary College. The Rivers Secondary College is an organisational structure that grew from a grassroots desire to support a significantly closer collaboration of the Lismore and environs public schools. The three campuses share a Trade Training Centre to allow flexibility in the delivery of S–VET subjects across all three campuses.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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.

Staff reflected on the progress being made across the campus as a whole based on the expectations identified in the School Excellence Framework and the validating our journey on the three strategic directions of “Step Up”, “Engage” and “Connect”. This provides an important overview to ensure our improvement efforts align with these high level expectations. In the domain of Learning, our efforts have primarily focused on curriculum and learning. The strategic direction “Step Up” focused on the Quality Teaching Framework used for assessment and planning, Professional Learning to engage all staff, Student Leadership to allow the student body to have a more informed voice in the campus. The campus setting, in and out of the classroom, is to establish expectations where high expectations are the norm. Students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them. We have also successfully provided for the strong participation and contribution of our Aboriginal community in learning at the campus. Our major focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a team in each of our stages. The strategic direction “Engage” focused on a Curriculum Review focusing on programming to support diversity of curriculum, modification of curriculum and alternative pathways. There was a focus on PLP’s for our Aboriginal students which are of a high and meaningful quality and on IEP’s for our special needs students of a high and meaningful quality. The staff also saw the need to review extra-curricular activities connected to the campus community and a system where rewards, student recognition and the valuing of education are an expectation. In the domain of Leading, our priorities have been to progress leadership and management practices and processes. 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 will enjoy a professional learning environment that fosters collegiality and consistent expectations in

order to develop a quality learning environment that maximises student potential. This means focusing on community involvement and connections to increase unity across public education in the Lismore community and developing opportunities through better communication with parents, community members to provide greater collaboration. The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a campus of The Rivers Secondary College. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the campus to refine the strategic priorities in our College and Campus Plans leading to further improvements in the delivery of education to our students.

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

### Step Up

#### Purpose

To deliver Kadina High Campus's vision and values by providing and implementing a range of strategies and experiences to support staff, students and their carers to "step up" and achieve their potential.

#### Overall summary of progress

Professional Learning support for staff has gained staff confidence in the use of SMART Data. Through the use of faculty pairing staff established a mentoring process within the school for lesson observation and feedback.

School Captains have had a higher profile within the school and attended functions where they interacted with VIP's.

The campus has been involved in public speaking and debating encouraging of student participation in such events as ANZAC march, Leo's Club, Southern Cross University activities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>SUMMARY DOT POINTS</b> <ul style="list-style-type: none"><li>• Quality Teaching Framework used for assessment and planning</li><li>• Professional Learning to engage all staff</li><li>• The use of guiding questions in Executive as part of the PDP process</li><li>• Student Leadership will allow the student body to have a more informed voice in the school.</li><li>• High Expectations are the norm.</li></ul>	<ul style="list-style-type: none"><li>• Q T Framework– revisit assessment &amp; programming</li><li>• Analysis of standardised testing data to reflect and strengthen teaching and learning</li><li>• Map students on literacy and numeracy continuum</li><li>• Explicit teaching of literacy/numeracy across the school. Common language of literacy and numeracy across KLAS through the development of a whole school writing program</li><li>• Faculty pairing/sharing, Peer mentoring and formative assessment</li><li>• Continued motivational speakers in to speak to students</li><li>• Teacher mentors to work more closely with students about post school aspirations</li><li>• Opportunities for staff to relieve in positions</li><li>• Staff to work with Last to support and assist to modify assessment tasks for students as required</li><li>• Increased awareness and knowledge of DEC policies &amp; procedures</li></ul>	\$47500.00

#### Next Steps

– Improve the processes and quality of Professional Development Plans and introduce non-teaching staff Professional Development Plans.

– Continue increased the use of Microsoft 365.

.– Provide more leadership Professional Learning.

–Us of guiding questions in Executive team.

–Further in–servicing on SENTRAL as a technology package across the school.



## Strategic Direction 2

### Engage

#### Purpose

The curriculum at Kadina High Campus will engage students by offering challenging and diverse learning experiences that will cater for individual student needs and learning styles.

#### Overall summary of progress

The campus developed closer links with local feeder schools to focus on transition planning throughout the school year. A review of the school rewards system was undertaken with plans for a new recognition program to be implemented in 2017. A formal examination process was implemented in 2016 for Yearly examinations of students from Year 8 upwards. Across The Rivers Secondary College, a leadership program for Aboriginal students entitled Wijabal Wiyabal was developed to encourage greater links with Aboriginal Elders within our community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Curriculum Review (Staff)– Programming– Diverse– Modify– Alternative</li><li>• PLP (Aboriginal) of a high and meaningful quality (student)</li><li>• IEP (special needs) of a high and meaningful quality (student)</li><li>• Extra–curricular activities connect the school community (staff, students, community)</li><li>• Rewards/Recognition/Value education are an expectation (staff, students, community)</li></ul>	<p>Curriculum</p> <ul style="list-style-type: none"><li>• Revise school practice regarding transition 6–7 and 10–11</li><li>• Teacher support to develop pedagogy with student input where applicable– QTL</li><li>• Team of teachers from Primary Schools &amp; Kadina, develop specialist activities with partner schools</li><li>• Source guest speakers to enrich program delivery</li><li>• Investigate a Middle School approach, to improve Yr. 6 to 7 transition</li><li>• Teacher support to develop literacy/numeracy strategies in the classroom</li></ul> <p>Engaging student with learning support needs</p> <p>Investigate accelerated learning programs in literacy and numeracy.</p> <p>Engaging Aboriginal Students–PLP (Aboriginal)</p> <p>–Acknowledging Culture.</p> <p>Rewards/Recognition/Value education</p> <ul style="list-style-type: none"><li>• Review the schools reward programs</li><li>• Build and strengthen parent and community relationships</li></ul> <p>Review current whole school behaviour management strategies.</p>	\$20000.00

#### Next Steps

- Further use of SENTRAL and introduce the reporting package in SENTRAL in 2017.
- Expand the use of various forms of digital communication between staff and students and families including the use of Schoolstream.
- .– Prepare for the implementation of Finance and SALM in September 2017.
- Develop a Technology Team to look at long term technology planning within the school.



## Strategic Direction 3

### Connect

#### Purpose

To strengthen connections throughout the Kadina High Campus community to increase opportunities for staff and students to step up and engage.

#### Overall summary of progress

The campus developed cross-faculty sharing and collaborative professional development to support Professional Learning plans. Staff focused on developing a deeper understanding of culture and how to apply culturally appropriate strategies in the classroom. The campus focused on a greater parental/carer attend at special assemblies and other special events. Schoolstream was introduced as a communication source to pass on information to our greater community. The school continued to focus on the use of social media e.g. Facebook as a means of promoting activities around the school. The Tell Them From Me survey was used to source feedback from our community including parents, teachers and staff.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Communicate/Parents &amp; Community– greater collaboration (staff, students, community)</li><li>• Social Media utilized to inform(staff, students, community)</li><li>• Interschool and community events to promote greater interaction throughout the school community (staff, students, community)</li><li>• Cross faculty/Collegial activities to develop positive relationships(Staff, Student)</li><li>• Community involvement and connections to increase unity across public education in Lismore– Community/opportunities/universities (student)– Feeder Schools(community, staff)– Non–government organisations(Staff, Student)</li></ul>	<ul style="list-style-type: none"><li>• Increased parental connection with Kadina High Campus through regular contact and involvement in school activities.</li><li>• Develop students to become ambassadors in the Kadina High Campus community</li><li>• Greater interaction with indigenous parents e.g. football games and BBQ</li><li>• Make parents aware of P&amp;C members and activitieso P&amp;C in consultation with Principal develop an information and welcome package–P&amp;C to have their own page</li><li>• Inform Kadina High Campus community of events via a multimode approach</li><li>• Develop a culture of significantstaff representation at school functions</li><li>• Develop a culture of students being actively involved in Kadina High Campus and community events</li><li>• Increasing unity across public education in Lismore</li><li>• Strengthen student pride in Kadina High Campus as a school of choice</li><li>• Greater links with feeder schools</li><li>• Build business and community partnerships</li></ul>	\$29000.00

#### Next Steps

– Implementing the next phase of Positive Behaviour for Learning.

- Expand strategy for explicitly teaching Literacy skills focusing on writing in 2017.
- Further development of curriculum differentiation and the collecting of learning needs information for students transitioning from Year 6.
- Strengthen new syllabus implementation across a number of subjects for implementation in 2018.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Students from the leadership group worked alongside a teacher to compile an Aboriginal student year book. These students gained increased computer skills and knowledge of creating a magazine</p> <p>Aboriginal students hosted a “transition to high school information section” for Year 6 Aboriginal girls. Our students gained increased confidence and had the opportunity to work on their leadership, team building, mentoring.</p> <p>Eligible targeted indigenous students, who are in the lowest band in NAPLAN in all four areas of literacy and or numeracy are able to be provided with support to assist and develop skills and understanding that enable them to independently participate in class activities. Year 11 and 12 indigenous students can receive Norta Norta tutoring to assist in making their pathway to the HSC more manageable.</p>	<ul style="list-style-type: none"> <li>• Aboriginal background loading (\$13 000.00)</li> </ul>
<b>Low level adjustment for disability</b>	<p>Students who have disabilities but do not receive funding support have individual learning and support plans and receive individual support from Learning and Support teachers. Students are assigned case managers who become their mentor if issues arise. Case meetings are conducted with parents to ascertain goals of the students for the year and what adjustments are needed for the student to fulfil their potential. Information on these adjustments are then issued to teachers who make the necessary adjustments within the classroom. A Learning and Support Educational Resource (LASER) room has been established to ensure students receive individual tuition or support when it is required. This room is staffed by the Learning and Support staff throughout the day and the system operates on both self and teacher referral. This has led to improvement in student engagement and students feel greatly supported in this environment. This room also provides support for students at both recess and lunchtime where students are able to interact with other students and play a variety of games</p>	<ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$49 245.00)</li> </ul>
<b>Socio-economic background</b>	<p>At Kadina High Campus, staff work tirelessly to support students both personally and academically, assisting them to develop into mature, well rounded individuals. Staff provide one on one personal support and mentoring and also assist students to access relevant external service providers. Staff available to offer specific support to students at Kadina High Campus include the Head Teacher Welfare, School Counsellor, School Chaplain, Aboriginal Education Officer, Year Advisors, Girls Advisor, Careers Advisor and Learning and Support Teachers. A number of wellbeing focused programs, facilitated by</p>	<ul style="list-style-type: none"> <li>• Socio-economic background (\$88 471.48)</li> </ul>

<b>Socio-economic background</b>	both campus staff and external agencies, continue to run at the campus. The following areas were recognised as aspects to be focused on –Improve strategies aimed at informing students on issues about mental health and wellbeing. Review procedures for managing bullying and harassment. Greater awareness raising of support networks across the campus, including promoting accessing the School Counsellor. Improve staff knowledge and access to materials about mental health and wellbeing. Identify ways to encourage greater parent involvement in campus initiatives and activities.	<ul style="list-style-type: none"> <li>• Socio-economic background (\$88 471.48)</li> </ul>
<b>Support for beginning teachers</b>	Under the Great Teacher Inspired Learning initiative Kadina High Campus received funding for three beginning teachers at the commencement of 2016 and two teachers receiving ongoing funding for 2nd year teaching. Funds were used to focus on quality teaching and more specifically syllabus implementation for the new Australian curriculum. Further support was provided to Beginning Teachers to provide induction, professional development and mentoring opportunities based on teacher's specific strengths, needs and context.	<ul style="list-style-type: none"> <li>• Support for beginning teachers (\$44 214.00)</li> </ul>

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	245	247	229	252
Girls	260	257	250	246

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	90.2	90.9	90.3	91.1
8	86.1	90.3	88.1	87.7
9	84.6	87	83.6	82.7
10	78.2	83.1	83.5	79.3
11	78.5	84.6	85.5	87.4
12	82	86.1	83	90
All Years	83.3	87.2	85.7	86.1
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

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	3	4	3
TAFE entry	3	2.5	6
University Entry	0	0	
Other	14	12.5	4
Unknown			

These percentages relate to students leaving during the school year. Being close to the Queensland border we have a number of transient families thus explaining the larger "other category"

### Year 12 students undertaking vocational or trade training

in 2016 the Year Twelve cohort had–

10 students completed Hospitality through the campus Trade Training Centre

3 students completed Entertainment at the campus

4 Students completed Metals and Engineering at the campus

2 Students completed Primary Industries through the college and

8 Year Twelve students undertook various vocational and educational training options at TAFE.

### Year 12 students attaining HSC or equivalent vocational education qualification

Once again there is a larger numbers of students not attempting an ATAR, many universities are offering new start up programs to allow students without an ATAR to start university.

Our highest ATAR was Sarah Franey 2016 school captain who achieved an ATAR of 93.6. A number of our students attend Southern Cross University, which is located in Lismore and access the early entry scheme.

## Workforce information

### Workforce composition

Position	FTE*
Principal	2
Deputy Principal(s)	1
Head Teacher(s)	11
Classroom Teacher(s)	25.5
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	9.68
Other Positions	6.4

\*Full Time Equivalent

Two staff members identify 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	100
Postgraduate degree	10

### Professional learning and teacher accreditation

The major priority underpinning the campus's Professional Learning Plan is to enhance the capacity of teaching and support staff to improve the learning outcomes of students. The Quality Teaching Framework continues to be a significant focus. There is an ongoing expectation that staff accept the responsibility to engage in professional learning across a range of curriculum focus areas in addition to specific classroom management techniques and technologies. Workshops and courses were attended in the following priority areas and the outcomes from the courses attended were shared with other staff.

Beginning Teachers.

Use of ICT.

Literacy and Numeracy.

Quality Teaching.

Syllabus Implementation.

Career Development.

Welfare and Equity.

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

### Financial information

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

Income	\$
<b>Balance brought forward</b>	<b>703 695.98</b>
Global funds	528 416.14
Tied funds	720 086.03
School & community sources	135 865.76
Interest	16 252.21
Trust receipts	22 915.75
Canteen	0.00
<b>Total income</b>	<b>2 127 231.87</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	135 434.96
Excursions	65 423.48
Extracurricular dissections	44 080.07
Library	4 481.34
Training & development	0.00
Tied funds	716 509.66
Short term relief	191 446.36
Administration & office	83 220.02
School-operated canteen	0.00
Utilities	109 140.67
Maintenance	30 852.24
Trust accounts	37 854.63
Capital programs	0.00
<b>Total expenditure</b>	<b>1 418 443.43</b>
<b>Balance carried forward</b>	<b>708 788.44</b>

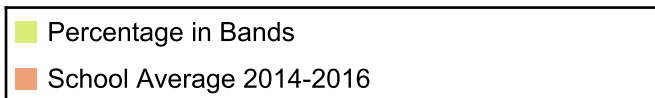
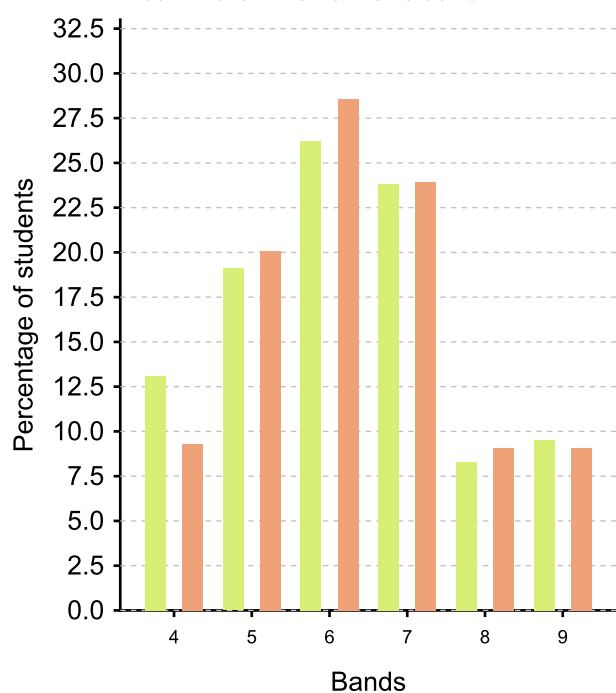
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

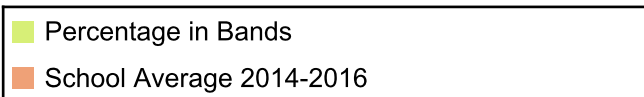
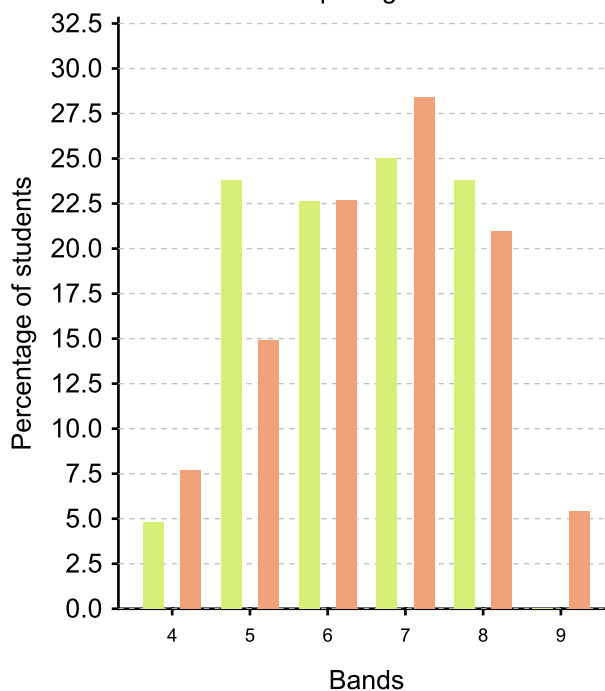
### NAPLAN

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.

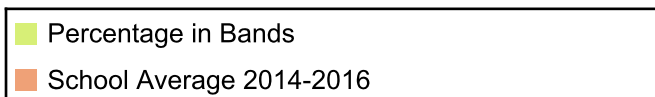
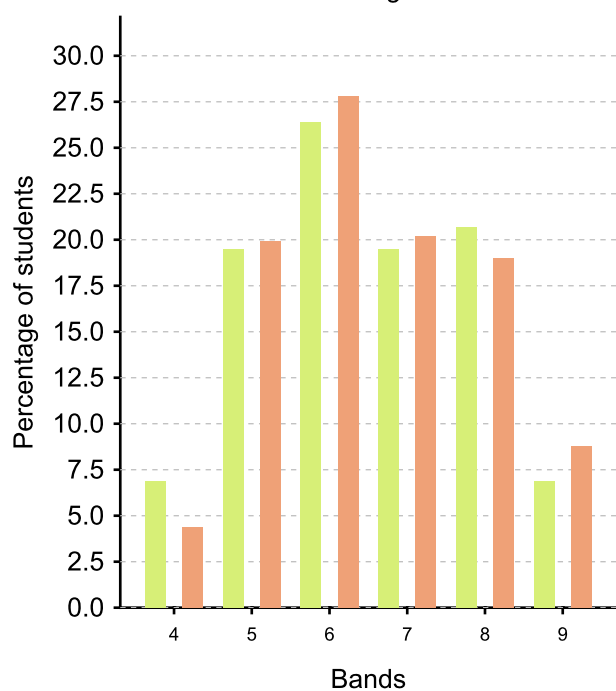
**Percentage in bands:**  
Year 7 Grammar & Punctuation



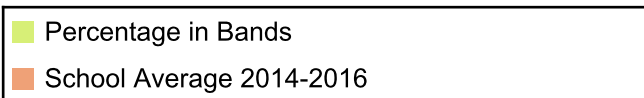
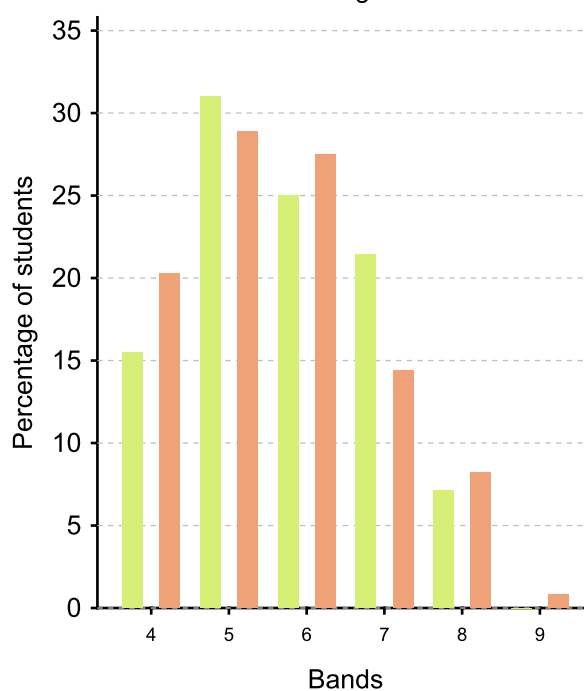
**Percentage in bands:**  
Year 7 Spelling



**Percentage in bands:**  
Year 7 Reading

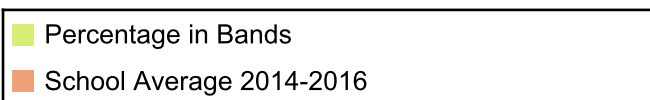
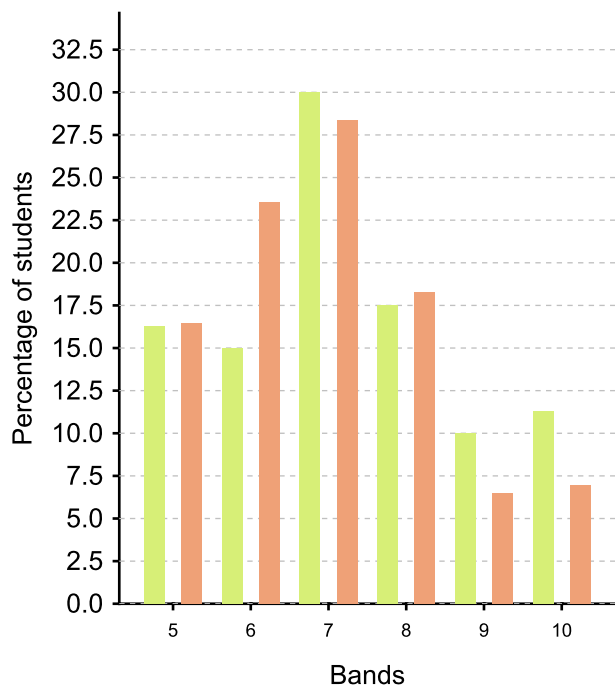


**Percentage in bands:**  
Year 7 Writing

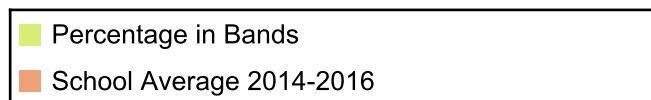
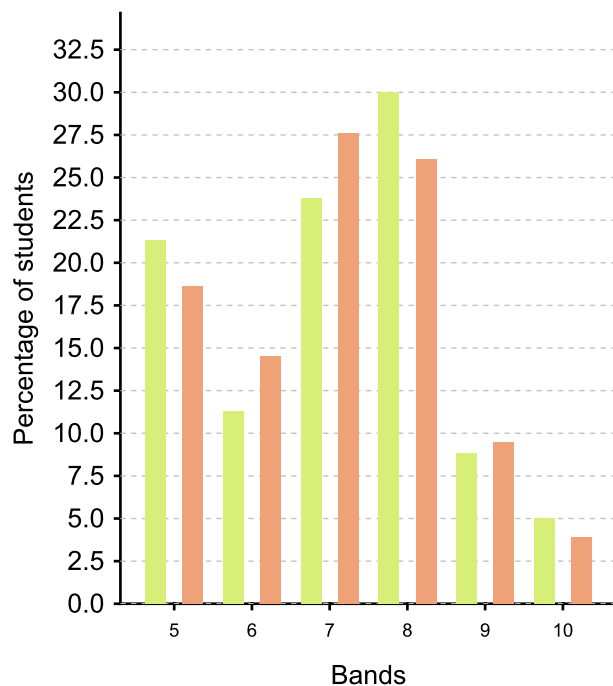




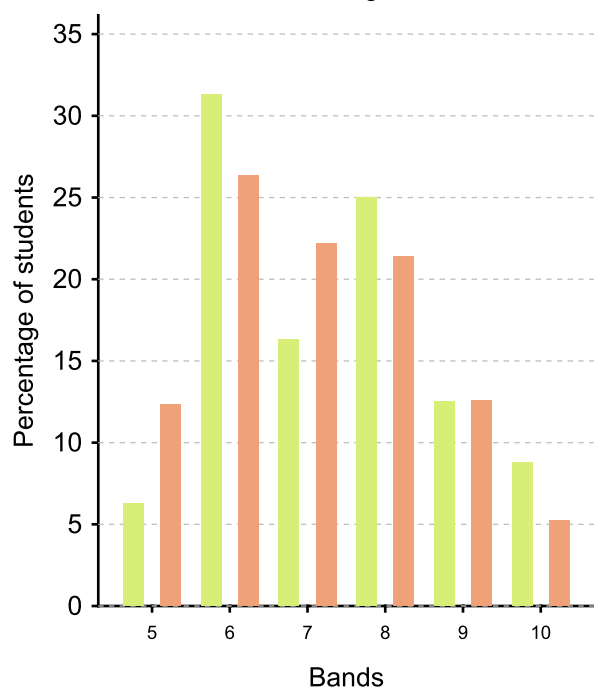
**Percentage in bands:**  
Year 9 Grammar & Punctuation



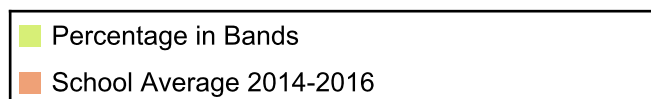
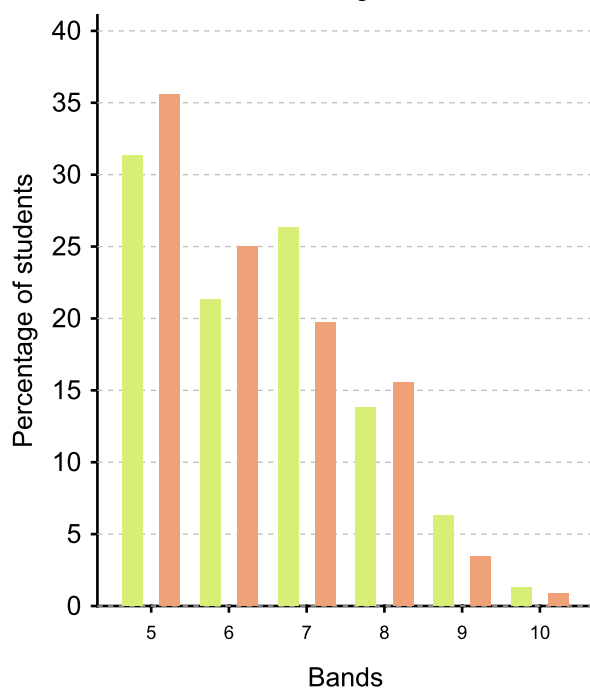
**Percentage in bands:**  
Year 9 Spelling



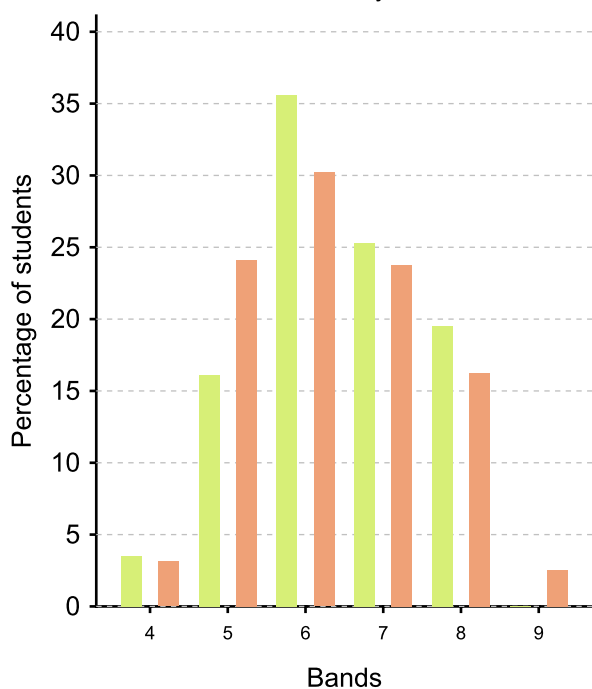
**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Writing

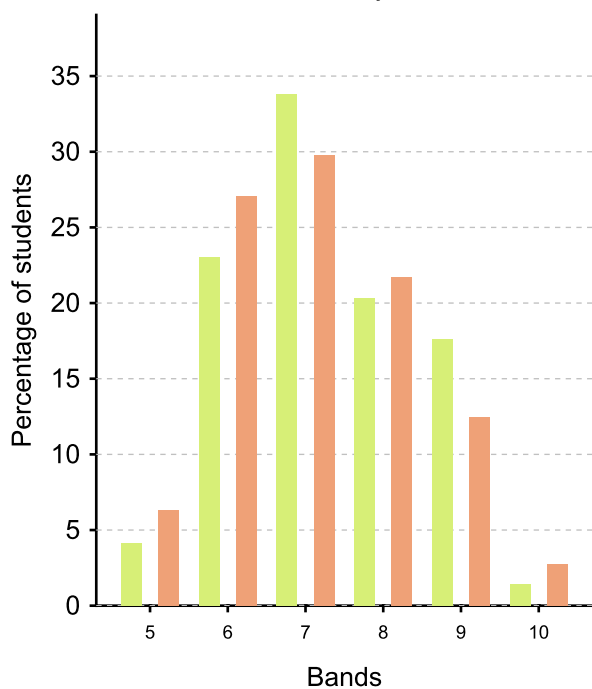


**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Numeracy

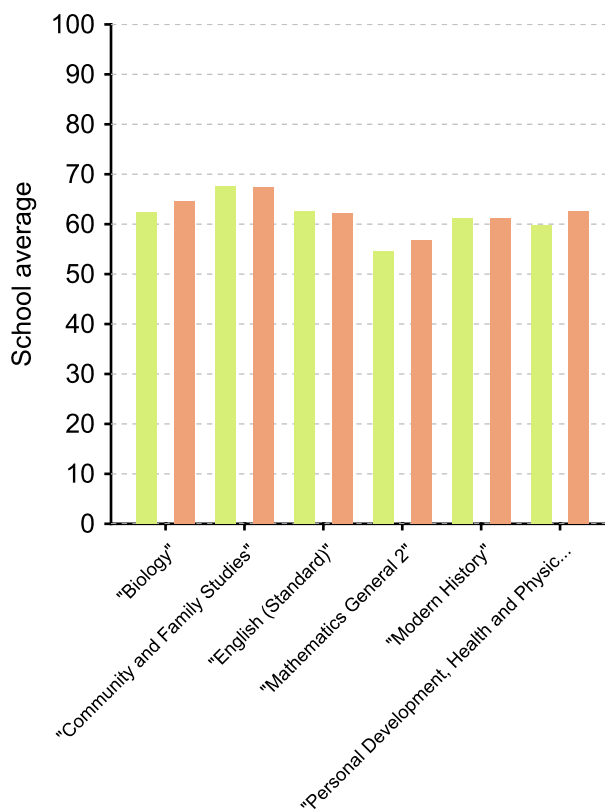


Percentage in Bands  
School Average 2014-2016

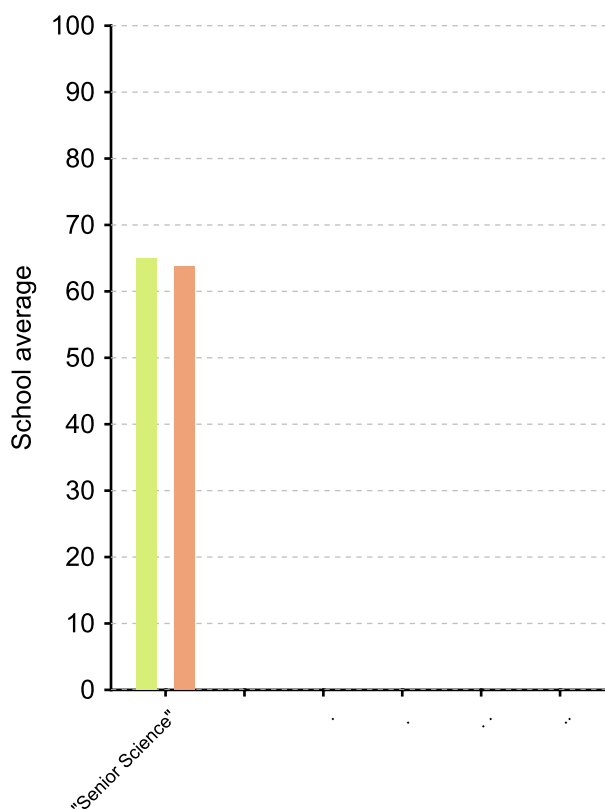
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## Higher School Certificate (HSC)

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



School 2016 School Average 2014-2016



School 2016 School Average 2014-2016

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek opinions of parents, students and teachers about the school. In 2016, the school sought opinions using the Tell Them From Me survey tool.

Below is a snapshot of some of the findings.

For students we focused on sense of belonging and what drives students outcomes.

### Sense of Belonging

Students feel accepted and valued by their peers and by others at their school. 51% of students in this school had a high sense of belonging. The NSW Government norm for these years is 66%.

At Kadina, 77% of students had positive relationships and have friends at school they can trust and who encourage them to make positive choices. The NSW Government norm for these years is 79%.

64% of students in this school valued school outcomes and believe that education will benefit them personally and economically, and will have a strong bearing on their future. The NSW Government norm for these years is 75%.

### What drives students outcomes

In this school, students rated effective classroom learning Time 6.3 out of 10, i.e. effective learning time important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. The NSW Government norm for these years is 6.3.

In this school, students rated Relevance 5.5 out of 10, i.e. students find classroom instruction relevant to their everyday lives. The NSW Government norm for these years is 5.8.

In this school, students rated rigour 5.6 out of 10, i.e. students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn. The NSW Government norm for these years is 5.8.

For parents we focused on Parents feel welcome at The Rivers Secondary College Kadina High Campus, scores out of a possible 10

### Parents feel welcome

Parents Feel Welcome 5.8

I feel welcome when I visit the school. 6.3

I can easily speak with my child's teachers. 4.6

I am well informed about school activities. 5.8

I can easily speak with the school principal. 5.8

Written information from the school is in clear, plain language. 6.3

Parent activities are scheduled at times when I can attend. 5.5

The school's administrative staff are helpful when I have a question or problem. 7.1

For staff we focused on teaching strategies and Data Informs Practice, scores out of a possible 10

### Teaching Strategies

Total Average 7.4

I help students set challenging learning goals. 7.5

When I present a new concept I try to link it to previously mastered skills and knowledge. 8.5

Students receive written feedback on their work at least once every week. 4.2

I can easily identify unproductive learning strategies. 7.7

My students are very clear about what they are expected to learn. 7.7

I use two or more teaching strategies in most class periods.

8.2 Students receive feedback on their work that brings them closer to achieving their goals. 8.2

I discuss with students ways of seeking help that will increase learning. 7.9

### Data Informs Practice

Total Average 7.5

My assessments help me understand where students are having difficulty. 7.8

I use formal assessment tasks to help students set challenging goals. 7.5

I regularly use data from formal assessment tasks to decide whether a concept should be taught another way. 7.3

I use formal assessment tasks to discuss with students where common mistakes are made. 8

When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve. 6.6

I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent). 6.6

I use results from formal assessment tasks to inform

my lesson planning. 8

I give students feedback on how to improve their performance on formal assessment tasks. 8.4

The data indicates we still need to work on parent/community relationships and developing a culture of a sense of belonging within our campus/college.

## Policy requirements

### Aboriginal education

#### Student Representative Council (SRC)

Aboriginal students participated in meetings, leadership roll call and organised events throughout the year as part of the SRC.

#### Nalina Year Book

Students from the leadership group worked along side a teacher to compile an Aboriginal student year book. These students gained increased computer skills and knowledge of creating a magazine.

#### Personal Learning Plans

Aboriginal students were interviewed to complete a personal learning plan. Personal learning plans help to identify the student's strengths, interests and to help develop achievable goals .

#### Norta Norta

Eligible targeted indigenous students, who are in the lowest band in NAPLAN in all four areas of literacy and or numeracy are able to be provided with support to assist and develop skills and understanding that enable them to independently participate in class activities. Year 11 and 12 indigenous students can receive Norta Norta tutoring to assist in making their pathway to the HSC more manageable.

#### Beyond the Broncos

- The Beyond the Broncos program career club expanded into Northern New South Wales in 2016. Up to seven schools joined the program with huge success in this initial stage. The Beyond the Broncos program has been designed to support and address the following:
  - Barriers to employment
  - Retention and attendance rates
  - Educational outcomes
- The program recognises that education is a fundamental step toward 'Closing the Gap'. The program is available to all indigenous students in years 10–12, participants have the opportunity to attend workshops that provide relevant information on career pathway and decision making, becoming involved in cultural activities and have the opportunity to meet with and hear personal stories of elite athletes from both the Brisbane Broncos and the Queensland Firebirds.

Work experience opportunities are available to students engaged with the program as well as access to the online forum Popt.ag , where they can receive after hours support with their academic endeavours. Within the Kadina High Campus students also have access to after school tutoring and extended use of IT and library resources.

Students engaged in the program are offered highly sought after rewards achieved through a rate of 90% attendance at school as well as positive commitment to academic and behaviour standards within their school.

#### WIDJABAL WIYABAL DREAMING

WIDJABAL WIYABAL DREAMING is a new Initiative for The Rivers Secondary College. Through consultation with students and Aboriginal community members, this initiative was created to develop leadership qualities through authentic and cultural experiences. Widjabal Wiyabal Dreaming was an insightful project where adult and young leaders had the opportunity to talk and listen respectfully and unreservedly in Yarning Circles on matters relating to traditional and contemporary ways of life. Most significantly, our young leaders learnt the importance of independent thinking and respect for themselves and others. They also developed a deep understanding of the circumstances that have impacted on their elders' lives.

Culture, Language, Identity and History were the themes central to the leadership experience, as well as advocating that we need to "Lead and Walk together" to create meaningful change. This initiative was presented to a selected group of Aboriginal students over 5 days at Dorroughby Environmental Education centre, Southern Cross University's Language and Cultural nest, culminating at Lake Ainsworth for a day of Celebration and recognition. Students who completed the program, did so with greater cultural awareness and an enormous sense of pride. Each day finished with students reflecting on the information that was offered to them by the leading facilitators. "Learning about my Aboriginal culture, closing the gap between Aboriginal and Non-Aboriginal Australians, aspiring to be a better role model as well as being a mentor in my local Widjabal Wiyabal community", were mentioned throughout the program by our Aboriginal students during reflection time.

### Multicultural and anti-racism education

Programs that promote multicultural education and anti-racism are integrated across the curriculum. These programs develop in students an understanding of historic, cultural, linguistic and religious difference. All key learning areas play a role but particular emphasis is given in English, through the study of film, documentaries and novels. In Human Society and Its

Environment it is taught in history through the study of the various waves of migration since first settlement. In this subject area the foundations, diversity, history and benefits of modern Australian life are taught. In Society and Culture, students get the opportunity to study the attitudes and values of other cultures and to compare them to Australia.

## Other school programs

### 2016 ANNUAL SCHOOL REPORT – CAPA

#### MUSIC

2016 saw the first full year of teaching, learning and performing take place in the new Music Performance Workshop. The official opening was held on 10th March with local dignitaries and Department of Education officials in attendance. In addition to classes, extra-curricular ensembles rehearsed each lunch time and a number of concerts were held utilising the new lighting and audio technology. The space is a great asset to school.

Performance duo Meraki Rose (Hannah Oliver and Laetitia Binetruy) embarked on a busy schedule performing at events within the school and in the community. One of the highlights of their year was playing as support act for rock legends GangGajang at Lismore City Hall in September. Other concerts included Kidsfest at Lennox Head, Child Protection Week and the “Shop Baby” Christmas Carols in Lismore. The duo was a featured item in Lismore Performing Arts Festival and performed carols for the Caroon residents.

The school Soul Band continued to expand, drawing in new members from Year 7 and also from The Rivers cross-curricula Year 11 Music Class from Lismore High Campus. The band had a number of gigs, most notably during Easter at Bluesfest at Byron Bay where they performed to a packed tent.

Kadina’s annual creative and performing arts excursion to QPAC in Brisbane took place in December. Students and staff were captivated by “Matilda the Musical”.

The relationship between Kadina High Campus and Goonellabah Primary School continues with high school students performing regularly at primary school events. Extension Band and the Christmas concert are a couple of examples.

In addition, many performance opportunities are available throughout the school year for students from all years including performances at the Year 6 Information Evening, presentation assemblies, ANZAC and NAIDOC assemblies. The major music highlights of the school year are the senior music nights and the junior (Years 7–10) CAPA Showcase which involve upward of 100 students.

Extra-curricular music activities in 2016 included Beltane Celtic ensemble, Guitar Group and Soul Band.

#### DRAMA

Kadina High students have again shown their passion and outstanding skill in Drama during 2016. Classroom engagement has been outstanding from all year levels (year 7 to 12) and students have made the most of their opportunities by taking their experiences into performances in the public space.

Year 10 students showcased their abilities in late Term 2 with their public and whole school performances of ‘All Stops Out’. In total they performed to five separate audiences over a three day period in late term 2. The quality of the production was outstanding as all of the students were able to take their skills and confidence to the next level.

The Year 12 cohort of eight students achieved very well in their HSC with Drama being their top or second top mark for the HSC which included one Band 5 result and several Band 4’s. This was due to a full day workshop event with Master Drama teacher Chris Dockrill which focused on Group Projects and Individual Projects. The Year 12 students also had the opportunity to strut their stuff in public with two Individual Projects showcased at The Rivers Secondary College Maddness event at the Lismore City Hall in Term 3.

Mr Sassi had the opportunity in Term 2 to facilitate Drama lessons at Goonellabah Public School teaching Year 5 and 6 students with five introductory lessons over a ten week period. The response from students was very positive and productive.

In early Term 4 the North Coast Public Schools Festival (AKA Curtain Call) was held at the Star court Theatre in Lismore. Kadina students from Year 7 to 11 had the opportunity to showcase their abilities and excelled as performers and backstage crew.

Later in Term 4 the Kadina CAPA Showcase was held where students continued to build on their performance skills and confidence, especially the Year 10 Drama students who shared the roles as MCs’ adopting the theme of Superheroes. A special mention should also go to the Year 9 students who devised outstanding Group Performances in modern style and in Commedia dell’Arte.

The year was topped off and highlighted with an excursion to QPAC, Brisbane, to see the outstanding production of ‘Matilda’ in the Lyric Theatre.

Mr Sassi has stated it has been a privilege and a pleasure, as usual, to teach Drama to the outstanding students of Kadina High Campus and The Rivers Secondary College.