

# The Rivers Secondary College, Kadina High Campus

## Annual Report



2017



## Introduction

The Annual Report for **2017** 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

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6624 3133

## 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.

The school executive focused on the use of the School Excellence implementation guidelines – School Planning to support the school in the development of a comprehensive three-year school plan (2018–2020) connected to a budget and student outcomes, in consultation with the school community and an annual report. The school plan is designed to clearly reflect our school's priorities for improvement in line with the School Excellence Framework. We are committed to improvements in literacy and numeracy for all students.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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 student participation in public speaking, debating, ANZAC march, Leo's Club, Southern Cross University activities and established Rivers sporting teams.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>	\$60 789	<ul style="list-style-type: none"><li>• Staff developed skills in how to analyse standardised testing data to reflect and strengthen teaching and learning</li><li>• Explicit teaching of literacy/numeracy across the school. Common language of literacy and numeracy across KLA's through the development of a whole school writing program</li><li>• Faculty pairing/sharing, Peer mentoring and formative assessment</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></ul>

#### Next Steps

- Improve the processes and quality of Professional Development Plans and introduce non-teaching staff Professional Development Plans.
- Continue increased use of Microsoft 365, Sharepoint and other alternative software packages.
- Provide more leadership Professional Learning.
- Use of guiding questions in Executive team.
- Further in-servicing on LMBR 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 a new recognition program implemented in late 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. This project will run bi-annually.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>	\$22 000	<ul style="list-style-type: none"><li>• Revise school practice regarding transition 6–7 and 10–11</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><li>• Engaging Aboriginal Students–PLP (Aboriginal) Acknowledging Culture.</li><li>• Review of Rewards/ Recognition/ Value education</li><li>• Review current whole school behaviour management strategies.</li></ul>

#### Next Steps

- Further use of SENTRAL and the reporting package in SENTRAL was implemented in 2017.
- Expand the use of various forms of digital communication between staff and students and families including the use of Schoolstream and Social Media has proven successful.
- .– LMBR, Finance, wellbeing and SALM was rolled out in September 2017.
- A Technology Team started long term technology planning within the school including rolling out a BYOD policy in 2018.

## 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 attendance 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. Term Two Staff Development Days have become an opportunity to work with local feeder schools.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>	\$31 900	<ul style="list-style-type: none"><li>• Develop students to become ambassadors in the Kadina High Campus community</li><li>• Inform Kadina High Campus community of events via social media approach</li><li>• Develop a culture of significant staff 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>

#### Next Steps

- Implementing the next phase of Positive Behaviour for Learning.
- Expand strategy for explicitly teaching Literacy skills focusing on writing in 2018 with an SLSO employed to work exclusively with Year 7 and 8 Aboriginal students.
- 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	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$31651	<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>Eligible targeted indigenous students, are provided support to assist and develop skills and understanding that enable them to independently participate in class activities. Year 11 and 12 indigenous students receive assistance in making their pathway to the HSC more manageable.</p>
<b>Low level adjustment for disability</b>	\$49748	<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>
<b>Socio-economic background</b>	\$213908	<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 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</p>

<b>Socio-economic background</b>	\$213908	knowledge and access to materials about mental health and wellbeing. Identify ways to encourage greater parent involvement in campus initiatives and activities.
<b>Support for beginning teachers</b>	\$22576	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 specific strengths, needs and context.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	246	229	251	228
Girls	255	250	244	250

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	90.9	90.3	91.1	85.7
8	90.3	88.1	87.7	88.8
9	87	83.6	82.7	83.1
10	83.1	83.5	79.3	77.9
11	84.6	85.5	87.4	75.8
12	86.1	83	90	78.6
All Years	87.2	85.7	86.1	81.6
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

The Head Teacher Administration and Head teacher Wellbeing regularly monitor student attendance, liaising with the Year Advisers. Regular meetings are held with students and parents of students where attendance rates are of concern. As a result of these meetings Student Action Attendance Plans may be developed. Where needed referrals to Home School Liaison Officers may be a part of the action plan.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	2
Employment	2.5	7.5	5.5
TAFE entry	6	7.5	2
University Entry	0	0	0
Other	0	0	16.5
Unknown	2.5	3	5

### 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.

In 2017 the Year Twelve cohort had–

14 students were enrolled in Hospitality through the Trade Training Centre, an increase from 2016.

12 students were enrolled in Entertainment, an increase from 2016.

12 students were enrolled in Construction at the campus.

14 students attended TAFE.

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

Once again there is a larger number 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 Wilhelm von Tonder who achieved an ATAR of 97.75. In 2017 A number of our students attend Southern Cross University, which is located in Lismore and accessed the early entry scheme.

## Workforce information

### Workforce composition

Position	FTE*
Principal	2
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	7
Classroom Teacher(s)	34.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	9.68
Other Positions	1

\*Full Time Equivalent

The school has 1 Head Teacher who identifies Aboriginal. The school also employs a full-time Aboriginal Education Officer, and a School Learning and Support Officer on a temporary contract who identifies 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

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>708,788</b>
Global funds	588,000
Tied funds	951,866
School & community sources	105,185
Interest	9,174
Trust receipts	21,079
Canteen	0
<b>Total Receipts</b>	<b>1,675,305</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	93,642
Excursions	59,860
Extracurricular dissections	36,532
Library	2,633
Training & Development	0
Tied Funds Payments	577,379
Short Term Relief	126,521
Administration & Office	76,792
Canteen Payments	0
Utilities	94,779
Maintenance	36,793
Trust Payments	11,552
Capital Programs	0
<b>Total Payments</b>	<b>1,116,484</b>
<b>Balance carried forward</b>	<b>1,267,609</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,358,046
Appropriation	1,291,132
Sale of Goods and Services	378
Grants and Contributions	65,763
Gain and Loss	0
Other Revenue	0
Investment Income	773
<b>Expenses</b>	-506,191
Recurrent Expenses	-506,191
Employee Related	-325,830
Operating Expenses	-180,360
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	851,856
<b>Balance Carried Forward</b>	851,856

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	5,917,288
Base Per Capita	75,680
Base Location	5,261
Other Base	5,836,348
<b>Equity Total</b>	503,021
Equity Aboriginal	97,160
Equity Socio economic	213,909
Equity Language	0
Equity Disability	191,952
<b>Targeted Total</b>	338,260
<b>Other Total</b>	487,907
<b>Grand Total</b>	7,246,476

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

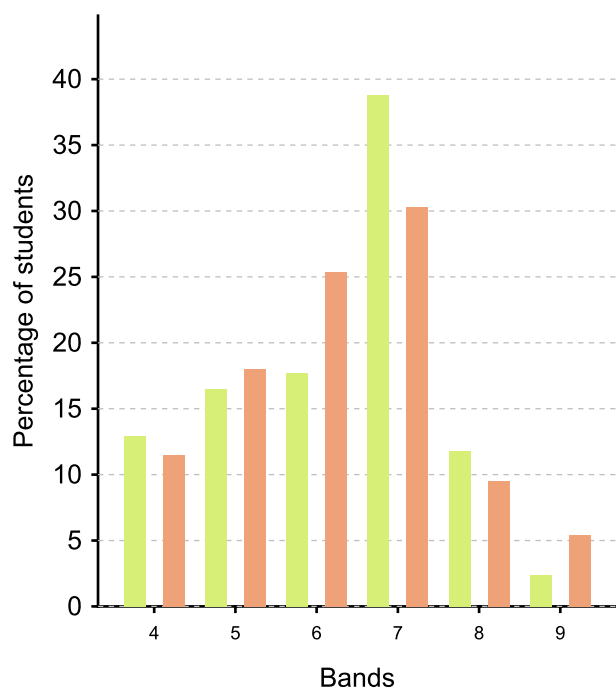
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

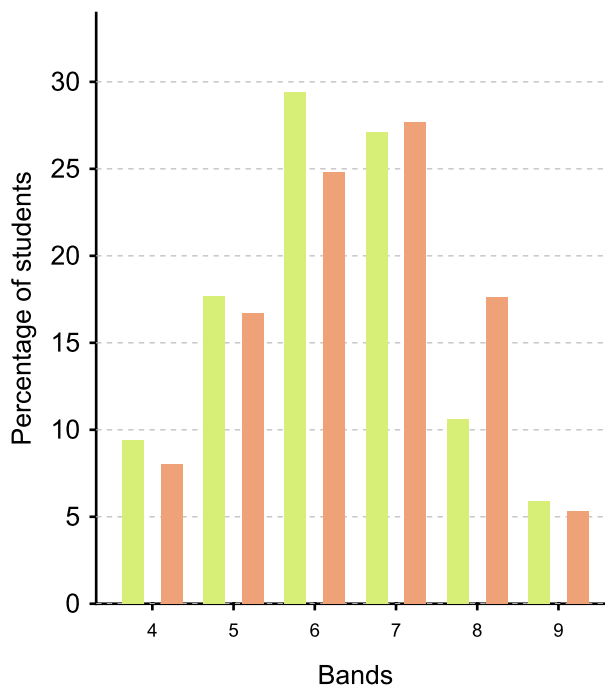
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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



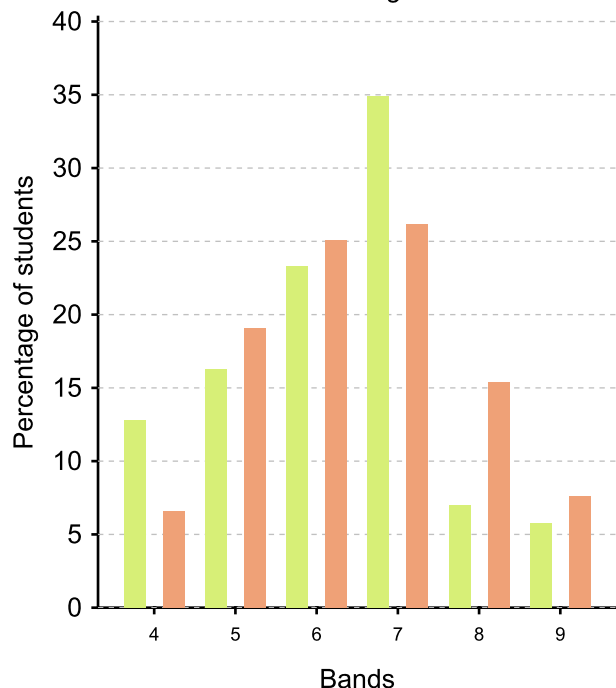
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 7 Spelling



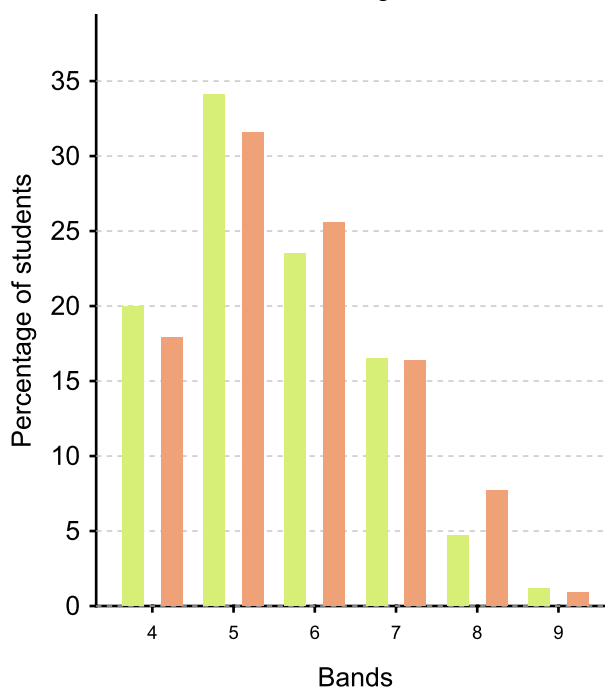
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 7 Reading



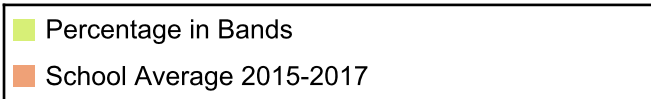
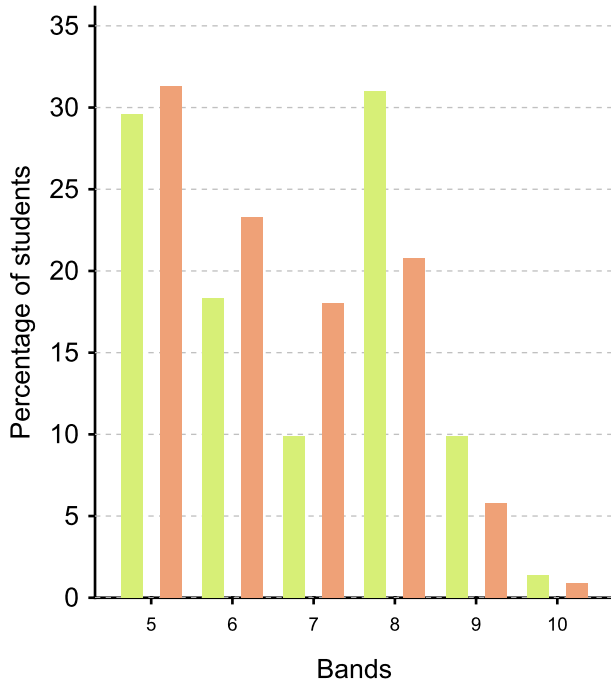
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 7 Writing

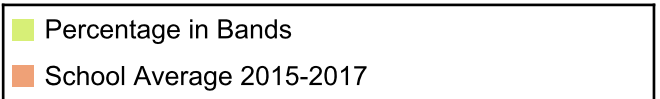
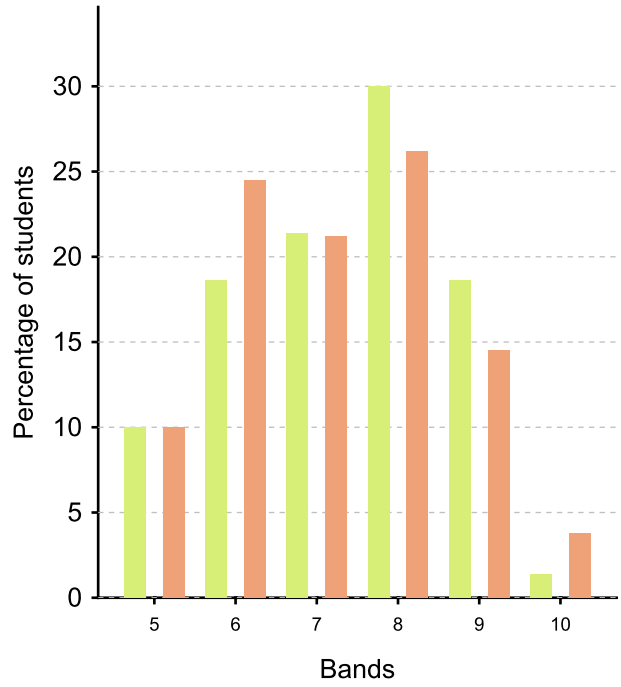


Percentage in Bands  
School Average 2015-2017

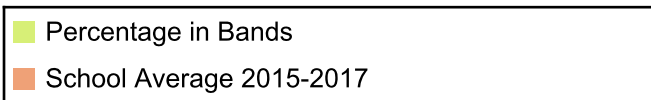
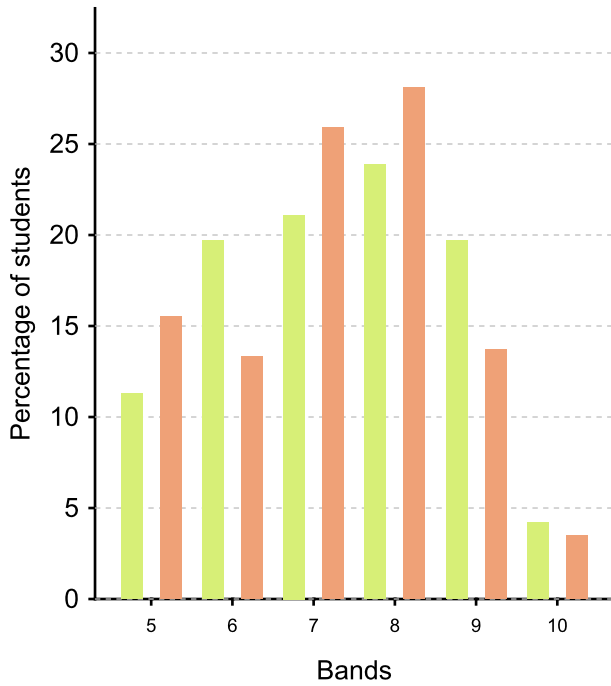
**Percentage in bands:**  
Year 9 Writing



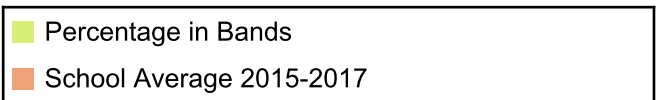
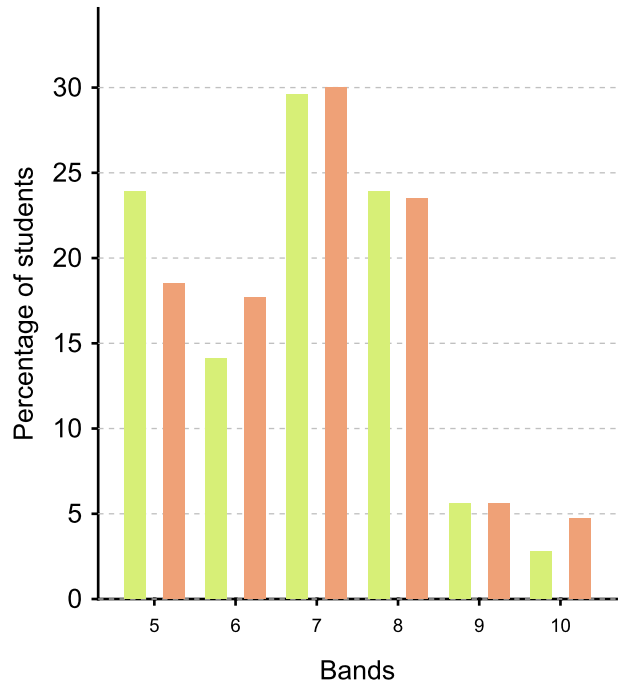
**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Spelling



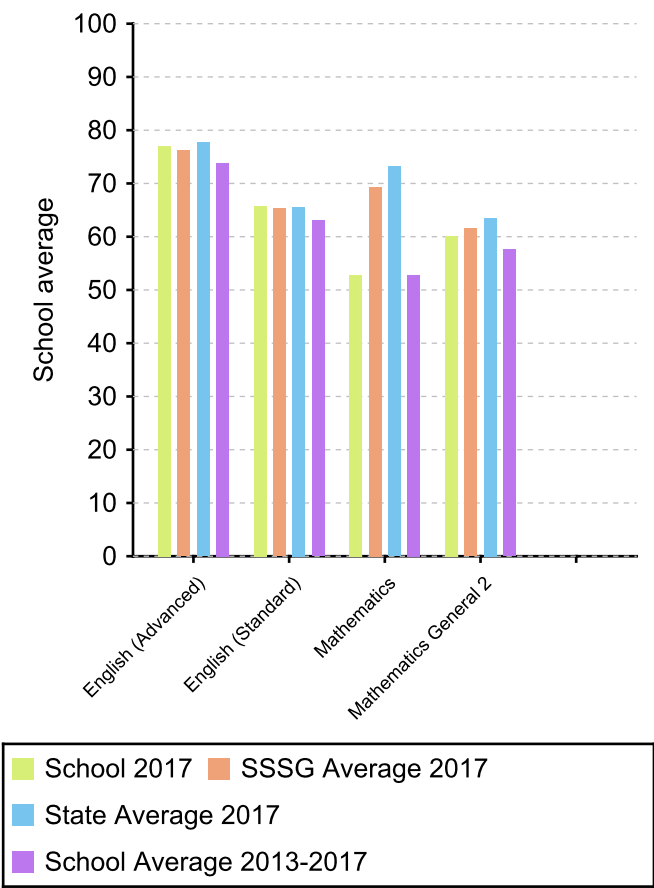
**Percentage in bands:**  
Year 9 Grammar & Punctuation



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> 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).



Parent/caregiver, student, teacher satisfaction

Listed here are selected results from the Tell Them for Me survey which gives a snapshot of Parent/caregiver, student, teacher satisfaction for 2017.

Compared to a state Norm of 6.3, Kadina High Campus has a Norm of 5.8 where students believe important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

Compared to a state Norm of 7.0, Kadina High Campus has a Norm of 6.4 where the school staff emphasizes academic skills and hold high expectations for all students to success.

Compared to a state average of 46%, Kadina High Campus has an average of 35% where students feel intellectually engaged and find learning interesting, enjoyable and relevant.

Compared to a state Norm of 5.6, Kadina High Campus has a Norm of 5.2 where students believe they understand there are clear rules and expectations for classroom behaviour.

Compared to a state Norm of 5.7, Kadina High Campus has a Norm of 5.4 where students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

Compared to a state Norm of 5.8, Kadina High Campus has a Norm on 5.1 where students believe classroom



instruction is relevant to their everyday lives.

Kadina High Compared to a state Norm of 6.3, Kadina High Campus has a Norm of 5.6 where students feel classroom instruction is well-organised with a clear purpose, and with immediate feedback that helps them learn.

Compared to a state average of 78%, Kadina High Campus has an average of 75% where students acknowledge they have friends at school they can trust and who encourage them to make positive choices.

With a school mean of 7.4 and a state Norm of 7.9, the staff at Kadina High Campus acknowledge they have teaching strategies that support them in engaging students where they can present new concepts in the classroom that link to previous skills to help students set challenging learning goals.

With a school mean of 8.0 and a state Norm of 8.2, the staff at Kadina High Campus acknowledge Kadina High is an inclusive school where staff strive to understand the learning needs of all students and make an effort to include all students in classroom activities.

## Policy requirements

### Aboriginal education

#### Aboriginal Perspectives

As part of Kadina High Campus high expectation teaching, along with the Department of Education's Aboriginal Education Policy, teachers are encouraged to implement Aboriginal perspectives into their classroom teaching.

#### Community Awards

Our Aboriginal school captain has been rewarded for his outstanding contribution to school life at Kadina High Campus. He was awarded the John Lincoln Youth Service Award through the Order of Australia. He also received the Lismore City Council Australia Day Aboriginal citizen of the year.

#### Student Representative Council (SRC)

Aboriginal students have the opportunity to nominate in mainstream and/or be an Aboriginal representative on the Student Representative Council. Voted students in each of the three stages take part in meetings, leadership roll call and organised events throughout the year. This year Kadina High Campus has five student nominated representatives, one of which was voted school captain.

#### Future Tracks

The Future Tracks program was designed to support Aboriginal students in year 10 to year 12 to remain engaged in school and connect with post-school education, training and work opportunities. Staff from the organisation ran a looking ahead role model activity

with local Aboriginal community members; resume preparation; practice interviews for employment and work experience; and RSA and RCG Courses.

### Broncos Girls Academy

The girls' academy was established to provide culturally based mentor support for Aboriginal girls from years 7 to 12. The program offers regular activities to encourage and reward a minimum of 90% attendance at school.

#### Broncos school to work mentoring program

The mentoring program is available to Aboriginal students in years 10 to 12. The students attend workshops which provide motivation and hear personal stories from elite Aboriginal sports people employed by the Broncos program. Students are provided information on career pathways, school based traineeships/apprenticeship and work experience.

### North Coast University for Rural Health

Aboriginal students in years 8, 9 and 10 attend sessions with Aboriginal health workers who encouraged the students to choose a healthy lifestyle both smoke and drug free. The students were also provided information and different career pathways in health.

### Aboriginal Dance Ensemble

Eight students from Kadina High campus joined other students from The Rivers Secondary College to perform as an Aboriginal Dance Ensemble at the three campus NAIDOC events; MADness and Lismore Performing Arts.

### Aboriginal studies class

Kadina High campus has implemented an Aboriginal studies class as a year 11 and 12 HSC elective.

### Year 6 to 7 Transition

Aboriginal students involved in the Kadina High campus peer support program supported and had fun with pupils from the Lismore Community of Schools.

### Personal Learning Plans (PLP)

Personal Learning Plans help to identify the student's strengths, interests and to help identify achievable goals. Each year students update their plan.

### Nalini Year Book

Selected students work to publish an Aboriginal year book which is then distributed to each Aboriginal student. The students involved in the publication gained increased computer skills and knowledge of creating a magazine.

### SistaSpeak

Students in year 7 were chosen as peer support

leaders in this cultural transition to school program to support year 6 students ease into high school life.

## **Djurra**

Students in the Aboriginal studies class attended the Djurra production at Norpa.

## **Reconciliation Mural**

Aboriginal and non-Aboriginals students were shown, and provide feedback to a completed draft of our Reconciliation mural. The finished mural takes pride of place in our canteen quad and our Kadina High Campus community are encouraged to support the message of Ngulliboo (all of us) or Unity.

## **NAIDOC**

This year our NAIDOC was celebrated with a tree planting by our year 12 students. Our Aboriginal Education Officer spoke to all the Aboriginal students of attendance and commitment by the year 12 students to complete their HSC. The students then gathered for a BBQ lunch and games with invited parents and/or carers. Our Assembly then followed, the year's theme being "Our languages matter". Uncle Ricky, Billy and students showcased the talent within our local community. Lastly all students between years 7 to 10 were invited to watch in inaugural Rivers College NAIDOC Oz tag cup, to which the three Lismore Secondary Campus' Aboriginal Oz Tag teams battled for the cup. It is with pride that Kadina High Campus were triumphant for the foundational event.

## **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.