Richmond High School

Annual Report

2018

8178

Introduction

The Annual Report for **2018** is provided to the community of **Richmond High School** 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.

Cliff Ralph – Principal

School contact details

Richmond High School

Lennox St

Richmond, 2753

www.richmond-h.schools.nsw.edu.au

richmond-h.school@det.nsw.edu.au

4578 1177

Message from the Principal

2018 was the first year of implementing Richmond High School's 3 Year Strategic Plan 2018–2020. This plan was developed by staff with extensive community consultation including conversations with our students, student leaders and partner Primary Schools and parent body. The focus for staff throughout 2018 was on quality teaching and learning through supporting learning, improving engagement in learning and recognising success in learning. Students were supported through the strong wellbeing programs including the Positive Behaviour for Learning values platform. The school continued to develop and strengthen its mutually beneficial partnerships with its community by enhancing existing programs and initiating new dynamic programs with various community groups and agencies. An evaluation of our progress towards our strategic directions is included in this report.

Academic success was achieved in a number of subject areas at the HSC with outstanding results in Industrial Technology Timber, Legal Studies, Senior Science and Music. A number of students received early entry to University to pursue their career goals and all students who applied to a University were accepted.

Richmond High School's Professional Learning Team was honoured and applauded for their work at improving student learning outcomes and was awarded as a top–four finalist for a NSW Premier's Award in Public Service. The school's sustained focus on improving student results across Years 7–12 was also recognised by the Minister for Education, Mr Rob Stokes. All staff have been involved in the programs GLOSS (Guided Learning Overseeing Student Success) and PAW (Programming and Assessment Workshops) and should be very proud of this achievement. Our focus and commitment to learning will always be the centre of our core business with the focus in 2018 being on Literacy, Numeracy and Digital Literacy.

Emily Chate was successful in receiving the $3000 Richmond Rotary "Sam Pearce Scholarship" in recognition of her 2018 HSC year; Lachlan Kalie (Year 10) won a Space Camp 2018 competition, receiving a scholarship worth $6,800 from Windsor RSL via the One Giant Leap Foundation to attend space camp in the USA and Year 12 student Molly Simmons was a recipient of a regional VET Award recognising her outstanding performances in Year 12 Hospitality skills.

Our student leaders and our students were involved in various community groups and a number of services and ceremonies. Our 2018 School Captains Noah Riley and Tara Agius attended the Richmond Club Anzac Dawn Service (accompanied by Deputy Principal, Mr Phil Gordon) with Rebecca Quayle and Justin Woods (Vice Captains) attending the Anzac Service at the Ron Middleton VC Gardens (accompanied by Ms Garcia, Head Teacher of HSIE). Noah and Tara also attended the traditional Anzac March at the Richmond War Memorial. Our 2018 Senior Leaders Taylor Chaudhary and Mchayela King attended a service at the Richmond Club accompanied by Ms Garcia (SRC Coordinator). An Anzac Day Service was also held at Richmond High School with a number of students involved in making the ceremony a success to commemorate this significant day. Emma Hynes and Cameron West (Year 11) acted as flag attendants and laid a wreath on behalf of the school at the Ron Middleton VC Gardens Remembrance Day service with Year 11 student Arielle Sow performing "I am Australian" by the Seekers. Chevelle Matthews and Aaron Muscat (Year 11) attended the Richmond RSL Sub–branch Remembrance Day Ceremony at the Richmond War Memorial. At

McQuade Park, Tristan Conway and Aleisha Telford (Year 11) attended the service held by the Windsor RSL Sub–Branch and also laid a wreath to honour those involved in armed conflict.

Student leadership was also a focus throughout the year. The Student Representative Council was active in raising funds for a variety of charities and through these programs, continued to develop the social capacity and citizenship of all students. Red Nose Day was again a huge success financially and as a focus on social responsibility throughout the school's community. Other events included fundraising for Legacy and Jeans for Genes Day, Biggest Morning Tea and Pink Stumps Day. Student leadership opportunities were also provided through the Peer Mediation program and Peer Tutoring programs.

Sporting teams again represented the school at elite levels including our 14's Futsal boys and girls team who were successful in making it through to State level and the Open Girls Basketball Team who went on to compete in the CHS Knockout placing them in the top eight schools in the region. Outstanding elite individual performances included Aiden Kenny (Year 12) who was selected to play in the 19's NSW All Schools Soccer team that competed at the National Championships and representations in Sydney West teams that competed at the respective NSW Combined High School State Carnivals by Riley Mockford (Baseball), Brieanna Hall (Swimming), Michael Wilkins and Cameron McMillan (Basketball), Cameron Kwok (Rugby), Aiden Kenny (Football), Tia Berg (Cross Country) and Erin Graham (Athletics).

The Agriculture and Home Economics Show teams were again very successful at the Hawkesbury Show and had entries in the Penrith and Castle Hill Show this year. The Creative and Performing Arts faculty were active in the Hawkesbury Dance Festival and our student leaders were again Master of Ceremonies at this event. The music ensembles, African drumming group and choir were active and grew in numbers. Richmond Rocks was hugely successful and saw our community witness the talent of our students.

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

Cliff Ralph – Principal

Message from the school community

2018 has been a busy and rewarding year for the P&C Association.

The school has valued the active involvement of P&C parents at a variety of events including Breakfast Club, School Finance Meetings, Selection panels, and Orientation day, Recognition Assemblies, Open Evening, Parent/Teacher interviews and Presentation Night.

At our monthly meetings P&C members have very much appreciated staff presentations.

The P&C's major fundraiser this year was the "Trivia Night". Thank you to those parents who volunteered their time and to the community for coming to our trivia night to assist in raising $2264 for our school. We had a Silver Coin Drive with students bringing in their coins and the roll call with the most funds raised won pizza for lunch.

We have once again coordinated donations for an end of year Xmas Raffle to raise additional funds for Richmond High School.

We have also contributed funds towards the printing of Richmond High School's new Awards Certificates and Presentation Night Awards.

The P&C has again had wonderful executive team leadership. Parental involvement and support has again been very strong, and both the school and students have benefitted enormously from this.

Mrs Jannette Conway – P&C President

Message from the students

With 2018 came another great year for Richmond High School and the accompanying community. Throughout the year both staff and students went above and beyond with great achievements as well as success in fundraising, community, and various school events.

Throughout 2018 staff have once again collaborated with members of the SRC to organise and execute events such as Valentine's Day, Red Nose Day, Pink Stumps Day, the SECA International Food court and many more. Events such as these provide a change in the typical school routine that allows both staff and students to develop organisational skills and provide support for various foundations such as SIDS and Kids, The McGrath Foundation and World Vision.

Students from every year group have also attended many out of school events, whether it be sport, interactions with neighbouring schools or extra–curricular activities. Richmond High prides itself on knowing that when students interact with the wider community they do so respectfully and with an approachable manner.

2018 saw a very interesting addition to Richmond High School. The construction of the brand–new Multi–Purpose Centre was a huge project, and I can confidently say that my fellow peers welcomed the new centre with open arms. Staff and students were very happy with the work being done by the highly skilled tradesmen and women of Saint Hilliers. I am positive the new building will serve the school greatly in 2019.

On behalf of the SRC and the rest of the student body I would like to thank all staff members for making 2018 another excellent year for Richmond High.

Noah Riley – School Captain 2018

School background

School vision statement

Richmond High School is a learning community that supports and engages students as successful, life–long learners.

School context

Richmond High has a proud history being the first High School in the Hawkesbury region of Western Sydney. The enrolment area consists of a combination of semirural and suburban environments. Our school is a member of the Richmond Learning Community of schools that collaborate to provide effective transition programs to high school. Core values are promoted through the Positive Behaviour for Learning program which focuses on producing safe, respectful learners. Student leadership and extensive community partnerships underpin these values. Wellbeing and social support programs promote harmony in a safe learning environment. Our staff are committed to continuous development through Professional Learning that focuses on quality teaching practices that support learning, enable engagement in learning and recognise success in learning.

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.

Learning

The school is excelling in the way it engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.

The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non–academic and cross–curriculum data. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan. The school's value–add trend is positive. The school uses internal as well as external assessments (such as NAPLAN and HSC) to assess student progress and achievement against syllabus outcomes.

Teaching

Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. A school–wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Educational Leadership

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. The school uses research, evidence–based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement. The annual report contains data that measures the impact of the plan in terms of student learning progress.

The leadership team deploys teaching and non–teaching staff to make best use of available expertise to meet the needs

of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice. The school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community. Longer–term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction. The leadership team analyses responses to school community satisfaction measures.

Teachers use data effectively to evaluate student understanding of lesson content.

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

Supporting Learning

Purpose

To support students in learning through the explicit teaching of literacy and numeracy in Key Learning Areas.

Overall summary of progress

The school developed a framework to provide structure to the Professional Learning for staff that linked to supporting students in learning. this initiative was titled Guided Learning Overseeing Student Success. The framework was an evidence based process that focussed on numeracy or literacy. Pre and post testing of student work samples were used to assess the success of the strategies employed to improve student responses to literacy and numeracy based tasks. A team was established to monitor the data and this was achieved through a Google Drive that was shared amongst staff.

The Richmond Learning Community implemented writing projects across Stages 3 and 4 that focussed on narratives and informative writing. Pre and post tests were conducted based on students written responses to writing tasks that utilised stimulus material. The results were shared collaboratively in Terms 2 and 4 to identify successes and plan for future writing units in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of students who achieve at or above national minimum standards on NAPLAN reading, writing and numeracy.	Quick Smart Literacy Program $11000 resources and Professional Learning. X1 SLSO $63000	NAPLAN results in Bands 4 & 5 decreased in Writing by 5% and in Reading by 4%. Numeracy showed an increase of 9% in Bands 4 & 5.
School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.	X1 Senior Tutor $50000	The 2018 NAPLAN results across the school were pleasing. In NAPLAN the growth between Years 7 and 9 is monitored to ensure that all students are improving in Literacy and Numeracy. In 2018 the average scaled growth of the school indicated significant improvement in all areas of NAPLAN. There continues to be an upward trend with value added across the school and we are proud to celebrate this continued focus on improving our student's results across all areas of their schooling.
Improve the percentage of students in the top two bands of NAPLAN in Year 9.	Head Teacher Teaching and Learning $32000 GLOSS Professional Learning $11000	NAPLAN results in Bands 9 & 10 in Writing increased by 6%. NAPLAN results in Bands 9 & 10 in Reading decreased by 3% and in Numeracy decreased by 1%.

Next Steps

The results so far are based on a comparison between 2017 NAPLAN data and 2018 NAPLAN data. The results are therefore only indicative of the impact the early stages of the Quick Smart and GLOSS Literacy and Numeracy programs have had. The longitudinal data will demonstrate the impact these programs will have in 2019.

Strategic Direction 2

Engaging in Learning

Purpose

To engage students in learning through a curriculum delivery that utilises learning platforms to maintain student focus, interest and curiosity.

Overall summary of progress

The Technology Team planned for the implementation of a BYOD program for Year 7 in 2019. This involved collaboration with our partner Primary Schools in the Richmond Learning Community. In Terms 3 & 4 of 2018 the focus of the Guided Learning Overseeing Student Success framework for Professional Learning focussed on upskilling staff in the use of the Google Suite of applications with a focus on Google Drives, Google Classrooms, Google Sites, Google Slides and Google Docs. The school held information evenings with our community and addressed perceived issues with the program. The program also provided an opportunity for teachers with expertise in using the applications to develop their leadership of professional learning individually, with faculties and with the whole school.

The Richmond High Enrichment program was launched through the Executive Team and was based on a Project Based Learning Model. 2018 was a year of planning for implementation in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students maintaining self–regulation through positive behaviour for learning.	$9000 Enrichment program $4000 Positive Behaviour for Learning Program	Positive Behaviour for learning saw an increase of 4% of students demonstrating self regulation with no negative entries each month from the previous year.
Increase student engagement and satisfaction in learning (TTFM Survey) Increase reporting of positive teacher–student relationship.	$20000 technology to support the implementation of the BYOD program in 2019 $10000 to support Professional Learning in preparation for implementing Google Classrooms in 2019 $30000 to support the use of Google Classrooms in faculty areas	Students indicated that their relationship with staff improved by a factor of 0.2 out of 10 which was 0.7 out of 10 above the state average.

Next Steps

The school will continue its focus on being "On the Road to Success" in 2019 through programs that make explicit our positive behaviour expectations around being safe, being respectful and being a learner. The Monday whole school assemblies will continue to incorporate a PBL focus for the week. There is an item bank of PBL mini–lessons available to Roll Teachers to utilise during roll call each morning. Signage will continue to focus expected behaviours in classrooms. At the end of each semester there will be a recognition of students who receive a score of 5/5 for Effort on their School Reports as well as recognition of achievement at the Recognition Assembly.

Strategic Direction 3

Succeeding in Learning

Purpose

To succeed in learning through the monitoring and evaluation of individual educational growth along a continuum of success towards post school destinations.

Overall summary of progress

The school continued to implement the Programming and Assessment Workshops (PAW) program with a focus on formative and summative assessment. Staff were nominated from various KLAs to develop their assessment tasks based on the writing for success framework. This was achieved through collaboration with a tertiary education expert in literacy who worked with staff to develop summative assessment tasks that are supported by formative assessment tasks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student growth reflected in value added data.	$11000 Programming and Assessment Workshops	School Level Growth in NAPLAN Year 9 indicated growth above Similar School Group in all areas. This was an improvement on 2017 where growth was below Similar School Group in all areas of NAPLAN.
Student assessment responses demonstrate increased levels of achievement against performance criteria.	$11000 Literacy Consultant to work elbow to elbow with staff to develop assessment tasks	The written feedback from staff demonstrated that they all develop their capacity to write model texts for the tasks they were developing. This was achieved by giving the staff the tools to analyse the important aspects of the text. This in turn enabled students to write more sophisticated responses to extended response tasks. The Average HSC result improved by 10% from the previous year and was equal to the five year average. This result was 3% below the Similar School Group. 14 courses achieved above SSG, 4 at SSG and 7 below SSG. The 7 below SSG have historically performed at this level.

Next Steps

The Programming and Assessment Workshop will continue in 2019 under a revised model. Staff will be allocated a day to work elbow to elbow with our Tertiary Consultant to develop a Stage 6 Assessment Task to include a model test and clear marking criteria. The Guided Learning Overseeing Student Success will focus on Stage 6 Summative Assessment and effective feedback. This will be tailored to each KLA and course due to varying degrees of compliance and quality.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO 2 Days per week Senior Student Tutor 4 Days per week • Aboriginal background loading ($76866) • Aboriginal background loading ($6 050.00)	Number of students and periods where support is provided. SLSO spent 447 periods with students in the Learning Centre an increase of 10 more students compared with 2017. The Senior Tutor spent 1311 periods with students an increase of 964 compared with 2017.
English language proficiency	SLSO • English language proficiency ($400.00) • English language proficiency ($100.00)	This funding provided limited support however additional time was provided by the SLSOs in the Learning Centre.
Low level adjustment for disability	X2 SLSO • Low level adjustment for disability ($88883) • Low level adjustment for disability ($22 221.00)	Number of students and periods where support is provided. The SLSOs spent a total of 4,414 periods assisting students individually. More support was provided to Years 7 (1838) and Year 9 (1260) where there was a greater need.
Socio–economic background	Faculty Action Plans $30000.00 HT Teaching and Learning $25000.00 HT Administration $25000.00 Additional Teaching Staff 3.1 FTE $310000.00 Technical Support Officer 0.8 FTE $57000.00 Gifted and Talented Program $9000.00 Wellbeing Program $15000.00 Information Resources $13500.00 Student Assistance $20000.00 Asia Connect Program $7000.00 Student Leadership $10000 Quality Teaching $10000 Positive Behaviour for Learning $4000.00 Teacher Professional Learning $10000.00	Establishment of 3D printer lab Support for STEM course Breadth of curriculum in Years 11 & 12 Positive Behaviour for Learning Data Suspension Data NAPLAN Data
Support for beginning teachers	Professional Learning Days $5400 Accreditation Preparation Days $1720 In school support $6000	Accreditation at Proficient Teacher. Three teachers achieved their accreditation at Proficient teacher. This did not include pre 2004 service teachers who all became accredited at Proficient on 1/1/2018. Improved classroom practice

Student information

Student enrolment profile

	Enrolments			
Students	**2015**	**2016**	**2017**	**2018**
Boys	371	362	320	306
Girls	332	322	299	296

Students enrolments continued to decline as a result of the demographic for our local drawing area. The prediction for future enrolments is that the school will stabilise at approximately 630 students based on enrolments in our local Primary Schools. The percentage of students identifying as Aboriginal or Torres Strait Islander remained at 12%.

Student attendance profile

School				
Year	**2015**	**2016**	**2017**	**2018**
7	92.7	91	90.8	92.3
8	88.1	88.9	88.5	86.6
9	86	84.8	88.4	85.4
10	82.4	81.7	83.6	85.1
11	75.6	76.1	82.5	77.2
12	85.4	88	85.5	83.9
All Years	84.5	84.9	86.5	85.2
State DoE				
Year	**2015**	**2016**	**2017**	**2018**
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Student attendance is monitored daily by staff during a roll call period. Using the school's Sentral system, rolls are marked electronically and the data is automatically recorded in the Sentral database. Unexplained student absences are communicated daily to parents via SMS, which requests parents confirm and explain student absences. Students whose absences remain unexplained are followed up by the office staff or Welfare Team. The Welfare Team and Deputy Principals monitor patterns of student absence at regular intervals (weekly/fortnightly) and address issues of individual student absence on a case by case basis. The Head Teacher Welfare requests intervention by the Home School Liaison Officer (HSLO) for all cases of regular non–attendance. The Welfare Team have been trained in using the Sentral system to track both student attendance and wellbeing for their year groups using a series of reports. These reports highlight irregular patterns of attendance in particular for both whole day and partial absences.

Using the Sentral system, class attendance is tracked period by period with classroom teachers marking class rolls electronically and the data is automatically recorded in the Sentral database, including all late arrivals to both school and class. This enables instantaneous tracking of student attendance, with all members of staff having access to the where–a–bouts of our students at their fingertips. Partial absences (truancy) are tracked by the Head Teacher Administration who collects data daily, follows up with students appearing to be absent from classes and issues suitable consequences in accordance with the school's Welfare and Discipline Policy.

A kiosk is available in the Front Office so that students arriving late and leaving early can simply scan in and out under the supervision of the Office Staff, saving time in administration duties. Unexplained late arrivals and early exits are scrutinised by the Office Staff, Head Teacher Administration and Deputy Principal's, with partial attendance issues being addressed with students causing concern.

In 2018, Richmond High School's attendance rates followed state trends with the highlights being a significant increase in attendance rates for the Year 7 and 10 cohorts respectively, and an increase in the number of students with a perfect record of attendance (100%) for the 2018 school year. High levels of student attendance continued to be recognised and rewarded at regular intervals throughout the year with just over 60% of our students maintaining an attendance rate over the DOE state average, and one third of the student population maintaining an attendance rate above 95%.

Post-school destinations

Proportion of students moving into post-school education, training or employment	**Year 10 %**	**Year 11 %**	**Year 12 %**
Seeking Employment		19	2.9
Employment	9	21	35.5
TAFE entry	1	10	32.3
University Entry	0	0	23.5
Other	0	4	0
Unknown	0	0	4.4

The 2018 Year 12 cohort was very successful in transitioning into either further education, training or employment. Our students were successful in tertiary offers to Macquarie University, University of Wollongong, University of Technology Sydney, Charles Sturt University, University of New England, Southern Cross University, and the Australian Catholic University. A variety of courses were accepted and included: B Journalism/B Laws, B Medical Science, B Human Sciences, B Education (Primary and Secondary), B Arts, B Engineering Science (Electrical) , B Communication, and B Creative Industries.

Students transitioning into TAFE NSW are continuing with a variety of courses including: Accounting, Fitness, Community Services, Counselling, and Business Administration. Students were also successful in gaining full–time apprenticeships in Plumbing, Landscaping, Electrotechnology, Automotive, and Carpentry.

Year 12 students undertaking vocational or trade training

43% of Year 12 students were undertaking one or more vocational courses either at school or with another provider. Courses included, Metals and Engineering, Entertainment, Business, Hospitality, Automotive Technology, Primary Industries, Construction, Early Childhood Education, Animal Care, and Beauty. Students gained either a Certificate II or Certificate III credential or Statement of Attainment. 1 student completed a School–Based Traineeship.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of the 2018 Year 12 cohort attained a HSC or equivalent Vocational Education Qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	37.1
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.48
Other Positions	1

*Full Time Equivalent

The school had one Deputy Principal and one Head Teacher position of review in 2018. With the school population currently at 630 the total student number will likely remain at or slightly above this level. This means that these two positions will not exist in 2019. Additional teaching staff and administrative staff are funded from Equity funding to maintain a breadth of curriculum particularly in Years 7 and 11 as well as provide additional support to students.

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	45

Professional learning and teacher accreditation

Professional Learning

In 2018, the school funded $56,508 to support teaching staff and school administrative staff in Professional Learning. Staff were enrolled in various courses to support targeted areas of our school plan and also their professional goals in 2018.

Beginning Teachers

In 2018, we had four teachers at Richmond High School who submitted their Teacher Accreditation. Beginning teachers engaged in a mentoring program and were provided support through a targeted 'Beginning Teacher Program'. Our beginning teachers engaged in the Programming and Assessment Workshops (PAW) and were given support from an external consultant who guided them with designing and implementing quality lessons in their specific Key Learning Area (KLA). They also had the opportunity to work collaboratively with their Head Teacher and Deputy Principal to ensure their body of evidence submitted was of a high quality. The budget for Beginning Teacher in 2018–2019 is $27,572. In 2018 $6,546 was spent and the remainder has been allocated to support these teachers in 2019. This money is provided to support schools with their beginning teacher's induction and professional development guided by the teacher's standards. It has been made available to schools under Great Teacher, Inspired Learning (GTIL) reforms. The funding was used to ensure mentoring was provided, there was flexibility in their teaching responsibilities to support them to engage in lesson observations, additional professional learning and time to be mentored through the accreditation process.

Professional Learning Directions for 2018–2020

Guided Learning Overseeing Student Success (GLOSS) was launched at the start of 2018. This is a Professional Learning Platform at Richmond High School that will be used throughout the length of our School Plan. 'Guided Learning' means that staff are driving change through valuable data. Through close analysis of student work, staff are identifying areas of improvement and targeting teaching and learning to support improvement.

'GLOSS' was developed to support Strategic Direction One of our School Plan 'Supporting Learning'. It has three key areas that the team have focused on and will continue to be the focus in 2019 and beyond.

- To foster and develop the growth of literacy and numeracy through cognitively guided instruction
- Deliver professional learning to specific KLAs about disciplinary literacies and numerical integration.
- Monitor and measure the impact of programs within the school through an instructional research group.

GLOSS Technology

Under the GLOSS project, our Technology Team worked hard throughout 2018 developing Professional learning to staff about Google Classroom and Google Apps. Staff across the whole school engaged in fortnightly sessions on a range of ways we can integrate technology into our classrooms. This was part of a whole–school focus on 'Engaging in Learning' which is the second strategic direction of our school plan. The Team is looking forward to continuing this Professional Learning in 2019.

Programming and Assessment Workshops

'Programming and Assessment Workshops' (PAW) continued in 2018 and staff were given the opportunity to work alongside Dr Tina Sharpe, an external Literacy Consultant, to develop units of work that drilled down into grammatical concepts and core demands of writing across the different Faculty areas. 90% of staff rotated through the collaborative Professional Learning sessions and 18 units of work were developed across the school. This program will continue to be funded in 2019 and will shift its focus to Stage 6 Assessment.

Recognised Success

Richmond High School's Professional Learning Team was honoured and applauded for their work at improving student learning outcomes and was awarded as a top–four finalist for a NSW Premier's Award in Public Service. The school's sustained focus on improving student results across Years 7–12 was also recognised by the Minister for Education, Mr Rob Stokes. All staff have been involved in the programs GLOSS and PAW and should be very proud of this achievement. Our focus and commitment to learning will always be the centre of our core business.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	854,470
Revenue	9,124,431
Appropriation	8,597,678
Sale of Goods and Services	167,215
Grants and Contributions	352,406
Gain and Loss	0
Other Revenue	0
Investment Income	7,132
Expenses	-8,844,258
Recurrent Expenses	-8,844,258
Employee Related	-7,942,415
Operating Expenses	-901,843
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	280,173
Balance Carried Forward	1,134,643

The responsibility for the school's financial management rests with the Principal. the Principal develops an annual budget based on the Planned School Budget Allocation Report and any funds that we unallocated at the end of the previous school year. This is discussed with the school's finance team and then tabled at the first meeting of the School's Finance committee consisting of the Principal, the School Administrative Manager, an Executive team representative, a Teacher Representative and a P&C Representative.

There were funds carried forward that were already allocated to staff salaries and programs that were ongoing. The available funds will be used to employ additional teaching staff in 2019 to support a breadth of curriculum in Stage 6 and to reduce class sizes in Stage 4 by the creation of an additional class in Year 7 & 8.

Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2018 **Actual** ($)
Base Total	6,233,677
Base Per Capita	127,140
Base Location	0
Other Base	6,106,537
Equity Total	881,261
Equity Aboriginal	76,866
Equity Socio economic	527,708
Equity Language	400
Equity Disability	276,287
Targeted Total	1,186,982
Other Total	151,835
Grand Total	8,453,756

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The 2018 NAPLAN results across the school were pleasing. In NAPLAN the growth between Years 7 and 9 is monitored to ensure that all students are improving in Literacy. In 2018 the average scaled growth of the school indicated significant improvement in all areas of NAPLAN. There continues to be an upward trend with value added across the school and we are proud to celebrate this continued focus on improving our students' results across all areas of their schooling.

Year 7 NAPLAN results indicate we are performing above our Statistically Similar Schools Group (SSSG) in all areas of NAPLAN. Reading stood out as an area of improvement that the Learning and Support Team (L&ST) will focus on. In 2019 the L&ST are implementing their first year of QuickSmart Reading Intervention Program and this will look at improving automaticity of word recognition and fluency in reading connected texts.

Year 9 results indicated continued improvement in the area of writing. The school performed above SSSG and there has been an increase in these results since 2015. The average scaled growth in grammar and punctuation was 10.8% above state average and spelling was also 5.5% above the state. This indicates that students are performing at or above expected growth in these areas and the school is working hard to support students to improve by developing enriching learning activities.

Year 7 NAPLAN results indicate we are performing above our Statistically Similar Schools Group (SSSG) and also the state average in numeracy. The average scaled growth in numeracy was 12% above SSSG and 13.2% above the State.

Year 9 results indicated continued improvement in the area of numeracy. The average scaled growth in numeracy was 2.2 % above state average. This indicates that students are performing at or above

expected growth in this area and the school is supporting numeracy through the implementation of programs that have had success in other schools.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Premier's Priorities: Improving education results

13.93% of students achieved in the Top 2 bands for reading and numeracy which is working towards increasing the proportion of NSW students in the top two bands of NAPLAN. Richmond High School has increased by 3.6% since 2016 which is a significant improvement. In 2018 we had 8.6% of Year 9 students in the top 2 bands for writing which was 2.1% above SSSG schools. This was also demonstrated in Year 7 with 10.3% of students also achieving in these bands for writing. Year 7 also had 19% of students achieving in these bands for Numeracy which is 4.6% higher than SSSG results.

State Priorities: Better services – Improving Aboriginal education outcomes

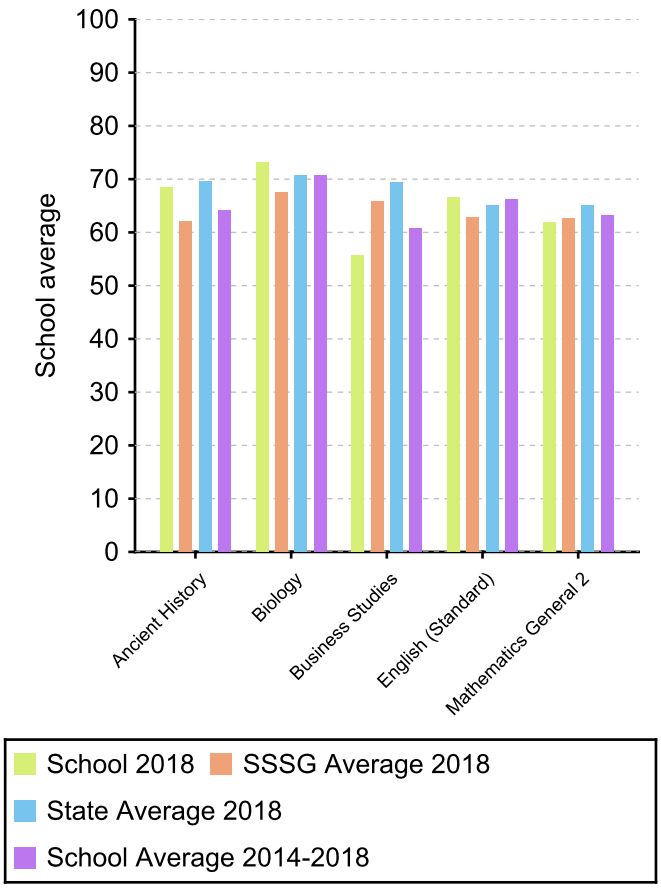
Our Year 9 ATSI average NAPLAN score performed above the State in Reading, Spelling and Writing which is a significant achievement.

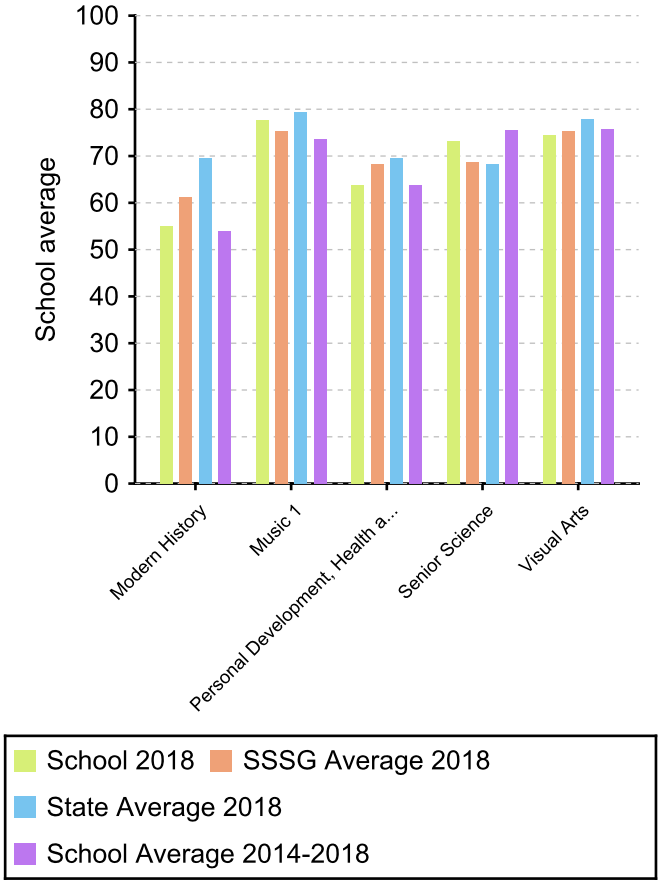
Our Year 7 ATSI students excelled in all Literacy areas with Grammar and Punctuation, Reading, Spelling and Writing average results all exceeding above state average.

Higher School Certificate (HSC)

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

At Richmond High School students were offered a broad range of subjects from which to conduct their HSC pattern of study. Courses that achieved above state average include: Industrial Technology, Legal Studies, Senior Science, Business Services and Music with Industrial Technology demonstrating consistent growth across the 2016 to 2018 period. HSC School Average data from 2014– 2018 shows an increase trend of student achievement above the average in a number of courses. The 2018 cohort achieved 2 Band 6's and 24 Band 5's in total resulting in 23.5% of the cohort gaining entry into university and 32.3% gaining entry into TAFE.





Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	68.5	62.1	69.5	64.1
Biology	73.1	67.6	70.7	70.7
Business Studies	55.7	65.8	69.3	60.7
English (Standard)	66.5	62.9	65.0	66.2
Mathematics General 2	61.8	62.6	65.1	63.1
Modern History	55.0	61.2	69.5	54.0
Music 1	77.6	75.2	79.5	73.7
Personal Development, Health and Physical Education	63.7	68.3	69.5	63.7
Senior Science	73.2	68.7	68.2	75.6
Visual Arts	74.4	75.4	78.0	75.8

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Parent/caregiver, student, teacher satisfaction

A survey of parent/carer satisfaction was carried out as in previous years with the incoming Year 7 group. The number of parents/carers who responded to the satisfaction survey increased once again in 2018 with 61% of parents completing the survey. The expectation that their child complete Year 12 increased to 97.3%. The number of students identifying as Aboriginal or Torres Strait Islander grew from 8.8% to 13.3% in the Year 7 group. Participation in learning and settling into High School remained the two main things that parents/carers considered to be important for their child. A safe learning environment and a wide range of learning experiences remained the two most important things for the school to provide in their first year of High School. Bullying remained the main concern of parents/carers (46.6%) whilst subject support when needed remained the highest form of specialist support that parents/carers wanted for their child. To have a caring attitude towards humanity was the most dominant response to what parents/carers wanted for their child upon the completion of school. Students who had no internet at home increased from 6.8% in 2017 to 8.1% in 2018.

Policy requirements

Aboriginal education

Additional Staff

The in class support for Aboriginal students in Years 7 to 10 continued this year with Ms Kathie Medley working intensively with a range of individual students and groups.

Ms Karen Dolan provided Individual Tuition to Aboriginal students in Year 11 and 12. This also provided an opportunity for these students to discuss their career goals and pathway.

NRL School to Work Program

The NRL (National Rugby League) School to Work (S2W) program for Aboriginal students in Years 10, 11 and 12 provided opportunities for students to attend a workshop that encouraged them to consider themselves and their mental health and how important it is to be healthy not only physically but also mentally. The S2W Program also works with indigenous students in Years 11 and 12 to identify available work experience and employment opportunities using the NRL and NRL Clubs business networks, where relevant, to help participants make informed career choices.

NASCA

NASCA – (National Aboriginal Sporting Chance Academy) have been running the YIPP (Young Indigenous Pathways Program). Mentors come to the school each Thursday and run sessions with the students in Years 8, 9 and 10. These sessions may involve sports or cooking using Indigenous ingredients. They have helped students produce a resume when looking for a job. A particular highlight for some of our students is attending the Indigenous round of the AFL with the GWS Giants. Cultural activities have included Signing in to Country; Red Hands Cave in Glenbrook. Mentoring also includes going into class rooms to support individual students. Students were taken on a four day camp which included surfing lessons; and the highlight for three of our students was spending five days in the Northern Territory, seeing Uluru and working with students at the Alicurung Primary school.

AIME

AIME (Aboriginal Indigenous Mentoring Experience) is for students in Years 7–12. Run by the University of Western Sydney (Kingswood) students are encouraged by mentors to participate in activities which promote leadership skills, make new friends and become more confident with who they are inside; to think about what they may want to do with their futures.

Cultural Acknowledgement

Allowah Day – Students in Years 7–12 from Richmond along with students in Years 5/6 from their feeder schools met at Yellowmundee Regional Park together with other local schools for a day of culture and activities. These included art, Traditional Indigenous Games (TIG), Traditional Dance, a tree planting ceremony and a Welcome to Country.

Sorry Day –The Principal, staff and students attended

the Sorry Day ceremony at Macquarie Park which was led by a Dharug Elder, Aunty Edna.

Multicultural and anti-racism education

SECA, our student group promoting cultural awareness, again raised funds for an African student. An International Food Court, with food to sample from across the world, was an outstanding success. The SECA group, under the guidance of Mrs Nixon, ensured a successful event raising over $1500 for our sponsor child. Students, staff and parents prepared a wonderful array of tastes and showcased foods like Hibiscus flowers and Wattle seeds.

Anti–racism education is included in the schools wellbeing program where students are engaged in presentations and discussion around tolerance. The school utilises our Police School Liaison Officer for some presentations and engages external presenters for others. Students are reminded on the weekly assembly of the schools values platform that includes being respectful to others.

Other school programs

A strong focus on Learning

- In 2018 the Quality Teaching Team (QT2) focused on analysing student performance data to determine focus areas and priorities for Teaching and Learning in 2018. The team focused on four key areas and targeted professional learning for all staff in the areas of Literacy, Numeracy, Technology and Assessment.
- Throughout the year the Richmond Learning Community continued our strong partnership and we worked with our local Primary Schools to write Stage 3 and 4 units of work that support the transition to High School. These units of work mimic the structured literacy units written to develop writing and our local feeder schools were instrumental in supporting the project and delivering units of work that will prepare our Year 6 students for future success at Richmond High School.
- The English Enrichment Program continued under the leadership of Ms Elise Lewis (Head Teacher English) and Mr Morguhn Baxley. Students across Years 7–10 were involved in this Gifted and Talented (GAT) initiative. The program held an exhibition to showcase the outstanding work that these students produced. A new layer was added to the program with student reflections being exhibited through digital mediums. This program will continue to be a feature of the English Department next year and into the future.
- The RHS Enrichment Program commenced with students being identified for this new and exciting program in 2019. It will utilise other GAT programs throughout the school as a platform and evolve to include all subjects from various learning areas. We are very excited to see this project transform and develop in 2019.
- The English Hub and Maths Homework Centre continued to be a feature of our Learning Centre on Monday and Tuesday Afternoons. This is a valuable resource that allows students to gain further assistance in English and Mathematics.
- The Peer Tutoring Program in Numeracy has continued to function during Roll Call and has enabled identified students to develop their comprehension and numeracy skills.
- The "Problem Solving Group" continued to operate for interested students in Years 7 & 8 to prepare them to enter the Australian Mathematics Olympiad. Students had the opportunity to use their problem solving skills to complete past papers and discuss solutions to difficult problems.
- The Learning Centre, a school initiative, was established in 2008 to cater for students who require learning assistance as well as extension opportunities for more able students, and is thriving. This year, under the direction of Mrs Farmer, it continued to be a beacon for the delivery of personalised tuition and integration support. Extra staff were employed through school funding and Mrs Gabrielle Wyatt has transitioned smoothly into the role of Learning Centre Coordinator.
- The Maths Department continued with the free Homework Centre from 3pm–4pm each Monday afternoon.
- The Richmond High School Literary Club continued at the beginning of the year for students from Years 7–12 that have a passion for and interest in English literature.
- In 2018 our students continued to develop Individual Learning Profiles and Report Reflections, giving us insight to their goals (both educational and personal) and also identifying areas of improvement for the new school year. As a school, we value these documents to ensure students are on 'The Road to Success' and it gives us insight into ways we can connect with students so they thrive in our classrooms. These documents are a digital resource available to all staff via our Sentral database. In 2019, students will be completing these valuable documents electronically through GoogleForms and this has been set–up for them to start completing in 2019.

Supporting a safe and respectful learning environment

- 2018 has been another successful year for the PBL Team, as we entered our second year on the ROAD to Success, with the majority of our students consistently meeting our behaviour expectations as SAFE RESPECTFUL LEARNERS in all settings every month. We continued our focus on students being a '5' for Effort in their learning and rewarded those students with all 5's on their semester reports with the Deputy Principals' morning teas or luncheons and the presentation of Principal's Awards for each invitee. A new PBL logo was designed to give students a visual image of what was required in getting set for success every lesson. Jasmine Mork's (Year 9) logo identified 3 key things that we wanted students to do at the beginning of each lesson – Get S.E.T. meaning Sit quietly, get your Equipment out and begin the first Task – and

the logo can now be seen throughout the school. PBL focuses and mini lessons have continued throughout the year, with assembly presentations, including the monthly drawers for canteen vouchers for students with positive entries on our Sentral system with no negative entries; and videos being used in Roll Call every Tuesday to stimulate discussions regarding the focus that week. PBL focuses this year have included: Respectful Relationships; Developing Good Habits; Say No to Bullying; Be Kind & Generous; Be A Leader; Determination and Application. The PBL team have now developed over 70 resources in the last 2 years to teach our behaviour expectations at Richmond High School.

- In 2018, senior students had a variety of supplementary seminars and special study forums made available to them. All senior students were required to attend a mandatory program of senior enrichment courses each Tuesday afternoon.
- RHS continues to be a White Ribbon school who supports healthy, respectful relationships. This year we held a formal assembly where our male and female student leaders addressed the school on respectful relationships and expectations of courtesy. RHS students also engaged in PBL mini lessons with the respectful relationship message. This initiative was further supported with senior students presenting respectful relationship workshops to Bligh Park, Londonderry and Hobartville primary schools.
- Students from Years 7–10 attended a 'Not Even Once Presentation' to educate them on the dangers of experimenting with drugs and alcohol.
- Students from all years attended talks presented by Hawkesbury police, which discussed various issues including use of social media, online safety, cyberbullying, safe celebrations and driver responsibilities.