

The Rivers Secondary College, Kadina High Campus

Annual Report



2018



THE RIVERS
SECONDARY COLLEGE
KADINA HIGH CAMPUS

The heart of secondary education for Lismore

8520

Introduction

The Annual Report for **2018** 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

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Message from the Principal

In 2015, The Rivers Secondary College was gazetted as a college of three campuses, Kadina High Campus, Lismore High Campus and Richmond River High Campus. Each campus has its own identity and caters for students from Year Seven to Year Twelve. Kadina High Campus continually aims to provide quality education to develop the individual talents, interests and abilities of our students to give them the capability and confidence to succeed in the 21st century. We are a co-educational, comprehensive campus of the Rivers Secondary College, seeking always to provide our students with the opportunities to acquire the knowledge, understanding, skills and values for productive and rewarding lives. We have a fully operational Trade Training Centre focusing on both Hospitality and Metals. In 2016 a refurbishment of our Music rooms now offers the highest standards in the performing arts. We have a strong, supportive student welfare and discipline system. We have caring, experienced and well-qualified teachers, who are committed to encouraging personal excellence. The college is a part of the Rivers P-12, a united public education for Lismore catering for the needs of our local community. In 2019 we are introducing Project Based Learning into our Year Seven curriculum to better provide for the needs of our students.

Mr. Greg Smith is currently the Executive Principal of the Rivers Secondary College. He is located on campus at Kadina High Campus.

We are committed to

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

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

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

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

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

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

School background

School vision statement

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

School context

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

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.

In 2019 we are focusing on areas from the Tell Them From Me surveys in supporting the strategic directions in the school plan.

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

Excellence in Learning

Purpose

To increase participation of the school community through positive learning experiences, improved attendance and community engagement.

Overall summary of progress

Our emphasis on Literacy and Numeracy provides the foundation of student's ongoing academic development at Kadina. In 2018 a School Learning Officer was employed to specifically work with Indigenous students in Stage 4 focusing on Literacy and Numeracy. This has allowed students to gain confidence in their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students in the top 2 bands in NAPLAN data. HSC data demonstrates student growth across subjects.	Access to Literacy Numeracy consultant Collegiate networks Access to professional development for HSC analysis	The average % results in the top two NAPLAN bands in 2017 was 14.97%. This has improved significantly to 18.35% in 2018. The 2018 HSC cohort indicated an average HSC Score Mark of 73. This compares with a like school Score Mark of 73 and a state Score Mark of 75. This has improved significantly from the 2016 results. In 2016 the HSC cohort indicated an average HSC Score Mark of 69. This compares with a like school Score Mark of 71 and a state Score Mark of 76.
Increased number of students reporting increased wellbeing and belonging as well as increased sense of academic success in the Tell Them From Me survey.		The Tell Them From Me survey for Social –Emotional outcomes indicated the students who felt they are intellectually engaged and find learning interesting, enjoyable, and relevant was 30% for Kadina High compared with a state average of 46%. The survey also indicated students who try hard to succeed in their learning was 43% compared to a state average of 67%.
Year 7 enrolments demonstrate a steady improvement from both Feeder primary schools and non zoned candidates. 8–12 student enrolments show a steady increase.	Casual release days to support transition. Casual release days for Year Advisers to interview at risk students.	Due to the demographics of the Goonellabah area the school continues to hold the same percentage of local enrollments, however overall the number of students zoned Kadina High is declining meaning an overall drop in student numbers. This is demonstrated across the whole school.
Student attendance data shows an improvement. Truancy rates significantly decrease.		Attendance data still shows attendance is an ongoing concern. In 2018 Tell Them For Me survey, 83% of students indicated positive attendance compared to a state average of 90%. The Tell Them From Me survey also indicated students who skip classes or miss days at school without a reason, or arrive late for school or classes is at 18% for Kadina High compared to 9% as a state average..

Next Steps

In 2019 Kadina will adopt the Best Start Year 7 approach to Literacy and Numeracy. The assessment package for schools is designed to:

- provide teachers with consistent and up-to-date information about new students' skills and abilities in literacy and numeracy
- identify students at risk of falling behind
- help inform targeted teaching and intervention strategies.

Strategic Direction 2

Excellence in Teaching

Purpose

To establish an effective cycle of improvement in teaching and learning through the use of feedback and explicit teaching.

Overall summary of progress

Teachers maximise student learning when they create a classroom environment that is, supportive, with a clear focus on learning growth. In 2018 teachers have engaged in professional development to gain a deep knowledge of the new NESA Curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Recognisable improvements in the quality of teaching and learning activities implemented that target individual student learning needs as evidenced by improvement in staff and student surveys.	Generative Dialogue script PDP's MYPL/ETAMS	The Tell Them From Me survey indicated students acknowledged the use of effective learning time where important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives was 5.9/10 compared to a state average of 6.3/10.
Increase in the percentage of staff reporting a sense of engagement in their classrooms through the Tell Them From Me survey (18–20)	Internal/External testing data	The Tell Them From Me survey indicated the expectations of success from the school staff emphasizing academic skills and hold high expectations for all students to succeed had a mean of 6.3/10 with a state mean of 7.0/10.
Increase in the percentage of students showing progression in their education through improvements in external data.		<p>The HSC reported score distribution by NAPLAN 9 band categories indicated student progression has been consistent with some improvement in the lower band students. The school noted a lowering of the average in the top two bands compared to the past three years.</p> <p>The averages for 2017 bottom bands was 49.05 % compared with a 2018 average of 57.86.</p> <p>The averages for 2017 middle bands was 71.03 % compared with a 2018 average of 69.14.</p> <p>The averages for 2017 top bands was 75.75 % compared with a 2018 average of 68.00.</p>

Next Steps

With the introduction of a number of new syllabus's teachers will focus on delivering courses that focus on the knowledge, understanding, skills, values and attitudes students are expected to develop at each stage, the outcomes and content that describe what students are expected to know and do, and enroll in Teacher Professional Learning to ensure these skills and attributes are a priority across all KLA's.

Strategic Direction 3

Excellence in Leading

Purpose

To develop a culture of instructional leadership focused on continual improvement.

Overall summary of progress

The senior executive team have focussed on developing and supporting a high performance learning culture with a school-wide approach to support teachers to engage in purposeful professional learning opportunities. The focus has moved to evidence-based practice, and the ability to give and receive feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff wellbeing data shows they feel an improved sense of being known and valued for their expertise.		<p>Data from the People Matter survey indicates the following</p> <p>I am able to speak up and share a different view to my colleagues and manager 2016 55.56%</p> <p>2017 57.69%</p> <p>2018 66.67%</p> <p>I feel that senior managers keep employees informed about what's going on 2016 52.63%</p> <p>2017 38.46%</p> <p>2018 51.85%</p> <p>I feel that senior managers listen to employees</p> <p>2016 42.11%</p> <p>2017 23.08%</p> <p>2018 51.85%</p> <p>My manager encourages and values employee input</p> <p>2016 60.00%</p> <p>2017 57.69%</p> <p>2018 64.29%</p> <p>My manager involves my workgroup in decisions about our work</p> <p>2016 65.00%</p> <p>2017 53.85%</p> <p>2018 67.86%</p>
Increase in staff willing to take on leadership roles within the	RAM funding as required for TPL to support	The school continues to use a Teams approach to support initiatives across the school. This allows

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
school.	leadership aspirations Casual release days	staff to take on leadership responsibilities in areas such as SRC coordinator, Leos coordinator, ProBL coordinator and a number of other responsibilities.
Increased leadership opportunities for students.	Purchase of school blazers for Captains School Captain Sydney trip to Government House with staff support	<p>The percentage of students indicating participation in sports with an instructor at school, other than in a physical education class was 53% compared to a state average of 52%..</p> <p>Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee. was 19% for Kadina compared to 24% state average.</p> <p>These are seen as indicators of opportunities for student to excel and take on leadership roles outside of the classroom.</p>

Next Steps

In response to the "Tell Them from Me" survey, Kadina will focus on communication to develop excellence in leading. The focus will be on communicating effectively, frequently and clearly. By listening, gathering necessary information or advice and then steering a course to an agreed goal the aim is to meet the changing demands of the campus.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	110616	<p>The campus employs a full-time Aboriginal Education Officer who works with students from across all years.</p> <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>Selected Aboriginal students from Kadina High, along with students from Lismore High and Richmond River High participated in a leadership course, Widjabul Wyabal Dreaming to gain increased confidence and had the opportunity to work on their leadership, team building, mentoring.</p> <p>Year Seven and Eight indigenous students are able to be provided with support to assist and develop skills in Literacy and Numeracy to develop skills that enable them to independently participate in class activities. This support is provided by the employment of an Aboriginal School Learning Officer. Female Aboriginal students were able to access support through the Beyond the Bronco's program. This program also supported an after school homework centre for all students.</p>
Low level adjustment for disability	66000	<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. Case meetings are conducted with parents to ascertain goals of the students for the year and what adjustments are needed for the student to fulfill 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 ensures students receive individual tuition or support when it is required. This room is staffed by the Learning and Support staff 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>
Support for beginning teachers	68905	<p>New teachers are orientated to the campus, its key leadership personnel, its policies and procedures. The school has focused on supporting graduate teachers through their transition into the school and towards achieving proficiency. Professional Learning sessions were conducted in staff meeting time to provide support for pre 2004 service teachers in how they will transition to proficiency and their first maintenance cycle</p>

Support for beginning teachers	68905	in 2018. All staff have been in-serviced and guided through the process of attaining a Working with Children check, resulting in 100% compliance.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	229	251	228	211
Girls	250	244	250	230

Student attendance profile

School				
Year	2015	2016	2017	2018
7	90.3	91.1	85.7	87.2
8	88.1	87.7	88.8	83.9
9	83.6	82.7	83.1	78.3
10	83.5	79.3	77.9	86.2
11	85.5	87.4	75.8	53.7
12	83	90	78.6	56.6
All Years	85.7	86.1	81.6	72.8
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

The Head Teacher Wellbeing regularly monitor student attendance, liaising with the head Teacher Faculties and 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	22
Employment	2	5	18
TAFE entry	1	1	11
University Entry	0	0	10
Other	4.5	2	19
Unknown	0	5	20

Year 12 students undertaking vocational or trade training

53 students completed the Year 12 2018.

The trade training centre has 4 Kadina students complete Hospitality, 5 Kadina students complete Construction and 4 Kadina students complete Metal and Engineering.

4 Kadina students completed Entertainment. 11 Kadina students attended TVet as part of their SBAT or a career option.

Year 12 students attaining HSC or equivalent vocational education qualification

51 students completed an ATAR or an HSC. Many students are waiting for mature age entry to go to university and further study. The top ATAR was 86.95 and was received by Vickus von Tonder. Southern Cross University (local university) is again getting the most of our students due not only to its proximity but also to its early entry scheme.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	33.5
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.78
Other Positions	1

*Full Time Equivalent

The school has an Aboriginal Education Officer employed as a permanent full time position. The AEO liaises with the local community as required. The AEO is also a member of the executive local AECG group. The school employs an SLSO five days a week to focus on improving literacy and numeracy of stage four Aboriginal students. One staff member identifies Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

In 2018, staff participated in mandatory professional learning on child protection, emergency care and the code of conduct. All staff undertook Professional Development Plans in consultation with their supervisors. Professional goals were established which linked to individual areas for growth. A number of graduate teachers worked towards developing evidence for their professional accreditation portfolios. Vocational Education teachers all undertook training in the new Certificate IV Assessor Qualification.

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	851,856
Revenue	8,066,401
Appropriation	7,814,101
Sale of Goods and Services	89,635
Grants and Contributions	151,786
Gain and Loss	0
Other Revenue	1,725
Investment Income	9,154
Expenses	-7,806,628
Recurrent Expenses	-7,806,628
Employee Related	-7,031,426
Operating Expenses	-775,201
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	259,774
Balance Carried Forward	1,111,630

- The school has a Finance Committee which consists of the Principal, SAM, 2 P&C representatives and 2 staff representatives. The committee meets as required and minutes recorded to meet departmental financial policy requirements.

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	5,873,235
Base Per Capita	92,469
Base Location	5,265
Other Base	5,775,501
Equity Total	508,040
Equity Aboriginal	77,191
Equity Socio economic	229,433
Equity Language	0
Equity Disability	201,417
Targeted Total	415,403
Other Total	498,732
Grand Total	7,295,411

words, technical words, and modality to influence the reader. Year Seven students demonstrated in Vocabulary they achieved above state average when it came to composing a basic persuasive text using simple vocabulary.

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

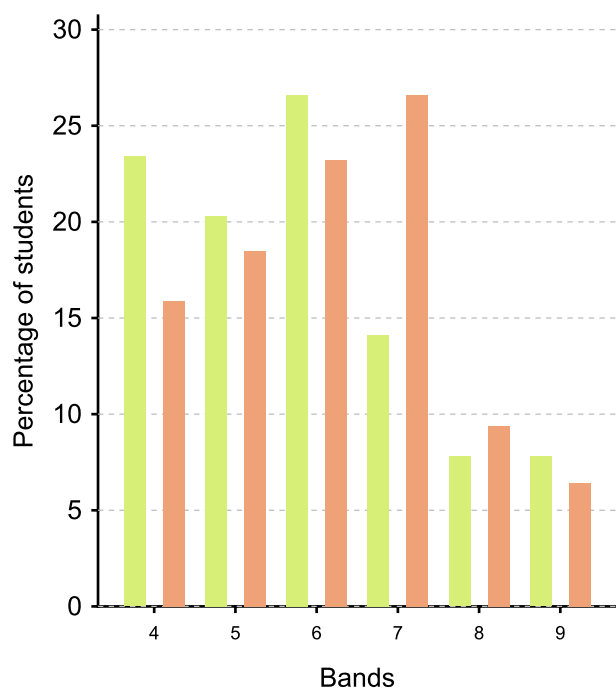
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

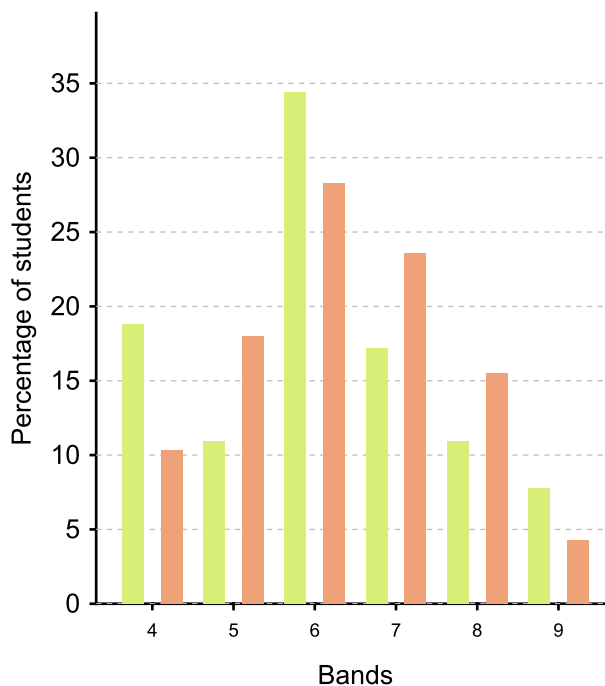
The average % results in the top two NAPLAN bands in 2017 was 14.97%. This has improved significantly to 18.35% in 2018. Year Nine students demonstrated in Vocabulary they achieved above state average when it came to composing a basic persuasive text using simple vocabulary. They also achieved above state average in demonstrating the use of authoritative

Percentage in bands:
Year 7 Grammar & Punctuation



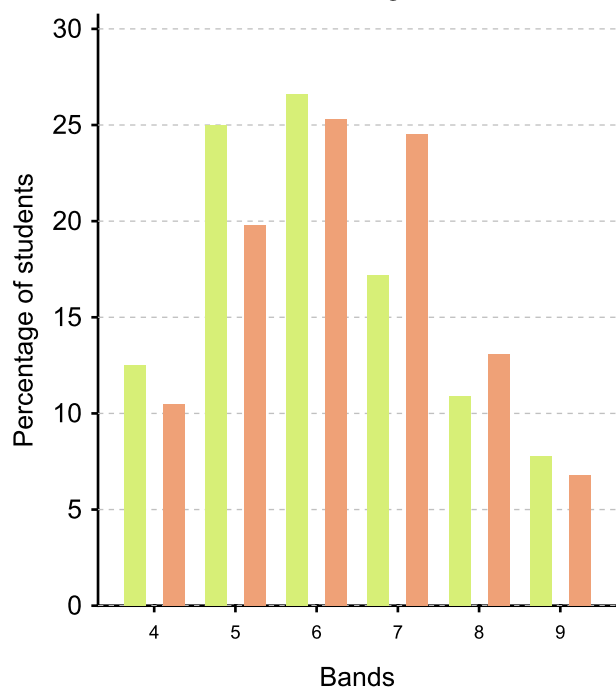
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Spelling



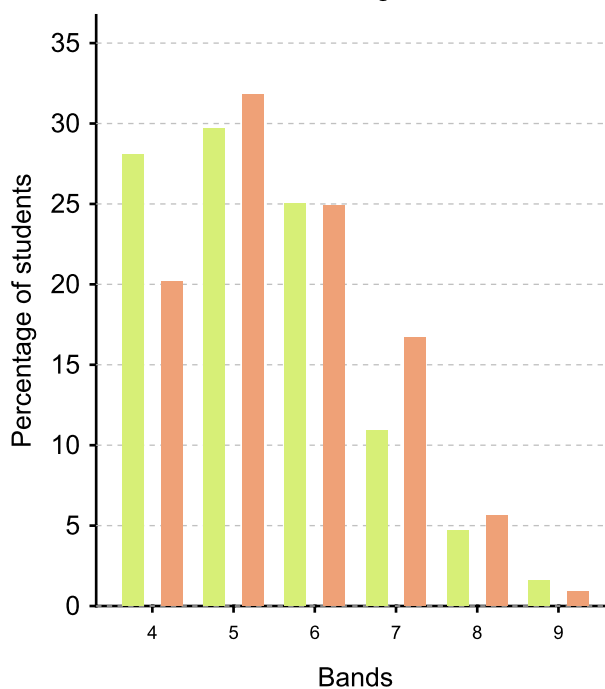
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Reading



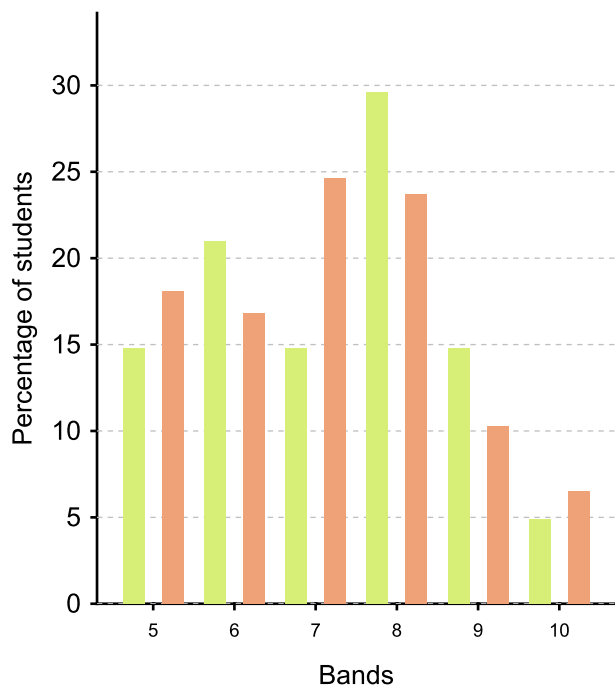
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Writing

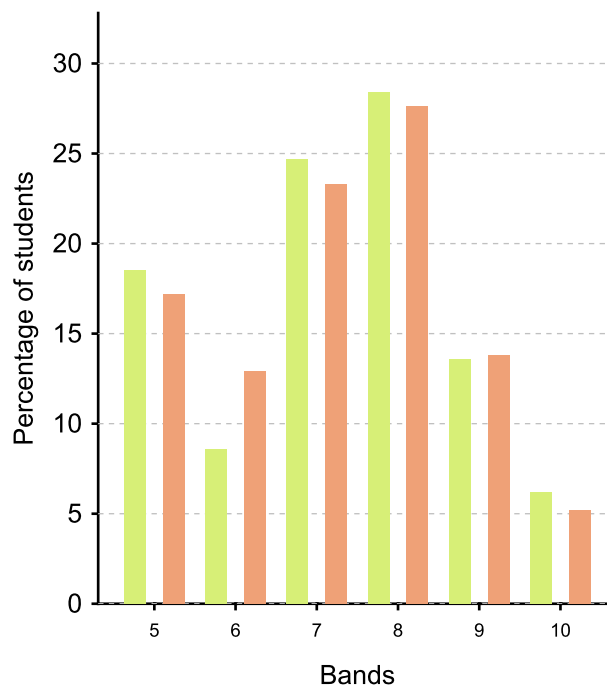


Percentage in Bands
School Average 2016-2018

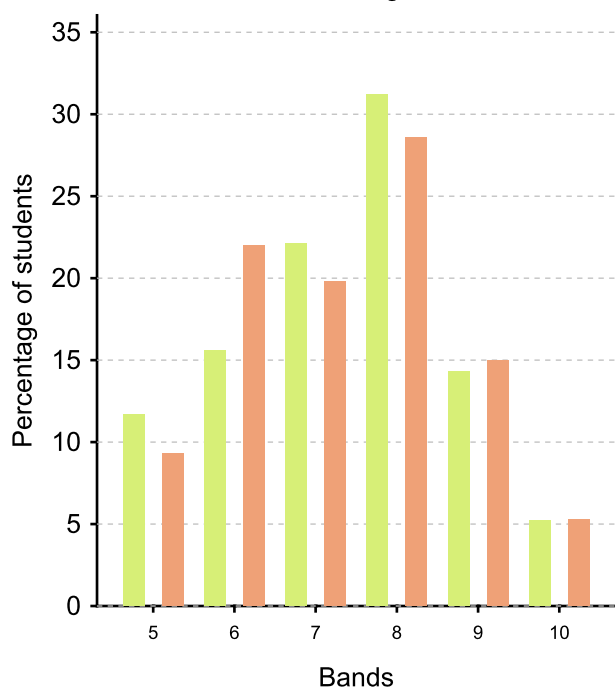
Percentage in bands:
Year 9 Grammar & Punctuation



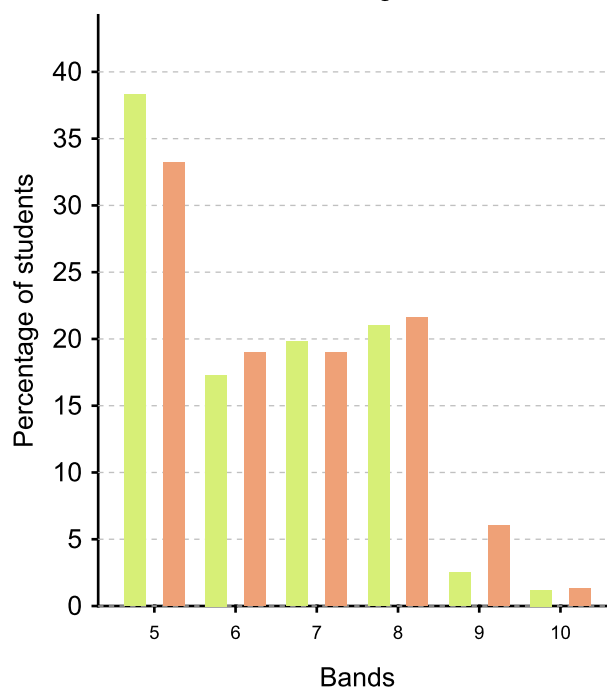
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



The average % results in the top two NAPLAN bands in 2017 was 14.97%. This has improved significantly to 18.35% in 2018.

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	6.5	24.2	30.6	22.6	11.3	4.8
School avg 2016-2018	6.4	20.9	29.8	27.2	11.9	3.8

Percentage in Bands:

Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	0.0	26.7	29.3	25.3	17.3	1.3
School avg 2016-2018	2.3	25.8	29.4	24.4	15.8	2.3

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.

In accordance with the Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes, schools are required to report their students performance in the top two NAPLAN bands. The following statements refer to Year Nine Aboriginal students –

In the domain of Grammar and Punctuation 88.9% of Aboriginal students were at or above expected growth compared with 46.67% state wide.

In the domain of Numeracy 50.0% of Aboriginal students were at or above expected growth compared with 57.24% state wide.

In the domain of Reading 66.7% of Aboriginal students were at or above expected growth compared with 56.53% state wide.

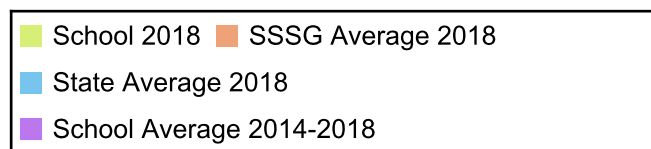
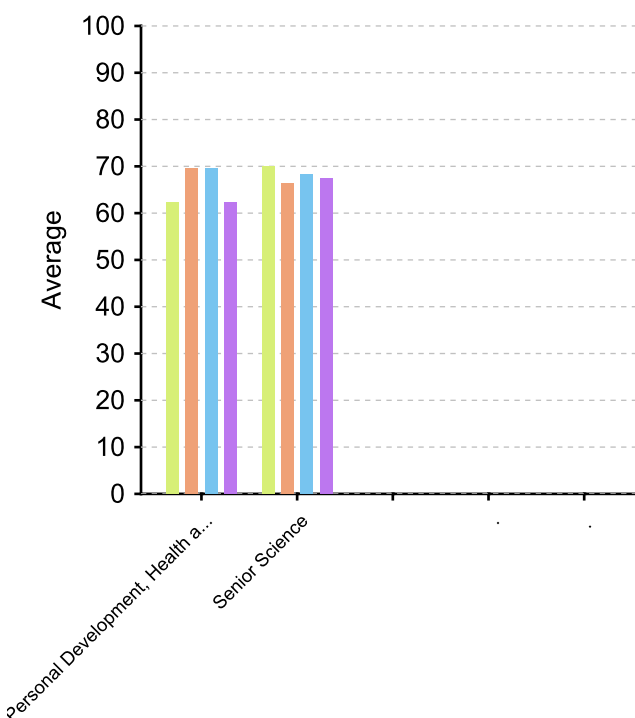
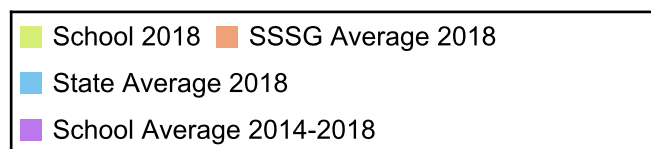
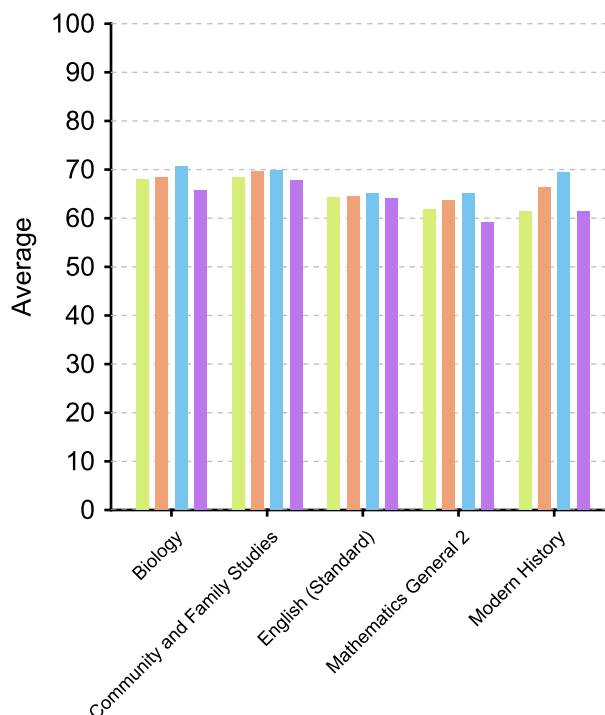
In the domain of Spelling 33.3% of Aboriginal students were at or above expected growth compared with 48.83% state wide.

In the domain of Writing 33.3% of Aboriginal students were at or above expected growth compared with 41.04% state wide.

Higher School Certificate (HSC)

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

Food Technology, Industrial Technology, Entertainment, Legal Studies, were the highest performing subjects, with the school gaining three Band 6 and 19 Band 5's.



Parent/caregiver, student, teacher satisfaction

The following results reflect the Socio-Emotional Outcomes from students enrolled at Kadina High Campus in 2018. The results come from the Tell Them

From Me survey.

53% of the students indicated they participated in school sports compared with the state government norm of 52%.

19% of the students indicated they participated in extra curricular activities such as art, drama or music compared with the state government norm of 24%.

43% of the students indicated they had a positive sense of belonging and feel accepted and valued by their peers compared with the state government norm of 66%.

72% of the students indicated they had positive relationships with friends who they can trust compared with the state government norm of 79%.

56% of the students indicated they believed schooling is useful in their everyday life and will have a strong bearing on their future compared with the state government norm of 75%.

75% of the students indicated they demonstrated positive behaviour and did not get in trouble at school compared with the state government norm of 86%.

30% of the students indicated they are intellectually engaged and find learning interesting, enjoyable and relevant compared with the state government norm of 47%.

43% of the students indicated they try hard to succeed in their learning compared with the state government norm of 67%.

leadership roll call and organised events throughout the year.

This year Kadina High Campus has four students nominated representatives.

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 some activities to encourage and reward a minimum of 90% attendance at school.

Aboriginal Dance Ensemble

Nine 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; and Lismore City Council family NAIDOC event.

Bangara Dance Workshop

Five students enjoyed a workshop held at Lismore High Campus. The students enjoyed being taught and mentored by such an amazing group of professionals.

One student was short listed for the NSW Aboriginal Public Schools Dance Company.

Nanga Mai Award

One of our gifted and talented all-rounder students was nominated for the Nanga Mai Award. She has developed into an amazing young woman who promotes participation, respect and inclusivity in school and community activities.

Aboriginal studies class

The Rivers Secondary College, Kadina High Campus is in its second year of Aboriginal studies. This year two students completed the course to complete their HSC.

Widjabal Wiyabal Dreaming

Widjabal Wiyabal Dreaming is a cultural development and mentor program to advance cultural knowledge and leadership. Ten students participated in the five day workshops in a variety of venues around Lismore. Students also had the opportunity to rekindling with friend and family.

Year 6 to 7 Transition (mainstream)

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

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.

Social-Emotional Outcomes

Skills (grades)-challenge

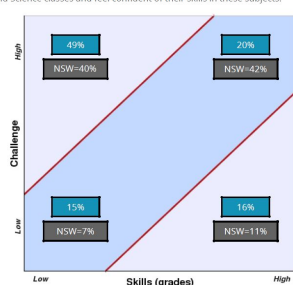
Students feel challenged in their English, Maths and Science classes and feel confident of their skills in these subjects.

20% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 42%.

16% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 11%.

49% of students were not confident of their skills and found English, Maths or Science challenging. The NSW Govt norm for this category is 40%.

15% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.



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.

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,

SistaSpeak Leadership Group

Students in year 7 were chosen as peer support leaders in the cultural transition to school program to support year 6 students ease into high school life.

NAIDOC

This year's theme was "Because of Her we Can". Local Aboriginal community dancers, Nini Nahri–Gali Dance Troupe were our guests at our NAIDOC assembly. Many of our students showcased their talent in public speaking, dance, and poetry. Students and guests were invited to a bush tucker lunch prepared by community members which was followed by our 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.

Acknowledgement of Country

This year our students have extended on their Acknowledgement of Country by introducing Aboriginal language. Several students have spoken with pride and have appreciated being given the opportunity.

Personal Learning Plans (PLP)

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

Multicultural and anti-racism education

Kadina High Campus recognises and respects the cultural diversity amongst the students and staff. We offer a curriculum across all subjects that support students to develop the understanding, knowledge and skills to contribute to, and benefit from, the diversity within our school. It is important to integrate an awareness of multiculturalism into teaching programs. We aim to strengthen the cultural consciousness of our students by presenting them with an awareness of how different cultures live and think. Teaching programs across the school are culturally inclusive, providing students from Years 7 to 12 the opportunity to study and discuss different cultures.