

The Rivers Secondary College, Lismore High
Campus

2019 Annual Report



THE RIVERS
SECONDARY COLLEGE

L I S M O R E H I G H C A M P U S

The heart of secondary education for Lismore

8124

Introduction

The Annual Report for 2019 is provided to the community of The Rivers Secondary College, Lismore High Campus as an account of the school's operations and achievements throughout the year.

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

School contact details

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School background

School vision statement

At Lismore High Campus we are:

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

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

School context

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

The enrolment for 2019 is 440 students with a support unit of 30 enrolled students.

We have a significant population of Aboriginal Students, 20%, and 5% Non-English Speaking Background.

There is a focus on improving the quality of teaching and learning.

A very strong partnership with Southern Cross University is in place and students have access to the University facilities for wider learning.

Lismore High Campus is part of The Rivers Secondary College and works collaboratively with Richmond River High Campus and Kadina High Campus through enhanced curriculum delivery to Year 11 & 12.

Parents and carers are very supportive of the Campus through the Parents and Citizens Association.

Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Learning

Purpose

The diverse individual needs of students will be catered for by embedding foundation skills and quality outcomes through challenging learning experiences. We will support young people to transition into employment or future learning to become active, informed and positive contributors to society.

Improvement Measures

Increased student metacognition strategies and academic and emotional resilience.

Student data being used by all staff to effectively compare learning across KLA's that and drive student growth.

Progress towards achieving improvement measures

Process 1: School wide study skills focus. System and policy developed. Study skills explicitly taught and embedded across KLA's and year groups. Parent support materials produced and delivered to carers to build study profile.

Evaluation	Funds Expended (Resources)
The WIN program was extensively marketed to the school community across different media platforms. The program was continually evaluated and refreshed for the 2020 year. Through high levels of collaboration the 2020 WIN package is ready for delivery.	Teacher relief Professional development for key personnel SASS relief

Process 2: Implementation of Resilience programs, building the capacity of students to be physically active and positive contributors to our college and broader community.

Evaluation	Funds Expended (Resources)
We have taken a holistic approach to resilience ensuring all students benefit from the approach. Special events such as the College roadshow and Wellbeing expo, coordinated with specialist engagement programs such as New Choices has been successful and positive. The Rock and water program underpins the wellbeing framework with further training of head teachers to lead school wide implementation in 2020.	Teacher Relief Rock and Water Course Costs New Choices program funding Special guests for expo Rivers Funding

Process 3: Development of a literacy and numeracy action plan that is strategically implemented to address remediation, differentiation and extension work embedded across all KLA's.

Evaluation	Funds Expended (Resources)
The Literacy and Numeracy Strategic Team led school wide process change to encapsulate total student involvement. Assistive technologies were explored, refined and rolled out across the school and support unit. A Reading to Learn team was developed, trained and will lead staff development into 2020 around literacy.	R2L training for the team school staff meeting time teacher relief visit by Richard Rose (R2L) Read Write Gold license

Process 4: Improve academic rigour by creating a culture of high expectations to solve 21st century challenges

Progress towards achieving improvement measures

Process 4: through effective feedback, explicit teaching and modelling of exemplar student work.

Evaluation	Funds Expended (Resources)
Academic Rigour was improved throughout the campus through enhanced communication platforms detailing the great works of students and ensuring parents are accountable for poor attendance and engagement behaviours. Teams of staff explored data sets around classroom performance, with the roll out of KLI's and Success criteria central to this movement.	New Noticeboards, projectors, screens Teacher relief

Strategic Direction 2

Leading

Purpose

Leaders will facilitate a culture of high expectations and shared responsibility, enabling sustainability of transparent systems and implementation of ongoing school wide improvement.

Improvement Measures

Capacity building and growth of staff and students as effective educational leaders.

School wide teaching and learning framework developed, implemented and monitored.

Progress towards achieving improvement measures

Process 1: Training, development, support and encouragement for all staff to maintain professional accreditation.

Evaluation	Funds Expended (Resources)
Staff undertook training with the Quality Teaching Advisor throughout the year and the strategic accreditation team led staff training on accreditation and maintenance requirements. A mentor teacher was employed to work with beginning and experienced teachers to aid in gaining professional accreditation.	Teacher Relief Quality Teaching Advisor Teacher Mentor Professional Development

Process 2: Targeted professional learning for all staff on explicit teaching, assessment/feedback and subject specific literacy/numeracy strategies.

Evaluation	Funds Expended (Resources)
All staff were trained to develop key learning intentions and explicit success criteria. A feedback team was established to work with Professor Cam Brookes. This group of leaders explored the feedback cycle and experimented with its use in the classroom. A quality teaching round team also undertook training with these leaders preparing to train additional staff members.	Teacher Relief Feedback Mentor University Partners Professional Development

Process 3: Staff, Prefects and P&C work collaboratively to develop, expand on, facilitate and generate awareness about school based extra-curricular and wellbeing activities available across the school community to enrich teaching and learning.

Evaluation	Funds Expended (Resources)
Parents, staff members and students engaged in a weekend working bee. These school leaders coordinated beautification and maintenance of the school site which included cleaning, gardening, painting and road repair.	Working Bee Staff Students Parents/Carers

Process 4: Leaders role model high expectations and recognise strengths and areas for development of their staff, building their capacity through honest and professional conversations..

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

School leaders undertook focused conversations with their staff to develop meaningful goals in their Performance and Development Plans.
David Townsend also facilitated generative dialogue sessions with school leaders to refine focus areas for improvement. The executive undertook a seasons audit for programs and identified strategies to address areas of weakness.

Meetings
David Townsend
Staff
Supervisors/Executive
Professional Development

Process 5: Development of a campus document outlining consistent procedures of best practice in teaching and learning to be implemented by all staff.

Evaluation

The Quality Teaching team is working with executive and across strategic teams to evaluate and collate current best practices for teaching and learning.

Funds Expended (Resources)

Meetings
Quality Teaching Team
Executive
Professional Development

Strategic Direction 3

Teaching

Purpose

Teachers demonstrate personal and collective responsibility to improve teaching practices and student learning. A growth mindset of evidence based teaching will allow students to connect, succeed, thrive and learn.

Improvement Measures

All staff regularly undertaking professional dialogue with the focus of conversations being on teaching and learning as evidenced in PDP's.

Value added growth to HSC, NAPLAN, attendance and post school success.

Progress towards achieving improvement measures

Process 1: Training for staff revisited regularly to analyse and effectively use school and external data to inform teaching and learning. Growth strategies being used to address learning targets are communicated to students and parents. Development and implementation of a student data wall to analyse learning across KLA's.

Evaluation	Funds Expended (Resources)
We acknowledge that any improvement measure must be based on solid data. We incorporated many different approaches throughout the year, highlighting the importance of data to classroom teaching. There was positive responses from staff, but after review of the data wall, it was replaced with a more secure platform.	SASS relief Teacher relief Professional learning costs

Process 2: Foundation skills explicitly taught in stages across KLA's through core subjects, Project Based Learning, Work Skills, Mandatory y10 elective and study skills program

Evaluation	Funds Expended (Resources)
The focus on basic literacy needs was positively received by all staff. Assistive technology use in the classroom resulted in better outcomes, and we have set the framework for better results across NAPLAN and HSC in 2020. All subjects and teachers focus on getting the basics right, building these foundation skills in every class.	teacher relief

Process 3: Establish a model for peer mentoring and coaching to facilitate reflection and improvement of explicit teaching, questioning, assessment and feedback in classrooms.

Evaluation	Funds Expended (Resources)
The language and culture around teaching has changed. Teachers are learning to be more reflective, looking at successful methods outside of the secondary context. QTR will begin in a more formal way in 2020, as will the Feedback program.	extensive professional learning opportunities teacher relief

Process 4: Learning goals and success criteria are evaluated every lesson and graphic organisers are used as a vehicle for student reflection and study.

Evaluation	Funds Expended (Resources)
KLI's and success criteria as common language was successful early on, with focus from senior executive to ensure it was embedded. Dedicated staff meetings built on this framework and Strategic Teams are further developing the common language..	teaching relief SASS relief

Progress towards achieving improvement measures

Process 5: Platform for administrative, teaching resources and student work samples developed for sharing across KLA collegiate networks.

Evaluation	Funds Expended (Resources)
<p>Most faculty networks across the college, have met and facilitated at least 1 meeting. From these collegiate networks, there have been profound change across the relationships between staff at different campuses, and the learning they lead. The Deputy Principal collegiate is strong, supporting the Senior Executive with additional mentoring by the executive principal. The addition of the Sharepoint has further improved these links between campuses.</p>	<p>Teacher relief Faculty based relief professional development funds Other campus staff Rivers desk.</p>

Process 6: Explicit teaching and embedding of school discipline and reward systems to maximise consistency, fairness and reinforcement of good behaviours.

Evaluation	Funds Expended (Resources)
<p>The VIVO system was re-evaluated throughout the year. With positive support from staff it has a renewed focus on advertising its benefits. The canteen noticeboard was installed, to publish achievements of the students and notice the students making good decisions. Recently the VIVO team have developed a 2020 action plan, to enhance the positive reward system at the school.</p>	<p>RAM funding P&C</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background loading (\$81795)	Funds were used to employ an AEO and SLSO to support Aboriginal students
English language proficiency	English language proficiency (\$18214)	Funds were used to employ a specialist EALD teacher to support student learning and engagement.
Low level adjustment for disability	Low level adjustment for disability (\$55908)	Funds were used to employ SLSO's to support student learning.
Socio-economic background	Socio-economic background (\$348645)	Funds were used to support teaching and learning through the purchase of resources and employment of staff.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	182	178	199	219
Girls	172	185	208	206

Student attendance profile

School				
Year	2016	2017	2018	2019
7	89.5	89.4	86	89.3
8	82.8	83.1	80.6	86.5
9	78.7	86.9	81.5	83
10	83	77.8	86.3	82.6
11	84.6	88.5	87.7	93.8
12	86.6	86.3	90.7	91
All Years	84.1	85.5	85.5	87.5
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	3.1	48.5
Employment	3	12.6	0
TAFE entry	0	4.7	12.1
University Entry	0	0	21.2
Other	1.3	12.6	6
Unknown	7.7	8	12.1

Year 12 students undertaking vocational or trade training

37.50% of Year 12 students at The Rivers Secondary College, Lismore High Campus undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

83.8% of all Year 12 students at The Rivers Secondary College, Lismore High Campus expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	27.9
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Administration and Support Staff	9.78
Other Positions	1.8

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	992,633
Revenue	7,454,781
Appropriation	6,858,159
Sale of Goods and Services	-40,378
Grants and contributions	626,639
Investment income	10,161
Other revenue	200
Expenses	-7,692,727
Employee related	-6,192,517
Operating expenses	-1,500,210
Surplus / deficit for the year	-237,946

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	960,408
Equity Total	611,277
Equity - Aboriginal	81,795
Equity - Socio-economic	348,645
Equity - Language	18,214
Equity - Disability	162,624
Base Total	4,834,150
Base - Per Capita	101,551
Base - Location	2,679
Base - Other	4,729,919
Other Total	228,099
Grand Total	6,633,934

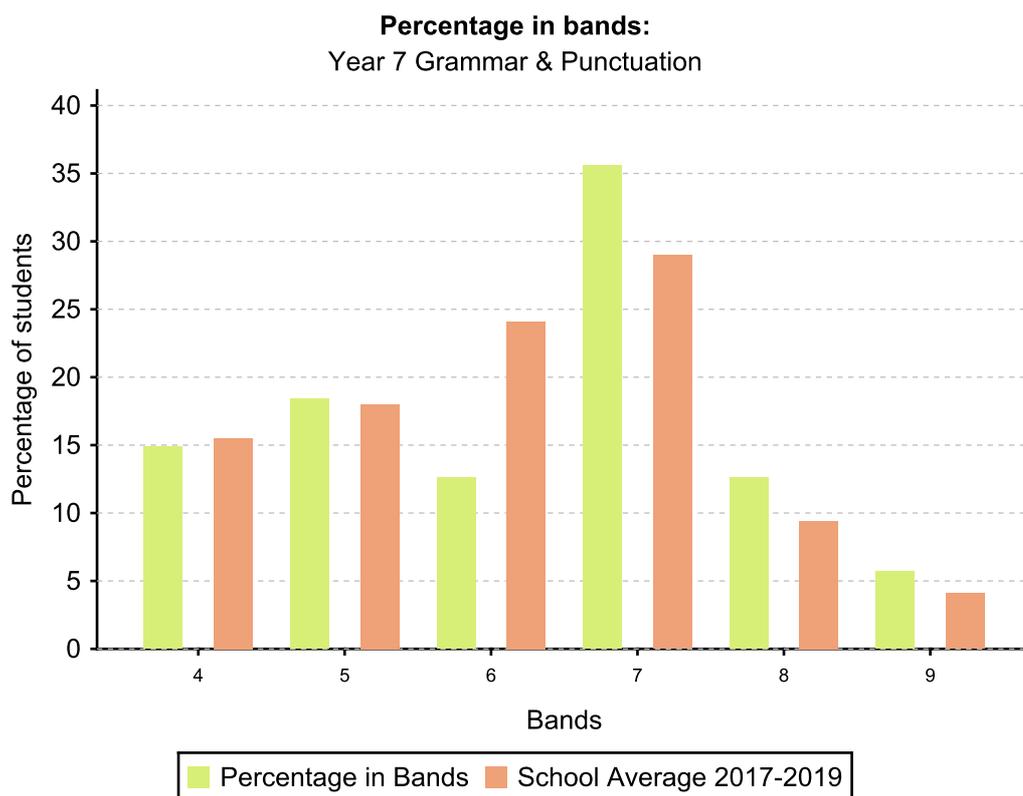
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

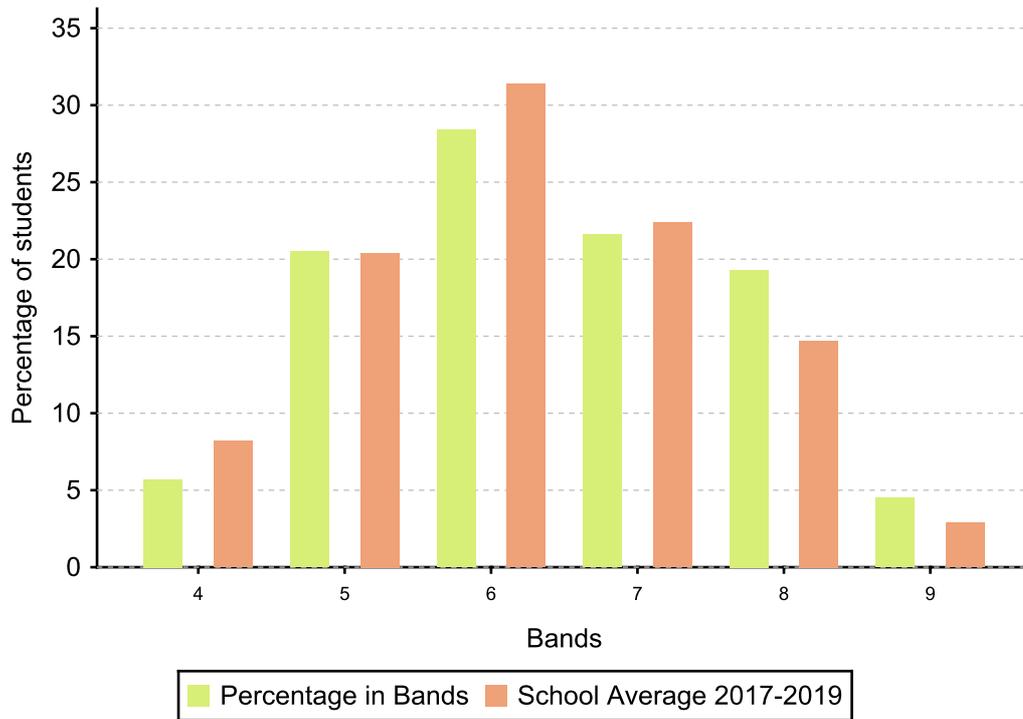
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



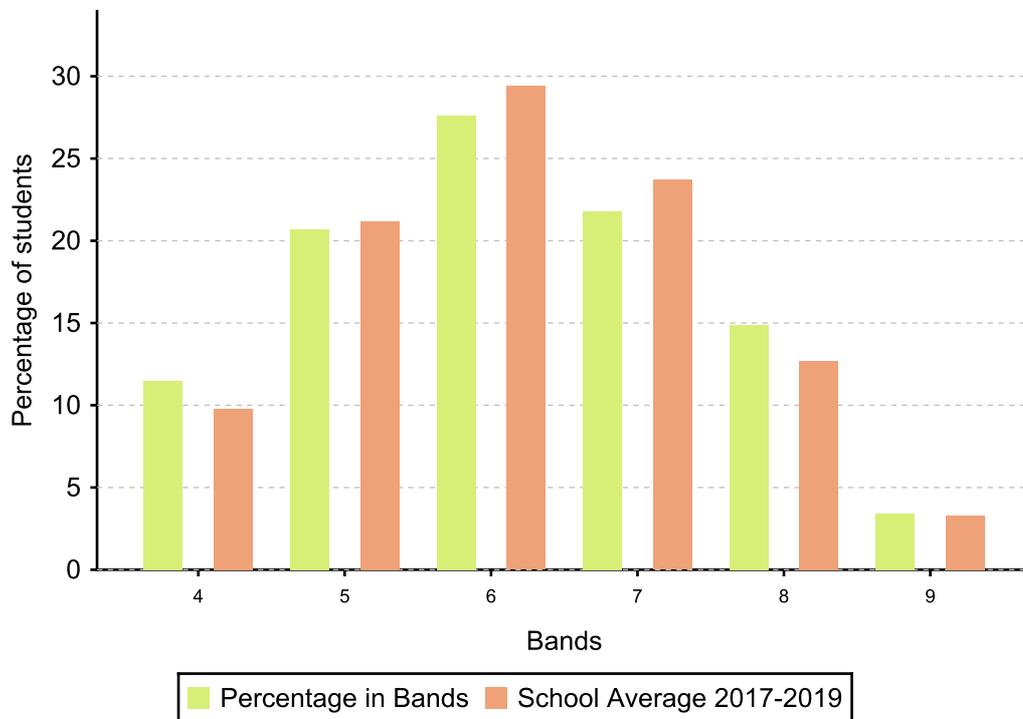
Band	4	5	6	7	8	9
Percentage of students	14.9	18.4	12.6	35.6	12.6	5.7
School avg 2017-2019	15.5	18	24.1	29	9.4	4.1

Percentage in bands:
Year 7 Reading



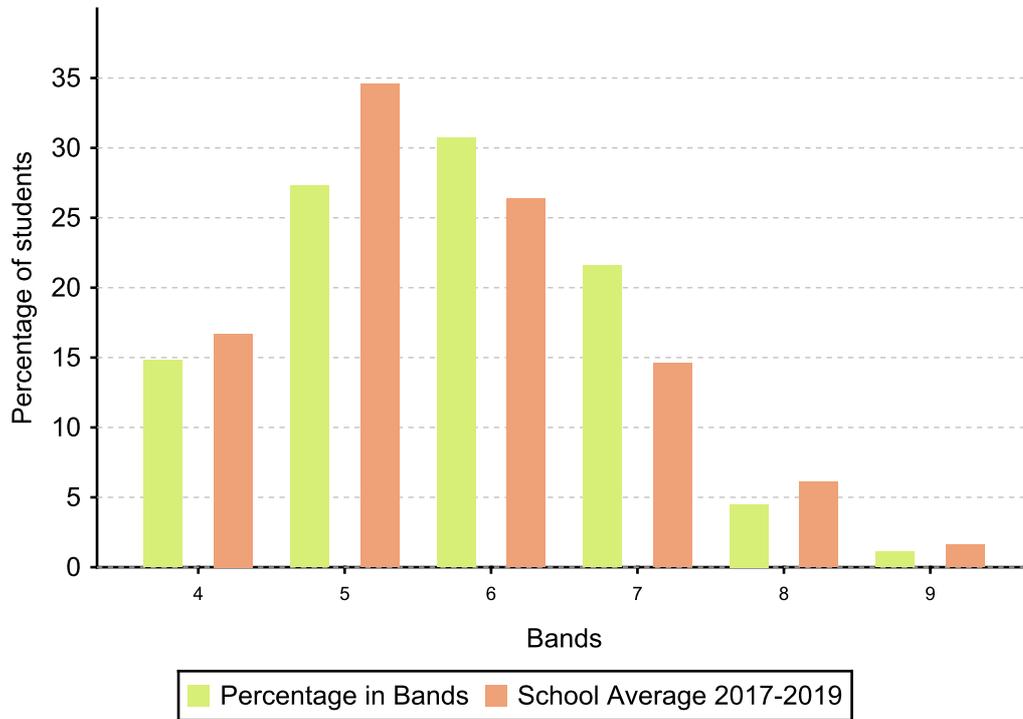
Band	4	5	6	7	8	9
Percentage of students	5.7	20.5	28.4	21.6	19.3	4.5
School avg 2017-2019	8.2	20.4	31.4	22.4	14.7	2.9

Percentage in bands:
Year 7 Spelling



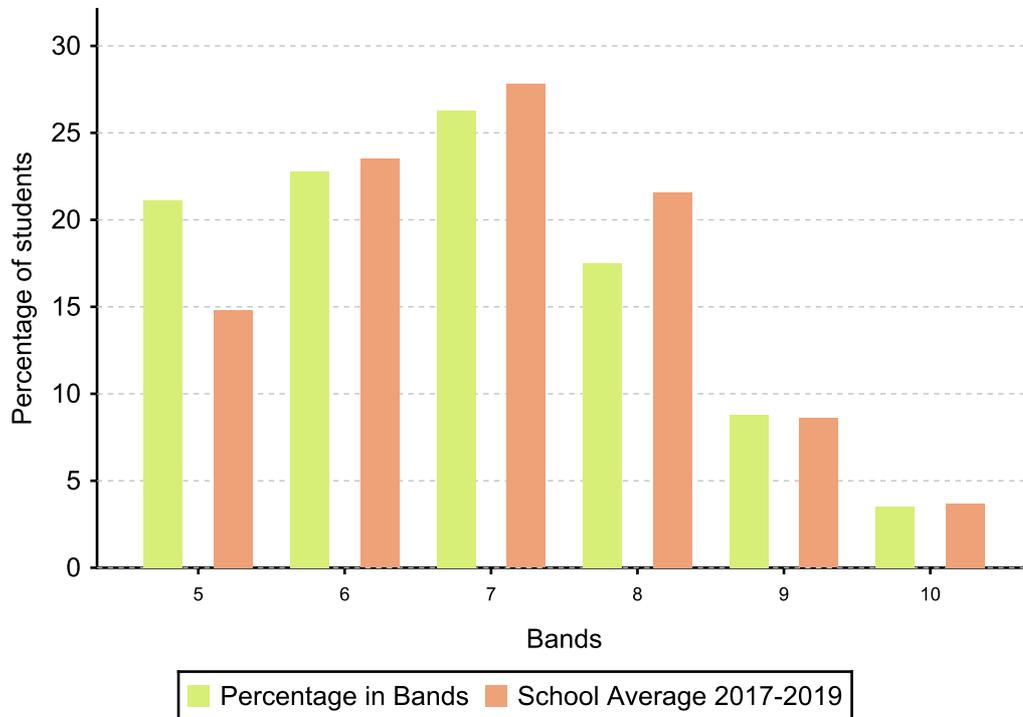
Band	4	5	6	7	8	9
Percentage of students	11.5	20.7	27.6	21.8	14.9	3.4
School avg 2017-2019	9.8	21.2	29.4	23.7	12.7	3.3

Percentage in bands:
Year 7 Writing



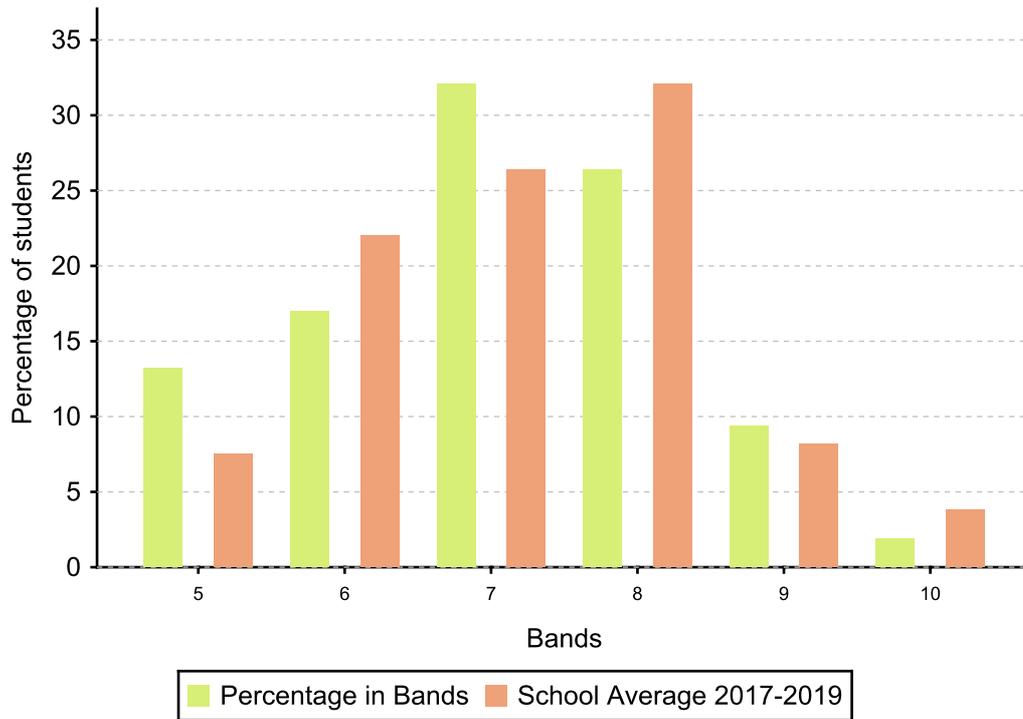
Band	4	5	6	7	8	9
Percentage of students	14.8	27.3	30.7	21.6	4.5	1.1
School avg 2017-2019	16.7	34.6	26.4	14.6	6.1	1.6

Percentage in bands:
Year 9 Grammar & Punctuation



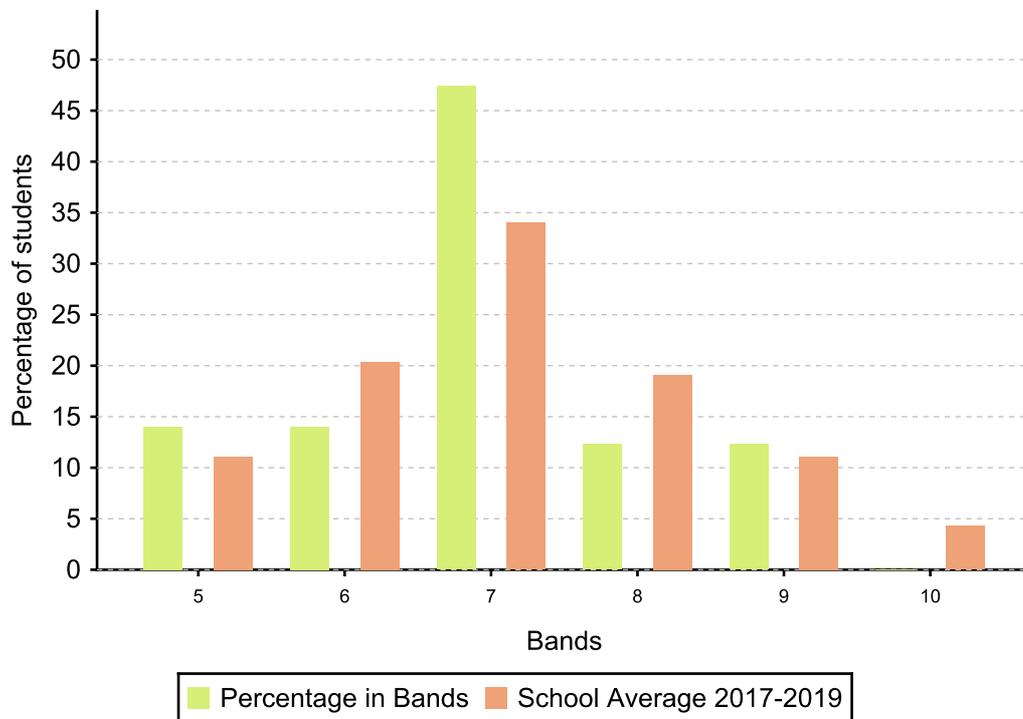
Band	5	6	7	8	9	10
Percentage of students	21.1	22.8	26.3	17.5	8.8	3.5
School avg 2017-2019	14.8	23.5	27.8	21.6	8.6	3.7

**Percentage in bands:
Year 9 Reading**



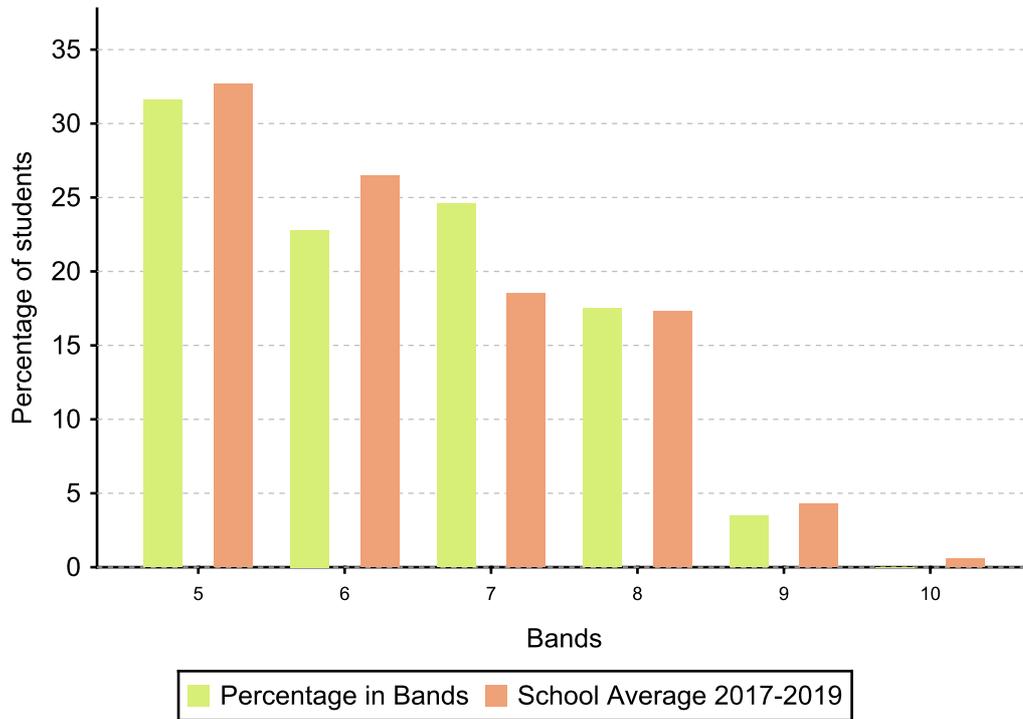
Band	5	6	7	8	9	10
Percentage of students	13.2	17.0	32.1	26.4	9.4	1.9
School avg 2017-2019	7.5	22	26.4	32.1	8.2	3.8

**Percentage in bands:
Year 9 Spelling**



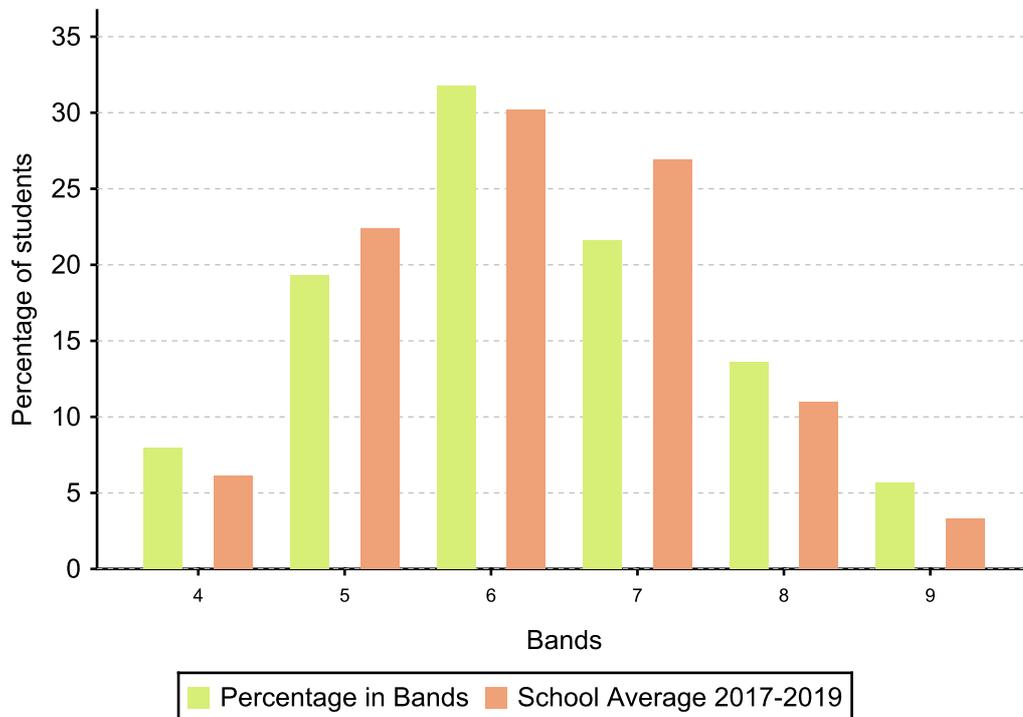
Band	5	6	7	8	9	10
Percentage of students	14.0	14.0	47.4	12.3	12.3	0.0
School avg 2017-2019	11.1	20.4	34	19.1	11.1	4.3

Percentage in bands:
Year 9 Writing



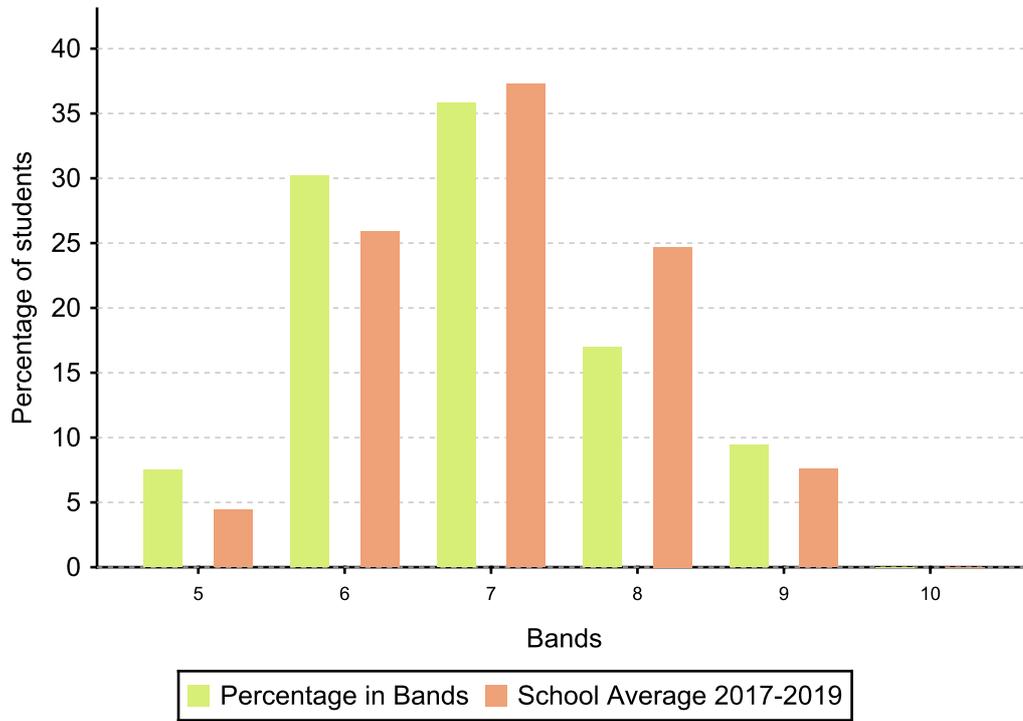
Band	5	6	7	8	9	10
Percentage of students	31.6	22.8	24.6	17.5	3.5	0.0
School avg 2017-2019	32.7	26.5	18.5	17.3	4.3	0.6

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	8.0	19.3	31.8	21.6	13.6	5.7
School avg 2017-2019	6.1	22.4	30.2	26.9	11	3.3

Percentage in bands:
Year 9 Numeracy

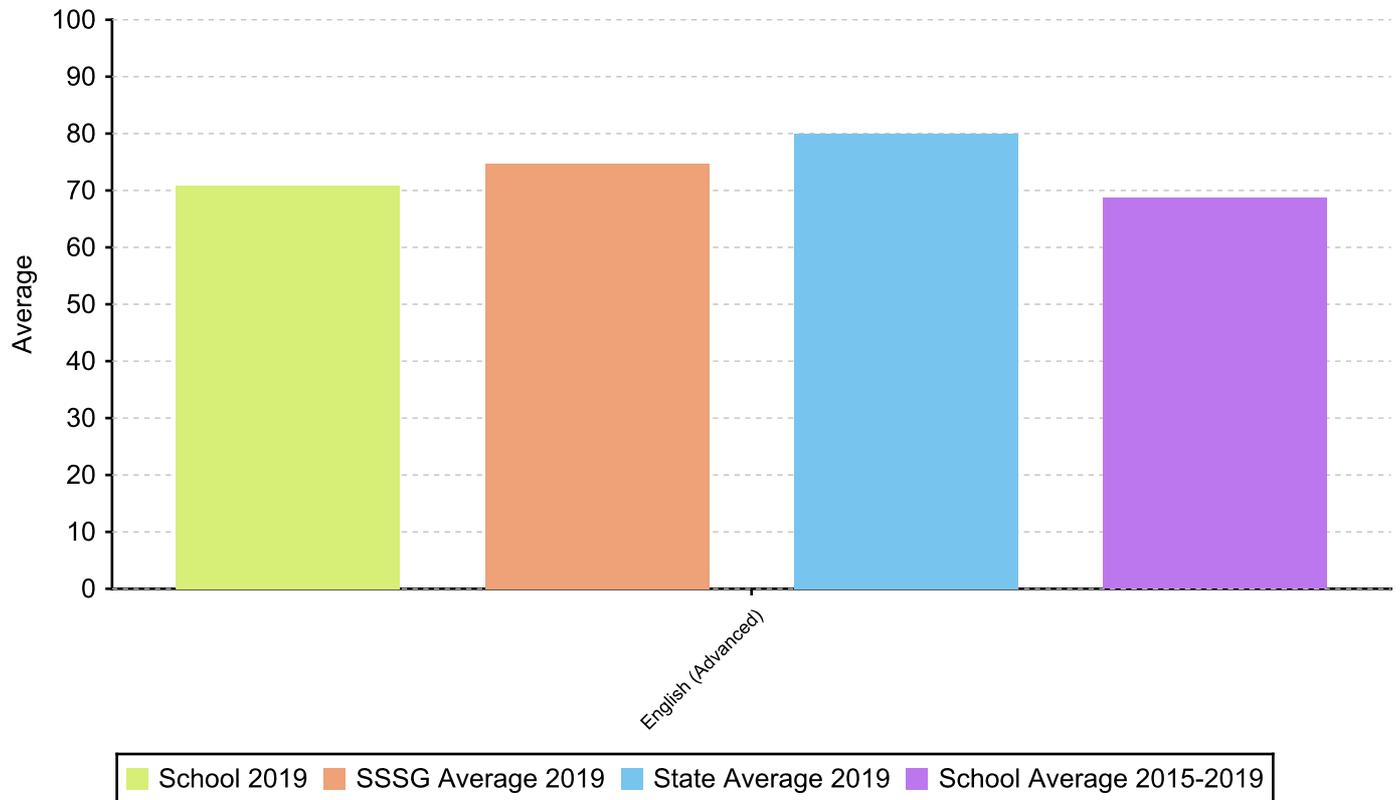


Band	5	6	7	8	9	10
Percentage of students	7.5	30.2	35.8	17.0	9.4	0.0
School avg 2017-2019	4.4	25.9	37.3	24.7	7.6	0

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
English (Advanced)	70.9	74.7	80.0	68.7

Parent/caregiver, student, teacher satisfaction

Continued

parent engagement through the P&C occurred in 2019. As a result of the consultation, parents, students and carers undertook a major working bee which occurred on a weekend. School grounds were beautified as a result of working collaboratively. Parents have made positive comments regarding Facebook and school newsletter promotion and the improved use of text and email messaging. Teachers and students undertook the 'Tell Them From Me' survey which reflected that we are performing at or above state with a significant proportion of the data.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.