

# 2021 Annual Report

The Rivers Secondary College, Kadina High  
Campus



**THE RIVERS**  
**SECONDARY COLLEGE**  
**KADINA HIGH CAMPUS**

*The heart of secondary education for Lismore*

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## Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

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 become lifelong learners. 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.

In 2021 Stage Four will focus on trialing a Foundation Program with the development, implementation and evaluation of Foundation units in core classes in Year Seven. These units will map the students knowledge and understanding of Stage Three outcomes as they progress into Stage Four.

## 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 400 students, 45 teaching staff and 8 non teaching 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. The campus has established four teams to support the work of the 2021 - 2024 Strategic Improvement Plan. These teams are Aboriginal Education, Teaching and Learning, Events, and Wellbeing. Each team will map out success criteria in the three Strategic Directions identified as relevant to the team.

Kadina is one of three campuses in The Rivers Secondary College.

In 2021 KHC established a permanent Support Unit.

## 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. 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 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	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improved Performance in Reading
- Improved Performance in Numeracy
- Improved Performance in HSC
- Improved Attainment of HSC for Aboriginal students
- Attendance

### Resources allocated to this strategic direction

**Professional learning:** \$43,198.30

**Integration funding support:** \$122,300.00

**Low level adjustment for disability:** \$71,856.62

**COVID ILSP:** \$209,449.59

**Location:** \$4,738.84

**Aboriginal background:** \$174,008.81

### Summary of progress

#### Literacy & Numeracy

- Our focus on improving literacy and numeracy instruction in 2021 revolved around developing staff understanding of the literacy and numeracy progressions and strategies to explicitly teach literacy and numeracy and track student progress. This has included: Introduction to PLAN 2, as a way to both access data (Check In and Best Start) and explicitly teach an area of focus, making observations about achievement in regard to this (Year 7 MESH).
- The senior executive have developed the staff collective understanding that NAPLAN is the summative assessment and the progressions and PLAN 2 data provide formative assessment.
- The Math faculty worked with a Primary educator (Wyrallah Road PS) and this has resulted in plans to implement a 'concrete', hands on Math room in 2022 (actioned by a new Head Teacher).
- The Literacy and Numeracy intervention programs (COVID ISLP) have been aligned to progressions/Literacy & Numeracy Hub resources, to work towards an intervention program, that is aligned to content that students access in classrooms.
- *2022 we will scale the alignment of the literacy and numeracy progressions, to include all KLAS. The focus in PDHPE, TAS and CAPA faculties will be Stage 5 assessments, that are designed to explicitly develop literacy and numeracy skills. Additionally, we will upskill the Multi-Categorical class staff, to ensure that they understand how to use PLAN 2 to assess and track student development in literacy and numeracy.*
- *This year, all staff participated in Professional Learning on vocabulary (tier 2 words) and we will continue to implement our whole school focus on Tier 2 vocabulary.*
- *The HSIE Faculty will participate in Reading to Learn Professional Learning and using NAPLAN analysis to drive improvement in classroom practice.*

#### HSC Improvement in Practice

- In Term 4, 2021, we identified the need to develop a 'HSC Improvement in Practice' activity. Key areas that this is designed to improve: assessment support for identified students in Stage 6, the implementation of HSC Monitoring, N Determination and Assessment policy compliance.
- Professional Learning was implemented for staff and executive including a) NESA - N Determinations, Life Skills and Adjustments in Stage 6, RAP data analysis b) High Leverage PL for designated courses and c) Executive workshop on moderation, consistent judgment in allocating grades.
- *We have also been successful in joining the 'Parent Partnerships Learning Ecosystems HSC' for 2022. This will provide tailored support for us to work collaboratively across The Rivers Secondary College to develop and improve programs and initiatives that involve community, families and post-school educational opportunities, in improving achievement and post-school success for our Stage 6 students. It is important that we capture baseline data for this initiative at the start of 2022.*

## Improving Attendance

- Our focus on improving attendance in 2021, has been to develop an Attendance Policy that is aligned with DoE attendance policies and procedures. This has resulted in allocating time for an attendance coordinator, starting in Term 4, 2021 and developing an attendance team that includes school administration support staff, senior executive, Head Teacher Wellbeing, Aboriginal Education Officer, Student Support Officer and Attendance Coordinator.
- We began to survey families and surveyed staff to identify specific initiatives that can be implemented to improve attendance. We increased our messaging to families and community regarding the expectations for attendance.
- *In 2022, this team will continue to work on processes to enhance our ability, as a campus, to identify attendance concerns and track student attendance on a fortnightly rolling basis, to ensure that attendance rates in decline or under-improvement can be triaged effectively.*
- *Additionally, we will investigate programs to address the reasons why students are not attending (eg. Stymie for bullying); continue to work on embedding the Quality Practices, as outlined in the Everyday Counts document - communication, high expectations, quality systems and practices, data systems and intervention.*

## Aboriginal Student Attainment

- Our focus in 2021 for Aboriginal student HSC attainment has been to improve our connection with our community through developing a morning tea initiative to ensure that Aboriginal families, are regularly invited into the school, to share perspectives on how we can best work together to achieve quality outcomes for Aboriginal students (on pause due to COVID, since Term 2).
- To improve our student sense of belonging in the school we employed male Aboriginal Student Learning Support Officers (SLSOs) to initiate programs designed to improve connectedness and engagement.
- The Deputy Principal worked closely with the Head Teacher English (lead of Aboriginal Education team) to develop processes and practices for the Aboriginal Education Team. This has resulted in an increasingly collaborative approach to Aboriginal education in the school, streamlining our processes to ensure we are aware of the initiatives designed to engage our Aboriginal students.
- A 'celebration flyer' was created and distributed once a term, to celebrate the success of Aboriginal students and communicate to families about the programs that we are running to support our Aboriginal students.
- We developed a Professional Learning Plan (PLP) process, that is aligned with the College PLP 8 Ways template.
- *In 2022 we will use this process to ensure that students choose the teachers that support them to complete PLP and that we have processes in place, to respond to the aspirations they identify as part of the PLP process.*
- *Additionally, in 2022 we will focus on developing a collaborative approach to the NAIDOC celebrations, where all team members play a role in delivering a successful event; designing and implementing programs to improve our relationships with the community.*

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Increase the proportion of students achieving in the top two NAPLAN reading bands by 3%</p> <p>Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 3%</p> <p>Increase the proportion of HSC course results in top two bands by 3% from system-negotiated target baseline</p> <p>Improvement in the proportion of HSC course results in top 3 bands by 4% from system-negotiated target baseline</p>	<ul style="list-style-type: none"><li>• 16% of students are now in the top two skills bands (NAPLAN) for reading.</li><li>• 4% for numeracy indicating progress yet to be seen toward the annual progress measure.</li><li>• 18.25% of students achieved in the top 2 bands, indicating a decrease against baseline data.</li><li>• 53.2% of students achieved in the top 3 bands, indicating achievement of the lower bound baseline target.</li></ul>
<p>Increase the proportion of students achieving expected growth in NAPLAN reading by 3% from system-negotiated target baseline</p> <p>Increase the proportion of students achieving expected growth in NAPLAN</p>	<ul style="list-style-type: none"><li>• The percentage of students achieving expected growth in reading decreased to 38.46% indicating progress yet to be seen toward the lower bound target.</li><li>• The percentage of students achieving expected growth in numeracy decreased to 32.5% indicating progress yet to be seen toward the lower bound target.</li><li>• In 2021, 10% of Year 12 Aboriginal students attained their HSC whilst</li></ul>

<p>numeracy by 3% from system-negotiated target baseline.</p> <p>Increase the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity</p>	<p>maintaining their cultural identity. This is a decrease when compared to the 2020 HSC attainment rates for Aboriginal students (15%)</p>
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## Strategic Direction 2: Student Wellbeing and Engagement

### Purpose

Our purpose is that through a strategic and planned approach to whole school wellbeing processes we create an environment to support the wellbeing of all students so that they can succeed, thrive and learn.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and Learning Support systems, practices and processes

### Resources allocated to this strategic direction

**Professional learning:** \$16,000.00

**Socio-economic background:** \$111,492.84

### Summary of progress

Our focus on improving student wellbeing and engagement involved improving systems, practices and processes to ensure a consistent approach by all staff.

#### Wellbeing systems, practices and processes.

- In 2021 we focused on refining systems and processes for enrolment in the Kadina DE Hub and the transition of students into mainstream classes. This also allowed for a refresh of the wellbeing and discipline policy across the school and aligning Restorative practices to this.
- To help support these policies, a critical incident checklist was developed and implemented across the college. Improvements in suspension processes and paperwork was also developed and shared across the college to ensure a consistent approach.
- The Head Teacher Wellbeing began working on developing cohesion within the wellbeing team and building their capacity as year advisors.
- *In 2022, we will continue to focus on building capacity of the wellbeing team, including refining the year advisor roles and responsibilities, developing a scope and sequence of wellbeing initiatives and professional learning for all staff around their role in wellbeing and discipline, empowering all members of staff within the wellbeing processes. We will conduct a Wellbeing Review, systematically analysing our approaches to wellbeing ensuring that we are proactive, not reactive and focused on supporting the 'whole child'.*

#### Learning and support systems, practices and processes.

- This year we focused on restructuring Learning and Support Team meetings to be action-focused for student support. A meeting with DoE Learning Wellbeing staff to discuss improving the learning and support structures and processes led to improved systems and processes across learning and support.
- We also invested in simplifying the student referral process and located it on SENTRAL for staff to access.
- NCCD evidence for students was streamlined and improved and this facilitated staff in providing more evidence of adjustments for students.
- After identifying an increased need for student support, additional SLSO support for students including the employment of 2 Aboriginal SLSO's to work with our Aboriginal students were hired to provide targeted support.
- *In 2022 we will continue our focus on refining systems and processes for learning support to ensure we are meeting the learning and wellbeing needs of our students. This will involve continual evaluation of systems, practices and processes. We will also continue our targeted support for Aboriginal students with the employment of the Aboriginal SLSO's. Staff professional learning in identified areas of learning support will continue to ensure consistency of practice.*

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students attending greater than 90% of the time	<ul style="list-style-type: none"><li>• Assessed the effectiveness of data collection and impact on teacher and staff understanding of the importance of attendance improvement.</li></ul>



to 5% above the school's lower bound system-negotiated target.	<ul style="list-style-type: none"> <li>• Annual progress measure: Increased percentage of students attending school 90% or more of the time by 3%.</li> </ul>
Audit, review and design a plan of systems, practices and processes for discipline, wellbeing and learning and support aligned with all themes in the wellbeing element of the School Excellence Framework.	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Wellbeing, in the themes of caring for students, a planned approach to wellbeing, individual learning needs and behaviour.</li> </ul>

## Strategic Direction 3: Building Staff Capacity

### Purpose

Our purpose is to build capacity in our executive and teaching staff to identify, understand and implement explicit, evidence based teaching strategies and leadership capacity to enhance learning outcomes for our students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building Classroom Capability
- Leadership Capacity

### Resources allocated to this strategic direction

### Summary of progress

Our focus on improving classroom capability in 2021 revolved around High Impact Strategies (VIC Education) and Formative Assessment, Differentiation and Mastery - both of these largely came out of the work that had been done in 2020, with staff to identify the need for Foundation in Year 7. This has developed and changed over 2021, refined to:

#### Formative Assessment Practices

A year long focus on Formative Assessment, using the Teacher Quality Advisor (NSW DoE) included a focus on completing a 'teaching sprint' for staff. We started with Learning Intentions and Success Criteria at the start of Term 3, 2021. Executive and Year 7 MESH staff focused on a teaching sprint, in semester two, 2021 - this was impacted by the COVID lockdown. Our focus on this resulted in the executive collaboratively sharing through lesson walk through sessions; agreeing on best practice regarding the implementation of formative assessment strategies; and developing the skills to embed strategies to connect PL to classroom practice within each of their faculties. *We are on track to complete - Term 1, 2022 - effective questioning, Term 2, 2022 effective feedback and Term 3, 2022 peer and self assessment. We expect that this will result in continued improvement in learning culture, with the majority of staff participating in lesson walk throughs and embedding the 4 aspects of formative assessment in lesson delivery.* Quality Teaching Rounds: We completed the QTR training at the end of Term 3, 2021. On the first day of Term 4, 2021, we delivered PL to staff, with the goal of getting a QTR happening in Term 4. *This has been successful and we are on track to scale this up in 2022.* The feedback from staff involved has been excellent and the research base that demonstrates the impact of QTR on teaching practice is outstanding. The participants in the initial QTR have communicated that they will each take ownership of delivering a QTR in 2022, and reflected that participation in the QTR has resulted in significant reflection on their own teaching practice. *We will investigate developing an initiative that encompasses participating in QTR with our feeder primary schools. We expect that this will result in improved understanding of effective strategies to engage Stage 4 students, and improved connections with our primary feeder partners.*

#### Leadership Capacity

Our focus on leadership capacity in 2021, included implementing a Professional Development Plan process, introducing executives to the GROW structure for courageous conversations, annual review discussions and report. This has resulted in increased understanding of aligning the Teaching Standards to goals. Executives have a shared understanding of strategies that are targeted at improving the value that the staff place on the PDP process, and on the facility of the process to impact continual growth and improvement, resulting in improved student outcomes and teaching. *Our 2021 focus on establishing process and procedure for the PDP process, will enable us as we move into 2022, to continue to refine the PDP process with the executive to include roles, responsibilities and compliance. Through professional learning, coaching and mentoring we will continue to develop leader impact and executive ownership of the SIP, crafting delivering and evaluating the activities and initiatives. We will conduct in-built professional learning for executive, classroom teacher and support staff that aims on re-aligning our team to our priorities to establish clear vision and action in connection with our SIP goals.*

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
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Within the curriculum element, the school self-assesses at the delivering level for the themes of curriculum provision, teaching and learning programs and differentiation of the School Excellence Framework.	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of curriculum, in the themes of curriculum provision, teaching and learning programs and differentiation.</li> </ul>
Within the educational leadership and management practices and processes elements, the school self assesses at the delivering level for instructional leadership, high expectation culture, performance management and development, community engagement of the School Excellence Framework.	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of instructional leadership, high expectation culture, performance management and development and community engagement.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$122,300.00</p>	<p>Integration funding support (IFS) allocations support eligible students at The Rivers Secondary College, Kadina High Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improved Performance in Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of a Deputy Principal Instructional Leader to build capacity in teaching staff for Literacy</li> <li>• Staffing release for targeted professional learning around Foundation course and PLAN2</li> <li>• Staff release for collaborative Planning</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Employment of staff to provide additional support for students who have high-level learning needs</li> <li>- Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP).</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- Faculties continue to work with College DPIL to implement the Foundation courses that support Literacy and Numeracy in Year 7.</li> <li>- Implementation of the Enhance program to support identified students requiring additional support.</li> </ul>
<p>Socio-economic background</p> <p>\$248,248.05</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Rivers Secondary College, Kadina High Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and Learning Support systems, practices and processes</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to implement the Brospeak program to support identified students with additional needs</li> <li>• Professional development of staff through Welfare / Discipline Policy &amp; Restorative Practice to support student learning</li> <li>• Providing student support through allocation of resources, uniform and equipment</li> <li>• Allocation of additional Year Advisors to support Student Wellbeing and additional release for Head Teacher Wellbeing to implement school-based programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Staffing release for case conferences and developing intervention strategies</li> <li>- Targeted wellbeing program in conjunction with an external provider aimed at students thought to be at risk of not completing school.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- A substantial increase in student engagement and increased rates of attendance in the targeted group.</li> </ul>

<p>Aboriginal background</p> <p>\$174,008.81</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Rivers Secondary College, Kadina High Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improved Attainment of HSC for Aboriginal students</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• Employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• Employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• Employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• Additional resourcing to facilitate community engagement (NAIDOC Week, Morning Teas, Brospeak)</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>- Engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- The allocation of this funding has resulted in: an increase (&gt;50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting.</li> <li>- Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</li> </ul> <p>After evaluation, the next steps to support our students with this funding will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$71,856.62</p>	<p>Low level adjustment for disability equity loading provides support for students at The Rivers Secondary College, Kadina High Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improved Performance in Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• Targeted students are provided with Launch and Bridge program, an evidence-based intervention to increase learning outcomes</li> <li>• Employment of additional SLSO staff to support intervention programs and in-class support</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>- Employment of additional staff to support teachers to differentiate the</li> </ul>

<p>Low level adjustment for disability</p> <p>\$71,856.62</p>	<p>curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</p> <ul style="list-style-type: none"> <li>- Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved.</li> <li>- The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</li> </ul> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$4,738.84</p>	<p>The location funding allocation is provided to The Rivers Secondary College, Kadina High Campus to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improved Performance in Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Technology resources [Lexia Program] to increase student engagement</li> <li>• Subsidising student excursions to enable all students to participate</li> <li>• Student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Improved literacy skills in our MC Students and COVID Literacy targeted students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to run literacy intervention programs and support targeted students based on abilities and remoteness</p>
<p>COVID ILSP</p> <p>\$209,449.59</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improved Performance in Reading</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of teachers/educators to deliver small group tuition</li> <li>• Providing targeted, explicit instruction for student groups in literacy/numeracy - [Reading]</li> <li>• Employment of Instructional Leader to support whole school improvement</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Employment of educators to deliver small group tuition</li> <li>- Releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups</li> <li>- Providing targeted, explicit instruction for student groups in literacy and numeracy.</li> </ul>

<p>COVID ILSP</p> <p>\$209,449.59</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- The majority of the students in the program achieving significant progress towards their personal learning goals</li> <li>- 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2</li> <li>- 82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</li> <li>- After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs - The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</li> </ul>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	211	199	197	166
Girls	230	209	206	189

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	87.2	85.9	83.6	76.2
8	83.9	81.5	84.3	78.4
9	78.3	82.7	79.5	73.7
10	86.2	84.5	79.5	75.8
11	53.7	78.1	71.7	66.6
12	56.6	77.8	79	79
All Years	72.8	81.6	79.4	74.7
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability



with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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	1.6	12
Employment	0	8	40
TAFE entry	3	33	4
University Entry	0	0	27
Other	0	0	5
Unknown	0	8	5

### Year 12 students undertaking vocational or trade training

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48.08% of Year 12 students at The Rivers Secondary College, Kadina High Campus undertook vocational education and training in 2021.

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

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72.1% of all Year 12 students at The Rivers Secondary College, Kadina High Campus expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	31.8
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.98
Other Positions	1

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,589,285
<b>Revenue</b>	8,962,410
Appropriation	8,758,172
Sale of Goods and Services	105,831
Grants and contributions	89,608
Investment income	1,274
Other revenue	7,525
<b>Expenses</b>	-8,986,902
Employee related	-8,437,197
Operating expenses	-549,705
<b>Surplus / deficit for the year</b>	-24,493
<b>Closing Balance</b>	1,564,792

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	121,538
<b>Equity Total</b>	639,867
Equity - Aboriginal	174,009
Equity - Socio-economic	248,248
Equity - Language	0
Equity - Disability	217,610
<b>Base Total</b>	6,325,126
Base - Per Capita	99,933
Base - Location	4,739
Base - Other	6,220,454
<b>Other Total</b>	775,017
<b>Grand Total</b>	7,861,548

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

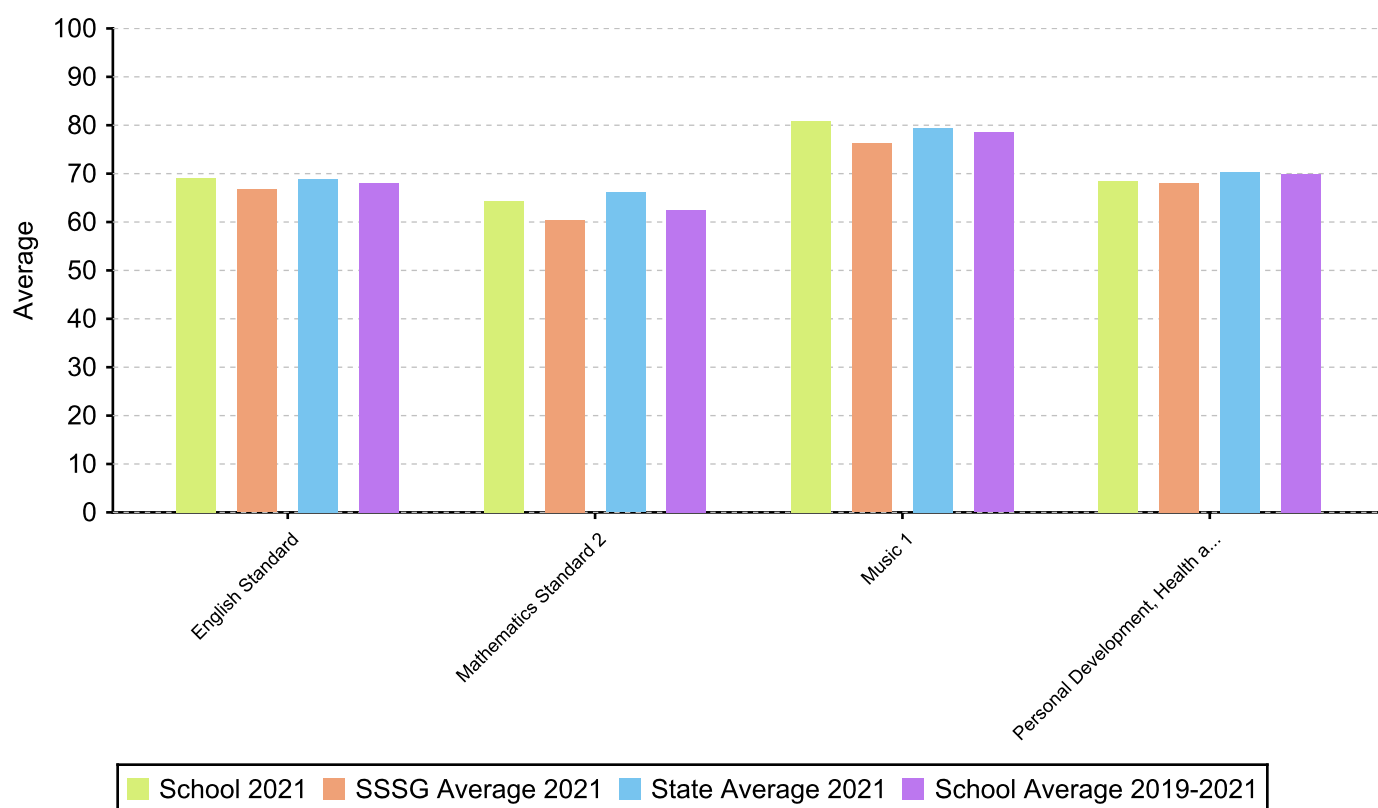
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## 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 2021	SSSG	State	School Average 2019-2021
English Standard	69.1	66.7	68.8	68.1
Mathematics Standard 2	64.4	60.5	66.1	62.4
Music 1	80.8	76.2	79.4	78.5
Personal Development, Health and Physical Education	68.4	68.1	70.3	70.0

## Parent/caregiver, student, teacher satisfaction

Students were surveyed through the Tell Them For Me survey. Three areas were focal points. Advocacy at school, Expectations for success and Sense of belonging. In 2021 the campus received the following results. Advocacy at School- 51%. This is the percentage of students who report positive outcomes on key measures about the school. 2021- 61.9% Expectations for Success- This is the percentage of students who report they feel there is an expectation for success in the classroom. 2021- 44% Sense of Belonging- This is the percentage of students who report they have a sense of belonging and connectiveness to the school.

In 2021, a Parent Consultation Evening and survey was planned to occur in conjunction with the Parent Teacher Evening event. This was aimed at bridging gaps in communication and increasing engagement. Unfortunately, due to COVID-19 restrictions, this event was cancelled. Throughout the periods of remote learning, parents reported high satisfaction with communication from the school, feeling included in student learning despite learning from home. There are in-depth plans for parent inclusion and consultation in 2022.

Staff are invited to participate in the People Matters Survey each year. The highlights for 2021 include;

- A significant percentage of staff feeling a sense of job satisfaction, up from 50% in 2020 to 63.64% in 2021.
- An increase in staff feeling Kadina High Campus is an inclusive workplace where they are able to share their views, up from 60% in 2020 to 90% in 2021.
- An increase in collaborative practice within work groups, up from 6 % in 2019 to 57% in 2020.
- An increase in the feeling staff contribution is acknowledged, up from 57% in 2019 to 71 % in 2020.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.