

2022 Annual Report

The Rivers Secondary College, Lismore High
Campus



THE RIVERS SECONDARY COLLEGE

LISMORE HIGH CAMPUS

The heart of secondary education for Lismore

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Introduction

The Annual Report for 2022 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 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.

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Message from the principal

In February 2022, Lismore was impacted twice by the biggest floods in recorded history. Staff, students and families were personally impacted experiencing: loss of property, reduced access to basic services and trauma associated with living through a natural disaster. Challenges were compounded on the back of experiencing a global pandemic with prolonged periods of learning from home. The complete inundation of the Richmond River High Campus and subsequent relocation to sharing resources and learning spaces at Lismore High campus required a change in focus on school plan priorities to ensure students, families and staff were having their basic wellbeing needs met post flood. Both Lismore and Richmond River High students attended reduced face to face learning to accommodate the doubling of staff and students now collaborating on the Lismore High site. The timetablers and senior executive of the two campuses collaborated together in an unprecedented way to ensure continuity of learning, wellbeing support and equitable access to teaching and learning resources for all students and staff. The strength of being part of a multi-campus college was also highlighted with the Vouch for Lismore campaign led by Kadina High Campus, raising \$140 000 to directly support flood impacted students and families. By the end of 2022, Richmond River High Campus established it's new fully resourced and equipped site adjacent to Lismore High Campus with continued use of shared playground spaces and ongoing collaboration between the two sites. The 2 schools have maintained their unique, individual cultural identities while also celebrating and embracing a new shared culture. The flexibility, professionalism and commitment for students from staff to ensure all students were safe, supported and successful is extraordinary, immeasurable and personifies the principles underpinning public education.

School vision

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 all students to a high quality education
- * Success for our students is building pride in themselves and their achievements

School context

Lismore High Campus is part of The Rivers Secondary College and works collaboratively with Richmond River High Campus and Kadina High Campus. Lismore High Campus has a proud tradition of serving the Lismore Community and was founded in 1920, the first public high school in town. We have an increasing population of students, with strong wellbeing and learning programs. We are committed at the school to provide opportunities for students to grow, excel and lead. The College provides enhanced curriculum delivery to Year 11 & 12, with the purpose of providing better outcomes for our senior students.

A strong partnership with Southern Cross University is in place and students have access to the neighbouring university facilities for wider learning. We are committed to strengthening our partnership with our local Aboriginal community and partner primary schools. Our school to work program is supported by local industry and businesses to successfully transition our students into the workforce. Lismore High Campus is proudly supported by a strong 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. 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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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

Resources allocated to this strategic direction

Socio-economic background: \$313,464.00

Location: \$2,446.00

COVID ILSP: \$213,579.00

Low level adjustment for disability: \$183,510.00

Aboriginal background: \$121,905.59

Summary of progress

Stage 4 students identified in the lowest achievement band were intensively supported by paraprofessionals through one on one and small group tuition using LEXIA to improve reading and writing. Through the use of an adaptive diagnostic tool and systematic support, students have progressed through literacy skill sets focusing on spelling rules, passage fluency and comprehension levels. As a result we have been able to establish foundation skills mapped through PLAN2 for students to achieve their minimum standards for reading by the end of Year 11. Intensive tutoring will continue in 2023 and there will be a renewed focus on embedding explicit literacy strategies across the curriculum.

The LEED team analysed data to establish students are transitioning to High School with a gap in their understanding in fractions, decimals, percentages and ratios. The team mapped these areas across the curriculum and identified HSIE and Mathematics as the two key learning areas with the highest frequency of teaching and learning in these multiplicative strategies. In 2023 we will engage with the strategic support directorate to develop targeted teaching and learning strategies to improve learning outcomes for students in this area.

Lismore High Campus received a letter from the DoE Secretary for the second year running commending the school on exceeding the state-wide targets for HSC Top Bands. There was a rigorous process to review HSC Monitoring and Implementation Guidelines undertaken throughout the year to further improve the systems, processes and practices. This included a comprehensive HSC analysis process and implementation of a HSC Student leaver survey with a view to building on the successes, upscaling strengths and rectifying areas for improvement. Student feedback reflected the College HSC study days were highly beneficial and as a result these will be earlier and more regular in 2023.

In consultation with students and community, a learning space was specifically developed to support Aboriginal and Torres Strait Islander students to achieve their learning and lifelong goals. The goori room is a culturally safe and inclusive space staffed by our Aboriginal Education Workers and Aboriginal Education Officer. Students have been able to access classwork and assignment support as well as increasing cultural connection and sense of belonging through the Head Teacher of Aboriginal Culture and Language. Strengthening the development of meaningful Personalised Learning Pathways in consultation with students, staff and families in this space will be a 2023 focus area.

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 achieving in the top two NAPLAN	The proportion of students achieving in the Top 2 bands of NAPLAN Reading did not meet the system negotiated lower bound target but did

reading bands by 6% from the baseline.	demonstrate an uplift from the baseline data of 1.88%
Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 8% from the baseline.	The proportion of students achieving in the Top 2 bands of NAPLAN Numeracy exceeded the system negotiated lower bound target and demonstrated an uplift from the baseline data of 9.32%
Increase the proportion of HSC course results in top two bands by 7% from system-negotiated target baseline	The proportion of students achieving in the Top 2 bands of HSC course results exceeded the system negotiated upper bound target and sensationally demonstrated an uplift from the baseline data of 18.53%
Improvement in the proportion of HSC course results in top 3 bands by 8% from system-negotiated target baseline	51.19% of students eligible achieved in the Top 3 bands of HSC course results, exceeding the system negotiated upper bound target and demonstrating an uplift of 17.36% from the identified school baseline data.
Improvement in the proportion of students achieving expected growth to be at or above the school's lower bound system-negotiated target in reading	<p>Due to NAPLAN not being conducted in 2020, expected growth as measured through NAPLAN Reading could not be identified.</p> <p>School staff used Year 8 and 9 system Reading Check-In Assessments to determine that students exceeded average annual expected growth in Reading as measured against Statistically Similar School Groups and State Averages.</p>
Improvement in the proportion of students achieving expected growth in numeracy	<p>Due to NAPLAN not being conducted in 2020, expected growth as measured through NAPLAN Numeracy could not be identified.</p> <p>School staff used Year 8 and 9 system Numeracy Check-In Assessments to determine that students achieved average annual expected growth in Numeracy as measured against Statistically Similar School Groups and State Averages.</p>
Increase the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity	4 Aboriginal students attained their HSC whilst maintaining their cultural identity.

Strategic Direction 2: Collaboration

Purpose

Our purpose is to develop a culture centred on working together to improve teacher practice and student learning.

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.

- Teacher Professional Development
- Quality Teaching Practices

Resources allocated to this strategic direction

Professional learning: \$61,784.00

English language proficiency: \$5,348.00

Integration funding support: \$247,640.00

Socio-economic background: \$60,000.00

Summary of progress

The Rivers Secondary College Leadership team has developed a college-wide professional learning community through the College Development Day, CLNs and development of a Differentiation Leadership team. We have facilitated shoulder-to-shoulder PL, led by colleagues, building the capacity of Middle Leaders to deliver effective professional learning to peers. We designed professional learning events, with a focus on distributed instructional leadership, developing college wide structures to sustain a culture of effective, evidence-based teaching. We collected baseline data that indicated that the key areas of focus for our professional learning community are differentiation, formative assessment and consistent marker judgement. We supported Middle Leaders to provide professional learning on these, through resourcing and co-planning workshops. We developed a college-wide Differentiation Leadership team, and they have planned an approach to facilitating Differentiation PL.

In 2023, our focus is on facilitating collaborative professional learning in the following: improving HSC analysis that leads to changes to practice; offering PL for Year 7 teachers of High Achievers classes; senior college executives providing PL for teachers working toward accreditation and teacher mentors; continuing the leading differentiation project and curriculum reform.

Staff from across multiple key learning areas undertook professional learning in quality teaching rounds to increase collaboration and embed quality teaching principles into classroom practice. The first round was completed in 2022 and was impacted on by casual staffing availability. Next steps are to complete the additional rounds and explore ways of engaging with primary partners to observe and share quality teaching in 2023.

The Rivers Academy of STEM Excellence (RASE) provided training for staff to increase their confidence and competency in the use of equipment in the Lismore High STEM room. Staff mapped the Design Thinking Process against their key learning area and collaborated across the college to develop Design Thinking teaching and learning frameworks for each subject area. In 2023, there will be additional professional learning for the frameworks to be embedded into classroom 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
Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and	<p>Comparison of pre and post staff survey data following professional development in Quality Teaching Rounds reflected a 30% uplift in staff engagement and understanding of the process.</p> <p>Self-assessment against the School Excellence framework shows the theme of Learning Culture continues to be delivering in 2022.</p>

<p>practice.</p> <p>School staff self-assess a consolidation of current practice at the delivering level against the learning domain, learning culture element of the school excellence framework.</p>	
<p>Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.</p> <p>School staff self-assess a consolidation of current practice at the delivering level against the learning domain, learning culture element of the school excellence framework.</p>	<p>Baseline data collected reflecting 91% of staff use differentiated reading, writing and comprehension strategies on a weekly basis, with an uplift of 44% staff confidence to implement effective strategies post professional development.</p> <p>All Stage 4 and 5 teaching staff and students engaged in student led learning conferences instead of the traditional parent teacher information evening model.</p> <p>There was a 50% increase of staff training in RASE and the use of the STEM room and a Primary school partnership model implemented for the first time to explore differentiation through Technology.</p>

Strategic Direction 3: Communication

Purpose

Our purpose is to develop, implement and refine whole school communication processes to increase student wellbeing, engagement and attendance.

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 Strategy
- Engagement

Resources allocated to this strategic direction

Socio-economic background: \$35,000.00

Student support officer (SSO): \$96,058.00

: \$0.00

Summary of progress

The Inclusive Education Reform was used as a platform to review wellbeing and learning support team procedures and processes in line with Accelerate and New Choices pedagogical practices. Communication and referrals between different teams were streamlined and documented to enhance interagency and parent involvement. This maximised student opportunities for success through targeted wellbeing and teaching and learning support. A focus in 2023 will be increased communication between the HSLO, SSO, families, training providers and employers to more effectively support the transition of students into alternative pathways.

Strengthening Primary and Secondary transition through increased collaboration and communication occurred through meet and greets, open nights, orientation days and formalised feeder school transition activities such as the Primary Public Speaking competition, Rivers Roadshow and STEM invitational. The Year 7 High Achiever Class procedures were reviewed and adjusted to improve transparency and selection procedures of students based on performance data triangulated with student application and Primary school feedback. Primary students, staff and their families were surveyed to inform areas for improvement in 2023.

Student led learning conferences were implemented to replace traditional parent teacher evening for Year 7-10 students. This was implemented to improve student agency, deepen the self-reflection process and increase parent engagement in the learning process. Feedback from the 2022 conferences will be used to improve the 2023 process. In addition to twice yearly semester reports, staff will complete Years 7-10 interim reports in Term 1 to provide feedback to parents about their child's learning and engagement earlier.

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 to 6.5% above the school's lower bound system-negotiated target	<p>The proportion of students who attended school more than 90% of the time did not show an uplift from 2021 and decreased by 5.6% from the previous year.</p> <p>A student rewards program was implemented to recognise 100% attendance, including justified absences, to raise the profile of attendance.</p>
School staff self-assess a consolidation of current practice at the delivering level against the learning domain, learning culture element of the school excellence framework.	School staff self-assessed at the Delivering level of the High Expectations Theme of the Learning Culture Element of the School Excellence Framework.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$247,640.00</p>	<p>Integration funding support (IFS) allocations support eligible students at The Rivers Secondary College, Lismore High Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Each student who met the identified criteria for support had an Individual Education Plan created, monitored, modified as required and evaluated. There was clear signs of strong student growth against identified learning goals for most students.</p> <p>After evaluation, the next steps to support our students will be: Clearer identification of specific learning targets for each student being supported with a continuation of the use of additional staff to support the identified student learning needs.</p>
<p>Socio-economic background</p> <p>\$408,464.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Rivers Secondary College, Lismore High Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improved Performance in Reading • Improved Performance in Numeracy • Quality Teaching Practices • Wellbeing Strategy • Engagement • Improved Performance in HSC • Improved Attainment of HSC for Aboriginal students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • employment of additional staff to support Accelerate program implementation. • resourcing to increase equitable distribution of resources and services • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Numeracy NAPLAN results reflecting above state targets with a significant uplift from school baseline data. A proportional uplift in school baseline data for Reading NAPLAN results was achieved.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students will be: continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will fund an attendance coordinator position to focus on improving our attendance rates.</p>

<p>Aboriginal background</p> <p>\$121,905.59</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Rivers Secondary College, Lismore 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improved Attainment of HSC for Aboriginal students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • 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 <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: an increase 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. Staffing the goori room with specialist staff has ensured a culturally safe space for students to get targeted learning support.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: engaging staff, students and community to build on cultural safety and awareness in all learning environments, based on the goori room model to support our young people to achieve success towards the goals identified in their PLP.</p>
<p>English language proficiency</p> <p>\$5,348.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at The Rivers Secondary College, Lismore High Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing to implement Individual Educational Plans • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Student progress reflects growth on the EAL/D learning progressions. Lessons are differentiated to support students to develop foundation literacy and</p>

<p>English language proficiency</p> <p>\$5,348.00</p>	<p>numeracy skills.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$183,510.00</p>	<p>Low level adjustment for disability equity loading provides support for students at The Rivers Secondary College, Lismore High Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improved Performance in Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with evidence-based intervention programs to increase learning outcomes • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. 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.</p> <p>After evaluation, the next steps to support our students will be: 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>\$2,446.00</p>	<p>The location funding allocation is provided to The Rivers Secondary College, Lismore High Campus to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improved Performance in Reading <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions • incursion expenses <p>The allocation of this funding has resulted in the following impact: Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$61,784.00</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at The Rivers Secondary College, Lismore High Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teacher Professional Development • Quality Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>COVID ILSP</p> <p>\$213,579.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improved Performance in Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing intensive small group tuition for identified students • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals. Student growth was mapped in PLAN2 and tracked against the learning progressions.</p> <p>After evaluation, the next steps to support our students will be: 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 need. 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.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at The Rivers Secondary College, Lismore High Campus</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of a full time Student Support Officer to support student transition into the workforce and further training.

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>The allocation of this funding has resulted in the following impact: Students have been supported and monitored to enter employment and further training pathways while being supported by the school through the attendance exemption process.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to streamline school based procedures to more effectively support and monitor student success and engagement in transition activities and post school employment and further training.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	219	254	237	231
Girls	206	224	220	213

Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.3	89.2	83.6	86.0
8	86.5	87.0	81.4	75.9
9	83.0	88.5	81.0	77.0
10	82.6	84.3	80.5	74.1
11	93.8	87.2	84.0	97.1
12	91.0	94.3	88.7	96.7
All Years	87.5	88.0	82.6	84.2
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	0	0
Employment	5.37	7	48.15
TAFE entry	7.52	0	3.7
University Entry	0	0	18.5
Other	2.15	2	0
Unknown	8.61	12	29.65

Year 12 students undertaking vocational or trade training

11.11% of Year 12 students at The Rivers Secondary College, Lismore High Campus undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

79.4% of all Year 12 students at The Rivers Secondary College, Lismore High Campus expected to complete Year 12 in 2022 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)	8
Classroom Teacher(s)	30.7
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.68
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	373,910
Revenue	9,028,380
Appropriation	8,847,784
Sale of Goods and Services	18,890
Grants and contributions	156,733
Investment income	4,973
Expenses	-8,862,639
Employee related	-7,566,220
Operating expenses	-1,296,419
Surplus / deficit for the year	165,741
Closing Balance	539,650

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.

	2022 SBAR Adjustments (\$)
Targeted Total	247,640
Equity Total	719,230
Equity - Aboriginal	121,906
Equity - Socio-economic	408,465
Equity - Language	5,348
Equity - Disability	183,511
Base Total	6,674,603
Base - Per Capita	122,211
Base - Location	2,447
Base - Other	6,549,945
Other Total	566,712
Grand Total	8,208,185

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 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.

Students excelled in the 2022 Higher School Certificate against the odds, attaining 5 Band 6's and 18 Band 5's.

The Secretary of the Department of Education sent a congratulatory letter to Lismore High Campus for a consecutive year in recognition of the results achieved against targets for the 2022 Higher School Certificate.

The Secretary noted that Lismore High Campus saw an uplift of 18.60% from 2017-18 in 2022 and continued improvement from 2021 to 2022 in Band 5 and 6 results. This improvement represented one of the highest improvements in the state and demonstrated Lismore High Campus's ongoing commitment to student improvement and school success in the HSC, and the support of the teaching staff to sustain it.

Standout performances well above the state average occurred in several courses including: Visual Arts (6.84% above state), Biology (2.94% above state), Mathematics Standard 2 (8.39% above state), Food Technology (8.26% above state) and Society and Culture (1.87% above state).

Parent/caregiver, student, teacher satisfaction

2022 was a challenging year for the Lismore community, with Covid-19, compounded by the biggest flood in recorded history impacting the entire community and inundating Richmond River High Campus (RRHC). Attendance, engagement, learning and wellbeing were all significantly impacted as a result. RRHC relocated to LHC, sharing resources and teaching and learning spaces while the construction of the temporary RRHC site was established. The collaboration between students, staff and families to ensure all students had equal access to education is unprecedented.

Respondents to the parent TTFM survey were down in 2022. A concerted effort to increase parent responses and engagement in 2023 will be a school focus. Additional school developed surveys will be implemented to identify successes and areas for improvement in the year 6-7 transition process. LHC is committed to improving parent communication and support for students to be safe, successful learners.

- Years 7-10 parents reflected their children's safety at LHC was equivalent to the NSW Government Norm
- Parents supporting learning from home at LHC was equivalent to the NSW Government Norm
- 70% of parents reflected LHC is a culturally safe place for their students
- 60% of parents reflected the school is well maintained and the physical environment is welcoming
- 80% of parents recommended LHC
- Telephone, email and text were identified as the most useful forms of communication

Student feedback from TTFM reflected growth in a number of areas despite the hardships experienced in 2022. These included:

- 13% increase in sporting activity involvement
- 4% increase in extra-curricular activity involvement
- 7% increase in positive relationships
- 5% increase in positive behaviour
- 5% increase in valuing school outcomes
- 6% increase in effort and 2 % increase in motivation
- 9% increase in optimism and academic self concept
- 74% of students know where to seek help if bullied
- Students with positive relationships and teacher-student interactions above the state norm

A shortage of casual teachers and an increase in illness due to Covid-19 created additional challenges for staff in 2022. However, TTFM data suggested:

- 78% of teachers indicating leaders were leading improvement and positive change
- 61% of staff reflecting an understanding of the school's strategic vision
- 0.3 scale point increase in collaboration and leadership
- 0.4 scale point increase in data informing practice
- 73% of teachers indicating a student sense of belonging
- Staff reflected the school's inclusiveness is above the state norm
- The school's learning culture is equivalent to the state norm

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 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

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.