2009 Annual School Report
Richmond High School

NSW Public Schools – Leading the way

Providing Quality Education Where All can Maximise Their Potential

Safe, Respectful, Learners
Principal's message

How proud I am to be able to say that in 2009, student achievement was again of an exceptionally high standard. Many effective programs are undertaken by teachers to maximise the potential of students in the school. There is much this year at Richmond High School, to take pride in. Our school continues to grow incrementally in size, with over 800 students including a Support Unit. Demand for places from outside the school's drawing area continues to grow.

Richmond High School can be rightly proud of its positive community-oriented approach to education. There exists an encouraging warmth towards everyone who connects with our school. We are strengthening our links with our partner primary schools through the Richmond Learning Community and with the Hawkesbury Cluster of secondary schools as we move towards a Hawkesbury Trade Training Centre and the forging of closer curriculum links.

Our school purpose statement is to provide “quality education where all can maximise their potential”. In 2009, we embedded the values of the school in every aspect of school life. These critical values focus on developing students into “Safe, Respectful Learners”, the cornerstone of our Positive Behaviour for Learning (PBL) program. Every student and every staff member functions by these values every day.

Staff have a strong orientation to working in effective learning teams and are responsible for a range of high quality programs to challenge our students to widen their horizons and deepen their thinking.

Once again, students excelled in all areas of academic, cultural and sporting endeavour. This year has highlighted many fine qualities of our students. Student leadership continues to be an outstanding feature, with the Student Representative Council once again linking the school to its community and developing leadership skills for the future.

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

Howard Wolfers

Principal

P&C message

The year 2009 has been a busy and rewarding one for the P&C Association. The active involvement of P&C parents at a variety of events included:

Selection panels; Orientation Day; Parent/Teacher interviews; Red Nose Day fundraising; Fundraising Shopping Trip; The Rock Eisteddfod; Presentation Day.

At our monthly meetings P&C members have much appreciated staff presentations including:

Tour of the wonderful new kitchens; a lesson on the interactive white boards; viewing the new Year 9 laptop computers; a performance by students on African drums

The P&C has been able to provide funds for various students participating in a wide range of events and representative honours. We have also been able to provide funds for the purchase of a new electric piano for the school.

The P&C has again had wonderful executive team leadership and we would like to thank Mrs Tracey Bowman for her support as P&C President for much of 2009. Parental involvement and support has again been very strong and both the school and students have benefitted enormously from this.

Mrs Amanda Godden

P&C President
Student representatives’ message

The Student Representative Council continued to generate outstanding experiences for students as they involved themselves in many activities, some are listed here:

- Fund-raising for SIDS and KIDS NSW
- Acting as school ambassadors at the launch of the Red Nose Day
- Liaising directly with local businesses and community leaders for donations and support for the fund-raising activities
- Hosting school functions and guiding new students to the school
- Visiting Hospitals for Christmas and providing funds for presents
- Assisting with the BBQ at school functions
- SRC representation at a range of student leadership conferences
- Raising money for the Cancer Council of NSW; Jeans for Genes Day; Legacy.
- Chairing weekly school assemblies and providing speakers on matters of importance to students
- Participation at the Young Leaders Day Conference and the Greenway Youth Leadership Forum
- Raising money for fellow students in need

Mitch Jex and Shantelle Morton - School Captains

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Overall school attendance matches the Regional figures and shows a small improvement from the previous year. Attendance in Years 7, 8 and 11 are above the State mean and these Years are consistent with State means.

Management of non-attendance

Student attendance is monitored by staff during a daily roll call period and then transferred to an electronic database. Latecomers are documented daily on the electronic database and managed in accordance with the school’s Welfare and Discipline Policy. Parent notification of absence is noted on a central database. Unexplained student absences are sent daily to parents via an electronic SMS system which requests parents confirm the absence. Student absences remaining unexplained are followed up by executive staff. The Welfare Team monitors patterns of student
absence weekly and addresses issues of individual student absence on a case by case basis. The HT Welfare requests intervention by the HSLO for all cases of regular non-attendance. Student truancy is followed up in accordance with the school’s Welfare and Discipline Policy.

Retention to Year 12

![Proportion Staying On (SC to HSC)](image)

School retention rates are consistent with previous years. The majority of school leavers entered apprenticeships or the workforce. Improving student engagement with a view to improving retention rates is a school improvement target.

Post-school destinations

<table>
<thead>
<tr>
<th>STUDENTS IN YEAR 12 AND WHERE THEY WENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY</td>
<td>18%</td>
</tr>
<tr>
<td>TAFE F/T P/T</td>
<td>25%</td>
</tr>
<tr>
<td>APPRENTICESHIPS</td>
<td>17%</td>
</tr>
<tr>
<td>TRAINEESHIPS</td>
<td>3%</td>
</tr>
<tr>
<td>PRIVATE COLLEGE</td>
<td>3%</td>
</tr>
<tr>
<td>PART-TIME WORK</td>
<td>8%</td>
</tr>
<tr>
<td>FULL-TIME WORK</td>
<td>17%</td>
</tr>
<tr>
<td>UNCONTACTABLE</td>
<td>9%</td>
</tr>
</tbody>
</table>

TAFE figures include some students on apprenticeships and attending TAFE

Year 12 students undertaking vocational or trade training

- Of the Year 12 cohort, 7 students completed school based apprenticeships/traineeship in 2009 - they were in the following categories and all but one are still working in the same field and continuing to upgrade their qualifications: Business Services (2); Retail (2); Butchery (1); Construction (1); Sport and Recreation (1)
- There were 6 students attending school VET courses at schools in the Hawkesbury Cluster and 32 enrolled in school VET courses in Hospitality and Construction. Three of these students were Aboriginal
- 13 students were enrolled in TAFE VET subjects with 6 students doing a subject over 2 years
- 68% of Year 12 students were undertaking vocational or trade training in 2009

Year 12 students attaining HSC or equivalent vocational educational qualification

- 65% of Year 12 students attained an HSC or equivalent vocational educational qualification in 2009

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
Staff establishment

The school had 60 teaching positions allocated in 2009. This included executive staff, classroom and specialist teachers. The teaching staff was supported by 12 administrative and support officers.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers (including HT Support – Moderate and Mild Disabilities)</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>40</td>
</tr>
<tr>
<td>Teachers of moderate and mild Intellectual Disabilities</td>
<td>4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
</tr>
</tbody>
</table>

There was also a part-time co-ordinator of Aboriginal education and an “in-class tuition” tutor. There are no indigenous workers on the school staff.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>31</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and permanent salaries, building and major maintenance.

Teacher Professional Learning is included in tied funds. A school Finance Committee with P & C representation, determines the overall school budget and rate of expenditure.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the Richmond High School P&C. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary: 30/11/2009

Income

Balance brought forward $232,709.25
Global funds $429,996.43
Tied funds $321,043.37
School & community sources $292,735.17
Interest $12,793.56
Trust receipts $84,032.43
Canteen $240,075.81
Total income $1,613,386.02

Expenditure

Teaching & learning
- Key learning areas $157,717.75
- Excursions $70,151.93
- Extracurricular dissections $141,287.60
Library $12,710.75
Training & development $0.00
Tied funds $265,109.65
Casual relief teachers $82,190.72
Administration & office $116,233.62
School-operated canteen $217,309.14
Utilities $112,507.13
Maintenance $67,049.63
Trust accounts $73,697.15
Capital programs $25,680.42
Total expenditure $1,341,645.49
Balance carried forward $271,740.53
School performance 2009

Achievements

- Jo Dawson was dux of Year 12 and achieved an ATAR of 90
- Jo Dawson and Eden Cash attended the National Youth Science Forum at UWS and were offered individual grants of $5,000, if they began a Science degrees at UWS
- Students participated in a live interview with the founder of Dell computers, Michael Dell, in the school’s connected classroom
- Andrew Fletcher and Mark Vassallo received awards of excellence in the Western Sydney Regional Awards at the Schools Industry Partnerships Awards ceremony
- Richmond High School’s Rock Eisteddfod Team achieved a place in the State Finals at their first attempt and came 6th in the state over all. Its team was awarded, “Friendliest School”
- Matthew Jones’ Industrial Arts HSC Project, guitar (and portfolio), was nominated for display at Intech 2010
- The Richmond High School Agriculture Show Team competed in the Unischools’ Steer Challenge and won “Best Steer” at the Field Competition
- Again in 2009, over 150 students were involved in planning, fund-raising, performing and assisting at Red Nose Day and a day-time fly-over which involved the entire school sitting in a formation on the oval to create a map of Australia and encourage donations for this worthy cause. Richmond High is still the largest non-corporate sponsor of Red Nose Day and has presented more funds to SIDS and KIDS NSW than any other non-corporate organisation. In 2009, students and friends of the school sold merchandise for SIDS across the Hawkesbury District. Some $10,000 was raised for SIDS and KIDS NSW via Red Nose Day activities. Members of the Lions Club, the NSW Police Air Wing and the NSW Fire Service, were among the organisations to have volunteers, staff or services available to make the day happen
- An International Food Court was held by SECA (Students Embracing Cultural Awareness) for students to share and experience the food from the many cultures which make up our school
- Students won and placed in several sections at the Hawkesbury Show, including categories linked to our courses in textiles, food technology, agriculture and visual arts
- Mrs Farmer, co-ordinator of the Learning Centre, was awarded a Western Sydney Regional Award for Excellence in Teaching. Mr Ern and Mrs Beryl Payne of the Richmond Lions Club received a Western Sydney Regional Award for Excellence in Community Work for their tireless efforts working with our students and our school in the community
- In the Spelling Competition Daniel Whitaker was the Year 7/8 winner; Len Farag was the Year 9/10 Champion Speller
- The Richmond Challenge (GATs program) showcased extension and project work of the Gifted and Talented students to parents and community
- Stacey Carey, Eden Cash, Rochelle Daley and Jo Dawson reached the finals of the state Envirothon Competition
- Toni-Marie Wilkinson and Cameron Jones (Year 11) were selected to represent Richmond High School at the Youth Science Forum at UWS for 2010. They received a Rotary Scholarship to the value of $700 each.
Arts

Performance and cultural highlights included:

- Over 100 students participated as performers or backstage in the NSW Rock Eisteddfod Challenge qualifying heats.
- In its first year, the Rock Eisteddfod team reached the finals of the State competition.
- A showcase Senior Recital Night, involved performers in music for the HSC and HSC art displays.
- A Concert was held for Red Nose Day.
- An African Drumming Ensemble was formed and won first place for audience interaction at the inaugural It’s a Beautiful Day band competition (produced by the Erik Hausoul Sarcoma Foundation).
- Students performed at PULSE (Sydney West’s showcase of students in the performing arts).
- The Sound and Light Team delivered outstanding support at assemblies, functions and for hall hirers.
- SECA, our student group promoting cultural awareness, again raised funds for an African student.
- Ellen Ryan and Mallary Siemsen represented the school in the 'Rostrum Public Speaking Awards', and William Stewart participated in the 'United Nations Public Speaking Competition'.
- Students choreographed and performed at dance festivals - at Sydney West Dance, the Education Week Showcase and the Hawkesbury Dance Festival.
- Year 9/10 Dance elective classes continued to provide strong support to this extra-curricular program and the first Year 11 Dance Elective was formed in 2009.

Sport

- Kristie Mimis achieved a bronze medal in the 17-19yr girls AWD event at the NSW Allschools Cross Country Carnival and qualified to compete at the National Cross Country Carnival where she placed 4th overall.
- Jo Dawson achieved a bronze medal in 400m Hurdles at NSW CHS Athletics Championships and a gold medal in the 400m Hurdles at the NSW Allschools Athletics Championships.
- Cameron Jones achieved a bronze medal in the 400m Hurdles at the NSW Allschools Athletics Championships and qualified to compete at the National Allschools Championships.

Individual Representative Honours - Students selected to represent Sydney West at State level included:

Stephanie Hawkins and Lachlan Bruhm - Cricket; Tecara Maconachie - Tennis; Mark Ryan - Volleyball; Jacques Neilson – Golf; Leigha Ryan – Swimming; Bradley Payne and Joshua Tuporo - Rugby League; Simone Werner – Gymnastics; Jo Dawson, Kristie Mimis, Georgia Dawson, Kristal Lewis and Alison Warters - Cross Country; Jo Dawson, Cameron Jones, Georgia Dawson, Kristal Lewis and Shaun McLeod – Athletics; Jacob Parnell and Danilo Lazovic - Train-on Squad for Open Boys Football.

Team Representative Honours

- The Under 19 Girls Futsal Team competed in the State Championships.
- The Richmond High School Open Girls Football (Soccer) team won the Hawkesbury Cup for the fourth consecutive year.
- Leigha Ryan, Georgia Dawson and Jessica Gardiner competed at the NSW Allschools Triathlon, placing 14th overall out of 140 female competitors.
- The RHS Open Boys Basketball Team qualified for the CHS Final Series after finishing 2nd in Sydney West Region.
- Boys Open Netball team were runners up at the Sydney West Championships.
- Year 9/10 boys Netball team were crowned joint premiers of the Sydney West Region.

Student leadership and outstanding whole school participation included:

- Peer Support program; Peer Tutoring Program; students assisting at the Hawkesbury District Agricultural Show and at local equestrian events; Agricultural Show Team leaders mentoring new team members; participation in local ANZAC day and Remembrance Day ceremonies; participation in public speaking competitions of service organisations; leading recognition assemblies; acting as facilitators for Year 5 and 6 students in Science.
activities; student guides and demonstrators for Year 7 Orientation, visits by primary schools for mini-lessons, visits to primary schools to speak with parents and students
- Three visits by the mobile Blood Bank for blood donations by students
- Acting as Peer Mediators for the school’s peer mediation program, providing alternative approaches to bullying, resolving student conflict and by year’s end had shown several notable successes.

**Highlights of extra-curricular activities which enhanced student leadership included the following groups:**

- The Agricultural Show Team
- The Recycling Group: Year 8 Support students ran this program throughout the year
- SECA (Students Embracing Cultural Awareness) met regularly and promoted cultural diversity
- In 2009, Hospitality students prepared refreshments and hosted many school functions. Co-ordinated by the Home Economics staff, this program has strengthened the link between the community. The Hospitality Catering Team have forged a distinctive identity and enhanced the reputation of the school. They catered for the Official Jim Anderson Scholarship Awards Ceremony in 2009, hosting the Director-General of Education and the Regional Director, Western Sydney
- A Boys Challenge Program, featuring an outdoor recreation program “Boys Strategy”, with links to TAFE NSW took groups of boys to the Blue Mountains to do abseiling, climbing, hiking and community service at the Wesley Mission in Glebe. The Boys Coffee Crew provided a fortnightly café for staff

**Academic**

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 the assessments. Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7); Yr 9: from Band 3 (lowest) to Band 10 (highest for Year 9). In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). These graphs represent the students levels of performance at their commencement of high school

**Literacy – NAPLAN Year 7**

![Graph showing literacy performance for Year 7](image1)

![Graph showing literacy performance for Year 7](image2)
Numeracy – NAPLAN Year 7

Percentage of students in bands:
Year 7 numeracy

Literacy – NAPLAN Year 9

Percentage of students in bands:
Year 9 reading

Percentage of students in bands:
Year 9 spelling
Student performance in Year 9 Writing Bands 9 & 10 were below expectations and will be targeted for improvement in 2010. Performance in Writing in Bands 6-8 were strong in comparison. With the Like School Group (LSG) performances: Year 9 Grammar and Punctuation showed improvement in Bands 7-9 from previous years.

Performance in Numeracy was consistent with the performance of the LSG and with performance in previous years.
Progress in literacy

A pleasing improvement in reading and spelling was evident in the top bands and was above the school’s own three year average and generally above those for the Like School Group in Bands 6-9. The school has put great energy into its Peer Tutoring program which targets reading.

Year 9 NAPLAN Reading

<table>
<thead>
<tr>
<th>School</th>
<th>LSG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2009</td>
<td>576.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band 2009</td>
<td>10</td>
<td>21</td>
<td>34</td>
<td>46</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in band 2009</td>
<td>7.4</td>
<td>15.4</td>
<td>25.0</td>
<td>33.8</td>
<td>16.9</td>
<td>1.5</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>10.0</td>
<td>18.7</td>
<td>29.6</td>
<td>26.7</td>
<td>12.2</td>
<td>2.9</td>
</tr>
</tbody>
</table>

Year 9 NAPLAN Spelling

<table>
<thead>
<tr>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2009</td>
<td>574.1</td>
<td>565.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band 2009</td>
<td>13</td>
<td>14</td>
<td>49</td>
<td>36</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>Percentage in band 2009</td>
<td>9.2</td>
<td>9.9</td>
<td>34.8</td>
<td>25.5</td>
<td>14.2</td>
<td>6.4</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>11.1</td>
<td>15.5</td>
<td>31.6</td>
<td>25.5</td>
<td>11.7</td>
<td>4.6</td>
</tr>
<tr>
<td>State average 2009</td>
<td>10.2</td>
<td>14.0</td>
<td>28.3</td>
<td>24.0</td>
<td>13.6</td>
<td>10.0</td>
</tr>
</tbody>
</table>

School Certificate

- Percentage of students in performance bands: School Certificate English-literacy
- Percentage of students in performance bands: School Certificate Mathematics
- Percentage of students in performance bands: School Certificate Science
School Certificate relative performance comparison to Year 5 (value-adding)

Only English matched average growth over the last three years. English Literacy results in Bands 5 & 6 showed a welcome improvement. Some 64% of the candidature scored a Band 4 or higher. Average school growth for the 2009 candidature was disappointing in other externally tested School Certificate examinations, although consistent with performance over the previous two years.

Higher School Certificate

HSC relative performance comparison to S.C. (value-adding). Only data for courses with 10 or more students shown.

HSC Course Summary Table

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>60.7</td>
<td>65.2</td>
<td>65.2</td>
</tr>
<tr>
<td>Biology</td>
<td>71.8</td>
<td>69.4</td>
<td>69.1</td>
</tr>
<tr>
<td>Business Studies</td>
<td>64.9</td>
<td>63.8</td>
<td>71.2</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>61.2</td>
<td>60.0</td>
<td>62.4</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>71.5</td>
<td>69.9</td>
<td>74.1</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>73.6</td>
<td>71.0</td>
<td>66.6</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>66.3</td>
<td>68.9</td>
<td>64.9</td>
</tr>
<tr>
<td>Modern History</td>
<td>66.3</td>
<td>64.4</td>
<td>70.2</td>
</tr>
<tr>
<td>Music 1</td>
<td>74.9</td>
<td>72.8</td>
<td>78.1</td>
</tr>
<tr>
<td>PDHPE</td>
<td>66.0</td>
<td>69.6</td>
<td>70.6</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>68.5</td>
<td>68.5</td>
<td>69.7</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>71.8</td>
<td>73.0</td>
<td>77.0</td>
</tr>
<tr>
<td>Hospitality Examination</td>
<td>73.1</td>
<td>72.3</td>
<td>73.5</td>
</tr>
</tbody>
</table>

Students showed welcome progress in performance over the average of the previous three years in Biology, Business Studies, both English courses, Industrial Technology, Legal Studies, Modern History, Music Course 1 and Hospitality. Biology, General Mathematics, Legal Studies and Industrial Technology performed above the Like School Group.
Performance measured against the State indicated a need to strengthen approaches to senior studies. This is an area targeted for 2010.

There were 4 students with Band 6 results: Tameka Stewart – Music; Matt Jones – Industrial Technology; Jo Dawson – Biology and PDHPE; Mark Ryan – General Mathematics. Some one third of the candidature had at least one Band 5 or above. There were in total, 15 subjects with students achieving a Band 5 or above. All subjects had multiple students achieving Band 4 or above.

<table>
<thead>
<tr>
<th>Average Higher School Certificate relative performance from Year 10 (value-added)</th>
</tr>
</thead>
</table>

| Data table |
|------------------------------------|--------|--------|--------|
| Performance band                   | Low    | Middle | High   |
| School 2009                         | -2.2   | -3.0   | -1.1   |
| School Average 2005 - 2009          | -3.5   | -4.5   | -7.4   |
| LSG average 2009                    | -2.3   | -2.6   | -3.5   |

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009. [Students from all ability levels who sat the tests, including students with diagnosed disabilities (including intellectual disabilities) in mainstream classes or in our Support Unit, are included in these figures].

| Minimum Standard Information |
|--------------------------------|--------|--------|
| Percentage of Year 7 students achieving at and above minimum standard |
| Reading                       | 86.5   |
| Writing                       | 83.3   |
| Spelling                      | 86.7   |
| Punctuation and grammar       | 82.7   |
| Numeracy                      | 90.1   |

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009. [Students from all ability levels who sat the tests, including students with diagnosed disabilities (including intellectual disabilities) in mainstream classes or in our Support Unit, are included in these figures].

| Percentage of Year 9 students achieving at and above minimum standard |
|--------------------------------|--------|--------|
| Reading                          | 89.4   |
| Writing                          | 83.6   |
| Spelling                         | 87.7   |
| Punctuation and grammar          | 83.6   |
| Numeracy                         | 86.7   |
Significant programs and initiatives

Technology and E-Learning

- In 2009, the speed and reliability of the school I.T. network was again strengthened. Additional computers provided by the DET school roll-out resulted in an increase in capacity. Additional interactive whiteboards and data projectors were bought and used by teachers and students during 2009.
- Under the Digital Education Revolution (DER), some 167 laptops were received in October, 2009 for use by Year 9. A successful training and information evening was held with near maximum attendance by parents and students. The lap-tops are now being used with great frequency. A wireless network for the new Year 9 lap-tops was installed in 12 locations and will be expanded in the new year, at DET expense.
- In 2009, the school’s newly installed “Connected Classroom” was used frequently. SRC students used it to communicate with SRC students of Windsor High for the first time. It has enabled students to have access to “live sites” and to join with students from other schools, including on-line lessons.
- Professional training of staff in the use of technology has been intensive, with each School Development Day for the year featuring technology training. Some $14,000 was received for training of staff in technology to support the DER.
- In 2009 the school web-site was updated. This will be further expanded in the coming year. The integration of technology in all curriculum areas across the school is ongoing.
- A school welfare database (First Class) was introduced in 2009 to track students behaviour and achievements more efficiently.

School Promotion

- A new school prospectus was produced in Term 4, ready for our new Year 7 students. Designed by Mrs L. Lewis and Mrs Stafford, it captures a new vision for the school. A new blue promotional bag was produced ready to receive the new Year 9 school laptops and for the new Year 7 group of students.
- The School Newsletter continues to receive high praise from the community and the colour version can be viewed on the new school web-site. It is produced once per fortnight.
- In 2009, we continued with our school magazine The Year in Review. It is a record of our year, taken from newsletters, reports and the many photographs taken throughout the year, plus additional reports.
- The Year 12 gift to the school, a flat screen monitor, was installed in the school foyer and a DVD to promote school values and aspects of school life to school visitors is on show. It has received widespread acclaim from visitors.

Student Welfare

Richmond High School’s extensive welfare programs underwent further refinement and change in 2009. This included:

- Further development of the PBL model across the school – uniform, mobile phones, assemblies, ready to learn on time.
- Introduction of learning tokens as part of a PBL initiative to increase student learning outcomes.
- The incorporation of the PBL reward system into the already well established merit award system.
- Remodelling of the credit point card to become more user friendly for staff and students.
- A range of programs addressing student well being – Brainstorm Production Performances addressing peer relationships and risk taking behaviours; School Police Liaison Officer seminars addressing cyber bullying, risk taking and peer relationships.
- Changes to the Peer Support Program to reflect the changing needs of our community – Wiki Spaces to facilitate communication between High School Peer Support Leaders and Year 6 students.
- Changes in the organisation and implementation or student leadership programs to increase the leadership opportunities for more students – our students became Science lesson mentors for Year 6.
- Staff mentoring of students who have disengaged with learning in response to poor attendance and behaviour issues.
- Introduction of individualised interviews with parents and students during the senior subject selection process. This assisted students in choosing subjects suitable to career path needs and academic abilities.
• Extensive acknowledgement and recognition of student achievement in all areas was enhanced at weekly assemblies, regular year assemblies, parent/student afternoon teas and class or Year reward BBQs for PBL.

Support Students

Our Support Unit is currently operating at a maximum capacity of five classes, with students of mild and moderate intellectual disabilities. The students have been encouraged to develop independent life-skills; a feature of this is work experience, travel-training and the management of four enclave sites in the community. Students also participated in practical life skills, shopping and banking programs, as well as community-based work. The Richmond Club, the Horse Unit at UWS, Big W, Woolworths and the Sebel Resort have provided tremendous work opportunities for our students. Year 12 students were linked with Supported Employment agencies to help them in job-seeking and training. Traineeships, apprenticeships and TAFE courses were undertaken by students in Years 10-12. Students were partially integrated into mainstream as appropriate to individually assessed needs.

Riding for the Disabled has again proven itself as a significant sports activity for our students.

Learning Support Team

The structure of the Learning Support Team (LST) was evaluated and modified in 2009. It is responsible for the implementation of individual and group initiatives to support students with particular learning needs. The programs are implemented in consultation with parents, classroom teachers and outside professionals. Members include: Principal, Deputy Principals, HT Welfare, School Counsellors, Librarian, STLA and Aboriginal In Class Tutor.

LST promoted programs consist of:

• Individualised personal learning programs
• In class tuition
• Learning Centre withdrawal
• Social skills programs
• Mentoring by staff role models
• Modification of lesson and testing materials
• Special provisions and referrals to DET programs and or outside agencies

Richmond High School’s Learning Centre is in its second year and is an integral part of all school learning programs. Students returning to school after prolonged absences, those with diagnosed disabilities and those struggling with particular concepts are given the opportunity to participate in these support programs. Extension and enrichment work is also offered.

Students involved in these programs have demonstrated significant improvement in their educational outcomes:

• Improved attendance
• Increased time spent in the classroom
• Reduced numbers of referrals
• Improvement in test results
• Greater continuity of learning

During 2009 the LST refined the school LST policy and refined the process for referral to the LST, documentation and the dissemination of appropriate information and assistance to the whole staff, Welfare Team and parents. The LST has ensured that its members have access to appropriate professional learning. In 2009, this included: The annual Redbank conference; Accidental Counselling conference; courses to impart strategies to cater for the learning needs of children on the autism spectrum and with specific behaviour problems.

The friendly manner of intervention has ensured and strengthened an inclusive spirit in our school culture. Teaching Support Officers had an effective rapport both in the classroom and in the Learning Centre. This has allowed students to access most areas of the curriculum with confidence and success.
Aboriginal education

A focus for Aboriginal students is the Learning Centre where a Learning Hub has been established with a teacher and an in-class tutor to guide, mentor and coach students. The staff are funded through Norta Norta funding and in 2009, senior students were able to access additional coaching for up to three hours per week.

A wide range of activities were provided for Aboriginal students in 2009. They included:

- **Tribal Warrior Excursion** - 30 students from Years 7 -11 spent the day on Sydney Harbour and the boat Tribal Warrior, learning about the Indigenous people of the area
- **Sorry Day** - 6 students from Years 7 - 11 attended the Sorry Day Celebrations and Ceremony at Maquarie Park in Windsor
- **The Careers Market Day** held in Mt Druitt was attended by 10 students from years 9 and 10. It was a chance for them to talk to prospective employers, Universities and meet people in the Indigenous community who have led successful lives
- **Allowah Day** (Allowah meaning – Together). The first Allowah Day was held in July and comprised of Indigenous students from the 5 High Schools in the Local AECG., Richmond, Riverstone, Colo, Hawkesbury and Windsor High Schools. It was a successful day and approximately 100 students from all five schools attended. There was a welcome to Country, Indigenous games, Indigenous art, OzTag and a Barbeque supplied. An Allowah Day is being planned for 2nd term 2010
- **NAIDOC Week Zoo Excursion** - Approximately 55 students both Indigenous and non-Indigenous went to the Zoo to participate in the ‘Dreamtime’ activities. This gave the students a chance to get close and personal with some of our native animals
- **Richmond High** has also started plans with National Parks and Wildlife and Merana to begin Traditional artworks which will represent the local area by students at Hawkesbury Lookout. The artwork will be done by both male and female students who will be supervised by an Elder.

Multicultural education

SECA, our student group promoting cultural awareness, again raised funds for an African student. An International Food Court, with food to sample from across the world, was an outstanding success later in the year. Students, staff and parents prepared a wonderful array of tastes. It was attended by students across all Year and age groups.

Respect and responsibility

Background

Positive Behaviour for Learning (PBL) was introduced from the start of Term 2, 2008 and has had widespread impact on student behaviour. An active Positive Behaviour for Learning (PBL) team meets fortnightly and has representation from teaching and non-teaching staff and students. A PBL coach gave support in 2009.

Findings and Conclusions

- **At Richmond High** all students are expected to be *Safe, Respectful Learners*. These values are promoted throughout the school. The areas targeted in 2009 were assemblies, getting students to class on time, use of mobile phones in class, the wearing of correct school uniform including enclosed black leather shoes and the use of the First Class welfare database
- **In a survey of staff assemblies**; there was an 88.7% response that there has been a positive impact on behaviour in the assemblies, the first target
- **The second area targeted** was getting students to class on time. Data collected has shown that there has been a 75% drop in the number of referrals on the First Class database for lateness to class from Term 1 to Term 4 in 2009
- **The third area targeted** was the incorrect use of mobile phones during class time. Data collected has shown that the number of referrals decreased by 80%. A staff survey indicated that 90% of staff thought that there was a very positive impact in behaviour in this area
- **Some 65% of students** accepted the mobile phone policy without further intervention; by the end of 2009, some 29% further students had accepted the policy with minimal intervention. By year’s end, 94% of students were compliant with the policy
The wearing of school uniform has improved with 90% of staff saying that there has been a positive impact. The number of children out of uniform on any day decreased from term 1 to term 4. By the end of year the number of students reported for being out of uniform without explanation, had reduced to a maximum of 5% of the total school population on a daily basis. Of the incoming Year 7 group, over 97% were regularly in uniform.

**Future directions**

Some areas which need revisiting or improving are: transition between classes and signage around the school. The reinforcing of what Safe, Respectful Learners are like in assembly and in class and the increased use of learning tokens as a reward for students on time and ready to learn will be revisited in the new year. It is anticipated that PBL will enter the classroom phase at Richmond High School during 2010.

**Progress on 2009 targets**

**Target 1 To improve student outcomes in Literacy**

- Identify aspects of underperformance in literacy, utilising data and provide support in these areas for students in Years 7-10: reading, writing, grammar and punctuation and spelling. Implement the identified literacy strategies in teaching programs
- Implement *Focussed School Support* in Literacy: focus on reading for meaning in target Year 8 group; pre and post testing
- Implement targeted literacy lessons in Roll Call weekly and targeted literacy strategies in all teaching programs
- Implement Coffee Club Boys’ Strategy and outdoor recreation challenge program and develop writing strategies: report writing; menu writing; formal writing
- Collaborate with Stage 3 teachers to develop links to Stage 4 and provide accurate learning data for all
- Aboriginal student learning – personalised learning implementation for all students
- Targeted Professional learning to support literacy initiatives.

**Our achievements include:**

- Implementation of the Focussed School Support Program (FSS) on reading with a targeted Year 8 group
  - Exceeding State Growth in the targeted Year 8 group by 64.4% of the cohort
  - Whole-school literacy-based tasks taught explicitly through Roll Call resulted in:
    - Increase in Bands 7 & 8 in Reading in Year 7 students by 16%
    - Increase in Bands 7 & 8 in Reading in Year 9 students by 10%
- Two cohorts of boys trained in the Coffee Crew and kept commitment to the program throughout the year. They produced written menus, wrote reports and issued invitations to staff. Improvement in self-esteem and improved participation in school life were observed
- An outdoor recreation challenge program was implemented with three groups of boys; targeted students showed improvement in engagement in learning and positive behavior
- At meetings of the Richmond Learning Community (partner Primary Schools and the High School), a joint literacy project was investigated for implementation in 2010
- Increasing numbers of Aboriginal students accessed the Learning Centre for personalised tuition
- Four staff attended FSS training in literacy.

**Target 2 To improve delivery of transition programs to students**

- Consolidating the Richmond Learning Community in at least two areas of co-operation annually
- Science through classroom visits by Year 6 students
- Student Leadership – through SRC initiatives
- Personalised interviews with all incoming students and families.

**Our achievements include:**

- Collaboration between staff of partner primary schools and the high school to develop a robust science program for Year 6 students, irrespective of which school each student would attend
- A regular and systematic teaching of a Science Unit (Electricity) to Year 6 students of all Primary Schools
• SRC leaders trained leaders of Londonderry Public School; high school students were trained as facilitators and mentors for Year 6 students in the Science Program; students acted as guides and mentors during mini-lessons at the high school
• Every Year 7 student and their family had a personalised interview with members of the transition team to collect information and learning profiles from each student.

**Target 3 To improve eLearning for students and staff**

• Each faculty incorporates into a unit of work at least one aspect of connected classroom technology
• Staff are introduced to and trained in the use of Podcasts and “wikis”
• Trained Connected Classroom staff train and coach other staff in its use
• One third of Teachers each year incorporate an interactive whiteboard lesson into the units of work they are developing
• Every Year 9 class and above requires use of lap-top at least weekly (from Semester 2)
• Principal and Deputy Principal regularly use email system for communication
• Each staff-room has at least one laptop.

**Our achievements include:**

• Each faculty trained in connected classroom technology and attempted a lesson
• Staff were trained in the use of podcasts and “wikis” at School Development Days and these were used in English, Science and HSIE lessons and in Peer Support
• Staff were trained in the use of the Connected Classroom and they, in turn, trained others
• Over one third of Teachers incorporated an interactive whiteboard lesson into a unit of work
• Every Year 9 teacher was provided access to a DER laptop by the end of year and used lap-tops at least weekly after the DER laptops were received
• Principal and Deputy Principals regularly used email system for communication and all memos and 90% of written communications to staff were electronic by end of year
• Each staff-room had at least one laptop allocated by end of year.

**Target 4 To improve student retention and Engagement**

• Initiate a preliminary program to the senior school for Year 10, post SC and provide a formal induction to Year 11
• Improved range of study options for Year 11 on Tuesday afternoons and improved access to Learning Centre and/or Library during periods off for Years 11 & 12
• Implement Trade Training Centres in Schools program (delayed due to ongoing construction)
• Review of subject selection and mentoring
• Use a cross curricular approach to GATS and a Year 7 & 8 program, including “rich tasks”
• Strengthen provision of gender-based classes in Science and trial of parallel structure in another KLA – (HSIE)
• Arranging the mentoring of students to match individual needs.

**Our achievements include:**

• Senior team meetings once every three weeks with small committees working on specific goals
• Production of a Career Guide Booklet for Year 10 students highlighting the various pathways to careers and courses important for career areas
• Revision of the Subject Selection Booklet to include a more modern and visual lay-out of information
• Subject Selection information evening with emphasis on guest speakers and displays
• Discussion and evaluation of various models to engage senior students
• Decision to implement an Enrichment Program to run during Sport afternoon, selection of program leader, content and presenters
• Development of a Senior Policy to include attendance on Enrichment Afternoons
• Training of Senior Team teachers on Pathways, HSC and ATAR requirements in preparation for individual parent interviews
• A successful showcase of students’ “rich tasks”, part of the Richmond Challenge
• Individualised formal interviews with parents and students reviewing final subject courses and gaining a commitment to follow the Senior Policy
• Planned Commencement of Preliminary Year Ceremony for early 2010

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of a whole school database (First Class).

Educational and management practice

Implementation of the school welfare database (First Class)

Background

Student attendance, suspensions, formal cautions, student non-compliance and all other discipline and welfare issues were recorded in a variety of ways and in many places. This made the management of welfare and discipline time consuming and often disjointed.

The First Class welfare database was introduced. It has positive, negative and neutral entry modes. The positive and negative entries closely align with current positive student credit points and the negative non-compliance form. Student points are automatically adjusted when an entry is made. A very extensive bank of letter pro-formas were placed on the database. The database has the option of printing reports of the statistics on any welfare issue or on any student.

Staff were trained in use of the database at Staff Development days and at Staff meetings.

Findings and conclusions

• Student attendance, including late arrivals and early leavers was the first area to be successfully managed on the database
• A target of use of the database by staff of 70% was set. This target was exceeded as 95% of staff used the database. Most entries by staff were for behaviour
• Data was collected for analysis by senior executive, for the development of behaviour profiles and to inform the Welfare Team, Learning Support Team, Executive and Regional staff of the background for suspensions and serious incidents
• Parents welcomed receiving accurate behaviour and attendance data and patterns of behaviour at short notice
• The report function allowed better tracking of students’ behaviour, both negative and positive and allowed for communication to relevant Head Teachers, Student Year Advisers and staff members. The report function also helped in data analysis for school initiatives such as PBL
• The letters generated via the database pro-formas allowed for easier and quicker communication with parents
• An anti-bullying feature was included during Term 3
• The database was also used in generating the timetable for whole school and enables teachers to access student and teacher timetables.

Future directions

• 100% of staff using the database for welfare entries
• Increasing the use of the database for positive entries
• Use of the database to record House points for school and sports activities.
Curriculum

Science Faculty Review

Background

The Science Faculty underwent an evaluation led by P. Misius and a RHS Science Teacher, supported by regional consultancy and a team which included an outside Science Head Teacher and a non-science teacher from our school, in order to determine how well it was serving students and the community. The process involved the collection of data from students, staff and parents, compilation and analysis of data as well as a presentation to faculty and executive. The aim of this process was to provide a valid and reliable foundation for planning, identifying areas for improvement and to celebrate successful current practice.

The evaluation process included:

- Document analysis of Faculty Policies; teaching and learning programs and registers; assessment documents and schedules; external data (SC results 2006-2008 and ESSA results)
- Lesson Observations (5)
- Interviews with student Groups (11); Science Teachers (6); Parents (10)

Findings and conclusions

- Students reported that Science was relevant and interesting
- Students and parents indicated that studying Science is most beneficial for helping with career choices, learning about the environment and understanding how things work
- Parents and teachers agreed that Science provided a range of experiences that met the needs of mainstream students
- Staff and students agreed that assessment tasks were appropriate
- Parents indicated that feedback received from school reports, letters home, parent teacher evenings and external examinations were informative and meaningful
- Students reported that they enjoyed hands on activities such as dissections and experiments
- Students and parents appreciated the recognition system
- There were strongly polarised opinions about the benefit of single sex classes in Science among students. There were also a number of students and parents who did not express a view because they had no experience in single sex classes
- Staff, students and parents gave positive responses regarding literacy, numeracy and ICT strategies used in Science
- Parents appreciated communication through the school newsletter
- Parents and students would like more positive communication through letters and phone calls
- The Science Faculty is functioning effectively to meet the needs of students at Richmond High School
- There is a strong foundation for Literacy, Numeracy and ICT. With the arrival of the DER laptops there should be increased achievements of ICT outcomes in Science
- Programs provide a rich range of strategies. A greater focus is needed on student centred learning activities
- There is a deficiency in the Stage 6 programs
- The Science Faculty is encouraged to set up an ongoing process to review and evaluate policies and programs

Future directions

- Students would like to have more opportunities for in depth, hands-on and interactive activities eg. experiments, excursions and group work
- Students would like writing tasks to be more meaningful
- Teachers agreed that programs needed to have extension activities explicitly embedded in them to cater for interested/gifted students
- Students indicated that they would like more detailed feedback and comments on how to improve performance on assessment tasks
• Students agreed that they would appreciate their input and opinion incorporated in science lessons and programs
• Staff indicated that they would like more time to plan and evaluate teaching and learning programs
• Teachers indicated that single sex classes need to be evaluated annually based on the cohort
• Staff and students indicated that some equipment needs to be updated and more interactive whiteboards need to be in classrooms

Specific Recommendations: Teaching and Learning

• Develop more strategies for student centred learning
• Integrate more group and interactive activities
• Increase use of ICT in class activities
• Reduce the use of copying notes from text books and overheads
• A review of programming
• Schedule regular and ongoing program evaluation and reflection
• Reduce the number of assessment tasks in Stage 4 and 5 programs
• Ensure programs meet BOS and DET requirements to include Stage 6 skill topics 8.1 and 9.1
• Programs need to incorporate suggested extension and remedial activities
• Involve students in choices of learning experiences eg. written tasks, practical activities and experiment design

In response to the findings and recommendations of the Science Review the Science Faculty has worked collaboratively to reduce the number of assessment tasks in Years 7-10. New tasks were developed to include a variety of assessment methods. All years have a second hand investigation, a practical assessment, an ICT activity and a formal examination. There is also a Year excursion and/or in-cursion for all years. Programs continue to be evaluated to include more experiments as well as extension and remedial activities

Other evaluations

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school in the area of science, based on focus groups of parents, teachers and students. These findings are listed in the previous section.

A survey of incoming Year 7 parents was conducted and it revealed the following:

• The level of secondary education parents wanted their child to complete by the end of High School:
  - 12% expected them to complete Year 10 and 88% expected them to complete Year 12. This was an increase from 22% and 78% in 2008, respectively
• Motivation for students attending the school were:
  - 26% friends are coming, 19% parents had attended Richmond High School; 37% had other children at the school and 8% based the decision on reputation alone
• The 3 things parents expected from the school were:
  - a high academic standard – 49%; a safe learning environment – 81%; excellence in teaching – 50%; strong emphasis on using technology – 10%; wide and varied learning experiences – 61%; emphasis on developing individual responsibility – 44%
• The skills, knowledge and attitudes they wanted their children to have were:
  - Clear life goals – 73%; a desire to continue to tertiary studies – 40%; have a sound knowledge of technology – 35%; to be ready for employment – 59%; To be a contributor to the community – 40%; To have a caring attitude towards humanity – 50%; To be responsible – 63%
• The main concern for the first year of high school was:
  - Academic development - 40%; social interaction between peers and older students – 33%; Staff management of students – 4.6%; homework load 22%; assignment tasks 16%; Bullying 25%; My child fitting in – 27%
Professional learning

- Developing quality teachers was the main focus of teacher professional development and 75% of the staff took advantage of opportunities to attend professional development activities. The average expenditure per teacher was just above $500. The dissections that had the greatest expenditure were Career Development, Syllabus Implementation, Quality Teaching and Welfare and Equity.
- Mrs Hoskins continued to guide new scheme teachers and new teachers accessed behaviour management, PBL and Early Career professional development courses.
- As a high priority area, courses involving ICT, DER and Connected Learning, were well attended by staff. Teachers using the CLAS self assessment scheme were able to select TPL courses most appropriate for their needs. A group of interested teacher leaders have taken active roles in the E Learning Team and provide guidance and in-service to other staff. All School Development Days have included sessions on ICT. Additional DER funding for training teachers by the DER was received.
- Two staff are technology leaders at a Regional level.
- Teachers participated in several in-house professional learning opportunities. The Science Review, Year 10 to 11 interviews, Developing Practical Skills in Home Economics, Executive Conference and Staff Development Days gave teachers the chance to organise and implement ideas for the benefit of others. These sessions were excellent opportunities for participating teachers to learn new things and for organising teachers to gain experience as leaders.
- Richmond High School continued to host Teaching and Learning Forums for teachers in Western Sydney. Our staff took advantage of this access.

School development 2009 – 2011

Targets for 2010

The school plan identifies several key areas for improvement. Three of the key areas are identified for evaluation in the 2010 Annual Report: To improve learning in literacy and numeracy; eLearning; student retention and engagement.

Target 1 To improve learning in literacy and numeracy

Strategies to achieve this target include:

- Backward mapping student writing in the senior school to better target the elements of writing in Years 7-10 for improvement across all curriculum areas.
- Using exemplars of quality writing and NAPLAN data to model specific aspects of writing for improvement in Years 7-10.
- Collaborating with teachers of Stage 3 & 4 to develop common strategies to address deficits in student writing.
- Developing explicit teaching strategies to focus on number and operations, algebra and non-calculator computations and using Mathletics as a source of reinforcement and enrichment.

Our success will be measured by:

- Halving the gap in performance between school and state NAPLAN data in Year 7.
- Matching State standards in the middle and upper performance bands of Year 9 NAPLAN data.
- All staff delivering targeted whole school strategies in writing in Years 7-10.
- Reducing the performance gap between school and state in Numeracy Bands 6-8 NAPLAN by a third.
Target 2 To improve eLearning for students and staff

Strategies to achieve this target include:

- Incorporating ICT skills in all units of work appropriate to subject, topic and unit requirements to develop a school map of ICT skills
- Map staff skills in ICT through survey and observation
- Inclusion of one aspect of connected classroom technology in a unit of work for each class
- Train staff in the use of podcasts, Edublogs, wikis and Adobe software
- Provide access to the latest eLearning software and technologies in each faculty area
- Inclusion of one interactive whiteboard lesson into all new and revised units of work
- Every teacher of a Year 9 and 10 class uses DER laptops with students daily

Our success will be measured by:

- A map of ICT skills for all students and staff
- Performance in the Year 10 Computing examination rises by 10% in the Highly Competent range
- Surveys which show that every class has at least one connected classroom experience and that 50% of teachers have included an interactive whiteboard experience in their teaching
- Surveys of students and staff show that staff use podcasts, Edublogs, wikis and Adobe software in at least one lesson per teaching cycle
- Surveys which show that students in Years 9 & 10 use a DER laptop in at least 50% of their daily lessons

Target 3 To improve student engagement and retention

Strategies to achieve this target include:

- Effective subject selection processes, student mentoring, and strengthening of processes for parent interviews
- Hotlinks to appropriate internet sites on the school web-site to enhance student decision-making and support for their studies
- Expanding cluster links between the Hawkesbury high schools to enhance subject offerings and subject delivery, using conventional links and connected learning; developing the curriculum choices, community and industry links to support the Hawkesbury Trade Training Centre
- Developing the range and quality of the Year 11 Enrichment program on Tuesday afternoons
- Providing appropriate learning spaces and study schedules for senior study periods

Our success will be measured by:

- Improving retention rates from Year 10 into Year 12 by 20%
- Increased access by students to the school web-site for their learning; increased use of the school web-site and connected classroom by staff delivering lessons and assignments
- Increased contact by students and staff with fellow students and colleagues of the Hawkesbury Schools Cluster, with the purpose of enhancing curriculum delivery
- Improving senior school engagement through increased use of formal study areas during study periods
- Surveys of students, parents and staff about the effective delivery of the Year 11 Enrichment Program.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: