School context

Students

The enrolment figures for 2013 stood at a total of 727 students. Of that enrolment, 487 students were in Year 7-10; 188 in Years 11-12, with 52 students of mild or intellectual disabilities in our Support Unit. Our ratio of boys to girls is weighted in favour of boys at 55% to 45%.

Staff

The 64.8 teaching staff included a Principal, two Deputies and 9 Head Teachers. As part of its teaching staff the school had a specialist Careers Teacher, a Librarian, a School Counsellor and 1.9 Support Teacher Learning Assistance. Of the staffing establishment, one Head Teacher and 4 Teachers were allocated to our Support unit.

General school information

Richmond High, first secondary school in the Hawkesbury, is a comprehensive, co-educational 7-12 school situated in a semi-rural environment. The school is committed to excellence in teaching and learning where all students can maximise their potential. Core values focus on producing safe, respectful learners. Energetic student leadership and strong community links underpin values. Strong welfare and social support programs bring out the best in students, promoting harmony in a safe learning environment. Students access peer support, peer mediation and peer tutoring programs in literacy and numeracy. Our school provides an inclusive learning environment from high achieving students to those with specific learning needs. Academic, social, sporting, cultural enrichment and outstanding student leadership programs equip students with the knowledge and skills to meet the challenges of a modern, culturally diverse and technological society. A Learning Centre with an expert staff provides personalised learning support for students of all ability levels. A Support Unit caters for over sixty students with mild to moderate intellectual disabilities.

Enrichment and extension programs are provided to challenge students, including links with a sister school in China. Our staff is committed to quality teaching, innovation and maintaining a caring, supportive environment. Emphasis is given to the integration of technology in classes. A broad curriculum provides opportunities to study an extensive range of courses and pursue sport and performance-based activities. Strong partnerships with five primary schools provide effective transition to high school. The school offers a comprehensive curriculum, including a full range of academic core and elective courses and vocational courses. Access to school-based vocational courses develops essential skills delivered in a partnership of four high schools and via access to TAFE and school-based apprenticeships. The Hawkesbury Trade Training Centre commenced in 2011, with the main hospitality facility on site at Richmond High as well as an upgraded metals facility. Students possess a strong sense of community spirit and passion for achievement. Student leadership is strength of the school: the SRC raises thousands of dollars for charity and community causes each year - service to the community is embedded in school culture. Our school has an extensive range of extra-curricular activities: a successful outdoor recreation challenge program, Duke of Edinburgh Scheme, Agriculture Show Team, a boys' coffee crew, Hospitality team, Rock Eisteddfod, African Drumming Ensemble, jazz ensemble, dance groups, concert band and choir. There is a strong sport and recreation program.

Principal’s message

Student achievement during 2013 was again exceptionally high and demonstrated that at Richmond High students are able to reach their potential. The positive community orientated programs complement the engaging teaching and learning programs available at the school.

Staff learning teams were a key feature of Professional Learning that took place with all staff throughout the year. These teams covered targeted priority areas as published in the School Plan and included Literacy, Student Engagement, Middle
School and the Senior School. As a result of these focus areas a number of successful programs were implemented including the Year 9/10 Boys Coffee Club, Boys and Girls Outdoor Education, Duke of Edinburgh Program, X Factor Program and Senior Mentoring Program.

During 2013 a major initiative was initiated and implemented under the Positive Behaviour for Learning program. This involved developing a discipline system that set clear expectations in terms of appropriate student behavior and a process for recognising those students who demonstrate this behavior.

The Welfare and Learning Support Teams continued to monitor and evaluate the specific learning needs of students. Through specific programs targeted at individuals and groups, students were provided with opportunities to develop skills that will support them at school and beyond.

Red Nose Day was again a great success under the leadership of the SRC and involved 150 students who planned, fundraised, performed and assisted in the running of the day. In 2013 the entire school was involved in creating “Ellie the Red Nosed Elephant” on the school oval and was captured on photograph during the flyover. Richmond continues to be the largest non-corporate sponsor of SIDS and KIDS NSW and raised $12 000 this year.

Other highlights of 2013 include Agriculture Show awards both individually and in teams in the Unischools Steer and in Judging competitions, successes in the Hawkesbury Dance Eisteddfod and Hawkesbury City Eisteddfod, awards in the Bowen Mountain Art Exhibition, students completing the Max Potential Youth Leadership Program and Hospitality students taking out a broad range of awards at Hawkesbury Show.

There were a number of opportunities for students to perform and demonstrate their talents including the Red Nose Day concert, Senior CAPA Night, African Drumming group performing throughout the community, Music and Dance performances during Education Week and a showcase of talent at “Richmond High Rocks”.

I would like to acknowledge the leadership of Mr Howard Wolfers (Principal 2013) and Ms Leiza Lewis (Acting Principal, 2013). The achievements in this report are a reflection of their passion as educators and dedication towards providing high quality educational opportunities for the students at Richmond High.

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.

**Mr Cliff Ralph - Principal**

**P & C and/or School Council message**

2013 has been a busy and rewarding year for the P&C Association. The school has much appreciated the active involvement of P&C parents at a variety of events including School Finance Meetings, Selection panels, Orientation day, Recognition Assemblies, Open Evening, Parent/Teacher interviews and Presentation Night.

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

- An overview of the China Cultural Excursion
- Regular updates on the new PBL (Positive Behaviour for Learning) programs

The P&C’s major fundraiser this year was “Rotary Parking Assistance” at The Hawkesbury Show. Thank you to those parents who volunteered their time to assist in raising $1300.00 for our school. We have once again coordinated donations for an end of year Xmas Raffle to raise additional funds for Richmond High School.

The P&C has been able to provide assistance for various students participating in a wide range of events and have once again contributed funds towards the printing of Richmond High School’s new Prospectus/Awards Presentation folders and Presentation Night Awards.

The P&C has again had wonderful executive team leadership. 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 representative’s message

The Student Representative Council continued to create and provide new and exciting opportunities and activities throughout 2013 to all students, as well as new SRC members. These activities included:

- The annual Red Nose Day fundraising event for SIDS and KIDS NSW.

- Raising money for the Cancer Council, Legacy, Jeans for Genes Day and Richmond RSL through proceeds of sales from poppies on Remembrance Day.

- Liaising with local businesses and community leaders for support and donations for fundraising activities.

- Raising money for the school community through the selling of roses for Valentine’s Day.

- Chairing weekly school assemblies and providing speakers for significant and community events such as ANZAC and Remembrance Day.

- Visiting Hawkesbury Hospital in the lead up to Christmas to give presents donated by staff, students and the community to sick children, new mothers in the Maternity Unit and the elderly. Candy canes were also handed out to staff, family and visitors of those in hospital.

The SRC continued to provide students with many leadership roles and support of our students and teachers within the school and local communities.

These activities included:

- Continuation of the Peer Support program for Year 7 students during the first two terms of High School, as well as providing the Year 11 and 12 leaders of this program with the training required to fulfil this task.

- Peer Tutoring programs during roll call.

- Peer Mediation programs for students in Year 10 as they learn how to address and resolve student conflict and take alternative approaches to bullying.

- ABCN Focus Group for female students in Year 11 wishing to develop their leadership skills with the guidance from a mentor.

- The Max Potential Program for Year 11 students to help them develop their leadership skills and achieve personal goals for themselves as well as within the school and wider community.

- Participation at the Young Leaders Day conference and the Macquarie Youth Leadership forum.

- Applying for captaincy and prefect roles.

- Acting as guides and demonstrators for the Year 7 Orientation Day, mini lessons and primary school visits.

- Attendance and participation in local ANZAC and Remembrance Day ceremonies.

- Assistance at the Hawkesbury District Agricultural Show.

- Providing support, set up and promotion materials for the inaugural Richmond High Rocks musical evening. A fantastic event
showcasing outstanding singers, musicians, lighting and sound technicians, stage and event management within our school community.

- Organisation of raffles and selling tickets for school and community events.

- Liaising with and delivering to Hawkesbury Community College food and gift items donated from our school community for their Christmas Hamper Drive.

- Creating a more welcoming, themed designed stage area for special events such as Presentation days and nights.

2013 was a very successful and busy year for the Student Representative Council at Richmond High School. We've seen a major improvement in involvement from students in annual and new school events held throughout the year.

We are very thankful to our amazing SRC Coordinators Ms Renee Bezina and Mr Ian Pollard whose support, guidance and mentoring continue to help us in our school and community roles. Mr Pollard has held this position for many years and his professionalism, direction, planning, great sense of humour and unparalleled BBQ’ing skills has continually helped the SRC to accomplish our goals. We would like to extend a huge thank you to Mrs Pilgrim, who has always been a tremendous advocate for Richmond High School. We look forward to Ms Bezzina’s return in 2014 after having been on maternity leave. We are very pleased to welcome Ms Garcia to the SRC Coordinator’s role. Ms Garcia has already assisted with planning and proposed initiatives for 2013 and coordinated an extremely successful BBQ which raised money to assist the bushfire victims in our local communities.

There are many new plans for the SRC in 2014. The SRC will be expanding in numbers and the 2014 School Leaders are trying new initiative based portfolios to expand student involvement. We are committed to ensuring that Richmond High School provides students with a safe and supportive learning environment through integration of the PBL system and by ensuring positive leadership as we strengthen and create new bonds within our school, local and wider communities.

**Grace Applin**

**School Captain 2014**

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### Student information

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

### Student enrolment profile

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### Student attendance profile

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<tr>
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4
Post School Destinations

In 2013, 79 students completed the HSC including 9 Life Skills students, 1 Pathways student and 2 students completing a part time School Based Apprenticeship.

<table>
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<th>Destination</th>
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<td>Working F/T or P/T</td>
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<td>Apprenticeships/Traineeships</td>
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<td>Seeking Employment</td>
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<td>Unable to contactable</td>
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Consistent with previous years, there was a strong preference for students to study at the University of Western Sydney and attend TAFE Colleges in the Western Sydney Institute of TAFE. Courses chosen at University were Accounting, Arts, Business – Property Management, Business – Tourism, Computer Science, Health Science, Information & Communication Technology, Liberal Arts and Science, Psychology, Retail Management, Science and Teaching.

Year 12 students undertaking Vocational Training

- 53% of Year 12 students were undertaking one or more vocational courses
- 23 students were enrolled in the school VET courses Construction and Hospitality
- 3 students were enrolled in a VET course at the Whitehouse Institute of Design
- 16 students were enrolled in VET course at TAFE
- 2 students completed a part time School Based Apprenticeship in Construction and Hospitality. Both students are still continuing with their apprenticeships.

Year 12 students attaining HSC or equivalent Vocational educational qualification

100% of our Year 12 cohort attained a HSC or equivalent Vocational educational qualification.

Management of non-attendance

Student attendance is monitored by staff during a daily roll call period, documented manually and then transferred to an electronic database at the school office. Parent notification of absence is noted on the central database. Unexplained student absences are communicated daily to parents via an SMS system which requests parents confirm the absence. Students whose absences remain unexplained are followed up by executive staff. The Welfare Team and Deputy Principals monitor patterns of student absence weekly and address issues of individual student absence on a case by case basis. The Head Teacher 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.

Latecomers are documented daily on the electronic database and regular partial attendance by students is managed in accordance with the school’s Welfare and Discipline Policy.
Workforce information

Staff retention

The total number of staff is consistent with previous years and a full curriculum is offered from Years 7-12. Turnover of staff is very low. Two new scheme teachers joined the school in 2013. One Principal and one Head Teacher retired. Over the next 5 years, the school anticipates a gradual increase in the number of staff retirements consistent with the age profile of our well experienced staff.

- Ms Belinda Bower was appointed to the English Faculty as Head Teacher.
- Ms Catherine Harper was appointed to the Home Economics Faculty.
- Mr David Bernays was appointed to the Industrial Arts Faculty.
- Ms Sian Hardy was appointed to the Science Faculty.

Teacher qualifications

All staff meet the professional requirements for teaching in NSW public school and hold either a full degree or diploma qualifications. In addition 61% of the staff hold post graduate qualifications.

Of the staff employed at Richmond High School, one has indicated an indigenous background.

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>
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<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
<td>61%</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Financial summary:

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<th>Date of financial summary</th>
<th>30/11/2013</th>
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<tbody>
<tr>
<td>Total income</td>
<td>1875800.90</td>
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</table>

Expenditure

Teaching & learning

- Key learning areas 175340.61
- Excursions 74146.21
- Extracurricular dissections 96648.82

Library 11858.16

Training & development 1010.11

Casual relief teachers 415170.71

Administration & office 103459.06

School-operated canteen 193264.52

Utilities 123170.08

Maintenance 81585.94

Trust accounts 57755.99

Capital programs 18240.91

Total expenditure 1515899.50

Balance carried forward 359901.40

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

Achievements

Academic

- Sarah Chapman was dux of the 2012 HSC group.
- Charlotte Weaver and Jasmine Dorhauer (Year 12, 2012) each received a $2,000 scholarship in 2013 from Rotary.
- Brigitte Price (Year 12) was awarded the Soroptimist International Hawkesbury Scholarship for 2013 (valued at $500.00) to assist her achieve her potential in senior school.

Arts

- Our Agriculture Show Team competed at Unischools under the guidance of Mr Randall and Miss Hardy and was awarded “Champion Judging Team” and “Champion Weight Gain”. Overall they achieved 5th place out of twelve public, private and catholic schools in the Sydney Metropolitan Area. A number of our Agricultural Show Team students achieved places and commendations at the Gosford Steer Show and Unischools Challenge.
- Brooke Chandler (Year 9) was awarded Champion Junior Judge - Unischools 2013.
- Year 12 students Brodie Smith and Kalia Field were recipients of Regional VET Awards recognising their outstanding performances in Year 12 Construction and Hospitality - Café Skills respectively.
- Nathan Kocanda, Griffin Taylor-Dalton, Gracie Applin and Monica Coddington - Year 11 successfully completed the Max Potential Youth Leadership Scholarship program.
- Our Year 11 Hospitality students won Best Exhibit at the Hawkesbury Show. A number of our students won ribbons and places for their Individual entries.
- Our Year 9/10 Dance Elective class achieved 2nd place and the RHS Contemporary and Hip Hop Dance groups achieved 4th place at the Hawkesbury Dance Eisteddfod.

Sport

- Breanna Kenny - Year 12 was selected in the Sydney West Regional Netball team to compete at the NSW CHS Hockey Championships.
- Danielle Francis - Year 10 was selected in the Sydney West Regional Football team to compete at the NSW CHS Football Championships.
- Peter Cass (Year 7) and Bradley Ryan (Year 10) were selected in the Sydney West Regional Swimming team to compete at the NSW CHS Swimming Championships.
- Michaela Emblem - Year 11 achieved 4th place in the 17yrs+ Girls 100m Hurdles (15.28) at the NSW Combined High School Athletics Championships representing the Sydney West region. Ekkarad Bumrungasil (Year 7) also competed at the NSW CHS Athletics Championships in the 13yr Boys 800m category achieving 11th place overall.
- Hayden Sly (Year 10) and Michaela Emblem (Year 11) competed at the NSW Allschools Athletics Championships. Hayden achieved 10th place in the 16yr Boys 3000m event whilst Michaela placed 4th in the 17yrs 100m Hurdles.
- Darcy Hanning - Year 8 achieved 2nd place overall at The NSW Allschools Taekwondo Championships in the Black Belt Division.
- Alison Warters, Trevor Graham, Connor Mitchell, Peter Cass and Will Luxford competed in Individual categories at the NSW All Schools Triathlon. The following students competed at the NSW All Schools Triathlon in the Teams Category: Peter Cass, William Luxford, Mitch Kocanda, Finn Barker, Corey McPherson, Peter Boendermaker, Caleb Glover, Zac Kendrigan,
Kristian Kilby, Bradley Ryan, Chad Satchwell, Hayden Sly, Griffin Taylor-Dalton, Josh Kwok, Nathan Kocanda, Kym Warner, Sam Hancock and Brook Inskip.

- Richmond High School placed 6th at the 2013 Macquarie Zone Swimming Carnival with 330 points overall. Bradley Ryan was the 16 years Boys Macquarie Zone Champion and Peter Cass was the 12 years Boys Macquarie Zone Runner Up.
- The following students achieved top 3 results at the Macquarie Zone Swimming Carnival:
  - Bradley Ryan (16yr Boys) 1st - 100m Backstroke, 100m Breaststroke, 2nd - 100m Freestyle & 50m Freestyle,
  - Peter Cass (12yr Boys) 2nd - 100m Backstroke, 100m Breaststroke & 100m Freestyle
  - Our 4 x 50m Freestyle Relay team (17-19 years & also 15 years) both achieved 3rd place

- The following students competed at the Macquarie Zone Cross Country Carnival and were selected in the team to represent our zone at the Sydney West Regional Carnival after achieving the following places:
  - Ekkarad Bumrungsil (13 year boys): 5th
  - Shayne Warren (15 year boys): 5th
  - Hayden Sly (16 year boys): 1st
  - Benjamin Hargans (17 year boys): 8th
  - Tia Berg: (12 year girls): 1st
  - Katelin Ellyard (13 year girls): 8th
  - Tara Boendermaker: (16 year girls): 3rd
  - Kristy Parrington: (17 year girls): 4th
  - Tahlia Chandler: (18+ girls): 7th
  - Cheyanne Bonnano (18+ girls): 8th

- Our school placed 5th overall at the Macquarie Zone Athletics Carnival. Top 3 results were as follows:
  - Tia Berg (12yr Girls) 3rd place overall, 2nd place 100m, 1st place 200m, 3rd place Long Jump
  - Ekkarad Bumrungsil (13yr Boys) 1st place 800m
  - Connor Mitchell (13yr Boys) 1st place Discus
  - Danielle Naumovski (13yr Girls) 3rd place 100m, 200m
  - Katelin Ellyard (13yr Girls) 2nd place overall, 2nd place Long Jump, 2nd place 400m and 1500m (14yr Girls), 3rd place Triple Jump (15yr Girls)
  - Dilagi Hill (13yr Girls) 3rd place Shot Put
  - Trevor Graham (14yr Boys) 2nd place 400m
  - James Hagan (14yr Boys) 2nd place High Jump
  - Wade Mifsud (14yr Boys) 1st place Javelin
  - Imogen Williams (14yr Girls) 3rd place 1500m
  - Tess Applin (14yr Girls) 3rd place overall, 2nd place
  - Bradley Kenny (15yr Boys) 3rd place 800m, 1st place High Jump
  - Shane Warren (15yr Boys) 1st place Javelin
  - Luke Hardaker (16yr Boys) 1st place 100m
  - Brandon Tobar (16yr Boys) 1st place Shotput
  - Michael Carey (16yr Boys) 3rd place Triple Jump
  - Courtney Hardy (16yr Girls) 2nd place 400m, 800m
  - Kaitlyn Gadd (16yr Girls) 1st place Discus
  - Samantha Hancock (16yr Girls) 2nd place High Jump
  - Tara Boendermaker (16yr Girls) 3rd place High Jump
  - Raijeli Tuilaselase (16yr Girls) 1st place Shot Put
  - Caylem Smith (17yr Boys) 2nd place Discus, 3rd place Shot Put
  - Matthew Cunningham (17yr Boys) 2nd place Long Jump, 3rd place Triple Jump
  - Michaela Emblem (17yr Girls) 2nd place overall, 1st place High Jump, Long Jump, Triple Jump, 3rd place 100m
  - The following students achieved Top 3 results at the Sydney West Athletics Carnival:
    - Ekkarad Bumrungsil (13yr Boys) 2nd - 800m
    - Brandon Tobar (16yr Boys) 3rd - Shot Put
    - Wade Mifsud (14yr Boys) 3rd - Javelin

- Alice Godden competed at the Tara Interschool Equestrian.

- Year 7 students competed in a Year 7 Gala Day which included games in AFL, Netball, Touch Football and Soccer.

Other Achievements

- Georgia Dawson and Leigha Ryan were presented with their Gold Duke of Edinburgh Award by the Governor. The two former students (Year 12, 2011) are Richmond High School’s first Gold Award recipients.

- Jai Walker (Year 12, 2012) was also awarded his Gold Duke of Edinburgh Award.
Academic achievements

**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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
Narrative text is not present in the provided image.
Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Record of School Achievement (RoSA)

The targeted “positive behaviour for assemblies”, “getting to class on time”, “mobile phones”, and “improvements in the wearing of uniform” continued to be implemented. The PBL team evaluated and implemented a new awards system.

- Recognition Assemblies were held every semester to recognise our school achievers. Once again the new rewards system has worked exceptionally well this year with record numbers of students receiving awards. This year we are once more attempting to embed the culture of achievement and continue our determination to raise expectations, which has become a personal as well as a school focus. Rewards Excursions for students with outstanding attendance, behaviour and/or school reports continued in 2013.

- Staff Learning Teams grew in strength, meeting every 3 weeks to implement whole school teaching and learning strategies, in fulfilment of the school plan. These teams covered the target areas of: Literacy, Student Engagement, Middle School and Senior School. Successful programs implemented by the Learning Teams included Year 9/10 Boys Coffee Club, Boys & Girls Outdoor Education, Duke of Edinburgh Program, X Factor Program, Men of Honour Seminar - Year 11 Boys and Senior Mentoring Program.

- In 2013, senior students had a variety of supplementary seminars and special study forums made available to them. This program met the needs of the new legislation *Raising the School Leaving Age* with all senior students being required to attend a mandatory program of senior enrichment courses each Tuesday afternoon.

- The MELK program commenced this year at Richmond High School. This is a joint research initiative which has been undertaken by Richmond High School and The Catholic University. Each week researchers attend our school to work with teachers on embedding literacy into all aspects of their lessons and discuss ways to improve student outcomes in their subject areas.

- Students in Years 7 & 8 have been given the opportunity to be involved in a new reading program “Read to Succeed” funded by the ILNNP National funding which will continue at the school in 2014.

- The Peer Tutoring Program continued with Year 7 students and Year 8 students being peer

Significant programs and initiatives

- Again in 2013, 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 “Ellie” the Red Nosed Elephant 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 2013, some $12,000 was raised for SIDS and KIDS NSW via Red Nose Day activities.

- We held our Senior CAPA Night of the Arts Exhibition showcasing our Year 12 HSC Major Works in Music, Drama and Industrial Arts and Year 11 artworks.

- Our Student Band and African Drumming Group continues to play to critical acclaim under the leadership of Mr Turner and performed at a number of events during 2013 including Education Week, Hawkesbury Music Festival and Hawkesbury Show.

- Our Music and Dance students performed in the 2013 Education Week celebrations, as a collaboration of Hawkesbury Schools.

- Richmond High School held its first “Richmond High Rocks” Concert to showcase our talented musicians.

- Positive Behaviour for Learning (PBL) continued to revisit and implement systems to support our students being Safe, Respectful, Learners.
assisted in numeracy and literacy.

- An enrichment group of ten students met with teachers twice a cycle to develop students’ Persuasive Writing skills. This is a strategy promoted by the DEC Gifted and Talented program.
- Mathematics, Science, Geography, Computing and English Competitions again attracted a strong cohort of students, with some excellent results.
- The Learning Centre, a school initiative, was established in 2008 to cater for students who require learning assistance as well as extension opportunities for more able students, and is thriving. This year, under the direction of Ms Gibbs and Ms Weithaler, it continued to be a beacon for the delivery of personalised tuition and integration support.
- Our Support Unit operates 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 and Woolworths Rum Corps Golf Course, Coles Richmond and North Richmond 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.

- Richmond Learning Community – Richmond High School is part of a wider Learning community which includes our partner primary schools: Bligh Park, Castlereagh, Hobartville, Londonderry and Richmond Primary Schools. This year we have linked with our partner schools to offer weekly Tuesday afternoon lessons in Science, Food Technology and the Creative Arts, mini-lessons to Year 5 & 6 students to provide a high school experience, transition programs for Support students and students with special needs and we have a joint literacy project underway, focussing on the Year 6 students entering Year 7 and the provision of effective and sustainable literacy programs which will align teaching in the primary and high schools. The free exchange of information to improve student learning has improved the transition of students into our high school.

- Hawkesbury Schools Connect – The four Hawkesbury secondary schools have formalised a joint identity for the delivery of curriculum to students across the schools, called Hawkesbury Schools Connect. This collaborative venture builds on the joint VET in schools delivery which has operated for many years. The Hawkesbury Trade Training Centre allows students to specialise in pathways to trades in Hospitality and Metals & Engineering in industry standard facilities. Each of the four high schools, Colo, Hawkesbury, Richmond and Windsor High Schools have had major refurbishments and the installation of brand new equipment in each school.

Aboriginal education

Years 7-10
Richmond high continued to employ an in classroom tutor named Kathie Heather to work with a range of students from Years 7-10 in class. This provided students with the opportunity to remain in class whilst benefiting from having a tutor to assist them with their needs.

Years 11-12
2011 was the first time the school hired a senior Norta Norta tutor to work with a range of students. A Senior, qualified teacher was hired in term Four. She was based in the Learning Centre and tutored Indigenous students on a range of subjects during their free periods. This was highly successful and due to this success, the tutor was asked to attend school for two days a week. Ashleigh who is a trained an English/History teacher, was able to assist students with N awards, upcoming assessments, major works and general study.
Ashleigh has now moved on and been replaced with Karen who has continued to extend and build upon the remaining program. She is particularly successful in engaging students and liaising with parents and teachers to ensure all students are learning to their best ability. Karen is now based in the Learning Centre three days per week.

Cultural Activities
The Indigenous students of Richmond High had the opportunity to attend a number of cultural
excursions which encouraged student and community engagement. Allowah Day was held at a local national park and gave the students a chance to interact with local elders and other Indigenous teens. In addition to this, Kathie Heather organised a group of students to enter a local Christmas Tree decorating competition run by Richmond Marketplace. The student’s Indigenous themed Christmas tree came second and encouraged student involvement and engagement.

Richmond High had a high level of student involvement in leadership with three of the six school prefects identifying as being Indigenous.

The Learning Centre and the Library should both be commended for their ongoing support of Indigenous students in general.

**Multicultural education**

- **Dajing Junior Middle School, Shanghai - Sister School relationship**
  Richmond High School hosted 7 visiting teachers and ten Year 6 and 7 students from Dajing Middle School in China as part of our Sister School Cultural Exchange program. A second exchange visit to Shanghai, China for our students and staff has been planned for 2014.

- **Connected Classroom Chinese Lessons**
  Ms Lu and Miss Yue, (volunteer Chinese exchange students studying for their masters in education at UWS) continue to attend Richmond High School one day a week to support our group of Year 8 students with weekly chinese lessons via video broadcasting. As a pilot school, we have had enormous success with this program, which has been expanded to include some of our Year 7 students.

- **Two Year 10 students from Richmond High School Abigail Price and Tyla Ann Wheeler** were successful in winning Hawkesbury Sister City Exchange scholarships for 2013.

- **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. The SECA group, under the guidance of Mrs Dennis, ensured a successful event raising $1280 for our sponsor child. Students, staff and parents prepared a wonderful array of tastes.

**Professional learning**

- 47 staff used Professional Learning funds to access at least one course outside the school environment. Courses covered areas including Positive Behaviour For learning (PBL), New Scheme Accreditation, Literacy and Numeracy, National Curriculum implementation, Crossroads, Early Intervention, NAPLAN Analysis, Autism and Asperger’s awareness.

- Average expenditure per teacher on Professional Learning for 2013 was $674 per person.

- Professional Learning that occurred on school development days included workshops and/or sessions on:
  - CPR First Aid Training
  - Anaphylaxis training
  - PBL Universal Classroom Routine Implementation
  - Dealing With Difficult Students Presentation
  - Award System implementation

**Assets and Facilities**

**Kitchens and Function Centre**

Our Hawkesbury Trade Training Centre has two industry standard commercial kitchens, in gleaming stainless steel, providing our food technology and hospitality students with the highest quality kitchens available in any school, bar none. A brand new purpose-built hospitality function centre located adjacent to our two kitchens is the main hospitality delivery centre for the Hawkesbury Trade Training Centre in Schools. Able to seat 120 guests at tables for school, DET and local community functions and 140 in auditorium lay-out, it allows for the delivery of the full array of Hospitality courses in the Hawkesbury. Richmond High School now has the facilities for students in all four schools to eventually undertake courses in Hospitality to Certificate 3 standard.

**Metals Facilities**

Our students learn work-related skills using these Industrial Standard facilities, recently upgraded, as part of the **Hawkesbury Trade Training Centre** in Schools program.

**Mini-bus**

Richmond High School’s 21 seater minibus continues to be leased and is in regular use for sport and excursions and performing arts activities.
It provides a terrific standard of transport for our students, with each student in seat-belts and at a modest charge.

**Canteen**

The Canteen is the major source of additional funding for our school. Mrs Cathy James, Canteen Manager, has once more expanded the range and quality of items offered to students – and catered for staff functions. She has worked tirelessly with her staff to improve the range of healthy food offered to students, while maintaining the level of income necessary to provide the funds for student essentials. Her inventiveness in varying the foods and beverages available to students counters the unrestricted opposition of the nearby fast food outlets who sell to our students what we may not sell – before and after school. There is no excuse for students to purchase elsewhere and still the school loses considerable income to the multinational fast food outlets which suck so many dollars away from our school.

**Library**

Our Library has had some significant improvements in Technology facilities and equipment, under the guidance of our Librarian, Lolita Garcia and is a very inviting place for students.

**School planning 2012—2014: progress in 2013**

**School priority 1**

To improve the writing results of all students

**Outcomes from 2012–2014**

**Evidence of progress towards outcomes in 2013:**

**Our achievements included:**

- An increase to 2.5% in band 10 and 19.7% in Band 8 for Year 9 students.
- Each KLA conducted a review of their report outcomes and included a writing specific outcome for one semester.
- Implementation of the MELK Literacy and Writing Program through ACU.

**School priority 2**

To establish an Autism team with four participants trained in Positive Partnerships.

**Outcomes from 2012–2014**

**Evidence of progress towards outcomes in 2013:**

**Our achievements included:**

- Two parents of ASD students addressed the staff during a Staff Development Day about life with their child and challenges faced by the families.
- Four teachers attended the Positive Partnership training conducted over three days. These teachers formed the ASD team and worked closely with the Welfare team, Learning Support Team and the Support faculty to ensure a safe learning environment was created for all ASD students.
- The ASD team working with the Learning Centre set up a “Meet and Greet” arrangement with all ASD students. Each student is met in the Learning Centre prior to roll call and any changes to their day are discussed and plans put in place to deal with any problems which may arise.

**School priority 3**

To align all assessment and reporting procedures to ensure consistency and authentic outcomes for students.

**Outcomes from 2012–2014**

**Our achievements included:**

- The Assessment and Reporting Team created a senior assessment template to be used by all faculties.
- All KLAs have reviewed their assessment practice and made changes to best suit requirements from the BOSTES. All tasks have been evaluated and modified to better suit the learning needs of students.
- Report writing skills have been the focus of staff meetings at the appropriate time throughout the year. A style guide has been developed by the
Assessment and Reporting Team which has been refined over the reporting periods.

- Members of the TVET team have worked hard throughout the year to ensure each TVET course taught was compliant with the National TVET standards.

**Program evaluations**

**National partnerships and significant Commonwealth initiatives**

**Improving Literacy and Numeracy: National Partnerships Program**

Developing a Metalanguage for KLA literacies

As part of the Improving Literacy and Numeracy National Partnerships (ILNNP) round of funding in early 2013, Richmond High received $304,000 in order to improve student comprehension in reading. Richmond High has employed Dr S. Humphrey and Dr T. Sharpe from The Australian Catholic University (ACU) to implement a research program aimed at improving teacher capacity to deliver explicit literacy strategies.

Further, a Literacy Coordinator (Tara Cullen) has been employed as Head Teacher, Literacy. Ms Cullen’s primary role is to work with the ACU researchers and targeted staff and students to ensure the Developing a Metalanguage for KLA literacies (MELK) program is rolled out in each faculty.

The logic behind the project is to develop a sustainable and integrated approach to literacy that builds teacher confidence and capacity in the classroom. This outcome depends on a metalanguage shared amongst staff to lead deconstruction of language features of texts to guide students in selecting and using those features in new texts to assess and provide feedback on students’ writing.

**The implementation of a whole school and faculty professional development program has:**

- developed teachers’ knowledge of the language and other semiotic resources used for learning in their discipline areas and ensured development of a metalanguage for sharing these understandings with students.
- developed teachers’ knowledge of pedagogical practices which make explicit the ways in which language is used for literacy learning within secondary disciplines.

Both researchers and teaching staff have been given the opportunity to work ‘elbow to elbow’ with fellow teachers to develop teaching and learning resources, including:
- understandings of language relevant to specific discipline learning outcomes.
- text based lesson sequences within an existing unit of work.
- a metalanguage for assessment and classroom interaction which relates to whole school metalanguage.
- assessment tasks with explicit criteria using shared metalanguage.

The project has shown immediate benefits to the students at Richmond High School. Targeted students in Years 7-8 undertook a series of pre-tests which were analysed and assessed using the Literacy Continuum. Students have shown significant growth in the areas of Reading, Comprehension and Writing, which has been assessed using the DEC’s Literacy Continuum.

Targeted students are being monitored and tested on a regular basis to plot their development and improved learning outcomes.

Other Literacy programs that have been implemented in conjunction with MELK aimed at improving students’ reading and comprehension are the ‘Read to Succeed’ and ‘Peer Assisted Reading’ (PAR) reading programs.

‘Read to Succeed’ works with students to improve their reading and comprehension ability. Resources for this program were purchased from Scholastic and use the guided and reciprocal reading approach. Students work in small groups with teachers on a daily basis.

PAR continued to run in 2013. This program involves Year 7 students working with students from Years 9 and 11 to improve reading and comprehension. Students from Years 9 and 11 were given the opportunity to train for the following year. Students in Year 11 will be given the opportunity to complete a TAFE course next year and will receive accreditation and a TAFE qualification for their involvement in the program.
Changes in student achievement from May to October using the Literacy Continuum as a basis to demonstrate improvement:

All Students Year 7

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<tr>
<th>Year 7 2013</th>
<th>Term 2</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td>Well Above Expectation</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Above Expectation</td>
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<td>6</td>
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<tr>
<td>At Expectation</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Below Expectation</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Well Below Expectation</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
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<td>39</td>
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All Students Year 8

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<tr>
<th>Year 8 2013</th>
<th>Term 2</th>
<th>Term 4</th>
</tr>
</thead>
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</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

These results demonstrate a strong shift towards the “At Expectation” strand of the Literacy Continuum. While there are still some students “Below” or “Well Below Expectation” there is clearly strong movement in each strand. These figures include Indigenous students who, in general, scored on par with non-indigenous students.

School planning and evaluation 2012—2014

Future Directions

School Priority One

Outcome

Effective implementation of the Australian Curriculum

2014 Targets

- Professional learning time allocated in staff meetings to 21st Century Teaching Practices.
- Time allocated to Phase One subjects - English, Maths, Science and History faculties to program for the implementation of programs in Year 8 and 10 in 2015.
- Professional Learning for other subject areas to develop a scope and sequence from Years 7 to 10 in line with the Australian Curriculum.

Our success will be measured by:

- Minutes of faculty meetings will reflect regular professional learning relating to the implementation of 21st Century Teaching Practices.
- The number of relief days provided to faculties for the development of programs for Years 8 and 10.
- Programs available to be implemented in 2015 for Years 8 and 10 in English, Maths, Science and History.
- Scope and sequence documents available in other subject areas that reflect the Australian Curriculum.

School Priority Two

Outcome

Develop school leadership capacity at all levels

2014 Targets

- Provide access to professional learning to improve quality leadership
Develop and implement a more flexible approach to executive and teacher professional learning
To provide and document professional learning for all staff through individualised professional learning plans

Our success will be measured by:

- Staff engagement in Professional learning to develop leadership capacity is at 90% or greater.
- Three School Development days and one executive conference will be dedicated to the development of leadership capacity.
- Executive and staff meeting structures will be reviewed and developed to reduce the time on communication and administration to 1/3 of the meeting time and increase the time dedicated to professional learning for increasing leadership capacity to 2/3 of the time.
- Survey of staff to determine if they have developed a professional learning plan with their Head Teacher that meets their professional learning needs.

School Priority Three

Outcome
To refine and document school policies and practices

2014 Targets

- Staff leaders are trained to plan, coordinate and implement utilising action planning processes.
- All staff actively participating in the planning and implementation of whole school initiatives.
- All staff aware of and have access to up to date policies and practices.

Our success will be measured by:

- Evidence that 5 whole school policies and procedures have been reviewed, modified and published using the action planning cycle.
- School planning systems are aligned to faculty and team processes that support school innovation and improvement.

Staff survey to measure the effectiveness of processes that allow staff to be aware of and access school policies and procedures.
- Writing
- Numeracy
- Effective use of the Library
- Fire Extinguisher Training
- National Curriculum program development
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.

Mr Cliff Ralph (Principal)
Mr Brad Cook (Deputy Principal)
Mrs Catharina Perry (Careers Advisor)
Mrs Amanda Godden (P&C President)
Miss Emma Bott (Aboriginal Coordinator)

School contact information
Richmond High School
Lennox Street, Richmond NSW 2753
Ph: 45 78 1177
Fax: 45 88 5885
Email: richmond-h.school@det.nsw.edu.au
Web: www.richmond-h.schools.nsw.edu.au
School Code: 8178

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