Our school at a glance

Students
The enrolment figures for 2012 stood at a total of 782 students. Of that enrolment, 539 students were in Year 7-10; 182 in Years 11-12, with 61 students of mild or intellectual disabilities in our Support Unit. Our ratio of boys to girls is weighted slightly in favour of girls at 48% to 52%.

Staff
The 60.1 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.

Messages
Principal’s message
Richmond High School has a deservedly high profile within its community. In 2012, the school undertook several high value endeavours to maximise opportunities and outcomes for its students.

Our School Musical, How the West Was Warped, marked a significant enterprise in harnessing the talent and commitment of its staff and students. It highlighted the great advances made in the Creative and Performing Arts, but significantly demonstrated the teamwork and collaboration which exists across our school’s culture through the quality contribution of so many faculties, individual staff members, students and parents.
The school can be justifiably proud of its endeavours in so many areas, including success in the UniSchools competition, in which our team achieved success when pitched against competitors from public and non-government schools alike.

Over several years, our school has developed organisational structures to better support student learning. Our Learning Centre is ideally structured to support the Every Student, Every School program of the NSW DEC. Our value system is well embedded in our Positive Behaviour for Learning (PBL) initiatives which, in 2012, moved towards major changes in formally recognising and rewarding students in all areas of school life, improving student and staff classroom routines and developing a foundation for revising student behaviour. Our staff team structure is flexibly designed to carry out the new school planning requirements and our technology infrastructure is well placed to support the changing face of the Digital Education Revolution and potentially its successor. In coming years, we can anticipate increasing change to our school organisation through DEC initiated change and a new National Curriculum. Our carefully targeted and expanding staff professional development program will provide an increased capacity to focus on the basis of our PBL values, the learning which underpins our community of Safe, Respectful Learners. Building on our 2012 success to meet future challenges, lies in the future – our school and community will direct and renew its energies to maximise the potential of all students in their learning at school and in developing into life-long learners.

I thank the dedicated staff, the enthusiastic parents and the dedicated students who made 2012 a year of achievement.

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

Leaders of our SRC are pictured here with our Principal Mr Wolfers: School Captains Ellen R and William S and Vice Captains Ashton I and Charlotte W
**P&C message**

2012 has been a busy and rewarding year for the P&C Association. The school has appreciated the active involvement of P&C parents at a variety of events including:

- Selection panels
- Orientation day
- Open Evening
- Parent/Teacher interviews
- Presentation Day

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

- An overview of the China Cultural Excursion.
- Regular updates on the new PBL (Positive Behaviour for Learning) programs.
- Updates on our first School Musical for many years.
- A presentation on the introduction of integrated sport for 2013

This year the P&C used the “Hawkesbury Show” to trial our “Rotary Parking Assistance” fundraising experience. Thank you to those parents who volunteered their time to assist in raising $400.00 for our school. We hope to increase the number of people involved at next year’s show.

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

The P&C has again enjoyed wonderful executive team leadership. Parental involvement and support has once more been very strong and both the school and students have benefitted enormously from this.

**Mrs Amanda Godden, P&C President**

**SRC message**

The Student Representative Council continued to generate outstanding experiences for students as they involved themselves in many activities. These experiences included:

- Fund-raising for SIDS and KIDS NSW.
- Visiting Hawkesbury Hospital to give presents donated by staff and students to sick children and new mothers in the Maternity Unit. Candy canes were also distributed to staff.
- Liaising directly with local businesses and community leaders for donations and support for fund-raising activities.
- Raising money for the Cancer Council, Jeans for Genes Day and Legacy.
- Chairing the weekly school assemblies and providing speakers on matters of importance to students.
- Participation at the Young Leaders Day Conference and the Macquarie Youth Leadership Forum.
- Other opportunities for student leadership and participation included:
  - Peer Support program.
  - Peer Tutoring Program.
  - Assisting at the Hawkesbury District Agricultural Show
  - Participation in local equestrian events.
  - Participation in local ANZAC Day and Remembrance Day ceremonies.
  - Acting as guides and demonstrators for Year 7 Orientation, day visits by primary schools for mini-lessons and visits to primary schools to speak with parents and students.
  - Applying for the captaincy and speaking to the entire school about leadership and individual qualities.
  - Acting as Peer Mediators for the school's peer mediation program which provides alternative approaches to bullying and resolving student conflict. This year proved very successful for the SRC.

**Ms Renee Bezzina**

**SRC Coordinator**
**School context**

**Student information**

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>370</td>
<td>389</td>
<td>403</td>
<td>408</td>
<td>393</td>
</tr>
<tr>
<td>Female</td>
<td>403</td>
<td>389</td>
<td>391</td>
<td>392</td>
<td>370</td>
</tr>
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</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td><strong>School</strong></td>
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<td></td>
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<td></td>
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<tr>
<td>7</td>
<td>93.0</td>
<td>92.7</td>
<td>91.7</td>
<td>91.7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>91.1</td>
<td>90.1</td>
<td>89.3</td>
<td>89.6</td>
<td></td>
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<td>9</td>
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<tr>
<td>10</td>
<td>87.5</td>
<td>86.0</td>
<td>84.7</td>
<td>88.0</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>89.8</td>
<td>84.5</td>
<td>82.9</td>
<td>83.2</td>
<td></td>
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<tr>
<td>12</td>
<td>87.0</td>
<td>88.8</td>
<td>86.0</td>
<td>85.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.5</td>
<td>89.6</td>
<td>88.4</td>
<td>87.6</td>
<td>87.6</td>
</tr>
</tbody>
</table>

| **Region** |   |   |   |   |   |
| 7     | 92.2 | 92.7 | 92.5 | 92.1 |       |
| 8     | 89.7 | 90.4 | 89.9 | 90.0 |       |
| 9     | 88.5 | 89.0 | 88.8 | 88.3 |       |
| 10    | 88.3 | 87.9 | 86.9 | 86.6 |       |
| 11    | 89.8 | 89.7 | 88.1 | 87.1 |       |
| 12    | 89.5 | 90.2 | 89.6 | 89.2 |       |
| Total | 89.8 | 89.6 | 90.0 | 89.3 | 88.8 |

| **State DEC** |   |   |   |   |   |
| 7     | 92.3 | 92.6 | 92.5 | 92.4 |       |
| 8     | 90.0 | 90.5 | 90.1 | 90.1 |       |
| 9     | 88.8 | 89.1 | 88.8 | 88.7 |       |
| 10    | 88.7 | 88.3 | 87.1 | 87.0 |       |
| 11    | 89.4 | 89.1 | 87.6 | 87.6 |       |
| 12    | 89.4 | 89.8 | 89.2 | 89.3 |       |
| Total | 89.9 | 89.7 | 89.9 | 89.2 | 89.1 |

**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.

**Retention to Year 12**
Post-school destinations
There were 80 students who achieved their HSC in 2012 including 7 Life Skills students.

<table>
<thead>
<tr>
<th>Destination</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>24</td>
</tr>
<tr>
<td>TAFE</td>
<td>15</td>
</tr>
<tr>
<td>Private Provider</td>
<td>3</td>
</tr>
<tr>
<td>Apprenticeship/Traineeship</td>
<td>13</td>
</tr>
<tr>
<td>Employment (Fulltime/Part time)</td>
<td>26</td>
</tr>
<tr>
<td>Linked with Specialised Support Agency</td>
<td>9</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>7</td>
</tr>
<tr>
<td>Un-contactable</td>
<td>3</td>
</tr>
</tbody>
</table>

There was a strong preference for students to study at the University of Western Sydney and attend Western Sydney Institute Colleges of TAFE. Courses chosen for study at University included Arts, Business, Commerce, Communication, Engineering, Health Science, Hospitality Management, Information Technology, Nursing, Psychology, Science, Social Science, Teaching and Tourism Management.

Year 12 students undertaking Vocational Training
- 31% of Year 12 students were undertaking a vocational course
- 17 students were enrolled in SVET courses in Construction and Hospitality.
- 20 students were enrolled in TVET courses
- Two students received School Based apprenticeships. One in Construction and the other in Hairdressing. Both students continue to work in the same field.

Staff information
Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>38.2</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>15.682</td>
</tr>
<tr>
<td>Total</td>
<td>75.782</td>
</tr>
</tbody>
</table>

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

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. One new scheme teacher joined the school in 2012. One Teacher 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.

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 17% of the staff hold post graduate qualifications.

<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>17%</td>
</tr>
</tbody>
</table>

Ms Bezzina coordinated our Boys Coffee Crew

Students and staff enjoyed a highly successful cultural exchange excursion to China hosted by our sister school Dajing Middle School. They participated in a variety of lessons during their visit.
Financial summary

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

- Maintenance costs were high due to extra expenses on mower parts & repair, airconditioner replacements and maintenance.
- Funds have been set aside for the new year to purchase a new ride-on lawn mower, student seating, upgrade of the school hall and ground maintenance.

A full copy of the school’s 2012 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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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<tbody>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
<td>258920.46</td>
</tr>
<tr>
<td>Global funds</td>
<td>497516.96</td>
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<tr>
<td>Tied funds</td>
<td>341135.71</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>465440.90</td>
</tr>
<tr>
<td>Interest</td>
<td>15767.89</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>52994.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>209785.72</td>
</tr>
<tr>
<td>Total income</td>
<td>1841562.59</td>
</tr>
</tbody>
</table>

| Expenditure               |            |
| Teaching & learning       |            |
| Key learning areas        | 168791.23  |
| Excursions                | 173965.82  |
| Extracurricular dissections| 139141.59  |
| Library                   | 11061.80   |
| Training & development – SASS| 1423.89   |
| Tied funds – incl Teacher Professional Learning | 350540.24 |
| Casual relief teachers    | 131759.60  |
| Administration & office   | 111776.60  |
| School-operated canteen   | 193438.15  |
| Utilities                 | 120065.57  |
| Maintenance               | 67087.96   |
| Trust accounts            | 53057.68   |
| Capital programs          | 0.00       |
| Total expenditure         | 1522110.13 |
| Balance carried forward   | 319452.46  |

The school received $35,000 and $10,000 DER.

School performance 2012

Achievements

Arts
- Charlotte W (Year 12) - Her HSC work has been nominated for inclusion in the prestigious ArtExpress Exhibition for 2013.
- Our Agriculture Show team competed at Unischools under the guidance of Mr Randall and was awarded Champion School overall out of sixteen public, private and catholic schools in the Sydney Metropolitan Area. The team comprised the following students: Julie R, Mariah H, Kaitlyn G, Cooper E, Makayla G, Aimee M, Jennifer D, Talia C, Emma B, Felicity G and Brooke C.
- The Agriculture Show Team was awarded “Champion Led Steer” and 3rd in “Best Presented Steer” at the Unischools Field Day with Kaitlyn G - Year 9 being awarded 2nd in Junior Parading.
- The Agriculture Show team also won “Grand Champion Steer” at the Gosford Show for our Murray Grey Cross Charalois “Garry”. Our Poll Hereford Steer, “Gerry”, was awarded 4th place in this heavy weight division. Brooke C - Year 8 placed 1st in the Junior Judging Category, Tahlia C - Year 10 placed 2nd in the Senior Judging Category and Brittany N - Year 11 placed 2nd in Best of the Best Paraders. Mariah H - Year 7 was also awarded 4th place in Novice Paraders.
- Ben H - Year 11 successfully completed the Max Potential Youth Leadership Scholarship program.
- Trent B - Year 7 participated in the Rostrum Public Speaking Competition.
- Maddison E - Year 11 was awarded a Scholarship from Windsor Rotary’s Youth Foundation Trust to recognise and assist with costs incurred with her drama studies.
- Ina S - Year 10 was selected for NSW Public Schools State Senior Music Camp.
- Maddison E and Ashley P - Year 11 were selected in the NSW Public Schools State Drama Camp.
- Stacey S - Year 11 attended the National Indigenous Winter School Program.
- Tyler-Ann W - Year 9 and Jesse F - Year 10 were selected as finalists for Operation Art, 2012. Their artworks were chosen for exhibition at the Armory Gallery, Sydney Olympic Park.
- Lachlan R and Zack T (Year 10) were selected in the Hip Hop Group that performed at the Schools Spectacular.
- Our African Drummers performed as the foyer entertainment outside the Schools Spectacular.
- Tom R - Year 10 and Cordelia W - Year 8 were selected to attend the 2012 Western Sydney
Regional Percussion Camp.

- **Megan W** - Year 8 achieved 2nd place in the Hawkesbury Gazette/Courier’s Design an Ad Competition. **Sam H** - Year 8 and **Charlotte W** - Year 12 were also selected as finalists in this competition.

- **Ashley B** - Year 8 won the 13 Year section in the Bowen Mountain Art Competition with a picture entitled Water Lily and was awarded Highly Commended for her self portrait.

- **Ruby T** - Year 8 and **Katelin E** - Year 7 participated in the Junior Creative Writing Competition.

- Students won and placed in several sections at the Hawkesbury Show.

**Sport**

- **Michaela E** was selected in the NSW team to compete at National Allschools Athletics.

- **Hayden S** competed at the National Allschools Cross Country Championships where he placed 35th overall.

- Richmond High had three students represent our school at the NSW Allschools Athletics Championships. **Michaela E, Hayden S and Katelin E. Michaela** won a silver medal in the 100m Hurdles and bronze in both Triple Jump and Long Jump. **Hayden** came 7th in his heat in the 800m and 10th overall in the 1500m final and **Katelin** achieved 14th place in the 13yr 3000m Walk.

- **Hayden S, Kristal L, Tara B and Katelin E** competed at the NSW Allschools Cross Country Carnival. **Hayden** placed 7th overall.

- **Michaela E and Hayden S** competed at the NSW Combined High School State Athletics Championships with **Michaela** winning two silver medals (Triple Jump and Long Jump) and a bronze medal in the 100m Hurdles. **Hayden** achieved bronze in the 800m. The following students also competed at NSWCHS Athletics achieving the following places: **Connor M** (Discus - 11th), **Kristal L** (3000m - 16th) and our 16 yr Boys 4 x 100m relay team of **Zac T, Lachlan R, Andrew G** and **Griffin T** placed 14th overall.

- **Trevor G, Connor M and Nick W** (Juniors) and **Bradley R, Chad S and Hayden S** (Intermediates) competed in the NSW Allschools Triathlon Relay Teams.

- **Bradley R** competed at the Sydney West Swimming Championships.


- **Scott B** was selected in the Sydney West Tennis Team for the NSWCHS Tennis Championships.

- **Brandon T** was selected to represent the Sydney West School Sport Association at the Metropolitan Combined High School Rugby League Carnival.

- **Brandon S** - Year 12 was selected in the Sydney West Open Boys’ Rugby Union team to compete at the State Championships.

- Richmond High School placed 7th overall at the Macquarie Zone Swimming Championships. Bradley R achieved runner up Age Champion in the 15 year boys category and **Griffin T** (16 year boys) was also tie runner up Age Champion.

- Over 80 students represented our school at the Macquarie Zone Cross Country Carnival.

- Richmond High School placed 3rd overall at the Macquarie Zone Athletics Carnival. **Tess A (13yr Girls) and Michaela E (16yr Girls)** achieved Age Champion status for their age group. **Connor M (12yr Boys), Hayden S (15yr Boys) and Mitchell W (17yr Boys)** achieved Runner Up Age Champion for their age groups.

- 15 competitors from Richmond High School competed in the City2Surf.

- **Kyra M and Alice G** competed at the Arndell Anglican College Interschool Gymkhana.

**Other**

- **Anthony D** was one of only 20 students in the Western Sydney Region to be awarded a Black Opal Certificate in the Premier’s Student Volunteering Awards after completing 150 hours of volunteer work.

**Academic**

- **Sarah C** was dux of the 2012 HSC group.

- **Emma D**, our 2011 School Captain received a prestigious Jim Anderson Scholarship in 2012 to The University of Western Sydney, to the value of $5,000.

- **Emma D and Ronald N** (Year 12, 2011) each received a $2,000 scholarship in 2012 from The Rotary Club of Richmond.
Academic Achievement

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.

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

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).

Progress in Literacy and Numeracy

Year 7 Literacy – NAPLAN

Year 7 Numeracy – NAPLAN

Year 9 Literacy – NAPLAN

Year 9 Reading
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. See end of report for a more detailed analysis of NAPLAN results.

*Our Agriculture Show Team won the Unischools Steer Challenge*

*Ben H (pictured above) participated in the Max Potential Leadership program*
Higher School Certificate
Course Summary Graphs

Charlotte W is pictured above with her major work which was nominated for ArtExpress 2013

David Phipps (Regional Director Western Sydney Region) is pictured right with Emma D at the Jim Anderson Awards. Emma was awarded the Jim Anderson Scholarship 2012.
Significant programs and initiatives

- Again in 2012, over 150 students were involved in planning, fund-raising, performing and assisting at Red Nose Day. This featured a day-time fly-over which involved the entire school sitting in a formation on the oval to create “Kev” the Red Nosed Caterpillar 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 2012, $10,000 was raised by Richmond High School for SIDS and KIDS NSW via Red Nose Day activities.

- Students from Richmond High School and Hobartville Primary School entertained many on the school’s stage producing our first musical in over 15 years: “How the West Was Warped”. Many teachers from different faculties within the school contributed to the success of the musical.

- Head Teacher CAPA (Creative & Performing Arts), Mr S. Turner organised a concert band from our students and staff for the musical and other engagements. He engaged Ms Niele Child to conduct during the musical.

- This year we introduced a “CAPA Tea” which showcased our artist and student musicians during an evening event. We also maintained our HSC Major Works Exhibition.

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

- Richmond High School students performed a “flashmob” Simulaunch with 200 students from Western Sydney Schools. The Simulaunch was a celebration of education in NSW by the DEC at Windsor Riverside. Richmond High School staff coordinated the event.

- 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 Outdoor Education, Duke of Edinburgh Program, X Factor Program, Men of Honour Seminar - Year 11 Boys and Senior Mentoring Program.

- During Tuesday Sport and Activity afternoons in 2012, 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 Middle Schools team evaluated current sporting programs and made recommendations for 2013 to introduce integrated sport.

- The Peer Tutoring Program continued with Year 7 students and Year 8 students being peer assisted in numeracy and literacy.

- 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 Gibb, it continued to be a beacon for the delivery of personalised tuition and integration support. The Learning Support Team met regularly to target the specific learning needs of students and to determine the specific strategies for intervention and specialist programs required.

- 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.

- The Welfare Team met regularly to plan camps, day programs, peer support and quality strategies for students where individual welfare intervention was required.
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. We have also offered mini-lessons to Year 5 & 6 students to provide a high school experience, transition programs for Support students and students with special needs. 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.

Positive Behaviour for Learning (PBL) continued to revisit and implement systems to support our students being Safe, Respectful, Learners. 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 and a revised discipline levels system, which is well supported with the welfare database.

Recognition Assemblies were held every semester to recognise our school achievers. Record numbers of students this year received 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 2012.

The Student Engagement Team introduced a course in nutritional awareness and cooking skills through enrolment in the Jamie Oliver program.

The school appointed Mr Phil Evans, as a part-time chaplain, following a successful application to the Commonwealth (DEEWR) in partnership with Gener8. The Shine program for girls and Strength program for boys were positive features of the partnership.

Mini-bus
Richmond High School’s leased 21 seater minibus is in regular use for sport and excursions and performing arts activities. It provides a terrific standard of transport with each student in seat-belts and at a modest charge. Additional staff were trained for qualification as drivers.

Canteen
The Canteen is the major source of additional funding for our school. Hawkesbury City Council Inspectors this year awarded our Canteen a 5 star rating. Mrs Cathy James, Canteen Manager, has once more expanded the range and quality of items offered to students – and catered for staff functions. She and her team worked tirelessly to improve the range of healthy food offered to students, while maintaining the level of income necessary to provide the funds for student essentials.

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

Aboriginal education
Richmond High School currently has 67 Indigenous students. The school has a range of initiatives to encourage educational success and to increase post school options.

Norta Norta is an integral part of Indigenous education at Richmond High. The school has access to an in-class tutor who works with various students in Year Eight and Year Ten. The tutor is timetabled into classes identified as having the most need for the educational outcomes of our Indigenous students.
• Richmond High is currently in the process of formulating personalised learning plans for all Indigenous students. These PLPs are created in conjunction with Norta Norta tutors and aim to give the students a sense of direction as well as working with the teachers and parents and students to help the students to achieve goals.

• Richmond High encourages all Indigenous students to be actively involved within the school. Currently we have a number of Indigenous students representing the school in various groups including dance, sport and SRC. Currently, three of our six captains are Indigenous and this is sending a positive message to younger Indigenous students.

Multicultural education

• **Dajing Junior Middle School, Shanghai - Sister School relationship.** A tour group of 37, including 21 students, travelled to Shanghai to visit our sister school Dajing Middle School in Shanghai and experienced some authentic Chinese lessons. A group of Chinese teachers visited our school for a second time and delivered lessons in Mandarin and Chinese Culture. They were very impressed by our students and staff. A reciprocal visit by our sister school will be held in August 2013 and a second exchange visit to Shanghai, China for our students and staff has been planned for 2014.

• **University of Western Sydney - Chinese Masters Student.** Yue Yi, a Chinese exchange student studying her masters in education at UWS joins us at Richmond High School one day a week. Some of our junior classes are learning Mandarin through this initiative.

• Three students from Richmond High School were successful in winning Hawkesbury Sister City Exchange scholarships for 2012. **Thomas R - Year 10** visited Japan whilst **Tomas H - Year 10** and **Kristie W - Year 11** enjoyed an exchange visit to Temple City, California.

• We welcomed three visiting students from Temple City, USA and Tamba Japan hosted by our students via Hawkesbury City Councils City Sister Committee.

• **SECA (Students Embracing Cultural Awareness)** again raised funds to sponsor 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 over $900 for our sponsor child. Students, staff and parents prepared a wonderful array of tastes.

Progress on 2012 targets

**Target 1**

To improve the spelling results of all students in NAPLAN tests.

Our achievements included:

• Analysed NAPLAN results using SMART data and identified the key weaknesses in spelling in both Year 7 and 9.

• An improvement in Year 9 students of 29.1% on average. This was 0.4% better than the DEC State average and 5.4% better than the SEG in the NAPLAN results.

• Gathered lists of spelling words from each KLA which contained the areas of concern. Each Friday during roll call, students in Years 7-10 were pre-tested on one list of words. There were activities about the spelling rule on the following Monday and students were then tested on the Wednesday. A new list was published each Friday. The program ran for remainder of the year and was popular among staff and students.

• Staff were trained in how to explicitly teach subject specific spelling.

**Target 2**

To bring Positive Behaviour for Learning (PBL) strategies from the playground into the classroom.

Our achievements included:

• PBL was the focus of each of the Staff Development Days for Term One and Term Two.

• In Term One the staff were provided with a refresher on the current PBL playground routines and introduced to the idea of classroom universals.

• In Term Two the focus of the day was on establishing the expectations for the classroom and
compiling a preliminary set of routines for the classroom.

- Teachers identified areas of concern where incidents were taking place. This anecdotal information was supported by an analysis from the school’s First Class database.
- The PBL team refined the ideas about classroom routines into a set of instructions, worded positively and simply stated. This was made into a poster and taken to a staff meeting where it was endorsed by the staff.
- Signage was placed in every classroom in a prominent position.

A PBL “Token” system was developed by the PBL team to embed classroom routines. This involved every teacher giving a “Token” to a few students each lesson for following the routines. The tokens were then collected and a draw took place each week at assembly for a canteen voucher. At the assembly of Week 5 and Week 10 of both Term Three and Four, there was a draw for a $20 iTunes voucher.

- The PBL team also developed signs indicating which way students line up before entering the classroom.
- The Year 11 Drama class made a short video which demonstrated the routines to the rest of the school at a school assembly.
- At the first assembly of Term Three, the Deputy Principal presented a PowerPoint about PBL classroom routines and the need for consistency across the school. The Year 11 video was used to demonstrate the expectations of the new routines.
- To embed the new practices, students went to their period one class where teachers instructed them explicitly in the routines. This was repeated throughout the day.
- There was a 20% drop in incidents in identified areas outside classrooms and in corridors as a result of the routines being introduced.

**Target 3**

To improve the numeracy results of all students in NAPLAN tests.

**Our achievements included:**

- Conducted a thorough analysis of NAPLAN SMART data and identified that many students were not completing all elements of the test. Those questions which required students to write a response rather than fill in a bubble often had a 90-98% rate of non-completion. When NAPLAN was delivered in 2012, teachers were instructed to encourage students to complete all elements of the test and pay particular notice to the written elements.
- Collated a series of NAPLAN like work sheets which targeted specific numeracy skills. Every Thursday the sheets were placed in Home Group Rolls and students completed the tasks during this time.
- During the Staff Development Day in Term Three, a session was set aside where all staff were shown how to embed numeracy into their lessons irrespective of KLA. The main focus of the session was the literacy skills needed to complete many numeracy tasks. This was conducted by the relieving Head Teacher English and was a highly regarded session.
Target 4
To implement a revised awards system that recognises student achievement at Richmond High.

Our achievements included:

- The (Positive Behaviour for Learning) PBL team identified the need to revise the existing rewards system for students at Richmond High School.

- The school’s welfare policy recognises the need to encourage and recognise student achievement. The principles of Positive Behaviour for Learning also identifies the need to regularly and publically acknowledge and reward positive student behaviour if a culture of positive learning is to be embedded into the school.

- The school’s first PBL conference was held on the 5th March and was attended by parents, students and staff. The following areas were identified as priorities for a new rewards system.
  - More students should be able to receive awards.
  - Improve the balance between the number of awards given to boys and girls.
  - The awards should have a consistent look across the faculties.
  - Some awards could be generated using the PBL data.
  - Simplify the existing system.
  - Awards presented at recognition assemblies.
  - Awards to be carried over each year.

- During Term 1, the PBL team designed a simplified rewards system including new awards.

- Record numbers of students achieved awards at two recognition assemblies.

- Year Advisor awards were given to students based on PBL data and included awards for uniform, attendance, behaviour and attitude and application towards work.

- Principal’s Awards were handed out to students who accumulated more than twenty merit awards.

- The rewards system is promoted throughout the school.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out the following evaluation:

Educational Management and Practice

Trade Training Centre

Background

The Trade Training Centre (TTC) was established in 2010 to expand and enhance the learning opportunities of students in Vocational Education and Training (VET) Hospitality courses. We are very fortunate that our principal, Mr Wolfers, had the insight and fortitude to facilitate the acquisition of this stunning venue.

In 2012 we undertook an evaluation to see who was using the TTC and whether it was being utilised to its full extent and for the purposes for which it was established. The team examined the frequency of usage, how often catering was required for these events, which classes did the catering and how well the catering was received by the attendees.

Findings and Conclusions

- In 2012, the TTC was booked 53 times during the 40 weeks of the school year. This can be broken down into 25 events which required catering and 28 events where catering was not requested.
- Mrs V. Vaz, one of our Hospitality teachers and regular Relieving Head Teacher, manages the venue and organises the setup of the room and refreshments.
- The students involved in the planning, preparing, storing and serving foods for the TTC were 45 Year 11 and 12 VET Hospitality students.
- VET Hospitality students gained competency in “front of house” tasks which included setting up of tables and chairs, laying tables with tablecloths, cutlery and glassware and serving food and beverages to customers.
- The TTC has an espresso coffee machine, ice maker, refrigerator/freezer and dishwasher that the students use to gain competence.
- Most “back of house” food preparation is done in the recently upgraded commercial style kitchens and larger meals are delivered to the TTC by students via a covered breezeway from the kitchens.
- The TTC has improved the learning experiences for many students across the school but has impacted most on VET Hospitality classes. Annual gala events including the Rotary Scholarship Dinner and Chinese Visitor Luncheon provide our Hospitality students with wonderful opportunities to demonstrate their competencies in a real situation that they see as relevant and valuable. Frequent smaller events like luncheons or afternoon teas give students ongoing opportunities to develop and demonstrate their skills on a smaller scale. Regular events in the TTC are built into our VET Hospitality teaching and learning programs. As we continue to use the TTC we will see more opportunities and ways to enhance student learning.
- A questionnaire about the TTC was developed in late 2012 and given to Year 11 and 12 students in Home Economics classes and at Roll Call. The results indicated that over 95% of students had attended Enrichment Sessions, Recognition Assemblies and Year Meetings in the TTC.
- Hospitality students catered for all Recognition Assemblies.
- Students involved in VET Hospitality also used the TTC for “front and back of house” tasks. Some students had lessons in the TTC and others had musical practice or musical tuition there. From the survey we found that students considered “hands on” use of equipment to be the most relevant activity in the TTC.
- For many VET and other Home Economics students, working in the TTC was a new experience which filled them with confidence and pride in their school and community. Other students have had opportunities to participate in events in the TTC and have felt special because they were a host, chairperson or speaker in the beautiful new venue at our school.
- Students respect the TTC and are aware that it showcases our school. The TTC is a new focal point for community and school identity. People feel comfortable and safe coming to the TTC and the service is very good.

Future Directions

- Attract more charity organisations and sporting clubs to use the facility for formal functions such as award ceremonies, Annual General Meetings, professional learning and fund raising events.
• Examine student outcomes and timing of units to fit more closely with annual events such as the Rotary Dinner and Chinese cultural exchange.

• Development of a student management team as part of the Hospitality course whose responsibility is the management of the TTC. Responsibilities will involve bookings and reservations, set up, pack up, menu preparation and storage of food and beverages.

• A cross staff learning team will be established in 2013 to maximise effective use of the centre in the context of changing and AQSA requirement.

Parent, student and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. A survey was conducted as part of the school’s communication and promotion policy, and its reputation in the community. The sample group was a statistically random sample.

Their responses are printed below.

Findings:

• 91% of parents wish their child to complete Year 12.

• 65.7% wanted their child to have “Clear life goals” by the time they had finished school.

• 69% wanted their child to be in a safe learning environment.

• In a free response question where responders were asked to identify three areas they had heard commented upon favourably in the local community, the main responses included:
  o Good educational and discipline policies.
  o Good teaching staff.
  o Good opportunities & extra-curricular activities.
  o Good reputation.
  o Richmond High was their local school.
  o Areas for school improvement have been identified as minimal. Parents identified that communication about student progress was a priority.
  o 13% identified that bullying was an issue.
  o 33% responded that Richmond High had a strong anti-bullying policy.

Future Directions:

The school is developing strong links with the Richmond Learning Community (RLC) and is enjoying a joint teaching project to assist in the transition from Year 6 into Year 7. Persuasive writing has been a main focus of the project and in 2013 there will be a Numeracy and Science project started as part of the RLC.

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 2012 was $773.79 per person.

• Professional Learning that occurred on school development days included workshops and/or sessions on:
  o CPR First Aid Training
  o Anaphylaxis training
  o PBL Universal Classroom Routine Implementation
  o Dealing With Difficult Students Presentation
  o Award System implementation
  o Writing
  o Numeracy
  o Effective use of the Library
  o Fire Extinguisher Training
  o National Curriculum program development
  o New Scheme teachers

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

To improve the writing results of all students

2013 targets to achieve this outcome include:

• Co-ordination of a writing strategy across all faculties to be led by the Literacy team.

• Professional training in scaffolding writing for Persuasive Writing with an emphasis on audience and purpose.
• Identification and development of simple/complex sentence structure and basic grammar function to be consistently promoted in all classroom activities in all faculties.
• Writing specific outcomes on all reports from all KLAs.
• Strategies to support lower-performing students and investigation of appropriate writing intervention programs for Year 8.
• Strategies to support higher-performing students and investigation of appropriate writing extension programs for Year 8.

Our success will be measured by:
• Improved writing results in NAPLAN data.
• School wide emphasis on writing apparent in report outcomes.
• All staff trained in best practice for scaffolding writing, assessing writing and reporting on writing skills.
• Implementation of programs to support the writing skills of both lower and higher achieving students.

School priority 2
Outcome for 2012–2014
To establish an Autism team with four participants trained in Positive Partnerships.

2013 targets to achieve this outcome include:
• Professional learning activities for all staff during staff development day Term 2.
• Teachers will feel confident in identifying the learning and social characteristics of students with ASD through ongoing mentoring and regular staff meeting professional development opportunities.
• Teachers resourced with a wide range of teaching strategies to support the teaching and learning needs of students with ASD.
• Develop individual learning plans for all students with ASD.

Our success will be measured by:
• All staff have knowledge and confidence in teaching students with ASD.
• Establishment of a safe learning environment for students with ASD.
• Individual learning plans for all students with ASD are kept centrally and easily accessible to all staff.

School priority 3
Outcome for 2012–2014
To align all assessment and reporting procedures to ensure consistency and authentic outcomes for students.

Strategies to achieve these targets include:
• Development of “Rich” tasks delivered across several KLAs to be developed through the Reporting & Assessment Team.
• Development of quality of assessment tasks across all KLAs.
• Review of current assessment practices to ensure consistency across the KLAs.
• Support staff to implement quality teaching and assessment practices catering for learner diversity.
• Professionally develop staff in report writing skills to ensure accuracy in reporting and alignment with outcomes reported upon.

Our success will be measured by:
• Increased engagement by staff in Learning Teams.
• Improved alignment of the Learning Teams’ activities with the School Plan.
• Increased completion of activities.
• Improved compliance with National (AQSA) requirements and Vocational Education as demonstrated in school VET audit.

We welcomed 8 visiting teachers from Dajing Middle School as part of our Sister School Cultural Exchange 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: