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

Richmond High School is a thriving school, with a focus on developing students who are safe, respectful learners. I am proud that our students take an active role in leadership in the Richmond community. Our school has also forged increasingly stronger links with our partner primary schools of the Richmond Learning Community.

Our school maintains high standards of behavior and presentation through the Positive Behaviour for Learning program. Our expectations to be safe, respectful learners are embedded in school culture. Our staff have provided many worthy opportunities for students to participate in high quality programs, from outdoor education, a Duke of Edinburgh program, an active SRC, African drumming ensemble, jazz ensemble, Rock Eisteddfod, international Food Court and the opportunity to travel to Europe to enhance school studies.

The long awaited opening of the Trade Training Centre and especially, the Hospitality Function Centre was a highlight of the year. I have enjoyed the support of our school community and led a high skilled staff who promote strong values supporting student wellbeing and maximising student potential in academic, sporting, cultural and vocational pursuits. I am proud of the students at Richmond High School, in particular their preparedness to engage in learning and participate in a wide range of sporting and cultural activities.

Richmond High School can again take delight in its positive community-oriented approach to education in 2011.

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

Howard Wolfers
Principal
P & C message

The P&C has had another busy year in 2011. The dedicated committee members have all been actively involved in many school events including selection panels, orientation day, parent/teacher interview nights and presentation night. We have also been very involved in discussions and meetings about the school uniform.

Unfortunately the school shopping trip had to be postponed due to a lack of numbers. We are hoping to organise a trip earlier in the year in 2012. Despite this setback to our fundraising efforts we were still able to provide $2000 to Richmond High School which will be used to help fund a new screen in the MAC (bin-shell). We have also donated funds to the school to be used for Presentation Night.

During the year we have had the opportunity to view new facilities at the school and meet some new members of staff at Richmond High School including Mrs Jenny Herring, the new Head Teacher of the Support Unit.

I would like to thank all of the committee members and staff for their help throughout the year which has enabled us to support the school to achieve the best possible outcomes for the students. We look forward to a productive and successful 2012.

Amanda Godden  
P&C President

Student representatives’ message

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

- Our SRC worked with our Rock Eisteddfod team to raise money for this year’s participation.
- Fundraising for School Aid Queensland Flood appeal.
- Fund-raising for SIDS and KIDS NSW.
- Liaising directly with local businesses and community leaders for donations and support for the fund-raising activities.
- Hosting school functions and guiding new students to the school.
- Raising money for the Cancer Council, Jeans for Genes Day and Legacy.
- SRC representation at a range of student leadership conferences.
- 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.
- Participation in the SECA International Food Court.

Emma D & Ronald N  
School Captains
School Performance 2011

Achievements

Arts

- **Emma D**, our 2011 School Captain was awarded a Western Sydney Regional Award for her cultural achievements.
- **Sondus A** and **Michael D** (Year 12, 2010) each received a $2,000 Art scholarship in 2011 from Richmond Rotary Club.
- Again in 2011, 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 “Bluey” the red nose helicopter 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 2011, students and friends of the school sold merchandise for SIDS across the Hawkesbury District. Some $10,000 was raised for SIDS and KIDS NSW via Red Nose Day activities. Members of the NSW Police Air Wing and the NSW Fire Service, were among the organisations to have volunteers, staff or services available to make the day happen.
- Our Rock Eisteddfod team won an amazing five awards at the Rock Eisteddfod finals. There were Awards for Excellence in Choreography, Performance Skill, Soundtrack, Set Design and Function, Entertainment and for being the “Friendly School Team” at the Rock Eisteddfod finals.
- **Zack T** and **Lachlan R** were selected in a boys hip hop ensemble to perform at the Schools Spectacular.
- **Kira B**, **Alexandria V** and **Teneaka C** placed 1st, second and third respectfully in the Design-an-ad project. Richmond High School was declared the winning school and was awarded $1000.00.
- A larger than ever International Food Court was held by SECA (Students Embracing Cultural Awareness) for students to share and experience the food from the many cultures which make up our school. The SECA group raised over $900 for our sponsor child.
- Our Agriculture Show team competed at Unischools under the guidance of Mr Randall and Mr Sanders achieving most outstanding Government School. They were awarded “Champion Led Steer”, Reserve Champion Carcase, 2nd place - Heavy Weight Carcase and 2nd place for Live Steer. **Aimee M** and **Brooke C** also achieved 1st place - Paraders and **Emma B** - Champion Junior Parader.
- Agriculture students also competed at the Gosford Show, the Sydney Royal, the Canberra Show and the Castle Hill Show. **Luke A** was awarded Reserve Champion - Simmintel Heifer” and **Brooke C** was awarded 2nd place for Paraders and Grand Champion for her heifer at the Canberra Show. **Tahlia C** achieved 3rd place in Intermediate Paraders and **Brooke C** placed 2nd in Junior Judging and 3rd in Junior Paraders at the Castle Hill Show.
- Students won and placed in several sections at the Hawkesbury Show, including categories linked to courses in Textiles, Food Technology, Agriculture and Visual Arts.
- **Brianna H** was selected for the 2011 Western Sydney Regional Percussion Camp.
- **Tom R** and **Ina S** were selected for Regional Music Camp.
- **Charlotte W** achieved first place and **Ashley B** second place at the Bowen Mountain Art Exhibition.
- **Monica C**, **Alison W**, **Ashley B** and **Anique M** were selected as finalists for Operation Art, 2011. Their artworks were chosen for exhibition at the Armory Gallery, Sydney Olympic Park with **Monica’s** work then being selected for “Artbank”. Both **Monica** and **Ashley’s** artworks were chosen for the Teacher’s Resource.
- **Charlotte W** reached the finals of the Cambridge Checkpoints HSC Photo competition and her photo was printed on the cover of one of their HSC 2012 Study Guides.
- **Alison W** was awarded a Rotary Music Award by Windsor Rotary and funding to assist her with her music commitments.
- Several school ensembles, performed at the Jesterfest band competition (produced by the Erik Hausoul Sarcoma Foundation)
Sport

- The Open Girls Soccer team had a very successful year winning all of their knockout round games and achieving runner up in the final of the Sydney West State Knockout Regional Final.
- Richmond High School placed 6th overall at the Zone Athletics Carnival. **Danielle F** and **Michaela E** were named District Champion of their respective age groups. The following students broke records at the carnival: **Danielle F** - 13yr Girls 200m and Shot Put; **Michaela E** - 15yr Girls 200m, High Jump, Long Jump and Triple jump; **Hayden S** - 14yr Boys 800m and 1500m and **Brandon S** 16yr Boys - 1500m.
- **Kim H** and **Sarah B** represented Richmond High School at the Inter-schools Table Tennis championships, making it through to the semi-finals.
- **Scott B** and **Michael C** were selected to represent the Sydney West Tennis team to compete at the NSWCHS Tennis Championships.
- **Leigha R** was selected in the Sydney West Swimming Team that competed at the NSWCHS Swimming Championships.
- **Brandon S** and **James T** competed as members of the Sydney Boys Open Rugby Union team at the CHS State Championships.
- **Jayde T, Hayden S** and **Georgia D** were selected in the Sydney West Team to compete at the NSWCHS Cross Country Carnival in July. **Hayden** (14yr boys) was awarded a gold medal for achieving 1st place overall out of the Government school teams whilst **Georgia** was awarded a silver medal as a member of the Sydney West Team that achieved second place our of all NSW Government School Teams (Under 18 girls).
- **Michaela E** achieved “15 year Girl Champion” at the Sydney West Athletics Championships.
- **Georgia D, Michaela E, Danielle F** and **Hayden S** were selected in the Sydney West team that competed at the NSWCHS Athletics Carnival. **Hayden** achieved a gold medal in the 800m event and **Michaela E** was awarded a bronze medal in the 90m Hurdles.
- **Michaela E** achieved a silver medal in the 15yr girls 200m Hurdles in the NSW Allschools Athletics Championships and qualified to represent NSW in the National Allschools Athletics Championship.

Academic

- **Georgia D** was dux of the 2011 HSC group.
- **Nicole M**, received a prestigious Jim Anderson Scholarship to the University of Western Sydney, to the value of $5,000.
- **Michael D** had his Industrial Arts HSC major work nominated for inclusion in the prestigious InTech displays for 2011. This was the third year in succession that a student from Richmond High School has been nominated for these displays.
- **Zac M** received a Defence Technical scholarship worth $2000.
- **Thomas R** was awarded the Premier’s Reading Challenge Medallion this year. He was one of 93 in the State out of more than 285,000 students who signed for the challenge to receive a medallion.
- **Georgia D, Leigha R** and **Lauren S** were awarded Gold Awards for the Duke of Edinburgh Scheme.
- **Anthony D** won first prize in the Australian National Field Day Schools’ Cattle Judging Competition in Agriculture.
Hawkesbury Trade Training Centre

Kitchens and Function Centre

Our Hawkesbury Trade Training Centre (including Colo High, Hawkesbury High, Richmond High and Windsor High) was opened on March 17 by Senator Doug Cameron. Richmond High School’s existing two industry standard commercial kitchens, in gleaming stainless steel, have now been used for over 24 months and hosted the hospitality teams of the four high schools. Our food technology and hospitality students have the highest quality kitchens available in any school, bar none. The Commonwealth funded a brand new purpose-built hospitality function centre which was erected adjacent to our two new kitchens. It is the main hospitality training delivery centre for the Hawkesbury Trade Training Centre in Schools. Able to seat 120 guests at tables for school, DEC 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. Our three neighbouring public high schools had their kitchen facilities upgraded, each having a kitchen matching the standard of our two. Richmond High School now has the facilities for students in all four schools to eventually undertake courses in Hospitality to Certificate 3 standard.

The new Function Centre is available for hire for local businesses running courses or functions and any profits will be used to fund vocational education for the students of the four member schools of the Hawkesbury Trade Training Centre. A new fence has been erected to allow for out of hours use.

Metals Facilities

Metals facilities at our school have been upgraded, as part of the Hawkesbury Trade Training Centre in Schools program. All three other Hawkesbury schools have also had upgrades.

School Context

Student Information

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

Students

The enrolment figures for 2011 stood at a total of 801 students. Of that enrolment, 545 students were in Year 7-10; 194 in Years 11-12, with 62 students of mild or intellectual disabilities in our Support Unit. Our ratio of boys to girls is weighted very slightly in favour of boys at 51.1% to 48.9% of girls. Our enrolments are increasing incrementally, with high demand from both within our school boundaries and out of area.

Student Enrolment Profile

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>348</td>
<td>370</td>
<td>389</td>
<td>403</td>
<td>408</td>
</tr>
<tr>
<td>Female</td>
<td>428</td>
<td>403</td>
<td>389</td>
<td>391</td>
<td>392</td>
</tr>
</tbody>
</table>
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 electronic 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.

Student retention has been a priority with the creation of an alternative Year 11 curriculum stream and approval for a special Year 9/10 elective course for 2011.

Post-school destinations

There were 73 students who attempted the HSC including 2 Pathways students and 4 Life Skills students.

<table>
<thead>
<tr>
<th>Students in Year 12 and Where are they went</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
</tr>
<tr>
<td>TAFE</td>
</tr>
<tr>
<td>Private Provider</td>
</tr>
<tr>
<td>Apprenticeship/Traineeship</td>
</tr>
<tr>
<td>Employment</td>
</tr>
<tr>
<td>Looking for Work or Uncontactable</td>
</tr>
</tbody>
</table>

Our 2011 HSC High Achievers received special acknowledgment certificates in 2012
Consistent with recent years, 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 Business, Commerce, Community Welfare, Construction Management, Engineering, Health Science, Policing, Science, Teaching, Tourism Management and Visual Design.

Year 12 students undertaking Vocational Training

- 26% of Year 12 students were undertaking a vocational course.
- There was 1 student attending a SVET course at another school in the Hawkesbury cluster and 18 students were enrolled in SVET courses in Construction and Hospitality.
- 17 students were enrolled in TVET courses.
- 1 student completed a SBAT in Hairdressing and continues to work in the same field.

Staff information

Teacher Establishment
The 60.8 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 1.2 Support Teacher Learning Assistance. Of the staffing establishment, one Head Teacher and 4 Teachers were allocated to our Support unit.

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>40.6</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>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>16.082</td>
</tr>
<tr>
<td>Total</td>
<td>76.882</td>
</tr>
</tbody>
</table>

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 2011. Two teachers retired, two resigned from the DEC and two achieved promotion to Head Teacher. 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.
Financial summary

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

- Utilities costs were very high due to Energy Australia falling behind in billing us from the previous year plus an increase in overall costs. Supplementation will be sought to recover significant additional expenditure.
- Maintenance costs increased as a result of complying with an internal OH&S audit.

A full copy of the school’s 2011 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</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought</td>
<td>260387.83</td>
</tr>
<tr>
<td>Global funds</td>
<td>497205.86</td>
</tr>
<tr>
<td>Tied funds</td>
<td>400800.75</td>
</tr>
<tr>
<td>School &amp; community</td>
<td>405085.29</td>
</tr>
<tr>
<td>Interest</td>
<td>16026.25</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>52158.84</td>
</tr>
<tr>
<td>Canteen</td>
<td>229725.76</td>
</tr>
<tr>
<td>Total income</td>
<td>1,861,390.58</td>
</tr>
</tbody>
</table>

**Expenditure**
- Teaching & learning
  - Key learning areas: 164695.77
  - Excursions: 121582.18
  - Extracurricular: 141326.06
- Library: 13382.11
- Tied funds: 380179.64
- Casual relief teachers: 139354.18
- Administration & office: 135911.59
- School-operated: 205914.06
- Utilities: 162596.54
- Maintenance: 79457.45
- Trust accounts: 50107.81
- Capital programs: 7962.73
- Total expenditure: 1,602,470.12

**Balance carried**: 258,920.46

Student achievement in 2011

**Academic**

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

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
The tables and graphs which follow document the performance of students in 2011.

**Progress in literacy**

**Literacy – NAPLAN Year 7**

---

**Percentage in bands:**

- **Year 7 Reading**
- **Year 7 Writing**
- **Year 7 Spelling**
- **Year 7 Grammar & Punctuation**

---

**Percentage in bands:**

- **School Average 2008-2011**
- **SSG % in Band 2011**
- **State DEC % in Band 2011**

---

The tables and graphs which follow document the performance of students in 2011.
Progress in numeracy

Numeracy – NAPLAN Year 7

<table>
<thead>
<tr>
<th>Percentage in bands: Year 7 Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bands</td>
</tr>
<tr>
<td>% Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
</tr>
</tbody>
</table>

Literacy – NAPLAN Year 9

<table>
<thead>
<tr>
<th>Percentage in bands: Year 9 Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bands</td>
</tr>
<tr>
<td>% Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage in bands: Year 9 Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bands</td>
</tr>
<tr>
<td>% Percentage in Bands</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage in bands: Year 9 Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bands</td>
</tr>
<tr>
<td>% Percentage in Bands</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
</tr>
</tbody>
</table>
School Certificate relative performance comparison to Year 5 (value-adding) H S C

![Graph showing performance comparison]

Higher School Certificate relative performance comparison to School Certificate (value-adding)

**Data Table**

<table>
<thead>
<tr>
<th>Performance Band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 2011</td>
<td>-0.2</td>
<td>-4.1</td>
<td>-7.3</td>
</tr>
<tr>
<td>School Average 2007-2011</td>
<td>-3.4</td>
<td>-3.4</td>
<td>-10.0</td>
</tr>
<tr>
<td>SSG Average 2011</td>
<td>-1.7</td>
<td>-1.7</td>
<td>-4.7</td>
</tr>
</tbody>
</table>

*Note: By definition, the State average relative performance is zero*

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9. The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
The school has determined to give a priority to improving literacy and numeracy in 2012, with a focus on developing the writing skills of students. In Yr 9 Reading, Spelling have shown growth while performance in grammar remains steady compared to previous years.

In Yr 9 School growth exceeded that of similar schools in Reading, Spelling and Grammar.

### Significant programs and initiatives

**Performance and Cultural Highlights**

- Students performed at dance festivals - at local eisteddfods and Rock Eisteddfod. Ms Jones and Ms Hussin developed a dance ensemble from across all years. Again, dances performed at local eisteddfods included choreography by our students. Year 9/10 Dance elective classes continued to provide strong support to this extra-curricular program and our Dance Elective classes, through to HSC level.
- Mr Turner initiated a new concert band program with a conductor, Niele Child, to lead our students.
- Our African drummers **Ashton I** and **Alison W** directed by Mr Turner and accompanied by dancers **Gabrielle R, Rocher D, Ebony H** and **Jycinda N** provided the foyer entertainment for the School Spectacular.
- A Concert was held for Red Nose Day.
- We held our Senior CAPA Night Exhibition showcasing our Year 12 HSC Major Works and Year 11 artworks in addition to our inaugural CAPA tea – art show accompanied by our resident student musicians.
- Our African Drumming Group continues to play to critical acclaim under the leadership of Mr Turner.
- Our Dancers performed at the Hawkesbury Music Festival.
- The Sound and Lighting Team delivered outstanding support to weekly and special assemblies and to hall hirers.
- In 2011, our Rock Eisteddfod team won Awards for Excellence in Choreography, Performance Skill, Soundtrack, Set Design and Function, Entertainment and for being the “Friendliest School Team” at the Rock Eisteddfod finals.

### Aboriginal education

The school employs an in-class tutor for the Norta Norta program in Years 7-10 and in 2011 we employed additional tutors for the coaching/tutoring of senior indigenous students in the senior Norta Norta program and the operation of the Learning Centre. The in-class tuition program for Indigenous students continued its positive evaluation and continued successfully this year. Improvements in NAPLAN resulted in a reduction in funding available under Norta Norta and regrettably a reduction in days for our tutor.
Several significant initiatives included attendance at the Sorry Day ceremony at Windsor and a gathering of Hawkesbury District Indigenous students for Allowah Day (Cattai National Park) - sports and activities across the five schools in the AECG. Students participated in careers forums for indigenous students.

Aboriginal education perspectives are embedded within teaching and learning programs which give aspects of knowledge, skills and understandings of Indigenous history, interaction within the natural environment and Aboriginal contributions to current Australian culture.

**Multicultural education**

- SECA, our student group promoting cultural awareness, again raised funds for an African student. An International Food Court, with food to sample from across the world, was an outstanding success. The SECA group, under the guidance of Mrs Dennis, ensured the most successful event ever and raised over $900 for our sponsor child. Students, staff and parents prepared a wonderful array of tastes. It was attended by students across all Years and age groups. This year we enjoyed entertainment from dancers and musicians (including talented drummers). During the April school holidays, students and staff travelled to Greece and Italy on a tour of archeological sites including the Parthenon in Athens and Pompeii and Herculaneum sites in Naples, Italy.
- Six students from Richmond High School were successful in winning Hawkesbury Sister City Exchange scholarships for 2011. Ellen R, Gracie A and Alex T visited Japan whilst Maddison E, Heath J and Megan E enjoyed an exchange visit to Temple City, California.
- We welcomed five visiting students from Temple City, USA and Tamba Japan hosted by our students via Hawkesbury City Councils City Sister Committee.

**Other programs**

- New courses in senior Mathematics and English allowed students to put together course selections which better suit their learning needs for students not seeking an ATAR (tertiary entrance rank).
- In 2011, we again offered a wide range of Year 11 subject choices and maintained our policy of offering senior students choice, even where this means smaller class sizes than in many other schools.
- Year 11 spent each Tuesday afternoon in our inaugural and comprehensive senior enrichment and study program. This program met the needs of the new legislation *Raising the School Leaving Age* with all senior students being required to attend this mandatory program (see curriculum evaluation)
- A broader range of courses were offered, by accessing vocational education curriculum in neighbouring high schools, as necessary and at TAFEs throughout Western Sydney.
- In Years 11 and 12, students continued to take up offers for a wide range of vocational education courses. VET courses were offered here at school in: hospitality and construction, with many more available at other locations across the Hawkesbury. School-based apprenticeships were undertaken by students in 2011.
- In 2012 the school has received a grant to offer a new course in the Outdoor Recreation and Community subject area.

**Technology and e-learning**

- Richmond High School set up three new social media sites (Facebook, Twitter and YouTube) to assist parents and the school community in being informed about events and student achievements. Each site is monitored by the staff at Richmond High School.
- In 2011, the speed and reliability of the school network was again expanded.
• Additional computers provided by the DEC school roll-out resulted in an increase in capacity. Additional interactive whiteboards and data projectors were bought with school funds and used by teachers and students during 2011.
• The wireless network for the DER laptops is now installed across the school.
• Under the Digital Education Revolution (DER), Year 9 received their laptops to add to those now in Year 10 & 11. Another successful training and information evening was held with near maximum attendance by parents and students. The lap-tops are now being used with great frequency.
• Mrs Townes worked with Mrs Stafford to update the school web-site and link it to the school’s social networking sites. The integration of technology in all curriculum areas across the school is ongoing.
• Additional data projectors and sound systems were installed in each faculty area, with more to roll-out for the start of 2012, so that each classroom will be fitted with a data projector and sound system.

School promotion

• Schools in the Richmond Learning Community received a grant to develop a promotions plan, brochures and banners, with the assistance of Regional staff. This will continue in 2012. New school banners were produced ready for our school and community functions. (see page 24).
• In keeping with advances in technology and in the interests of sustainable practices, Richmond High School re-designed its Newsletter and changed its system of distribution. Parents are now able to elect to have the newsletter emailed home. The School Newsletter continues to receive high praise from the community and the colour version can also be viewed on the school web-site. It is one of the few high school Newsletters which is produced with such frequency – once per fortnight.

Teaching and learning

• Staff Learning Teams grew in strength, meeting every 3 weeks to implement whole school teaching and learning strategies, underpinning the school plan. These teams covered the target areas of: eLearning, Boys and Girls Education, Literacy, Gifted and Talented, Middle School, Senior School. Some of their achievements included: staff training in eLearning and strategies for teaching with laptops; Gifted and Talented Team organised Year 7 special interest and writing projects. In boys and girls education, the team ran Year 9/10 Boys Coffee Crew; Boys and girls outdoor education and blog writing; Duke of Edinburgh Program; Year 7 and 8 boys and girls lunchtime soccer activities; Year 9 and 10 boys and girls outdoor education days with review writing; X-Factor Program – a series of workshops and activities for girls in Year 10 to develop the skills they will require when they leave school; Men of Honour Seminar – Year 11 boys; the Senior team developed new senior policies and expectations, conducted parent/student interviews and further developed a highly evaluated Tuesday afternoon enrichment program for Year 11 (see curriculum evaluation, page 22). During Tuesday sport and activity afternoons in 2011, senior students had a variety of supplementary seminars and special study forums made available to them.
• A series of police talks on topical social issues, including cyber-bullying, drug education, safer celebrations, road safety etc. were delivered to students by the Police Liaison Officer, throughout the year.
• The Peer Assisted Reading Program continued with over 20 Year 7 students and 20 older students involved and Peer Assisted Numeracy groups continued their work.
• The Mathematics Faculty offered additional classes after school for students requesting additional assistance or tuition.
• The Learning Centre, a school initiative, continued to be a beacon for the delivery of personalised tuition and integration support. Students have accessed the Learning Centre on 4263 occasions during the year. Learning
Centre staff gave in-class support in 584 lessons. The Learning Centre is an outstanding facility, with the most dedicated and supportive staff to be found anywhere. The centre is an outstanding example of effective teaching and learning support. It forms the basis of excellent co-ordinated delivery of quality teaching in the centre and in classrooms.

- 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. A policy document was developed to underpin their work. The Welfare Team met regularly to plan camps, day programs, peer support and quality strategies for students where individual welfare intervention was required.

- An outdoor recreation program, originally funded as a “Boys Strategy”, has widened to now incorporate an all-girls group. Links with TAFE NSW provided the opportunity to take groups to the Blue Mountains to do abseiling, climbing and canyoning, with the support of professional instructors. The Duke of Edinburgh Scheme expanded, with three students achieving gold standard in 2011.

- Again in 2011 a transition program proceeded linking staff and students from primary schools with Richmond High School. A highly successful day of mini-lessons brought primary students from partner primary schools into the high school. Student and teacher evaluations were overwhelmingly positive. Our system of interviewing every enrolling Year 7 student and their families and the profiling of incoming students was undertaken for our 2011 Year 7 cohort. The Year 7 day camp program continued in 2011. Its success has resulted in the scheduling of another camp in 2012.

Educational Links

- **Richmond Learning Community** – Richmond High School is part of the Richmond Learning Community (RLC) 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 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 a joint literacy project, 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 and developed a strong collaborative approach between the staff of the RLC.

- The **Hawkesbury Trade Training Centre** was declared officially opened on the afternoon of Thursday, March 17th by Senator Doug Cameron. The Hawkesbury Trade Training Centre allows students to specialise in pathways to trades in Hospitality and Metals & Engineering in industry standard facilities at each of the four high schools: Colo, Hawkesbury, Richmond and Windsor High Schools.
Staff and students from all four high schools collaborated at the official opening with student leaders from each high school compereing the event, whilst Vocational Education students from each school spoke about their pleasure in using the new facilities. Hospitality teams of students from the four high schools prepared a mouth-watering selection of gourmet treats for guests whilst Metals and Engineering students demonstrated the new metals equipment. Student musicians from each school entertained official guests during the ceremony and after the function. It was a great community event and the first time that the cooperative venture (which is Hawkesbury Schools Connect) was presented at the opening.

**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 intention is to offer a combination of on-line, connected classroom and on-site delivery. Regrettably, the withdrawal of a subsidy for bus travel to the various school VET sites and TAFE venues has resulted in fewer students attending VET courses at other schools.

**Dajing Junior Middle School, Shanghai - Sister School relationship**

Students from Richmond High School have initiated email connections with students in Shanghai and in August. We welcomed a Chinese delegation from Dajing Junior Middle School (our sister school in Shanghai). The visiting Chinese teachers enjoyed the whole learning experience at Richmond High school and were very impressed by our students and staff. An exchange visit to Shanghai, China for our students and staff has been approved for 2012 and a Commonwealth grant to enhance cultural literacy was secured. This will assist in subsidising some 21 students in a cultural visit to China in April, 2012.

**SUPPORT UNIT**

The Support Unit consists of five classes with 65 students of a maximum total capacity of 66 students diagnosed with Mild and Moderate Intellectual Disabilities. Nine students have a dual diagnosis of an intellectual disability and an Autism Spectrum Diagnosis. One student has a physical disability in addition to an intellectual disability. Classes are currently organised into discrete year groups, with the exception of senior students, who are in a combined Year 11/12 class.

**Student Programs**

Students follow a program of study which has the development of independent living skills as its emphasis. To achieve this students engage in studies in literacy and numeracy, as well as a range of practical activities which include cooking, woodwork, PDHPE, computing, work studies (including work experience) and travel training.

Students are placed in work experience sites based on individual skill levels. Group Work Experience placements (enclaves) are supported by a job coach. Four enclaves operated in 2011: The Richmond Club; Woolworths; The Secret Garden (UWS Skillshare); Sebel Spa and Resort. Students who have attained appropriate work skills are subsequently placed into independent work placements. Richmond High appreciates the generosity of local businesses in supporting our students in the development of their work skills. Traineeships and Vocational courses, both school-based and TAFE courses, are undertaken by students in Years 11 and 12 as a result of a thorough Transition Planning process utilising regional personnel. Where appropriate, individual students are integrated into mainstream classes for a number of subjects.
School Certificate and Higher School Certificate

In 2011 three students gained a Lifeskills HSC and underwent assessments to determine their eligibility for post-school support from relevant Disability Employment Services. Thirteen students received a Lifeskills School Certificate in 2011 and, to date, all students will be retained in 2012 to commence a Preliminary Course of Study.

Transition Program

The transition program mirrored that of mainstream student body in that parents were interviewed jointly by the Head Teacher, Year Advisor and School Counsellor. This opportunity was valued by the parents as a positive introduction to the school, and specifically the Support Unit. The transition program included an orientation to Richmond High School, followed by two half days at school engaging in sample lessons given by Support Staff and mainstream teachers. This program also utilised the SRC as guides for students and parents, showing them around the school.

Inclusion

Students in the Support Unit are included in a number of school programs and routines eg school sport, roll call, whole-school and year assemblies, Student Representative Council, Special Religious Education and Year 7 Camp. A number of school programs may also benefit from inclusion in programs such as outdoor education and boys education initiatives.

The staff of the Home Economics Faculty has also utilised the expertise of the support unit staff in the delivery of courses which have a component addressing the needs to children with a disability.

Progress on 2011 targets

TARGET 1:
To achieve a standardised approach to structured writing based on NAPLAN. Our achievements include:

Our achievements included

- The literacy team inserviced staff in the use of NAPLAN data to access appropriate teaching strategies specific to identified problem areas in the 2011 data. The literacy team disseminated information throughout the various faculties, including exemplars of quality writing tasks with an emphasis on persuasive writing used in all faculty areas.
- The literacy team and faculties analysed literacy data to inform teaching practice and reviewed marking criteria and sample scripts to inform teaching practice.
- The literacy team revisited text types and structured writing to implement across the school and in assessment tasks and faculties focused on the key text types for their courses.
- Representatives of the literacy team provided resources and training, targeting persuasive writing and the other basic elements of spelling, capital letters, sentence structure which make up a large percentage of the marks.
- Faculties began developing a bank of structured writing and assessment tasks across all KLAs to use in their assessment programs and attempted to achieve consistent standards.
- Teachers from the Richmond Learning Community collaborated throughout 2011 on a joint writing project. It was designed to provide continuity of approach and sharing of best practice in literacy across from Stages 3 and 4 and sharing across staff from all six partner schools. Embedding of the writing skills project was part of learning transition and curriculum sharing and will continue into 2012.
In NAPLAN, writing results fell short of the targeted 5% improvement target and the Literacy Committee determined to make it a priority for the school in 2012 and review the approach across the school in the next 3 year school plan, with an emphasis on development of simple/complex sentence structure, basic grammar and the promotion of spelling across the school.

**TARGET 2:**
To improve and expand transition of students into Year 7 through engagement in the performing arts and curriculum links.

Our achievements included:

- Drumming workshops held at Richmond Primary School and Hobartville Primary School by staff and students of Richmond High School followed by combined concerts to a primary school audience which engaged in “call and response” rhythmic patterns.
- Students experienced rhythms, improvised patterns, and workshopped performance skills using African percussion, vocals and movement.
- Music lessons delivered by high school staff to visiting primary school students on Tuesday afternoons.
- Primary school students joined high school concerts as audiences.
- Regular collaboration between staff of high school and primary schools in the Richmond Learning Community via lessons delivered in Food Technology, Science and Music.
- Curriculum sharing between staff within the Richmond Learning Community through a joint literacy project for students transitioning into high school.
- Regular staff collaboration in a joint literacy project between high school and primary school staff.

**TARGET 3:**
To engage students in a focus on 21st century learning: Asia

Our achievements include:

- Continued online communication between executive staff from Richmond High School and Dajing Junior Middle School, our Chinese Sister School, with preparations put in place for a second Memorandum of Understanding to be signed between the two schools.
- Online email friendship groups between students at both schools continued, with students learning more about each other and their respective cultures.
- Richmond High School received a $20,000 grant as part of the ‘Becoming Asia Literate: Grants to Schools’ initiative. These funds will be used to support student travel to China in 2012, including a visit to Dajing Junior Middle School. Funds will also be used to enhance Asian Literacy through curriculum projects between both schools and extra curricula activities.
- In July 2011, eight teachers from Dajing Junior Middle School visited Richmond High School. They were teachers of Chemistry, Physical Education, English, Chinese and Mathematics. They spent several lessons in classes, experiencing different approaches to teaching and learning. They were also addressed by students from Year 8 about the science curriculum. Teachers from both school had the opportunity to discuss future projects between the two schools that could enhance the cultural understandings for both schools.
- The SECA (Students Embracing Cultural Awareness) group celebrated their achievements with a Chinese Cultural Day. This included a trip to the Chinese
Friendship Gardens, the White Rabbit Gallery and Teahouse and the experience of a Yum Cha dining experience.

- Faculties identified curriculum areas where an Asian focus, particularly China, could be taught. The English and HSIE faculties taught units of work and texts with a China focus and Visual Arts and Home Economics plan to include a greater focus in 2012.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of School Attendance and the Year 11 Enrichment Program.

Educational and management practice

Attendance

Background

Following an evaluation of our school attendance data, a small attendance team was set the task of evaluating current systems and practices and investigate methods of reducing the number of absences by students.

Our school data showed that the level of student absence in Years 9-11 remained significant. There were a small number of chronic non-attenders who contributed to the over-all statistics.

As part of our evaluation we reviewed the roll marking procedures, the recording of absences and the use of the school’s SMS system. Students with a history of chronic absences and their parents were targeted for individual interviews and the development of improvement plans.

Roll Classes were re-arranged in Year groups and HTs and staff structured to ensure regular follow-up by Student Advisers and Year Supervisors could follow.

Findings and conclusions

- Teachers new to the school and casual teachers required extra training activities on roll marking and follow up procedures.
- Communication between the school and families regarding appropriate reasons for leave needed to be improved.
- The data showed that for the majority of students that sickness was the main reason for their absences. At interview, parents of students with poor attendance indicated that their work commitments prevented them ensuring the monitoring of their children in the mornings just before school began and in the afternoon. For parents whose children were reluctant attenders, a reliance on their child getting to school independently and on time, was a major contributor to poor attendance and arranging preventative measures posed challenges to parents.
- The SMS system ensured that parents stayed informed and could follow up absences. An increase in the changes to mobile phone numbers, without the school being informed, created greater challenges for administrative staff than in previous years; systematic updating of contact numbers was required
- Students in the 15-17 year age range were in some cases less engaged in learning and this was impacting on their attendance. The Senior Learning Team was given the task of addressing the matter and developed an alternative non-ATAR pathway for students staying on at school
- A revised Attendance Policy was documented and distributed to staff responsible for attendance. It will be evaluated again in 2012, in the light of the 2011 data.
Future directions

- Regular monitoring by the Attendance Team to provide leadership for the school in improving student attendance. This team will strengthen the reward strategies under the school’s Positive Behaviour for Learning program to reward students for above 95 per cent attendance in 2012.
- Allocation of a SASS person to take sole responsibility for attendance monitoring.
- Improved referral of poor attenders to the Learning Centre through improved monitoring at Welfare and Learning Support Team meetings.
- In 2012 further work will be done by the school in researching how best to engage students in learning, including expansion of vocational learning options.

Curriculum

Senior Enrichment Program

Background

In 2010 the Senior Curriculum Team determined to complement the Board of Studies course program with an enrichment program to include mandatory and non-mandatory areas. 2011 was the second full year of the Enrichment Program. It was held during terms 1, 2 and 3. All year 11 students were required to attend an Enrichment program in place of Tuesday afternoon activities. Survey results revealed 77% of students attended the majority of the sessions. Some students missed a significant amount of the sessions due to involvement in the Rock Eisteddfod rehearsals. 65% of students who responded felt that the program was either relevant to their need or that they gained important information.

The program was designed to cover the mandatory programs of All My Own Work and aspects of the Crossroads program. Additionally students were provided with vital information regarding Driver Education, Study Skills, Digital Citizenship and information with regard to their continuing education and future employment.

Findings and conclusions

In addition to the teacher presented sessions, students were provided with a range of seminars and guest speakers. These speakers and seminars included:

<table>
<thead>
<tr>
<th>Speaker/ Seminar</th>
<th>Title</th>
<th>Approval rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest Expert</td>
<td>My Life, My Responsibility</td>
<td>76%</td>
</tr>
<tr>
<td>Guest Expert</td>
<td>Digital Citizenship</td>
<td>61%</td>
</tr>
<tr>
<td>BOSLO</td>
<td>How the HSC works</td>
<td>68%</td>
</tr>
<tr>
<td>Guest Expert</td>
<td>Your rights and responsibilities at work</td>
<td>68%</td>
</tr>
<tr>
<td>RYDA excursion Penrith Lakes</td>
<td>Driver education</td>
<td>85%</td>
</tr>
<tr>
<td>Police talk</td>
<td>Driver safety</td>
<td>82%</td>
</tr>
<tr>
<td>Yarramundi Excursion</td>
<td>Team building</td>
<td>90%</td>
</tr>
<tr>
<td>Armando Hurley</td>
<td>Motivational speaker</td>
<td>90%</td>
</tr>
<tr>
<td>West Doarc</td>
<td>Drug and alcohol</td>
<td>77%</td>
</tr>
<tr>
<td>The Warehouse</td>
<td>Sex education</td>
<td>69%</td>
</tr>
</tbody>
</table>

On average 75% of all students felt that the seminars and guest speakers were good or excellent. Fewer than 17% found these less than satisfactory.

To complete the Enrichment activities funding was organised toward the supplementation of two programs: the girls Enlighten program and the boys Men of Honour program.
• The analysis of the data indicates that although just slightly fewer than half the student claimed the program was worthwhile; there were large sections of the program that had overwhelming student approval.
• Students enjoyed having outside speakers come to deliver sessions rather than the familiar faces of their teachers.
• Only a small percentage of students felt that the program was a ‘waste of time’ and a vast majority gained very valuable information from the activities that would not have been readily obtained from other sources.

Future directions

• The program will continue during 2012 as it provides a designated time for the delivery of mandatory components of the senior curriculum which do not impact on class time.
• The existing Year 12 program of intensive course enrichment will build on the successes of the Year 11 program.
• Sessions which proved of less interest will be modified to reflect student feedback.
• The existing organisational structure provides opportunity to meet any emerging curriculum or social needs for senior students.

Parent, student, and teacher satisfaction – school promotion

In 2011 the school sought the opinions of parents, students and teachers about the school. A survey was conducted as part of a review of the school’s communication and promotion policy, and its reputation in the school community. It was a “blind” free response phone survey conducted to gauge parent satisfaction with the school across all groups of students in Years 7-12. The sample group was a statistically random sample.

Their responses are presented below.

Findings:

• 73% of parents sent their child to Richmond High School because it was their local school.
• 80% believed that the reputation of the school was either good or improving.
• In answer to a free response question, the top areas in which the parents identified the school was doing well was in the following areas (in % order):
  o Sporting; Academic; Dance and Rock Eisteddfod; Extra-curricular; staff; agriculture; music; leadership. This represented 76% of the sample group. Some 16% were unsure.
• Areas for improvement indicated - 27% of parents identified no areas for school improvement. 22% of parents identified communication as an area for improvement; 13% identified discipline; 9% identified uniform.
• Parents found out what was happening in the school via: students - 39%; newsletters - 36%; the school website – 14%.
• Parents satisfaction with the school’s communications were: No suggestions (all OK) - 31%; emailing newsletter and other communication – 24%; more timely communication for teachers regarding concerns – 21%; more parent-teacher nights – 7% and more use of local media 7%.
Future Directions:

The school participated in a DEC funded joint promotions project with its partner primary schools: Bligh Park; Castlereagh; Hobartville; Londonderry and Richmond Public Schools. As a result, the Richmond Learning Community commissioned promotional photographs and will release a brochure promoting the six schools; produce a promotional banner, initiate a joint presence on the web-site and promote joint school initiatives in literacy; performing arts and the strong program in joint transition activities.

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, SRC, Sustainable Energy, Classroom Management, Developing Quality Assessment Tasks, Crossroads, Early Intervention, NAPLAN Analysis, Aboriginal Education, Volunteering, Wilderness First Aid and several curriculum specific courses. Leisa Stone completed her training in Food and Beverage Service and Jennifer Herring attended the Asia Pacific Autism Conference.
- Average expenditure per teacher on Professional Learning for 2011 was $738.00 per person.
- Professional Learning that occurred on school development days included workshops and/or sessions on:
  - Raising the School Leaving Age
  - Richmond High School Outdoor Education program
  - National Curriculum Draft Syllabus
  - Student Safety Online
  - Persuasive Writing
  - Social Media
  - CPR First Aid Training
  - Students on the Autism Spectrum
- There were 4 new scheme teachers working towards accreditation (one permanent staff member and 3 casual teachers). 1 new scheme teacher achieved accreditation.
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 spelling results of all students in NAPLAN tests.

2012 Targets to achieve this outcome include:

- Analyse the data from NAPLAN results to identify areas of deficit in spelling.
- Collect a bank of words based around faculty programs which use words containing problematic letter combinations identified by the data.
- Develop a spelling program to be conducted once a week during morning home group.
- Provide professional development for staff on how to explicitly teach subject specific spelling.

Our success will be measured by:

- Improved spelling results in NAPLAN data to halve the gap between school mean and statewide mean in spelling performance.
- Analysis of NAPLAN data will provide staff with a greater understanding of the spelling needs of their students.
- Implementation of the spelling program during home group.
- Staff developed in the explicit teaching of subject specific spelling styles.

School priority 2

Outcome for 2012–2014
To bring PBL from the playground into the classroom.

2012 Targets to achieve this outcome include:

- Analyse data from our welfare database to identify behaviours and areas of concern.
- Present findings to staff and provide staff professional learning on the process of taking PBL into the classroom.
- Create a set of agreed classroom routines in consultation with staff.
- Develop a set of rewards for positive reinforcement of expected classroom behaviours.
- Create a set of PBL lessons to explicitly teach expected classroom behaviours.

Our success will be measured by:

- Areas of concern addressed and a reduction in welfare referrals for these behaviours by 20% over the school year.
- Full staff implementation strategies for PBL in the classroom.
- Consistent use of classroom procedures throughout the school.
- Increase in students receiving positive rewards for exhibiting expected behaviours in the classroom.
School priority 3

Outcome for 2012–2014
To improve the numeracy results of all students in NAPLAN tests.

2012 Targets to achieve this outcome include:

- Analyse the data from NAPLAN results to identify areas of deficit in numeracy.
- Create a word bank of the “literacy” requirements of words used in numeracy questions and provide professional learning for staff in how to explicitly teach numeracy in their KLA.
- Develop resources aimed at improving student’s understanding of what a question is asking and how to answer the question.
- Develop a numeracy program to be conducted once a week during morning home group.
- Provide professional development for staff on how to explicitly teach subject specific numeracy.

Our success will be measured by:

- Improved numeracy results in NAPLAN data to halve the gap between school mean and statewide mean.
- Analysis of NAPLAN data will provide staff with a greater understanding of the numeracy needs of their students.
- Implementation of the numeracy program during home group.
- Staff developed in the explicit teaching of subject specific numeracy.
- A bank of resources aimed at the “literacy” of numeracy available in every KLA.

School priority 4

Outcome for 2012–2014
To implement a revised awards system that recognises student achievement at Richmond High School.

Strategies to achieve these targets include:

- Develop a simplified award system which is communicated effectively to students, parents and teachers and managed through the Positive Behaviour for Learning (PBL) team, in consultation with the welfare team, P&C, Executive team.
- Teachers and office staff working collaboratively to develop a sustainable set of procedures to implement to awards system.
- Designing new award certificates that students can use in resumes and reflect student achievement.
- Incorporating existing award ceremonies into new award ceremonies.
- Using data to identify students receiving Year Advisor awards.

Our success will be measured by:

- More students receiving awards.
- More boys acknowledged for their achievements.
- All activities across the school incorporated into the awards system.
- Introduction of four formal Awards ceremonies each year, with increased parent involvement.
- Culture of high achievement embedded into the school throughout the whole year.
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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Leiza Lewis (Deputy Principal)
Pam Misius (Relieving Deputy Principal)
Robert Dyson (HT English)
Catharina Perry (Careers Adviser)
Amanda Godden (P&C President)

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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: