2007 Annual School Report
Riverside Girls High School

NSW Public Schools – Leading the way
Our school at a glance

Principal's message

I am proud to have been the principal of Riverside Girls High School at Gladesville for the last 13 years.

In 2008 Riverside will have been educating young women from the inner west of Sydney for 74 years. Girls travel from Parramatta and its surrounding suburbs in the west to Millers Point, Glebe and Ultimo in the inner city. Many cultural and language groups work and learn side by side every day at Riverside.

We have a strong focus on high academic achievement and this is reflected in our excellent HSC results, where each year, for the last few years, over 20% of students of those eligible for a UAI, have gained a UAI over 90.00.

There is also a strong focus on technology in learning, student leadership and school and community service. The students have many opportunities to participate in sports and the creative and performing arts, including dance.

In 2008 we are incorporating an ethical framework for cyber citizenship into our years 7 and 8 ICT programs and into other aspects of the curriculum. Students will be able to access the school intranet from home. Our wireless capacity has expanded significantly in the last two years.

We believe that all students should be given the opportunity to develop their potential, regardless of their abilities, ambitions or interests. As a public comprehensive high school we cater for the full range of students, including the gifted and talented students and those in need of learning support.

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.

Judith King

P&C message

Riverside Girls High School encourages parent/caregiver participation in various aspects of school life. There were approximately 940 families in the school community.

The P. & C. meet on the second Wednesday of each month, providing a valuable forum for parent opinion and discussion. The Head Teachers of Maths, Teaching and Learning and the School Counsellor, addressed the P. & C. reporting on their faculties and activities and programs within the school.

A consistent core of active and interested parents supported the P. & C. by providing assistance on Open Day, Year 7 Orientation Day, 10 into 11 uniform day and Bath Day as well as providing labour on two working bees to plant natives, distribute mulch and landscape the area around the hall and school entrance.

The P. & C. organized a Trivia Night to raise funds to provide additional outdoor seating for students. The music committee again organized a successful “Riverside Swings” evening to provide additional funds for the school bands and the music development programs.

During 2007 the P. & C. committed $36,000 to the operation of Riverside Girls High. Funds were provided for:

- B.A.T.H. Day (Better Attitudes to Health) and the Anti Bullying Program / A – B Project
- Year 12 graduation prizes, school diaries and dance group
- the student assistance scheme, to assist disadvantaged students with uniforms and other school expenses
- assistance to students involved in state or national representative sport (e.g. skating, futsal, soccer, triathlon and volleyball)
- library grant to update resources and provide additional learning aids

Three parent teacher evenings were conducted in 2007, with each one catering for 2 different years. These evenings provide opportunity for parents to discuss a student’s progress directly with the teachers of their daughters.

The P. & C. link on the school website continues to be a work in progress, with the number of parents receiving P. & C. information by email steadily increasing. P. & C. information and meeting summaries have also been included regularly in the school newsletter.

Cheryl Osborne, P. & C. President 2007

Student representative's message

In 2007, the Student Representative Council arguably recorded its most successful year in recent times. Once again, the junior and senior SRC leaders were actively involved in all aspects of student life, including weekly
assemblies, Open Day and Year 7 Orientation Day activities, sausage sizzles, school House motivation and organisation and the support of several worthwhile charities. Fund raising for the following charities occurred in 2007 – 40 Hour Famine, Loud Shirt Day, Jeans for Genes Day, the Exodus Foundation Food Drive as well as the Hunters Hill Council Christmas Toy Drive.

The 40-Hour Famine events organised by Coen House were particularly successful with over 350 students raising over $21,000 for World Vision making it the most successful fundraiser ever for Riverside.

The SRC continued to produce its student newsletter ‘Streamline’ in 2007 with some new added features such as a teacher quiz and regular uniform initiatives updates.

In 2007 members of the senior SRC attended Executive Meetings each week with the purpose of updating and explaining proposed SRC initiatives. This initiative served both to enhance the profile of the SRC and strengthen the relations between SRC and staff.

2007 also saw the introduction of an inter-house netball competition, designed to encourage student participation in physical activity in a reduced competition atmosphere. The lunch time competitions saw the entry of 8 teams and over 100 individuals.

The SRC lobbying for an upgrade of the student amenities block resulted in the addition of new taps, mirrors and student inspired paintwork.

Another successful event was the SRC initiated Teachers Vs Year 12 annual soccer match which took place in August 2007.

Overall 2007 was another successful year for the SRC both within the school and in terms of the image in the wider community.

Nina Blundell – School Captain 2008

School context

Student information

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>924</td>
<td>960</td>
<td>980</td>
<td>1028</td>
<td>1008</td>
</tr>
</tbody>
</table>

1008 FTE students were enrolled at the commencement of 2007; 722 in Years 7-10 and 311 in Years 11-12. Student mobility remained significant in 2007. New enrolments came from a variety of sources including overseas international students, interstate and both private and public schools. Leavers included families relocating, students gaining employment and students choosing to transfer to other schools.

Student attendance profile

<table>
<thead>
<tr>
<th>Years 7 to 10 Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>Region</td>
</tr>
<tr>
<td>State</td>
</tr>
</tbody>
</table>

Years 7 to 10 Attendance Rates

<table>
<thead>
<tr>
<th>Years 11 and 12 Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>Region</td>
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<tr>
<td>State</td>
</tr>
</tbody>
</table>
Monitoring student attendance continues to be a high priority based on the belief that there is a high correlation between high rates of attendance and high achievement. The school’s attendance rates in 2007 continued their upward trend and remained above regional and state attendance rates.

In 2007 the school implemented a period by period scanning of all rolls across all classes and all years and office staff have been trained in the SAMS system of monitoring attendance.

Class sizes

Structure of classes
In the junior school there were 7 core classes in each year 7 and 8, 6 classes in each year 9 and 10. In each year classes are organised with 1 or 2 upper-band classes and the remainder operate as mixed ability classes. Riverside continued its commitment to technology education with all year 7 and 8 students undertaking ICT (Information and Communications Technology) classes throughout the year. Years 11 and 12 operated on a flexible timetable with period 0 beginning as 7.45am to make best use of school facilities. In Year 12 extension classes operated in English (1 and 2), Mathematics (1and 2), History, Music and Italian.

Retention to Year 12

Retention to Year 12

The percentage of students who completed year 10 in 2005 and continued onto year 12 in 2007 remained significantly above the state average. Riverside’s commitment to Pathways and part time options encourages as many students as possible to remain at school through to Year 12.

Staff Information

Staff establishment
In 2007 Riverside staffing entitlement was 68.3 teachers, including 2 deputy principals and 11 Head Teachers. The school has a very experienced staff balanced by the appointment of early career teachers. Four beginning teachers completed accreditation with the NSW Institute of Teachers in 2007.

Staff retention
Riverside Girls has a very high level of staff retention. 69 out of 73 staff teaching in 2007 taught at Riverside in 2006. In 2007 four new classroom teachers were appointed into the faculties of English/Drama/ESL and Visual Arts/Music. Changes in staff between 2006 and 2007 were the result of changed staffing entitlement, promotions, maternity leave and transfers.

Staff attendance
Staff have access to leave entitlements, such as sick leave and family and community leave, including jury duty service. In 2008 the average daily attendance rate for staff was 96.5%.

Teacher qualifications
All teachers at Riverside Girls High School meet the professional requirements for teaching in NSW public school, with a
minimum of a bachelor degree and teacher training, either through a Diploma of Education or an Education degree

Professional learning
In 2007 fifty three staff (including six office staff) participated in professional learning activities. The focus of professional learning included:

- beginning Teachers – $4,272.00
- use of ICT for teaching and learning – $11,430.00
- quality teaching – $1,970.00
- syllabus implementation – $3,485.00
- leadership and career development – $3,123.00
- welfare and equity – $2,335.00

All teaching staff also participated in four school development days at the beginning of Terms 1, 2 and 3 2007 and another on B.A.T.H. Day (Better Attitudes to Health Day) in Term 2.

In 2007 the induction, support, guidance and development of our 5 beginning teachers was a major focus of our professional development plan.

An Early Career Teacher Induction Program was developed and implemented over the course of the year. This program consisted of a range of professional learning activities (originating both within and outside the school) targeting classroom management, differentiating the curriculum, co-operation teaching strategies, working with NESB students, legal issues and occupational health and safety issues.

Considerable guidance and support was offered to our young teachers in preparing their portfolio for accreditation at professional competence level with the NSW Institute of Teachers.

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

Financial summary

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>723 612.85</td>
</tr>
<tr>
<td>Global funds</td>
<td>488 046.41</td>
</tr>
<tr>
<td>Tied funds</td>
<td>292 199.86</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>883 648.40</td>
</tr>
<tr>
<td>Interest</td>
<td>49 752.68</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>107 519.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2,544 779.50</td>
</tr>
</tbody>
</table>

| **Expenditure**          |            |
| Teaching & learning      |            |
| Key learning areas       | 183 738.69 |
| Excursions               | 76 967.18  |
| Extracurricular dissections| 331 034.10 |
| Library                  | 21 614.05  |
| Training & development   | 0.00       |
| Tied funds               | 300 468.03 |
| Casual relief teachers   | 64 973.78  |
| Administration & office  | 449 407.65 |
| Utilities                | 78 978.09  |
| Maintenance              | 150 524.29 |
| Trust accounts           | 116 784.23 |
| Capital programs         | 31 226.70  |
| **Total expenditure**    | 1 805 716.79 |
| **Balance carried forward**| 739 062.71 |

A full copy of the school's 2007 financial statement is tabled at the annual general meetings of the P. & C. Further details concerning the statement can be obtained by contacting the school.

School performance 2007
The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks. The performance of the students in our school in Year 7 English Language and Literacy Assessment (ELLA) and Year 7 Secondary Numeracy Assessment Program (SNAP) is compared to these benchmarks.

Literacy and Numeracy
Riverside Girls High implements a whole school focus on literacy and numeracy strategies across all Key Learning Areas (KLAs) and is supported by the Learning Support Team and two Head Teachers Teaching and Learning. The table below compares school results with those achieved within the local school group and statewide. The figures are expressed as percentages of the students sitting for the assessment tests.
who have placed in the four achievement bands.

**ELLA Results 2007**  
(English Language and Literacy Assessment)

<table>
<thead>
<tr>
<th>Achievement level distribution</th>
<th>Low</th>
<th>Elementary</th>
<th>Proficient</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in level 2007</td>
<td>0</td>
<td>4</td>
<td>66</td>
<td>114</td>
</tr>
<tr>
<td>Percentage in level 2007</td>
<td>0.0</td>
<td>2.2</td>
<td>35.9</td>
<td>62.0</td>
</tr>
<tr>
<td>School average 2003 - 2007</td>
<td>0.2</td>
<td>3.0</td>
<td>42.7</td>
<td>54.1</td>
</tr>
<tr>
<td>LSG average 2007</td>
<td>0.9</td>
<td>5.8</td>
<td>44.9</td>
<td>48.3</td>
</tr>
<tr>
<td>State average 2007</td>
<td>3.7</td>
<td>12.3</td>
<td>49.0</td>
<td>35.0</td>
</tr>
</tbody>
</table>

Students at Riverside were supported in literacy and numeracy across all KLA's and in all ability levels. Using data gathered from previous years as evidence, teachers have focused their attentions in 2007 on developing teaching and learning strategies to differentiate the curriculum and incorporating these strategies into units of work across all KLA's to improve the learning outcomes of students at Riverside.

**School Certificate Information**

In 2007, 154 students sat for the School Certificate (SC) external tests in English-literacy, Mathematics, Science, Australian History and Geography, Civics and Citizenship and Computing Skills. Student performance in the Board of Studies tests is reported in bands with band six the highest and band one the lowest. The tables below shows student results as percentages and compares school results with those achieved within the local school group and statewide.

In all mandatory areas the school performance was significantly higher than the state averages. The following Year 10 students: Nina Axelsen, Olivia Hunt, Jessica Kutis, Sarah Barnett, Amy Chan, Lucinda Goldstein, Divya John, Haifa Nguyen, Jacquelyn Osborne, Meegan Parry and Narelle Quinon are to be congratulated on their excellent achievements in all subjects studied for the 2007 School Certificate.

**SNAP Results 2007**  
(Secondary Numeracy Assessment Program)

<table>
<thead>
<tr>
<th>Achievement level distribution</th>
<th>Low</th>
<th>Elementary</th>
<th>Proficient</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in level 2007</td>
<td>5</td>
<td>26</td>
<td>74</td>
<td>79</td>
</tr>
<tr>
<td>Percentage in level 2007</td>
<td>2.7</td>
<td>14.1</td>
<td>40.2</td>
<td>42.9</td>
</tr>
<tr>
<td>School average 2003 - 2007</td>
<td>1.2</td>
<td>15.8</td>
<td>46.4</td>
<td>36.5</td>
</tr>
<tr>
<td>LSG average 2007</td>
<td>2.2</td>
<td>18.9</td>
<td>39.3</td>
<td>39.6</td>
</tr>
<tr>
<td>State average 2007</td>
<td>6.6</td>
<td>30.8</td>
<td>35.1</td>
<td>27.5</td>
</tr>
</tbody>
</table>

Students at Riverside were supported in literacy and numeracy across all KLA's and in all ability levels. Using data gathered from
Average School Certificate relative performance from Year 5 (value-added)

A student’s School Certificate relative performance is a measure of the progress the student has made compared with students who performed at a similar level in the Year 5 Basic Skills Test. A positive relative performance means a student is performing above expectations. A negative relative performance means a student is performing below expectations. As can be seen from the table data below student performance was above expectations and the school added value to student performance in English-Literacy, Mathematics, Science, Australian History and Australian Geography, Civics and Citizenship and Computing Skills.

The School Certificate tests developed by the Board of Studies are entirely separate from the School Certificate grades which are allocated by the school as a result of a school based assessment program.

Teachers have closely analysed the performance of our 2007 cohort and are implementing specific strategies in Year 10 to enhance student achievement for the 2008 cohort.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1.4</td>
<td>1.9</td>
<td>1.2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5.0</td>
<td>1.8</td>
<td>1.0</td>
</tr>
<tr>
<td>Science</td>
<td>2.3</td>
<td>0.7</td>
<td>0.6</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>0.8</td>
<td>2.4</td>
<td>1.6</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>2.5</td>
<td>1.9</td>
<td>1.0</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>3.2</td>
<td>N/A</td>
<td>0.2</td>
</tr>
</tbody>
</table>

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

School Certificate

In 2007, 154 students sat for the School Certificate. Nina Axelson and Olivia Hunt achieved an A grade in all 9 subjects. Lucy Goldstein and Jackie Osborne achieved 8 Grade As, while Divya John and Sarah Barrett achieved 7 Grade As. Haifa Nguyen, Meegan Parry, also achieved excellent Yr10 results. 15 students in Year 10 2007 completed the Year 11 Preliminary Course in SDD (Software Design and Development) and will sit for the HSC as accelerated students in 2008. The 15 students were targeted as accelerated students as a result of their high levels of achievement in Year 9 Maths.

2007 School Certificate Grading A – E results

<table>
<thead>
<tr>
<th>English</th>
<th>% RGHS</th>
<th>% State</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>B</td>
<td>31</td>
<td>25</td>
</tr>
<tr>
<td>C</td>
<td>36</td>
<td>37</td>
</tr>
<tr>
<td>D</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>E</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maths</th>
<th>% RGHS</th>
<th>% State</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>23</td>
<td>14</td>
</tr>
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<td>B</td>
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<td>C</td>
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<td>31</td>
</tr>
<tr>
<td>D</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>E</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>% RGHS</th>
<th>% State</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>B</td>
<td>45</td>
<td>24</td>
</tr>
<tr>
<td>C</td>
<td>30</td>
<td>36</td>
</tr>
<tr>
<td>D</td>
<td>12</td>
<td>20</td>
</tr>
</tbody>
</table>
Outstanding results were achieved in the following Year 10 electives for the 2007 S.C.

Music (75% grade A as against 22% of the state), Food Technology (35% grade A as against 17% of the state) and Textiles (33% grade A as against 23% of the state).

Higher School Certificate

The Year 12 class of 2007 achieved outstanding HSC results, consistent with the very high standard set by previous Year 12 groups. In 2007 Riverside was listed No. 86 in the Top 200 schools in NSW based on the percentage of students gaining band 6 (over 90%) in each subject. In 2003 the rank was 79, in 2004 it was 93, in 2005 it was 120 and in 2006 it was 116. There were only 10 public comprehensive high schools between the ranks and 99 in 2007 and Riverside was one of them.

A total of 27 students achieved a UAI over 90. Of the 102 students eligible for a UAI, 26.47% gained a UAI over 90. The overwhelming majority gained entry into their first choice for University study. Irene Liu was dux with a UAI of 99.95. Irene gained a Premier’s Award for achieving band 6 (over 90%) in at least 10 units of study. She also received the prestigious Macquarie University scholarship for Finance. Two other students also received a Premiers Award for 10 units over 90.00, Nancy LIN (UAI 98.45) and Ketty Hsiao (UAI 97.60). Nicole Thio (UAI 98.00) was awarded the NSW University Scholarship of $4000 and Anna Chow was awarded the UTS Scholarship for Women and Technology.

Riverside received 96 mentions (13.56%) in the merit lists for band 6 (over 90%) and E4 (over 45 out of 50) for extension courses. Another impressive result arising out of the 2007 HSC examination was Riverside’s 218 band 5 results (80-89%) from all the students who were studying the full-time or part-time HSC.

Riverside’s best performing subjects were ESL English with 15.97% above the state mean, Chinese with 13% above the state mean and Hospitality, Ext 1 Maths, Spanish Beginners and Physics all between 7% and 11% above the state mean. Seven of the 13 students who studied Extension History achieved the top band, of E4 while six of the 11 students who studied Ext 2 English achieved the top band E4.

Irene Liu gained first place in N.S.W. in 2 Unit Chinese and third place in the state in ESL English, while Eve Heppell gained third place in the state in Spanish Beginners.

The diamonds at the top of the graph of HSC performance indicate significant achievement across all subject areas. It is difficult for non-selective schools to achieve indicators above the top line across all subject areas but Riverside achieved this in 2007.

National benchmarks

The Commonwealth government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks.

The performance of the students in our school in the Year 3 and the Year 5 Basic Skills Test (BST) is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

The performance of the students in our school in the Year 7 English Language and Literacy Assessment (ELLA) and the Year 7 Secondary Numeracy Assessment Program (SNAP) is compared to these benchmarks. The percentages of our students achieving at
or above these benchmarks are reported below.

Achievements

Creative and Performing Arts

The 2007 HSC results in Visual Arts were impressive, with two students achieving Band 6. Hannah Jenkins and Rosa Brown were very pleased with their final marks, with Hannah’s artwork being nominated by the examiners for possible selection in Artexpress. She narrowly missed out on this honour. Their efforts, combined with 10 students who achieved Band 5, and 13 students in Band 4, meant that over 96% of our students achieved results that placed them in the top three bands. Music Course 1 students also excelled, with two girls; Louisa Andrews and Chelsea Gibson achieving Band 6 results. Five girls achieved Band 5 results to again give an impressive outcome in which 87% of the students in the course were placed in the top two bands.

The annual Art, Dance and Music Soiree in late August gave talented art and music students the opportunity to display their HSC Bodies of Work and to perform HSC musical and dance items for parents, visitors and fellow students.

Two students in year 11 Visual Arts gained admission to the HSC Extension Course in Intensive Studio Practice at the National Art School where they participated in specialised workshops over a two-week period. Yukali Robertson, Caitlin Johnson and Estelle Felix had invaluable experiences participating with other talented students from all over the state. All the girls received excellent grades for their finished artworks. Their achievement in this 60-hour course will be credited as part of their H.S.C. certificate.

Visual Arts students from years 10, 11 and 12 participated in excursions to ARTEXPRESS at the Art Gallery of New South Wales, exhibitions at the Museum of Contemporary Art, and the Sculpture by the Sea exhibition along the Bondi Beach to Tamarama Beach cliff walk.

A number of girls displayed their artworks in the secondary school section of the annual “Young in Art” Competition held by Hunters Hill Council in August. Caitlin Johnson received a commendation for her self portrait.

The Band program continued under the guidance of Stuart Vandergraaff, who assumed the role of director when Karen Collidge departed at the end of term 1 to devote more time to her family. A number of the band members participated in the tutorial program using music tutors who work with students on a one-on-one basis. Woodwind, flute, guitar, brass and percussion lessons are given by six tutors during school hours on a withdrawal basis throughout the week.

The concert bands have been enhanced by the addition of a stage band, and a new string ensemble has also been formed. The band performed at school assemblies and also took part in the Jazz and Swing Night held in May as a fundraiser for the band.

The Choir, under the guidance of Mr Crouch, successfully auditioned for participation in the annual Ryde Schools Spectacular held during Term 4 at the Sydney Opera House. Louisa Andrews Year 12 performed “Nella Fantasia”, a solo vocal adaptation from the film “The Mission”.

Dance at Riverside is conducted as an extra-curricular activity. In 2007 Dance Club was offered to students in all years throughout the year. The club operated during three lunch times with 60 girls regularly participating. Students nominated themselves as Dance Captains with seven separate dance groups operating across a range of dance styles – hip hop, jazz/funk, modern/contemporary, tap and Irish dancing. The styles offered to students depended on the dance background and training of the dance captains. The teacher’s role was primarily a supervisory one.

In Term 1 over 90 girls auditioned for ‘Show Group’ an ensemble for experienced dancers meant as a showpiece for talented Riverside dancers. ‘Showgroup’ performed at the Sydney North Dance Festival (‘Connectivity’ and ‘Steam Heat’) Ryde Schools Spectacular (‘Riga Mortis’) and the Schools Spectacular. As well Showgroup performed ‘Hairspray’ at the Year 12 Farewell Assembly in September 2007.

Sixteen girls successfully auditioned for the Schools Spectacular held at the Sydney Entertainment Centre in late November 2007.

Several Riverside students were afforded the opportunity to attend a dance camp in 2007. Kristy Bosse (Year 8) attended the State Junior Dance Camp and eight students attended the Sydney North Regional Dance Camp. Students who attended these camps reported they had an “amazing time” learning

<table>
<thead>
<tr>
<th>Percentage of Year 7 students meeting national benchmarks</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>National</td>
<td>School</td>
</tr>
<tr>
<td>Reading</td>
<td>95.1 *</td>
<td>97.8</td>
</tr>
<tr>
<td>Writing</td>
<td>97.6 *</td>
<td>97.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>85.9 *</td>
<td>88.0 *</td>
</tr>
</tbody>
</table>

* National benchmarks were not available at the time of printing this report.
Auditions for N.S.W. Public Schools Dance Ensemble were conducted in Term 1. Tamara Mitchell, Riverside School Captain, was again successful in gaining a place with the Senior Public Schools Dance Company. Tamara toured the USA with the company in 2006/2007 summer vacation dancing, performing and learning from American professional dancers and State orchestra reps.

Sport

The school swimming carnival at Drummoyne Pool was held early in Term One. The winning house Coen with the runner up Mallinson. House runner up At the Zone carnival, Riverside won the overall school standings by two points. It has been 16 years since the last zone swimming victory by Riverside. A number of zone records were broken including the 13years and 4 x 50m relay and individual events of Katherine Sheridan, Tara Chilcott and Jenny Li. Holly Browne (16yrs), Rachel Horton(15yrs) and Laura Crockart (12yrs) were age champions and Holly was also the 100m Zone Champion.

Laura Crockart continued her outstanding form at the Metropolitan North Regional carnival to achieve age champion. Ten swimmers gained selection for the NSW CHS state carnival and performed creditably.

The school cross country was held in March at Tarban Creek. Coen were the overall winners with Mackenzie runners up. At the Zone carnival the Riverside 13 yrs won the team event and Moya Johansson was the 15 yrs age champion. Riverside was placed 4th at the carnival and 15 students were selected to run at Regional. Moya Johansson(15yrs), Beth Chilcott (13yrs), Rosa Brown (17yrs) were selected to attend NSW CHS cross country carnival.

The school athletics carnival was held at the Olympic Stadium at Homebush. Coen House won the carnival taking out the hat trick with Mackenzie house as runners up. Over 100 students represented Riverside at the zone carnival where we were placed third. Caoife Power broke the 1500 walk record and Sally Johnson was the 15years age champion. 15 students competed at the regional carnival with commendable results achieved. Jessica Bonser Yr 10 and Larissa Aussell Yr 8 competed at the NSW CHS carnival.

In 2007 Riverside achieved outstanding results in the ‘Head of the River’ Rowing Regatta held at the Penrith Rowing Centre. Over the last four years a group of students have been competing in various events culminating in a first place in the Yr 10 double scull and second in the schoolgirl open four coxed scull. At the NSW CHS state carnival, the Riverside open four team of Elise and Louisa Andrews, Amber Dawson and Beatrix Sheldrick gained first place and in doing so beat the fastest four in NSW from Sydney Girls High by ten boat lengths. The open pair came second seven seconds behind the junior world champions and the 17 years double pair also placed second.

Triathlon results this year indicate growing popularity of the sport and higher levels of success in competition. Four teams and Moya Johansson Year 9 in the individual event competed. Moya won the intermediate division in both CHS state competition and the All Schools competition (competing against private and Catholics schools competitors). She competed at the Australian Championship. The three teams finished sixth and one team eleventh.

Success in team sport representations included Katerina Kraft- NSW CHS Soccer and Cindy and Kay Edwards in Volleyball. At Under 15 level, Rachel Horton was selected in the NSW CHS Water Polo team.

Riverside Girls High School has a proud tradition of competing in an array of knock out competitions. This state wide competition starts with local school matches and then the successful teams continue to inter regional competition.

Our best performed team was the Open Volleyball which finished eighth in the two day competition at Homebush. The team defeated Glen Innes High which put the team in the top half of the draw. Other notable achievements include the Open Soccer team – final 32 teams in the state and Under 15 soccer, Basketball and Netball reached the third round.

Riverside competed in Touch, Oztag, Futsal and Basketball Gala Days. Our most successful teams were in Oztag where the Junior and Senior teams both won the competitions.

A number of girls compete in sports at a high level outside of school competitions. Miki Evan Year 10 competed at the 420 Sailing regatta at both state and national levels. Amy Bell – Year 12, Kristen Shepherd and Freya Noble Year 9 competed at the National Acrobatic Titles. Cindy and Kay Edwards were in the NSW under 19 Volleyball team while Katarina Kraft was selected in the NSW under 17 Metropolitan Football team. Ellesse McLean in Year 8 competed in the NSW Iceskating Championship in the junior “Fire on Ice” synchronised figure skating gaining first place. Michelle Tam Year 9 was a member of the NSW under 15 Badminton team while
Danielle Ayrton – Year 12 competed at the National trampolining Championship.

Each year Riverside Girls High School awards the Sportswoman of the Year at the Annual Sports Assembly. This year’s winner was Katarina Kraft Year 11. Other award winners were Nina Blundell Year 11 – Senior Sportswoman, Moya Johansson Year 9 – Junior Sportswoman and Beth Chilcott Year 7 – Sub Junior Sportswoman.

A record ten Sporting ‘blues’ were awarded for outstanding achievement over a number of years as well as being exemplary in sportsmanship both on and off the field. The recipients were:

Tamara Mitchell Year 12 – Dance
Amber Dawson Year 12 – Rowing
Rachel Felton Year 12 – Rowing
Louisa Andrews Year 12 – Rowing
Rosa Brown Year 12 – Rowing
Cindy Edwards Year 11 – Volleyball
Katarina Kraft Year 11 – Soccer
Beatrix Sheldrick Year 10 – Rowing
Elise Andrews Year 10 – Rowing
- Moya Johansson – Year 9 – Triathlon

Zone Sporting ‘Blues’ and endorsements
Danielle Ayrton -Year 12
Katerina Kraft -Year 11
Holly Brown – Year 11
Sally Johnson – Year 11
Cindy Edwards – Year 11
Sydney North Regional Sporting ‘Blues’ were
Danielle Ayrton Year 12 - Trampolining
Cindy Edwards Year 11 – Volleyball

The prestigious New South Wales Combined High School ‘Blue’ was awarded to
- Danielle Ayrton Year 12 for outstanding achievement in trampolining competition at both state and National teams.

The annual Year 9 ski trip to Mt Hotham and Falls Creek was held in July with forty students and five staff and parents attending. Once again students progressed quickly in developing their skiing skills.

An outdoor education camp was also held in February for year 11 students from the PDHPE and Sport, Lifestyle and Recreation course. The camp was held on the north coast at Seal Rocks where students learnt camping and surfing skills.

All Year 7 and 8 students competed at the Zone games day in Term three while Year 9 competed in interschool grade sport during Terms 2 and 3.

Year 7 also successfully completed five days of swimming and lifesaving skills in term 4. Activities included dry rescue skills and basic resuscitation in addition to swimming technique practice.

Significant programs and initiatives

Respect and Responsibility

The Anarchy to Belonging (“AB”) project which began in 2006 as an overarching approach to the development of a positive school climate continued in 2007. Members of the AB team were Ms O’Neill, Ms Chamaoun, Ms Johnston and Mr Quartly. We focused on respect as a key aspect of the Riverside community. Features of the development of the project this year included:

• The school executive endorsed the Mean-free action plan as the official school policy for dealing with all forms of meanness in the student community

• Psychologist Michael Durrant led presentations at both the executive conference and a school development day devoted to introducing teachers to a ‘Strengths and Solutions’ approach to conducting student interviews. This approach focuses on students utilising the strengths they have already demonstrated in order to identify a way forward in teacher/student discussions. Ongoing staff training is continuing in order to allow teachers to become familiar with this form of student interview.

• Year 7 classes undertook a day’s program designed to raise issues related to cyber-meanness. This incorporated training which introduced the girls to the language used at Riverside to denote
various forms of conflict and the processes used in addressing each

- The Police Youth Liaison officer visited all Year 8 classes to outline the legal aspects of cyberbullying
- Year 10 students undertook annual Peer Support Training during Term 4 in readiness to welcome the 2008 incoming Year 7 student cohort
- The solutions focus to resolving interpersonal issues has been reinforced through individual year meetings and has been the primary theme in welfare team conversations with students throughout the year

Student Leadership

During 2007 the Student Leaders continued to develop new contributions to the school environment. The student leadership body (SRC) provided opportunities for students to develop skills in coordination and planning of events, public speaking, confidence in setting an example others will follow and making positive change to the school environment.

Important coordination skills are learnt through the organisation of the four key fundraising events as selected by the Houses. This year fundraising was conducted for World Vision 40 hour famine following attendance at the inspirational World Vision conference, the Exodus Foundation, the Cochlear Implant Hospital and Westmead Children’s Hospital.

The 40 Hour Famine was Riverside’s most successful fundraiser with over $21,000 donated by sponsors, students and staff. The annual Teachers v Year 12 students soccer match also raised money by donation for the local community Cochlear Implant Hospital.

Ongoing achievements in 2007 include regular forward planning days approved by the Executive at the end of each term, the establishment of various committees to address student concerns over the Environment, bus services and uniforms. Further work was undertaken by the SRC in the organisation and support for assemblies and promoting student welfare by the creation of a student newsletter (“Streamline”) and ongoing liaison between staff and students via regular attendance at weekly executive meetings.

2007 was a very productive and successful year for our student leaders superbly lead by school captains Tamara Mitchell, Victoria Woolley and Amy Bell.

Aboriginal Education

Riverside proudly flies the Aboriginal flag along side our national flag in the schools main quadrangle.

The flag symbolises our commitment to reconciliation with all Aboriginal Australians. Students are encouraged to value and appreciate Australia’s heritage of Aboriginal history and culture.

The mandatory courses, Australian History and Geography in Years 7-10 provide all students with an opportunity to study Aboriginal history and gain a wider understanding of the issues relating to Aboriginal heritage.

The regional Aboriginal liaison officers have also visited the school to support students and their families in a variety of contexts.

Multicultural Education

Riverside has a very culturally diverse school community. Students and teachers are encouraged to value, appreciate and embrace the cultural, linguistic and religious diversity within the Riverside community to sustain a harmonious and inclusive environment.

To ensure the school’s commitment to our rich diversity and to anti-racism, an Anti-Racism Contact Officer is trained each year and it is that teacher’s role to educate, act as a mediator and mentor and promote acceptance and the peaceful resolution of any conflict. The ARCO’s role is promoted within the school with posters which identify the ARCO and where he or she can be found within the school. In 2007 the school’s ARCO addressed the school during an assembly which had a welfare focus on “respect” as part of the Anarchy to Belonging welfare structure where the importance of embracing differences to create an inclusive learning and social environment at school was emphasised. At the same assembly, the editor of GIRLFRIEND magazine, Sarah Oakes, was also invited to speak about respect, cultural inclusion and anti-bullying policies in the workforce, reinforcing the idea that fairness, equity and respect for the individual are values and standards expected in the workforce and allow one to gain success in any context and industry.

English as a Second Language (ESL) is an essential part of learning support at Riverside due the large percentage of LBOTE (Language Backgrounds Other Than English) students including a significant number of full-fee paying international students from countries such as China, Hong Kong and Korea.

ESL parallel classes operate in the junior years in English (7-10) and the English ESL Preliminary and HSC courses are offered in
years 11 and 12 for those students who are eligible. In addition to these English classes, the ESL students (years 7-12) are supported where possible in language dense subjects across the curriculum such as History and Science. Seniors are also able to attend tutorials where students work in small groups or independently to further consolidate, revise and practise their English language skills.

The progress of ESL students is monitored by two ESL teachers to determine the levels of assistance required through diagnostic testing. Students are actively encouraged to seek assistance from ESL staff for any area of difficulty they might be experiencing in English and across the curriculum.

Multicultural education is a focus in the English curriculum where the issues of migration, the stolen generation, cultural, language and religious diversity are explored through a wide variety of texts in both the junior and senior school library and film such as “Immigrant Chronicle” by Peter Skrzynecki, “Rabbit Proof Fence”, directed by Philip Noyce, “Parvana” by Deborah Ellis, the poetry of Jack Davis, “Whale Rider” directed by Niki Caro and various cultural diverse book boxes.

Learning Support

The role of the Learning Support Team has been integral in integrating accommodations and learning adjustments into teaching and learning programs to ensure equity for students with additional educational needs. Such programs include:

Special Provisions Program involving close liaison with the STLA in developing learning support profiles published on the school intranet providing information on test results, teaching and learning and assessment modification suggestions and special provision recommendations. Some outcomes of this program are:

- regular liaison with all teaching personnel of students with special needs
- students from Year 7 to Year 12 receiving accommodations or learning adjustments as applicable
- teachers applying learning adjustments to programming, assessment and reporting enabling students to participate fully in achieving syllabus outcomes
- teachers being constantly aware of which students are eligible for special provisions and these students are fully catered for from Year 7 to Year 12 in the learning adjustments needed to ensure equity in the full range of curriculum activities

Individual Education Plan (IEP) and Transition Program plans for the supported learning and transition to post-school options for all students with special needs through bi-annual meetings for each student involving parents, school staff, Support Teacher Transition, Hearing, Integration, TAFE personnel and Westmead Children’s Hospital personnel in the development of individual learning support plans and programs. Some outcomes of this program are:

- a strong collaborative process for the inclusion of parents in the development of these plans
- a program of work experience, supported through targeted funding supporting students with disabilities – link, to develop life skills delivered at the school and at an outside agency and in liaison with students from another high school
- a platform from which to investigate and implement special provisions for students where applicable and

Transition Conference – Differentiating the Curriculum for Learning Support for teachers of autistic students to develop teacher strategies to meet the individual learning needs of students with autism. A direct outcome of this program was that teachers differentiated or modified activities to cater for individual learning needs of students in the autistic spectrum.

Sixth Sense Program – Understanding Differences in the way students with autism behave in social interactions with their peers. Utilizing the “train the trainer” model all of Year 7 were exposed to this program over 4 days. An outcome of this program is that students in Year 7, now Year 8, understand and accept students with differences.

Transition Year 6 into Year 7 Program through the collaboration of the Learning Support Team with the support teacher, Transition which investigated teaching and learning strategies to support students with special needs, organised a five week plan of classroom visits by the ST,T to monitor and advise teachers of student progress. Some outcomes of this program include:

- teachers and teachers aides developed tools for behavioural management, traffic light system, that had applications across the whole school
- students’ transition into Year 7 was well established by the beginning of Term 2

Environmental Education
Riverside continued its strong commitment to Environmental Education programs throughout 2007 with continuing programs plus the addition of some new initiatives.

The continuing projects included:

(i) The recycling of paper and co-mingled recycleables. This was made possible by the work of volunteer students under the coordination and direction of Ms Cartwright and made possible via the Visy company.

(ii) The monitoring of the school’s water use on a daily basis with readings sent to the water auditing company Pitline for analysis and identification of high usage and trouble shooting for possible leakage problems. This program is co-ordinated by Ms Johnston.

(iii) Streamwatch water testing program at Tarban Creek and Wallumattagal Bay. The results are sent on a regular basis to Sydney Water. Year 12 Chemistry students and interested junior students participate in the program. The Streamwatch program is also co-ordinated by Ms Johnston.

2007 saw some new environmental initiatives:

(i) The setting up of a fruit and vegetable garden, including compost bin and worm farm. This was made possible by the efforts of a retired community volunteer (Jimmy Shaw). This project was co-ordinated by Ms Wark with Year 8 & 9 Food Technology students providing the labour. The produce from the school fruit and vegetable garden was then utilized in class recipes.

(ii) The installation of timers on all staffroom water boilers to reduce energy use overnight and in the school vacations.

(iii) The establishment of SRC Environmental subgroups (e.g. tree planting group)

The P. & C. organised 3 working bees in 2007 focusing on beautifying the school grounds and included planting, mulching, weeding, lopping, pruning and edging.

The first school water tank (Water Tank 1) collected approximately 100,000 litres of water during 2007 enabling continued watering of the school’s oval.

A second water tank was purchased in 2007 with the aid of a $13,000 Federal Government Water Community Grant. The water from this tank continues to supply’s the girl’s toilet block.

The SRC Environmental Committee comprising Dakshina Quar, Noelani Daniel and Shadi Tahzib Year 11 held several meetings throughout 2007. The group worked very successfully with environmental officers from Hunters Hill Council and co-ordinated Riverside’s involvement in Hunters Hill Drain Stencilling Competition, the Waste to Wow Competition and the Enviro Inspiro Competition organised by DET.

Riverside students took out first place in the Hunters Hill Drain Stencilling Competition with Stephanie Yip’s entry – “The Frog” – one of the animals most sensitive to pollution. The ‘catch phrase’ winner was Lauren Fairley with her “Keep drains clean so water stays pristine”. The WOW competition winners were: Yr 7-9 1st place Alyssa Budin (Year 8), Years 10-12 1st place Anna Chow (Year 12), 2nd place went to Haifa Nguyen (Year 10) and the Creativity Award went to Jayne Song (Year 11).

Riverside enthusiastically supported “Cleanup Australia Schools Day” with many teachers volunteering their classes to clean up debris around the school grounds. This was co-ordinated by Paul Jones. The student co-ordinators were Ellie Rye (Yr 12) and Tamara Mitchell (Yr 12).

All Year 8 Science classes participated in a Bug Survey for Sydney Water at Tarban Creek with a view to identifying pollution levels and the relative health of the local waterway. The results were then entered on the Sydney Water web site.

Mr Cranson’s Year 7 Science class collected native grass seeds from around the school to mature and propagate.

In 2007 Riverside again participated in National Tree Planting Day. This was co-ordinated by Hunters Hill Council. The 50 trees were provided by Planet Arc.

Mr Lovegrove represented Riverside at REEN (Ryde Environmental Education Network) meeting and was an active member of the Northern Sydney Region Sustainable Schools Network. Riverside continued to promote environmental perspectives and acknowledge students contributions via celebration assemblies (e.g. World Environment Day) and the promotion of the school’s many environmental initiatives.

Future goals and projects:

- application for increased funding towards tank 2 and the installation of a third water tank to catch overflow from water tank 1.
- application for further federal government funding ($50,000 available) for heat pumps (or solar hot water collectors) for the food technology rooms and solar electrical panels. Excess solar electricity produced above our use can then be sold back to the grid.
- Enhancement of the school oval (aeration & topdressing)
- weed eradication (asparagus fern, lantana, asthma weed)
• establish RGHS SEMP (Schools Environmental Management Plan) internet site entry

• participate in a joint Electronic White Board Environmental Biodiversity Wiki Web Site Project with Gladesville Primary School teachers and students, Field Of Mars Field Study Centre staff, with Mr Moran, Ms Johnston, Mr James & RGHS students

The school’s working policy document continues to expand reporting on completed activities, projects in the planning stage and future goals.

The staff, students and local community representatives continue to work together to become educated on global environmental issues, to work on local projects to improve our environment developing environmentally sustainable practices.

The students are now providing impressive examples of commitment to living sustainably and caring for the world environment.

We continue to fulfil our motto: ‘Keen to be green’.

Progress on 2007 targets

Target 1

Enabling students to achieve their personal best

Our achievements include:

- the development of a school statement of principles underpinning quality assessment practices and review of assessment practices.
- provision of professional learning for teachers to enable them to confidently differentiate the curriculum to meet the needs of the full range of students.
- implementation of Year 7 and 8 Gifted and Talented student projects linked to technology
- evaluation of current learning support profiles for students needing curriculum modification leading to modification in information contained in the profile
- teaching programs and assessment beginning to be compliant with school policy. Further action in this area is targeted for 2008

Target 2

Building an optimistic community

Our achievements include:

- engagement in professional learning opportunities relating to developing a solution focused climate.
- staff working together to develop solutions to school issues.
- a review of the stages system, incorporating AB and a strengths approach into the stages system
- high level of staff acceptance of a revised stages system
- a refocus of the AB project to “working towards harmony, dealing in respect”
- executive using a solutions focus when dealing with students
- increased staff and student awareness of ‘Solve it’ and ‘Sort it’

Key evaluations

Educational and management practice

In 2007 our school carried out an evaluation of Year 7 and 8 ICT program

Key Evaluation Year 7 and 8 ICT Program

Background

Year 7 and 8 students at Riverside have two 75 minute ICT lessons each week. The ICT course is skill based and class sizes are small to maximise student achievement. Students now arrive at Riverside with more ICT skills and experience than in past years. Students, parents and staff were surveyed to evaluate the relevance of the ICT program in terms of the relevance of the program, skills developed and the learning activities used to engage students and enhance skill development in both the Year 7 and 8 ICT courses.

Findings and conclusions

Surveys and team meetings provided us with the following feedback:

- students do arrive at Riverside with better keyboard and basic word processing skills than they have in past years. In addition they have greater skills basic computer operations and management in a Windows environment. They have the skills to use all facets of the Internet but limited skill in evaluating information presented.
- students confidently experiment with applications which are new to them, therefore learning experiences which allow them the opportunity to explore and develop skills are most successful.
students have minimal understanding of spreadsheet, database and no skills in video editing and high end digital imaging applications when they arrive at Riverside.

students in the upper stream achieve the skills presented in this course quickly and compacting is successful. These students require new and challenging applications to engage them in learning rather than more of the “same” even when the activities are more difficult.

teachers across the school report satisfaction with the ability of students to confidently use applications in classes across the curriculum. This allows teachers to focus on specific subject outcomes rather than teaching students the technology, the technology then becomes a tool rather than the focus of the lesson.

Future directions

In 2008 we will:

• increase the proportion of time spent on multimedia applications, this is especially in Year 8
• reduce the amount of time spent developing word processing, publisher skills and similar applications
• increase the level of complexity of applications handled by the gifted and talented students in years 7 and 8. This will include some introduction to the development programming skills in year 8 and more challenging real life applications of spreadsheets for prediction
• develop a secure on line social community allowing students to investigate and evaluate the issues involved in interacting in such environments.
• Incorporate cybercitizenship and ethical cyberspace behaviours and practices into the years 7 and 8 ICT programs.

Curriculum

Software Design and Development Course

In 2007 our school carried out an evaluation of the demise of Software Design Development course in the senior school.

Background

Software Design and Development has not run in the senior school for the past 2 years despite the significant Higher School Certificate successes of student studying this course in the past. As students at Riverside study three electives in the junior school we are in the position to allow year 10 students elect to study the Preliminary Software Design and Development course in year 10 and complete the HSC course in year 11. This allows students to accrue two HSC units as accelerated students prior to their Higher School Certificate year.

Findings and conclusions

Of the 18 students targeted to be involved fifteen chose to study the Preliminary course in year 10 and all achieved results in the top percentile band at the conclusion of the Preliminary Course. Throughout year 10 the student involved utilised the features of the flexible timetable to complete their chosen pattern of study. Twelve of the fifteen students elected to study the High School Certificate course in 2008 while in Year 11.

Future directions

In 2008 we will investigate offering both Software Design and Development and Information Processes & Technology to Year 10 students for study of the Year 11 Preliminary course throughout 2009

School development 2006 – 2008

A draft school plan was developed by a sub-committee of the school executive after wide consultation. This draft plan was presented and the final plan was finalised and published on the school Intranet.

Targets for 2008

Target 1

Building a positive culture

A positive community will focus on developing harmonious relationships and solutions rather than on problems; mutual respect and ethical practices; providing opportunities for teachers to connect with each other in meaningful ways and build collaborative relationships that reinforce excellence in teaching; improving staff morale; valuing staff, acknowledging their contribution, supporting, building capacity and increasing job engagement; developing positive, resilient and confident students and teachers.

Strategies to achieve this target include:

• provision of appropriate support to empower both students and staff
creating a positive, safe and secure environment with a strengths approach.

- integration of learning activities involving positive stories relating to adolescent depression / bullying which inspire, motivate, uplift adolescents and teachers creating opportunities to discuss positive outcomes
- Head Teacher focus on encouraging and supporting staff to implementing the stages, AB project and a strengths & solutions approach to interpersonal relationships.
- faculties working together to create and maintain attractive, well organised classrooms and involving students in respecting their environment
- recognition of staff strengths and achievements
- increased opportunities for staff and students to be involved in collaborative decision making

Continued professional learning opportunities focusing on a strengths approach; covert bullying; building a positive culture with Dr Suzy Green

Our success will be measured by:

- teachers using the AB Hierarchy, strengths & solution-focused approach and the stages and demonstrating consistency of application and common language during discussions with students about expectations and behaviour
- increased student familiarity with the AB hierarchy and the stages
- community members work together to resolve issues, including conflict, without blame.
- increased number of students using Sort It to deal with issues with peers.
- teachers recognising and dealing with covert meanness.

Target 2

Enhancing student achievement

Extending the professional knowledge and practice of all teachers to ensure they meet the learning needs of the full range of student within the mixed ability and upper classes. Quality teaching, learning and assessment will be evident and feature learner centred learning, higher order thinking, problem solving and high expectations whilst ensuring the concept of personal best is embedded in the school culture.

Strategies to achieve this target include:

- professional learning opportunities focussing on using data to inform teaching and learning; learning strategies to engage learners in particular catering for the needs of the disinterested and/or non achievers and authentic assessment and rich tasks
- faculties working to incorporate Quality Teaching into programs and assessment featuring explicit identification of Quality Teaching elements
- creating opportunities for teachers to share best practice, engage in self reflection, reflect on what quality work looks like in subject specific contexts and ensuring students receive quality feedback as natural part of the learning process.
- investigate formal identification processes for gifted and talented students
- the development & implementation of a homework centre

Our success will be measured by:

- quality Teaching is evident in daily classroom practice and teaching programs.
- increased student engagement in learning
- Adjustments and accommodations are evident in teaching programs, assessment tasks and reports.
- assessment for learning evident in assessment procedures and tasks.
- assessment tasks and procedures reflect principles of quality assessment across all faculties.
- all faculties compliant with the Riverside Assessment policy and Program Documentation Guidelines by the end of 2008
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.

Members of the school self-evaluation committee included:

Judy King, Principal
Craig Teece, Deputy Principal
Peggy O'Neill, Deputy Principal
Colin Slow, H.T. Administration
Wendy Chamaoun, H.T. Student Welfare
Lisa Wark, H.T. TAS
Ross McMillan, H.T. Creative Arts
Rose Daniels, H.T. Teaching & Learning
Margo Peterson, Classroom teacher
Paul Jones, Parent
Michael Blundell, Parent
Jenny Evans, School Administration Officer (Relieving)
Cheryl Osbourne, President P. & C. Association / Parent

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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: