Our school at a glance

Students

Riverside Girls High School is a comprehensive school with an enrolment of 1007 students, including 50% from non-English speaking backgrounds.

Students regularly engage in a range of learning experiences, whole school activities and community events to extend their educational and social development.

Staff

Riverside Girls High School has highly skilled and motivated staff members. They lead by example, demonstrating a high level of commitment to and compassion for the girls they teach.

Staff demonstrate an enthusiasm for their profession updating and developing their skills and knowledge by attending professional learning courses.

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

Significant programs and initiatives

In 2010 Riverside Girls High School conducted numerous programs to support learning. Many opportunities were provided for students to enhance and develop their knowledge and skills.

These include:

- A review of school planning procedures and the impact on staff and students
- Development of a whole school approach to promoting sustained writing across the curriculum
- The incorporation of Connected learning strategies in Stage 5 programs across the curriculum
- Continued development of the AB project with a focus on incorporating a strengths and solutions approach and positive psychology

Other programs provided opportunities for students to participate in:

- Public speaking competitions
- Annual Drama performances
- Primary Links Program
- Year 10 Coffee School Program
- Artist in Residence Program
- Extra-curricular groups: dance, band, choir, knockout competitions

Student achievement in 2010

2010 was a strong year for student achievement. Results in the NAPLAN tests once again saw students achieving results well above the state average.

Results in the Australian History, Civics and Citizenship School Certificate test were of particular note demonstrating significant improvement when compared to past years.

Results in the Higher School Certificate were outstanding with 24 students achieving an ATAR over 90.

Students regularly engaged in academic, sporting and performance competitions achieving success in all these areas.

Messages

Principal’s message

At Riverside we aim is to provide a quality education for girls in a stimulating, safe and nurturing environment so that our students achieve their personal best.

Our staff, both teaching and non-teaching, are our greatest resource. They are committed to creating the opportunities and providing guidance to enable each girl in our care to develop her personal and intellectual potential. We are especially proud of the contribution that all our staff make to the welfare of our girls.

We focus on quality teaching and learning across all key learning areas, the provision of a range of extra curricular activities and on developing and maintaining an environment in which our students and staff thrive. To enable this we incorporate a strengths and solutions approach in all that we do. Positive psychology is a focus at Riverside as we seek to assist staff and students to develop optimism, resilience and hope in our daily lives and for the future.

Academic success continues to be a feature of our school and our students perform at a high level in external examinations with 25% of our HSC students gaining an ATAR over 90 and Riverside was listed 111 in top 200 schools in NSW this year.

Technology in learning is a strong focus and our teachers have responded magnificently to the challenges of learning how to integrate new applications into classroom practice across all curriculum areas. Our use of technology in the classroom is having a profound effect on the 21st century skills our girls are learning and applying.

Riverside welcomes international students from China, Korea, Thailand and Germany. The international girls enrich our school in so many ways and it is a privilege
to contribute to their education. We are proud that girls and staff from over forty different cultural and national groups learn and work side by side every day at Riverside.

I certify that 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.

Peggy O’Neill
Acting Principal

P & C and/or School Council message

Riverside Girls High School’s P&C continues to encourage communication and participation between parents/carers, community members, and the school in various aspects of school life. There are approximately 900 families in the school community, many of whom are from non-English speaking backgrounds.

The P&C meets on the second Wednesday of each month in term time, providing a valuable forum for parent opinion and discussion, with all welcome to attend. A consistent core of active and interested parents supported the P&C by assisting on Open Day with a BBQ and on information tables; on Year 7 Orientation Day in the Uniform Store and selling book packs, and a working bee to tidy and replenish gardens ready for the annual Open Day. The P&C again provided supper for after school events, as well as running three popular Gelato Cart fundraisers, and conducting a wine fundraiser. The music sub-committee (RIEP) again organised successful ‘Art & Music Soirées’ to showcase the girls’ skills and provide additional funds for the school band development program.

An information evening was again held early in the year, particularly for Year 7 parents, where head teachers from each faculty outlined the Year 7 courses and the expectations of both teachers and students. At other P&C meetings short presentations were made by the Maths, English and Science head teachers on various aspects of their faculties along with an introduction to the Federal government’s ongoing notebook computer initiative for Year 9 students.

At various times, individuals from the P&C were members of selection panels for staff selection during 2010 including those for the new Principal and Deputy Principal.

Most of the P&C’s funds are generated by the annual voluntary contributions collected by the School on our behalf. This sum is supplemented by proceeds of our other activities outlined above. During 2010 the P&C committed over $13,500 for special projects and $21,500 for the School Library programs.

Funds were provided for:
- a substantial Library grant to update resources and provide additional learning aids
- BATH (Better Attitudes To Health) Day
- Year 12 graduation prizes
- classroom data projectors for PC-based work
- materials for a lunchtime program to support self-esteem and create a sense of belonging for isolated students
- the Year 11 coffee cart scheme for re-engaging students at risk
- supporting students who had been selected to participate in their chosen discipline at a state or national level
- the student assistance scheme, assisting
- disadvantaged students with uniforms and other school expenses including excursions
- additional cast iron garden furniture.

Although there is a P&C segment in the monthly school newsletter ‘Currents’, the P&C primarily uses e-mail to communicate with its membership. The number of parents receiving P&C information by e-mail is steadily increasing. P&C information and meeting summaries are also available on the P&C website (http://www.riverside-parentsandcitizens.org/).

Avril Semyonov
P&C President 2010

Student representative’s message

2010 saw many improvements and successes for the Student Representative Council which continued to play a central role in the improvement and enrichment of school and community life. With the introduction of the new school slogan “All Rise Riverside” the SRC sought to encourage school spirit and a sense of mutual achievement within the student body of Riverside. The SRC used school assemblies as a vehicle to promote this new notion and, by choreographing a dance to the tune of ‘Rise Up’, the SRC successfully introduced the school to their fun and inventive way of promoting excellence at Riverside. A year 11 graphic design student created an eye-catching banner to hang at the student entrance of the school to remind the students of this rise in school spirit. “All Rise Riverside” proved to be very successful in exciting and encouraging girls to realise their strengths and will be continued through the years to come.

Each house group within the SRC were successful in providing effective fundraisers for the school to enjoy and for others to benefit from. Coen Carnival Day saw
a whole day of fun with girls dressed as clowns in support of Red Nose Day. Through communication with students and teachers the SRC came to the conclusion that a new projector was needed for the school hall and this saw the development of ‘Riverside Project Your Voice Day’. Teachers and students alike lined up to perform karaoke songs to the encouraging audience in the quad, projecting their voice with a flair and enthusiasm. Mallinson ‘Mental Health Awareness’ Blue Day was another triumph as Riverside addressed a very real and relevant issue within the community. Riverside continued their support of World Vision in 2010 with the ‘Live for Lives’ concert. For $10 a ticket students got a taste of the local talent within our community and enjoyed an afternoon of dancing and singing with friends. The Student Representative Council ensured that Riverside effectively supported Ms King’s favourite fundraiser the “Exodus Can Drive” as it was her last year at the school. The girls saw this as an opportunity to make the much revered Ms King proud and so collected a huge amount of cans and nonperishable foods.

Another exciting change to Riverside SRC was the encouragement of non-SRC students to get involved with fundraisers they felt the school needed to support. Seven year 10 girls took the initiative to create a fundraiser in response to the devastating Pakistan floods that had affected them personally. This was proof that the care and initiative of Riverside does not lie purely within the SRC and spans out across the whole student body.

It was another exciting and flourishing year for the Student Representative Council and with a continuing presence at executive meetings and an open mind; the members of the SRC could aptly understand the concerns of the school and seek to embody the Riverside Community around them.

Julia Readett

School context

Student enrolment profile

An enrolment of 1007 students in 2010 maintained enrolments at level similar to recent years. Over 50% of students come from language backgrounds other than English with Mandarin, Korean and Cantonese being the largest. In 2010 the school had 36 international students mostly from China and Korea. Student mobility throughout the year continued to be significant to enrolment patterns.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>0</td>
<td>1022</td>
</tr>
<tr>
<td>2007</td>
<td>0</td>
<td>1008</td>
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<tr>
<td>2008</td>
<td>0</td>
<td>1019</td>
</tr>
<tr>
<td>2009</td>
<td>0</td>
<td>1014</td>
</tr>
<tr>
<td>2010</td>
<td>0</td>
<td>1007</td>
</tr>
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</table>

Student attendance profile

Student attendances rates have remained above both the regional and state averages.

Management of non-attendance

Monitoring student attendance remained a high priority in 2010, based on the high correlation between rates of attendance and high levels of student achievement. Student attendance (93.5%) continued to be above the state percentage and slightly above the regional figure. The school maintained its commitment to period by period attendance monitoring and follow-up of students with attendance issues through letters, implementing a case management approach through our student welfare team, parent and student interviews and involvement of the Home School Liaison Officer.

Structure of classes

In years 7 and 8 there was one upper band extension class with an additional upper band class in core subjects in years 9 and 10. The remaining classes in
years 7 and 8 were mixed ability. In each year there is one ESL English class. In years 9 and 10 students selected three electives which were all mixed ability classes.

Retention to Year 12

In 2010, there was a slight increase in students who chose to complete senior school at Sydney Secondary College senior campus for which they were local students or who were offered places in selective schools.

Post-school destinations

In 2010 90 students applied for an ATAR of which 82 students were offered university places for 2011. Non-ATAR students pursued pathways via TAFE in 2011 or entry in the workforce.

<table>
<thead>
<tr>
<th>Destination</th>
<th>%</th>
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<tbody>
<tr>
<td>University</td>
<td>62</td>
</tr>
<tr>
<td>TAFE</td>
<td>23</td>
</tr>
<tr>
<td>Employment</td>
<td>10</td>
</tr>
<tr>
<td>Unknown</td>
<td>5</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

In 2010 32% of students undertook vocational training across 18 courses. Almost half of these students completed 2 or more vocational training courses. Hospitality was offered at Riverside while 17 other vocational training courses were accessed through TAFE as part of HSC accreditation. The majority of these students had chosen a non-ATAR pathway towards enrolment in TAFE or employment in 2011.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2010 95% of Year 12 completed the HSC while 5% were enrolled in a Pathway HSC and attained records of achievement.

Staff information

Staff establishment

The schools staffing entitlement in 2010 was 67.7 FTE staff including 2 deputy principals and 11 head teachers. The school has a very experienced staff balanced by the appointment of early career teachers. Two beginning teachers completed accreditation with the NSW Institute of Teachers in 2010.

<table>
<thead>
<tr>
<th>Position</th>
<th>No</th>
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</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>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>63*</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.7</td>
</tr>
<tr>
<td>Teachers of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>91.5</td>
</tr>
</tbody>
</table>

*57.6 FTE

Staff retention

Riverside Girls has a very high level of staff retention. During 2010, one Deputy Principal, Craig Teece, and the school principal, Judith King, both retired after 16 years at Riverside Girls. 4 new teachers were appointed to the school during 2010 in the English, HSIE, PDHPE and TAS faculties.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>85</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</td>
</tr>
</tbody>
</table>
Financial summary

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

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>792,363.31</td>
</tr>
<tr>
<td>Tied funds</td>
<td>468,985.77</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>225,314.72</td>
</tr>
<tr>
<td>Interest</td>
<td>841,170.77</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>42,177.76</td>
</tr>
<tr>
<td>Canteen</td>
<td>174,881.95</td>
</tr>
<tr>
<td>Total income</td>
<td>2,544,894.28</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 172,637.23 |
| Excursions                 | 90,403.64  |
| Extracurricular dissections| 298,240.97 |
| Library                    | 23,998.99  |
| Training & development     | 0.00       |
| Tied funds                 | 208,326.86 |
| Casual relief teachers     | 79,171.45  |
| Administration & office    | 246,904.81 |
| School-operated canteen    | 0.00       |
| Utilities                  | 111,006.99 |
| Maintenance                | 247,265.40 |
| Trust accounts             | 253,903.60 |
| Capital programs           | 54,327.79  |
| Total expenditure          | 1,786,187.73 |
| Balance carried forward    | 758,706.55 |

School performance 2010

Achievements

Public Speaking

Riverside hosted the Legacy Public Speaking Inter District final for 2010. This competition is open to all junior students from Years 7 – 10 in NSW in both government and independent schools. Our students, Bronte Sellers of Year 7 and Greer Brennan of Year 10 (last year’s state finalist) battled it out against their peers from as far as Loretto Kirribilli, Shore and Normanhurst Boys. In a very strong competition, Greer Brennan successfully advanced to the Regional Final. Bronte performed admirably well in her first Public Speaking competition in High School, and we expect her to only improve with this invaluable experience.

In the Regional Final in August Greer Brennan was again successful claiming a place at the State Semi final to be held at State Parliament. Lloyd Cameron, State Coordinator of Public Speaking and Debating, adjudicated this event and stated that “Greer’s impromptu speech was the highlight of the day”.

Greer was the runner up in the state junior public speaking competition held NSW Art Gallery. Both Greer and the winning student from North Sydney Girls H.S. represented NSW at the National junior titles in November. Greer has represented Riverside in several challenging public speaking events in 2009 and 2010 and we are delighted by her achievements. We hope she will continue to compete at senior level in the next 2 years.

Artist in Residence Program

Students studying Visual Arts in years 9, 10 and 11 took part in our Artist in Residence program. Conducted over a two-week period, the girls were given insights into the artist, John Bokor’s studio practice. John discussed the work of artists who influenced his approach and demonstrated his techniques to an eager audience. This is the second year we have conducted this inspiring program.

Term 3 Primary Links Program

Year 5 girls from local Primary schools worked with our year 8 extension class to develop digital stories as
part of a New Primary Links Program at Riverside. Year 5 students welcomed the opportunity to use the technology facilities at Riverside to create the text of their stories, the artwork, the graphics, the musical themes and voice-overs. Parents enjoyed the final presentations of the stories in the school hall at the conclusion of the Primary Links Program. This program will be further developed in 2011.

Year 10 Coffee School Program

Fourteen Year 10 students participated in the coffee school program in term 3. Teachers from Meadowbank TAFE taught the course on site at Riverside as part of the school’s Transition to TAFE and WORK program. We are very pleased that Meadowbank TAFE has been able to support the program allowing the girls the develop café and food/beverage preparation skills.

Music performances

Students participated in various capacities in the 2010 Ryde Schools Spectacular This is the fifth consecutive year that the school has been successful in gaining entry into the combined dance section. The students presented an individual dance piece entitled “War of the Worlds”. The school Stage Band performed an individual piece “Back in the Day”. Catriona Gilkes performed a solo piece “Drops of Jupiter”.

The school choir was selected for the Central Choir at the Schools spectacular. This is a particularly significant promotion for the choir as their roles involved demanding material and featured strongly in the television production of the event.

The school has a successful band program which continued to develop in 2010. There is a Stage Band and Concert Band which performed at various times throughout the year. The Concert Band acquitted itself very well at the Yamaha Band Festival achieving a silver award for their efforts. In the follow up session, John Morrison praised the girls for their efforts and gave the group feedback on improving the quality of their performance.

In August the String Group gave a special performance in the Hall to farewell Krishani Dhanji and also performed at the Student Leaders Induction Assembly.

Madeleine Rennie, a year 11 student was selected to perform at the Opera House open day. She performed a duet from the musical “Wicked”.

Daniella Park of year 9 performed as a member of the State Senior Wind Ensemble at the State Instrumental Festival held at the Opera House.

Dance

During 2010, dance continued to be a popular activity at Riverside Girls High School. Students in Years 7 – 10 participated in dance lessons during PDHPE lessons. Year 10 participated in a Salsa dance unit and learned
specialised Salsa dancing techniques and skills in dance composition. Ms Jeanette Webb, a dance specialist teacher was employed by the school to teach the specialist dance lessons to all Year 10 classes. The Salsa dance task formed part of the Year 10 School Certificate PDHPE Assessment.

Extra-curricular dance activities were offered to students to participate in throughout the year. Auditions were held in Term 1 for all interested students. A total of 40 students were then selected to form two performing dance groups, The School Dance Company (a more senior and experienced group of dancers) and The School Dance Ensemble (a more junior group of dancers). Ms Tamara Mitchell continued her work with the school in 2010 as the dance teacher and choreographer for the School Dance Company. The group performed at school assemblies, The Sydney North Dance Festival and The Ryde Schools Spectacular. Students in this group also participated in a series of auditions for The Schools Spectacular, The State Dance Festival and for places in the State Public Schools Dance Companies and Ensembles.

The 2010 School Dance Ensemble was led by Amy Pham, a Year 10 student who has been a member of the School Dance Company since 2007 and a student in the Year 11 Preliminary HSC Dance Course. Amy choreographed and trained the junior dancers for their performances at The Sydney North Dance Festival and a series of school based performances. Rehearsals for both groups were conducted during lunchtimes, after school hours and during some school holidays.

In 2010, students at Riverside Girls High School had a variety of opportunities to audition for places at dance camps, companies, ensembles and workshops organised by The NSW Performing Arts Unit. Danielle Kenny and Casey Powell (Year 8) attended the Sydney North Schools Talented Dance Workshop 2010. Chelsi Bielovich and Jillian Watson (Year 8) attended the State Junior Dance Camp. Camps and workshops provided these students with opportunities to learn new dance styles and techniques under the guidance of experienced and talented dance specialists and choreographers. The students who participated in the camps reported their experiences as very worthwhile and inspiring.

Molly Burgess (Yr 11), Stephanie Weir (Yr 11) and Chelsi Bielovich (Yr 8) were successful in gaining selection into the Sydney North Dance Ensemble under Ms Janet Ashiabor the Performing Arts Learning Coordinator at Bradfield College. These students were also extremely successful in their performances at The Sydney North Dance Festival and consequently gained selection to perform with their groups at The State Dance Festival and The Schools Spectacular.

Two students, Molly Burgess and Stephanie Weir completed the Year 11 Preliminary HSC Dance course at Bradfield Senior College. Amy Pham completed the Year 11 Dance Preliminary HSC course externally.

During Term four, Ms Kirralea Gordon, a new member of the PDHPE department, created a Year 9 Dance Elective Course and offered the course as an elective for the Year 9 students of 2011. The dance course was a popular choice and a class of 19 students will participate in the Dance Elective during 2011.

**Sport**

The school swimming carnival at Drummoyne Pool was held early in Term One and the winners were Coen House and the runners up McKenzie House. At the Zone carnival, Riverside won the overall school standings for the fourth year in a row. Laura Crockart, Beth and Tara Chilcott, Taylor Byrne competed at State Age National Swimming Championships. The school cross country was held in March at Tarban Creek. Coen were the overall winners with Mackenzie runners up. Riverside Girls finished 4th at the Zone
carnival. Moya Johansson was selected to attend NSW CHS cross country carnival.

The school athletics carnival was held at the Olympic Stadium at Homebush. Coen won this carnival with O’Harris house runners up. Over 100 students represented Riverside at the zone carnival where we were placed 4th.

Triathlon results this year indicate growing popularity of the sport and over twenty eight students participated. Team sport representation this year was highlighted by Beth Chilcott, Yr 10 in achieving selection for the Sydney North Netball team and Rhiannon Davies was selected for the Sydney North Basketball team.

Each year Riverside Girls High School awards the Sportswoman of the Year at the Annual Sports Assembly. This year’s winner was Rosie Bisset of Year 8. Other award winners were Beth Chilcott Year10 – Senior Sportswoman, Laura Crockart Year 10– Junior Sports woman and Georgia Kenny Year 8- Sub Junior Sports woman.

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

All Year 7 and 8 students competed at the Zone games day in Term 3 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.

**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.

Year 7: from Band 4 (lowest) to Band 9 (highest)  
Year 9: from Band 5 (lowest) to Band 10 (highest)

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

**Literacy – NAPLAN Year 7**

Literacy is comprised of four elements: writing, reading, grammar and spelling. Overall, Riverside students performed consistently above the state average in all areas of literacy. This was also the case when compared to similar schools. 75% percent of students achieved a band 7 or higher in reading. 68% of students achieved a band 7 or higher in writing. 69% percent of students achieved a band 7 or higher in grammar and punctuation. 55% of students achieved a band 7 or higher in spelling.

![Percentage of students in bands: Year 7 reading](chart1.png)

![Percentage of students in bands: Year 7 writing](chart2.png)
Numeracy – NAPLAN Year 7

75% of students achieved a band 7 or higher in numeracy. In the top 3 bands Riverside students consistently performed above the state average.

Literacy – NAPLAN Year 9

Riverside students achieved above the state average in all areas of literacy. Performance in the reading component of the test was very sound with 89% of students achieving a band 7 or higher. Our performance in the grammar and punctuation component demonstrates an improvement on previous year’s results with 91% of students achieving a band 7 or higher. The strongest area was spelling with 94% of students achieving a band 7 or above.
**Numeracy – NAPLAN Year 9**

94% of students achieved a band 7 or higher in numeracy. This was 22% higher than the state average.

**Progress in literacy**

Our performance in spelling, grammar and punctuation has improved for students across bands eight, nine and ten but this is not reflected in the writing aspects of literacy. 2010 saw the implementation of a sustained writing project that was initiated in years 7 and 8 to address student performance in this area. The effectiveness of this program will be evident in an improvement in the results in writing. Though results in writing in the top bands requires attention, the performance however, in bands 6 and 7, has significantly improved over this time.

**School Certificate**

Overall our students performed consistently well on all six School Certificate tests achieving results above the state average.

93% of students achieved band 4 or higher in School Certificate English literacy.

82% of students achieved band 4 or higher in the School Certificate Science test.

58% of students achieved band 4 or higher in the School Certificate Australian Geography, Civics and Citizenship test.

65% of students achieved band 4 or higher in the School Certificate Australian History, Civics and Citizenship test.
71% of students were highly competent in the School Certificate computing skills test.

64% of students achieved band 4 or higher in the School Certificate Mathematics test.

The results in Mathematics were particularly encouraging demonstrating a doubling in the percentage of students achieving a band 6.

The result in the Australian History, Civics and Citizenship test also demonstrates an improvement in the percentage of students achieving a band 5 or 6.

Though the majority of students achieved a band 4 or higher in the Australian Geography, Civics and Citizenship test this has been identified as an area for further improvement.
School Certificate relative performance comparison to Year 5 (value-adding)

The value added data shows a positive trend in most areas relative to what was expected. A positive improvement in value adding was achieved from Years 5 to 10 in Mathematics, Science, Australian History, Civics and Citizenship.

Particularly pleasing was the result for Australian History, Civics and Citizenship which showed a major improvement when compared to past results and the similar schools average.

Excellent results in the Computer Skills examination illustrate a very high level of proficiency amongst students with respect to ICT.

Higher School Certificate

The class of 2010 continued Riverside’s strong tradition of outstanding H.S.C. results. A total of 24 students received a U.A.I. over 90, which represents 25% of the students eligible for a U.A.I. This was a higher number than the 17 (15.30%) in 2008 and 23 (20%) in 2009.

The highest ATAR result was 99.05. Moya Johansson gained second place in the year and attained the Premier’s Award for band 6 results in all subjects. Riverside received 91 band 6 or E4’s in the 2010 merit lists (14% of the total candidature). There were also 241 band 5 (80-89%) results across all subjects, which made a significant contribution to the large number of students gaining university entrance in 2010.

Riverside was listed 111 in the top 200 schools in N.S.W. This is a substantial improvement in rank from 188 in 2009.

Outstanding HSC results in 2010 included 58% of candidates achieving at band 5 or 6 level; Advanced English 87%, Visual Arts 84%, Chinese Background Speakers 83%, Food Technology 66%, Legal Studies 64%, Hospitality (VET) 63%, Modern History 54%, ESL English 54%, Business Studies 50%, Ancient History 48%.

The best performing Extension Courses were Extension I English (47% gained E4 = band 6) and History extension (45% gained E4 = band 6).

The most outstanding results against the state averages for band 6 (90 -100%) were Textiles and Design (school 50%, state 14%), Visual Arts (school 38%, state 11%), French Beginners (school 36%, state 18%), Advanced English (school 21%, state 13%), PDHPE (school 23%, state 9%), English as a Second Language (school 18%, state 3%) Software Design and Development (school 14%, state 8%).

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

As the graph below demonstrates there was considerable value adding in each area. These significant results shows strategies implemented in the Preliminary and HSC courses enabled students to greatly improve on their results from the School Certificate.
Minimum standards

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

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

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal Education

Riverside continues to review school activities to create opportunities to highlight respect for and raise awareness of Aboriginal culture. Aboriginal students chaired a NAIDOC week assembly and welcome to country precedes all school assemblies. The Aboriginal flag is flown alongside the national flag.

Respect for Aboriginal history and culture is included within all appropriate curriculum areas. The teaching of these aspects of Aboriginal heritage is supported by the purchase of current curriculum resources.

Whilst a handful of students identify as Aboriginal, they are supported in their school life by the HT Student Welfare ensuring that each student has a personalised learning plan as well as opportunities to apply for participation in State SRC events, scholarships and/or specialised programs according to the age and interest of each.

Respect and responsibility

The Anarchy to Belonging (AB) Project continues to generate programs which allow our students to develop into strong women who deal with life in a confident, informed and positive way. The original small team of four staff has been enlarged to include members of the student welfare team as the project gains pace and incorporates more and more elements.

This year saw the exposure of all new teachers to Riverside to the Strengths and Solutions focussed conversations; and the “Shared Concern” Solve-It approach to extreme meanness so that the whole-school community maintains a commitment to these ideals.

Gratitude journal pages have been included in school diaries and Yr 7 completed these as part of their curriculum along with lessons to expose them to the concepts of chaos, respect and self-management. Signature strengths surveys are encouraged both amongst the teaching staff and students who may be experiencing disengagement at school. The character strengths terminology is actively promoted within the school and on the corridor screens.

Multicultural Education

Riverside has a rich and culturally diverse school community with over 50% of the students coming from Language Backgrounds Other Than English. Students and teachers are encouraged to value, appreciate and embrace this cultural, linguistic and
religious diversity to help sustain a harmonious and inclusive school environment.

To ensure the school’s commitment to our rich diversity and to anti-racism, an Anti-Racism Contact Officer (ARCO) 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 conflict. The ARCO’s role is promoted within the school through posters and TV screens, which identify the ARCO and where he or she can be found within the school.

The school’s ARCO addressed all year 9 students during their Personal Development, Health and Physical Education classes as part of their unit on “Diversity”. In addition to providing an explanation of the ARCO’s role, the school’s anti-racism policy and commitment to harmony, this was a forum for constructive discussion about strategies students can use to break down barriers and learn more about each other’s cultures, thoughts and feelings in the context of a richly diverse school community.

In further support of this recognition of diversity, a few student representatives attended a regional Harmony Day meeting in March 2010, reporting back to the school community at a whole school assembly to celebrate Harmony Day.

As part of the school’s commitment to inclusion for all students, the presentation “Many Spheres” was previously given by the ESL teachers in Term 1, 2009, at the Executive Conference, and to teachers at the Term 2, 2009 Professional Learning Day. The presentation was about the culturally diverse demographic of our students with the focus being about raising awareness and creating an inclusive environment for our culturally and linguistically diverse students which ensures that all students in our community feel a strong sense of belonging to their school community.

In 2010, a priority focus was given to ESL support, as outlined further below. At the Term 2 Professional Learning Day, 2010, a professional learning session was provided by the ESL teachers on supporting ESL students in mainstream classes, with a focus on explicit language teaching.

English as a Second Language (ESL) is essential learning support at Riverside due to 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, Korea and Hong Kong.

ESL parallel classes operate in the junior years in English (years 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 junior History and Science, and senior Business Studies. 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.

In a significant initiative in 2010, Riverside committed extra resources to ESL to enable the funding of another ESL teacher (part time), allowing extra tutorial and classroom support across a wide range of curriculum areas. This impetus foregrounded the importance of providing ESL support for the many students who make up this diverse cohort, as well as Riverside’s ongoing commitment to supporting students’ language needs.

Multicultural education is also a specific 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, through texts such as “Immigrant Chronicle” by Peter Skrzynecki, “Swallow the Air” by Tara June Winch, “Beneath Clouds” directed by Ivan Sen, “Parvana” by Deborah Ellis, the poetry of Jack Davis, “Whale Rider” directed by Niki Caro and various Multicultural book collections.

An important event held at the end of Term 3, 2010, as in preceding years, was a farewell luncheon for the Year 12 International students, to celebrate their time at Riverside as part of the school community and mark the successful conclusion of their studies at the school.

**Student Welfare**

Once again the student welfare focus at Riverside continues to target the challenge of ensuring that our students flourish within a flourishing school; in order to cultivate an environment that fosters resilience and interpersonal competence.

This meant that past initiatives such as the use of a common language to describe conflict, the SolveIt and SortIt approaches have been maintained along with such activities as Peer Support, the Yr 7 Day Camp and Techno-mean Day.

In addition this year RGHS:

- liaised with Ryde TAFE to implement a community mentoring scheme whereby 15 of our students were matched with an adult mentor who had completed a course in mentoring at TAFE. The
trial was so successful that community mentoring will be incorporated into our annual program

• participated in the national trial co-ordinated by the Alannah & Madeline Foundation to develop an e-smart accreditation for Australian schools
• worked with NextGen to develop a program aimed at raising awareness of issues relating to breast cancer and in encouraging proactive and protective behaviours against it in young women. This project subsequently gained funding for development for national implementation
• co-operated with the Department of Health in the conduct of the Teen Dental survey as well as the year’s round of student inoculations
• identified a teacher to act as a school drug education contact after 3 members of the welfare team took a specialist training course to support students struggling with issues such as smoking and alcohol abuse.

The student welfare team, consisting of 6 year advisers, DP(Welfare) and HT Student Welfare meets weekly to discuss how individual students are faring so that referrals can be made to our Learning Support Team, school counsellor and to distribute information to teaching staff as appropriate.

The annual Welfare Conference focussed on cyber-safety, SolveIt training for new members, the directions of the AB project and identifying potential coaching models to adapt to the Riverside context.

Environmental education for sustainability

2011 will see RSGH install a bank of solar panels under the National Solar Schools Program with a grant of $50,000. The scientific principals and savings of this system will be integrated into lessons across the curriculum. Two 20,000L rain water tanks are currently used to flush the student toilet block and water the school grounds. The Environment Club continues to plant and weed garden beds to promote the diversity of native flora and fauna. The establishment of a frog pond will encourage a wider diversity of wildlife and will be integrated into the proposed permaculture garden.

Progress on 2010 targets

Target 1

Using Technology to enhance learning in years 9 & 10

In 2010 we aimed to expand the use of information and communication technologies to engage all students and teachers in quality teaching and learning by creating learning environments that are relevant and engaging and that prepare students, in all their diversity, to succeed in the modern world. This involved developing skills in the innovative use of technology in classrooms, incorporating Laptops for Learning (L4L) and Connected Classroom programs to meet the learning needs of our students.

Our achievements include:

• 18 teachers shared best practice via presentations in staff meetings, 7 faculties used sharing of best practice in faculty meetings to enhance teacher use of technology in the classroom and 93% of staff reported they engaged in informal sharing of best practice with colleagues throughout 2010
• 82% of teachers reported that sharing of best practice had a direct impact on their use of technology in teaching
• our regional consultant presented sessions for our staff on 3 occasions throughout 2010 providing the impetus for change in practice and further skill development
• 29% of staff recorded a significant increase in skill development throughout 2010 and 35% recording high levels of skills development throughout 2010
• 48% of staff attended professional learning activities outside of the school and 71% enrolled in school developed professional learning activities
• 73% of teachers reported a increase in integration of technology classrooms for years 9 and 10
• data projectors are available in 84% of classrooms
• 80% of staff had a personal laptop for their use
• year 7 ICT program and learning activities were revised and rewritten to support the skills required by students to use the laptops provided by DET.

Target 2

Development of sustained writing skills

Our school-based professional learning program aimed to increase teachers’ capacity to identify and address students’ literacy learning needs and to support students in Years 7 & 8 to develop competent sustained writing skills across all KLAs. By extending the professional knowledge and practice of all teachers we aimed to ensure we met the learning needs of the full range of students within our mixed ability and upper stream classes. Quality teaching, learning and assessment would be evident and feature learner centred learning, higher order thinking, problem solving and high expectations whilst ensuring the concept of personal best was embedded in the school culture.
Our achievements include:

- a range of faculty and whole staff professional learning opportunities featuring shared best practice and focusing on enabling students to develop writing skills across word, sentence, paragraph and whole text levels
- two faculty teams worked to identify writing demands in their subjects, strategies to enhance writing and to use technology to support sustained writing
- all faculties worked to incorporate writing into teaching programs, learning activities, assessment and reporting in year 7 and four faculties achieved this in year 8.
- two faculty teams worked with the regional literacy consultant and modeled best practice within their faculty
- the creation of opportunities for teachers to share best practice, engage in self reflection, reflect on what quality work looks like in subject specific contexts and to ensure students receive quality feedback as natural part of the learning process
- shared samples of work completed within five faculties
- all faculties developed assessment tasks which assessed student progress in writing and reported on student achievement in semester 2 reports for all year 7 students.

Key evaluations

Educational and management practice

Background

In 2010 we focused on evaluating school planning and its impact on day-to-day life of students and staff.

Findings and conclusions

- Overall, thoughtful long and short term planning is evident at Executive level and this provides a framework for the administrative functioning of many aspects of school life including the administration office, major events throughout the school year such assessment and reporting processes, and also special events such as Open Day and whole school sport.
- It is clear that staff involvement in planning is a crucial factor in their engagement during the implementation stages and this is an area for improvement in 2011.
- Most teachers surveyed expressed a desire to be consulted early in the planning process and actively sought opportunities for evaluation after events.
- The concept of using “think tanks” which comprise those who have crucial roles in implementing plans and procedures was thought to be especially important.
- The Annual School Plan needs to be reflected in Faculty Management Plans and remain a regular and ongoing focus of EARS.
- The Senior Executive need to work actively to ensure that the Executive team are aware of the processes of long term planning and allow them to feel a sense of ownership by inviting participation.
- The implementation and evaluation of the Annual School Plan needs to be a regular part of Executive, staff and faculty meetings and be referred to in the staff bulletin to assist all staff maintain the focus and work towards common goals. This will enhance the achievement of targets.
- Maintaining records of organizational procedures used for event management, such as the Year 7 Orientation Day and Open Day will encourage new staff to take on the responsibility of managing events by providing them with guidance and providing opportunities for a wider range of staff to develop management skills.
- Staff are generally well informed of events and procedures but need reminders and need especially to know “who to go to” to locate correct information quickly, this needs to be a focus in 2011.
- We do have issues with version control in relation to documentation and need to provide professional learning to alleviate this.

Future directions

- Head teachers will present faculty plans to Deputy Principals early in term 1. Progress on the targets will be tracked by initiating regular feedback from Head Teachers in relation to achievements.
- Each term one executive meeting will focus on achievement of targets.
- Staff involved in implementing plans will be invited to participate in the initial stages of planning.
- Teachers will be consulted early in the planning processes and invited to evaluate after events.
The Executive team will be invited to participate in long term planning meetings.

The implementation and evaluation of the Annual School Plan will be a regular part of Executive, staff and faculty meetings and be referred to in the staff bulletin to assist all staff maintain the focus and work towards common goals.

Records of organizational procedures used for event management, such as the Year 7 Orientation Day and Open Day will be essential.

Staff will be given regular reminders of “who to go to” to locate correct information quickly, this will be a focus of Tuesday recess meetings in 2011.

Version control will be the focus of professional learning activities on 2011 for administration staff.

Curriculum

Sustained writing

Background

In 2010 Riverside took a whole school approach to promoting sustained writing with the objective of improving literacy standards across the school but with a particular focus on the junior school. In addition to the faculty focus outlined below the school held a persuasive writing competition for Year 8 to further the love of writing and development of argument.

Findings and Conclusions

All Year 7 students undertook a sustained writing task in early term 1 and completed a further task for the purposes of a comparative study. Year 9 and 10 assessment tasks were formally reviewed to incorporate the use of writing scaffolds and literacy strategies to develop more complex writing. A stage development system was incorporated into the Year 11 and 12 programs to focus on writing skills. This developed skills in analysing the question, identification of key terms, linking the question to the response and the construction of well supported paragraphs. Staff also developed skills to support the sustained writing program through the sharing of resources and the training of staff in two faculties with the incorporation of writing strategies into unit programs.

The real benefit of the sustained writing program will be assessed following the NAPLAN tests this year however based on HSC and School Certificate results for 2010 the school has demonstrated value added results and positive improvement in most areas. Particularly note worthy is the improvement in SC results for History, Civics and Citizenship.

Future Directions

Sustained writing will be written into faculty programs; the year 8 whole school persuasive writing competition will be streamlined and embedded in the events calendar. NAPLAN data will be analysed to assess the sustained writing program and the library book borrowing program will be revitalised in 2011.

HSIE - Connected learning (Years 9 and 10)

Background

The HSIE faculty is adapting to the introduction of student laptops and changes in technology by incorporating elements of connected learning into their programs. Connected learning has been a target in 2010 with the aim to build teacher confidence in using such tools as Moodle; OneNote; Premiere Elements and Adobe whilst engaging the students in new and exciting ways. Both internal and external training (ie. faculty trainings sessions with Leonore Glansbeek and Anne Vogelnest) has assisted the HSIE faculty in developing connected learning techniques. HSIE has made good progress in the area of connected learning for years 9 and 10.

Findings and Conclusions

Faculty training with Anne Vogelnest in term 1, 2010 helped HSIE to review resources available for teaching and learning. HSIE has also engaged with connected learning through developing skills in Premiere Elements; Publisher; Adobe; OneNote; and Moodle to develop multimedia tasks. Training sessions with Leonore Glansbeek in an ongoing capacity have proved to be very useful.

HSIE has developed Moodle into many of their year 9 and 10 programmes. The Year 9 Moodle units on Natural Hazards and World War II have been implemented and the students are enjoying the structure and variety resulting from this learning. The Year 10 Moodle units on Urban Growth and Decline and Australia during the post war period have had similar positive results. A PDF portfolio was also developed for the topic of Vietnam which centralised resources and proved highly engaging for students on the laptops.

A focus for 2010 was to achieve competent use of OneNote for both teachers and students. Year 9 History has focused on using this tool for historic research utilising the referencing capabilities. A OneNote unit was successfully developed and used for the year 9 Geography unit on Australian communities.

The HSIE faculty has developed a faculty code of conduct regarding appropriate use of laptops. Although appropriate use of laptops is still an ongoing
struggle, the clear guidelines are helping students and teachers have clear expectations and rules in the classroom.

In May 2010, HSIE was involved in Geography focus training. Carlo Estay, Holly Daly and Lisa Edwards found this day useful to experiment with new technology and develop lessons using Moodle; OneNote and Adobe. These lessons have been used in the classroom and have been successful examples of connected learning.

In 2010, Holly Daly coordinated a video conference for SEAT (Student Equity) program. This allowed students to communicate with students from other schools and department representatives focused on issues of equity and equality. This proved to be an exciting venture and HSIE would like to implement more video conferences into their programs in the future.

Diigo was introduced to the HSIE faculty in 2010 and is a valuable bookmarking site which facilitates sharing of relevant websites. A Riverside HSIE link has been created and students in Year 12 Modern History also have access to the website.

**Future Directions**

HSIE aims to develop their skills and competencies in the tools mentioned above in order to develop engaging and new lessons for our students. HSIE will develop lessons and assessment tasks that are in keeping with social and technological trends. We are currently exploring the Edmodo organisational and communication tool which we are trialling with Yr 10 History, Yr 11 and Yr 12 Legal Studies. We are finding Edmodo a user friendly website which the students actively engage with and a useful tool for communication. Staff are enjoying keeping in touch with colleagues across the region and being able to remotely upload files to the website is proving beneficial. Students are able to access resources easily and can communicate with their teacher fostering positive feedback and clear instructions. RSS feeds enable students and staff to receive up to date information and keep in touch with current trends and developments.

2011 will see the HSIE faculty expand on the current inclusion of technology across the faculty empowering staff members who are less confident with technology through training and development. We would like to see the further expansion of Edmodo into the classroom and explore blogging as part of our faculty planning and programming.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the implementation of the laptops for learning program in years 9 and 10. Their responses are presented below.

**Staff Satisfaction Survey:**
My preferred means of ongoing professional learning in relation to ICT is:

- Online tutorials: 43%
- Workshops at school e.g. with Leonore or other teachers: 78%
- Conferences: 33%
- Mentoring: 41%
- Team teaching: 30%
- Show-and-tell: staff sharing their experiences e.g. in staff meetings: 46%
- Lunch and Learn: 41%

What are the good things about having your baby laptop - tick as many as apply:

- Internet access in class: 93%
- Software applications to use in class: 91%
- Accessing email from the DET portal: 82%
- Don't have to wait for a computer room: 74%
- Using the Web cam: 20%
- Software applications to use at home: 37%
- Listening to music and playing games: 51%
- Using it in the playground: 22%

Student Satisfaction Survey:

Consider year 9 and 10 classes who have laptops. How often do you ask students to use their laptops?

- Every lesson: 9% (1)
- Most lessons - more than 80%: 20% (2)
- Some lessons - 50% - 80% of lessons: 55% (16)
- Less than 50% of lessons: 21% (9)
- Less and 20% of lessons: 7% (3)

Do you use your DER Laptop tick as many as apply:

- Before school: 16%
- Break: 21%
- Lunch: 43%
- After school: 85%
- Weekends: 54%

On an average day, how often do you use your DER Laptop in class?

- Almost every lesson: 39%
- Most lessons: 45%
- Some Lessons: 17%
- Rarely: 13%
- Hardly ever: 4%
Parent Satisfaction Survey

To what extent do you believe your daughter uses her laptop for school work?

- Very frequently: 24%
- Frequently: 21%
- To some extent: 23%
- Rarely: 32%

To what extent do you believe the laptop will enhance your daughter’s learning?

- A great deal: 12%
- A fair bit: 52%
- Somewhat: 36%
- Not at all: 0%

Are you happy with the design of the laptop?

- Yes: 78%
- To some extent: 22%
- Not at all: 0%

To what extent are you impressed with the range of software available on the laptop?

- I am impressed: 27%
- I am not impressed: 0%
- I am not aware of the software on the laptop: 73%

Professional learning

In 2010, 60 staff members participated in professional learning activities. The focus of professional learning included:

- Using Moodle to create learning and assessment activities
- Incorporating blogging into lessons
- Developing lessons and interactive activities for the DER Laptops
- CPR training
- Leadership and Career Development
- Student Welfare and Equity
- Quality teaching
- Early career teachers
- Syllabus implementation

There were three New Scheme Teachers working towards accreditation.

The total school expenditure on professional learning at the school level was $37483.00.

The individual average expenditure on teacher professional learning was $624.71

School development 2009 – 2011

Targets for 2011

The four target areas for 2011 are achieving the best possible learning outcomes for our diverse range of students, establishing positive links with the community, building a positive and solutions-focused culture in which all flourish, and Connected Learning.

Target 1

Achieving the best possible learning outcomes for our diverse range of students

Achieving the best possible learning outcomes for our diverse range of students will result in enhanced and alternate curriculum options, a strengthened capacity of teachers to improve student learning outcomes, differentiated curriculum evident throughout years 7–12, and improvement in literacy outcomes relating to sustained writing for year 8.

Strategies to achieve this target include:

- professional learning activities at faculty and whole school level with focus on approaches to dealing with mixed ability classes
- provision of opportunities for shared best practice
- implementation and evaluation of the non ATAR program for year 11
• maintaining programs which enhance the opportunities of our most capable students e.g. Year 11 students enrolled in University courses and acceleration of targeted junior students into senior courses and mentoring our high achievers
• faculty reflection on HSC results and involvement ii developing plans to maintain or improve future results by moving year 11 and 12 students from the band they are currently performing in up to the next band
• maintaining and further developing TAFE links e.g. Coffee Training and short TAFE courses
• the continuation of sustained writing strategies from Year 7, 2010 to Year 8 2011 including faculties working to incorporate writing into teaching programs, learning activities, assessment and reporting
• analysis of 2010 NAPLAN test data to inform best practice in teaching and learning
• the development of a Year 11 program for 2012 to assist students to meet expectations of the senior school.

Our success will be measured by:
• teacher feedback assessing the provision of curriculum modification in mixed ability classes
• teacher / student / parent reviews to evaluate the non ATAR program for year 11 in 2011
• the evaluation of programs which enhance the opportunities of our most capable students and support student those who are disengaged e.g. Coffee Training and short TAFE courses
• written reports demonstrating faculty reflection on HSC results and plans for 2011
• evidence of continued engagement in sustained writing strategies across the curriculum including the engagement in the sustained writing competition, incorporation of writing into teaching programs, learning activities, assessment and reporting of achievement in both years 7 and 8
• analysis of 2010 NAPLAN test data with opportunity for each teacher to consider a range of strategies to enhance the skills of students in their classes
• a Year 11 program ready for implementation in 2012 to assist students to meet expectations of the senior school.

Target 2

**Establishing positive links with the community**

The focus is on promotion of the school's programs and achievements in the wider community, increasing community awareness of the strengths of our school and our achievements.

**Strategies to achieve this target include:**

• regular coverage of school events in local newspapers
• primary school links for Years 5 & 6 in Visual Arts, Science, P.A.S.S.
• trial of the Duke of Edinburgh Scheme for a small group of students
• engagement in activities which develop positive perceptions of our school in the wider community e.g. focusing on exemplary student behaviour on buses and in shopping centres,
• the focus on school uniform compliance
• evaluation of Riverside Currents
• regular update of news and events on the School Website and via Parent Portal
• a Parent Portal available via the school website.

Our success will be measured by:
• coverage of school events in local newspapers each term
• client satisfaction data re implementation of primary school links
• student / parent / teacher evaluation of the Duke of Edinburgh Program
• implementation of activities aimed to develop positive perceptions of our school in the wider community e.g. a program focusing on exemplary student behaviour on buses and in shopping centres
• a reduction on the number of students out of school uniform
• client satisfaction survey relating to Riverside Currents and the Parent Portal
• weekly update of news and events on the website

Target 3

**Building a positive / solutions focused culture in which all flourish**

We aim to continue to work to ensure that a positive, strengths & solutions approach underpins all aspects of RGHS life, encompassing staff & student management, welfare and leadership programs including:
• a strengths approach developing harmonious relationships and solutions
• providing opportunities for teachers to connect with each other in meaningful ways and build collaborative relationships that reinforce excellence in teaching
• valuing staff, acknowledging their contribution, supporting, building capacity, increasing job engagement and improving staff morale
• developing positive, resilient and confident students and staff who demonstrate mutual respect and ethical practices
• providing appropriate support to empower both students and staff.
• staff and students using common language during discussions about expectations and behavior, creating a culture of mutual respect and positivity
• students using “Sort It” to resolve interpersonal issues
• staff using the Stages student management system.

Strategies to achieve this target include:
• provision of professional learning opportunities for all staff each term supporting staff to develop a shared understanding of “acceptable behavior” in the classroom environment as well as boundaries and their implementation
• Head Teachers will actively encourage and support teachers to use the Stages student management system
• faculty & inter-faculty teaming will be used to strengthen the leading of learning in the classroom
• professional learning will be implemented each term to revise the AB project and the strengths and solutions approach
• gratitude journals implemented in years 7 and 8
• Head Teachers will encourage and support staff to implement the AB project and the strengths & solutions approach
• recognition of staff strengths within faculties and across the school community
• the executive will work to actively acknowledge and celebrate strengths of the school
• training of staff to assist students to implement “Sort it”
• training members of the welfare team to implement “Solve It”
• integration of elements of positive psychology into the year 7 and 8 curriculum
• ongoing familiarity with positive psychology and its relationship with flourishing student and staff

Our success will be measured by:
1. staff surveys to ascertain to what degree they:
   • feel valued, supported and their strengths recognized at faculty level
   • have worked to establish and implement a shared understanding of boundaries to assist students to make positive choices in relation to their behavior
   • have applied the Stages student management system in a non-confrontational manner
   • have used the AB Hierarchy
   • Head Teachers are actively supporting and challenging teachers to use Stages at appropriate levels; implement the AB project and a strengths & solutions approach
   • the executive is actively acknowledging and celebrate strengths of the school
2. integration of elements of positive psychology into the year 7 and 8 curriculum
3. gratitude journals implemented in years 7 and 8
4. all year 7 – 10 year advisors implementing “Solve It”

Target 4
Connected Learning (Years 9, 10 and 11)

Expanding the use of information communication technologies will engage all students and teachers in quality teaching and improve student outcome achievement. Creating a learning environment that is relevant and engaging will prepare our students to succeed in the modern world. Developing skills in the innovative use of technology in classrooms, incorporating Laptops for Learning and Connected Classroom programs will meet the learning needs of our students in the 21st century.

Strategies to achieve this target include:
• implementation of a Parent Intranet via a Portal on the school website
• ongoing development of the Student Intranet

Our success will be measured by:
• staff reporting an increased confidence and frequency of use of laptops in the classroom for years 9 – 11
• Moodle courses implemented by 50% of teachers
• increased staff attendance at voluntary professional learning activities
• revised teaching program for 7 & 8 ICT
• refined use of technology to maintain and develop whole school administrative, management and communication systems
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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