**Principal’s message**

The 2011 year was one of great change for the Riverside Girls High school community with the appointment of a new principal, deputy principal and Head Teacher Creative and Performing Arts. These three joined an experienced and very professional executive committed to the achievement of student outcomes in a caring and positive environment.

The staff provides quality learning experiences in the classroom and has devoted many hours to their own development through participation in professional learning activities. They are role models to our students that lifelong learning can be exciting and motivating.

Our school is fortunate to have friendly administrative staff and I thank them wholeheartedly for their ongoing support both of students and staff.

Riverside has a strong sense of history and I am keen to develop this as we head towards our 80th anniversary in 2014. Students study the school’s history in year 7 and I have been collecting artifacts and mementos for the school’s collection. We opened the school for the Hunters Hill sesquicentenary and welcomed ex-students to the corridors to reminisce and share stories ready for our next publication of the school’s history in multimedia form for 2014.

Academic success continues to be a focus of the school with twenty students achieving an ATAR greater than 90 in the 2011 HSC. For the first time in the school’s history, two students were nominated for the onStage showcase of the best drama performances. We had one nomination for DesignTech for excellence in Design and Technology and also two students’ artworks were shown in the Art Express of superb visual arts major works.

Riverside welcomes international students, however, our total number of students from China and Korea is at 15 students only. I travelled to China as a representative of the Department of Education and Communities in October and attended many education expos to argue that NSW public education is a great place to study in English. As a result, five students have enrolled for the 2012 year from China. My intention is to build this number to forty international students. They enrich our school and help us to keep the focus that we are a very multicultural and inclusive community.

We encourage not only academic excellence but involvement in a wide range of curricula and extra curricula activities. We impress on the girls the need to be well rounded citizens who participate actively in the world around them. The band, string ensemble, dance, choir and sporting teams excelled in 2011, as did the Mock Trial, debating and Tournament of Minds teams.

Also, we supported four charities through activities organised by our Student Representative Council. We are a caring school and our actions show that we develop students who are active and responsible citizens.

Riverside Girls High School is an exciting and rewarding place to learn. In 2011, we commenced the planning of the vision for the school for the next three years. Teachers, parents and students were involved in conversations about the direction they wish the school to move. The targets and strategies outlined at the end of this report have been planned collaboratively with the community. This has been a very enlightening and enjoyable process as students have such valuable input. This will continue to be the direction we take for school improvement with the students involved in focus groups together with staff and parents/carers.

I am proud to be principal of a great public school.

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.

**Ms Belinda Kelly**
Principal

**P & C message**

Riverside Girls High School P&C continues to encourage communication and participation between parents, carers, students, teachers and staff in many aspects of Riverside community. There are approximately 900 families in the Riverside community, many of whom are from non-English speaking backgrounds.
During 2011 the P&C held meetings on the second Wednesday of each month during school terms, providing a valuable forum for parent feedback and discussion. All parents and carers were encouraged and welcomed to attend.

During the year a consistent core of active parents supported the P&C by assisting: on Open Day with a sausage sizzle and gelato cart; on Year 6 into 7 Orientation Day with a gelato cart, helping in the uniform store and with band auditions; and with a gardening working bee. The P&C and the music sub-committee provided food and refreshments to support after school events, including Annie the musical and a MECA (Music and Extra Curricular Activities) performance evening. The music sub-committee supported a music incursion day for band members with organisational help, food and refreshments.

Ms Chamaoun, Head Teacher Welfare and Ms Miller, Year 7 Coordinator were guest speakers at the March P&C meeting. Their presentation outlined the Riverside Welfare Policy and Programs. Ms Kelly and Ms Nikoletich gave a presentation explaining the Year 7 and Year 9 NAPLAN results at the October P&C meeting.

Individual P&C members also participated in: the session on Learning Culture at the Staff Development Day; the Communicating with Your School Community, a 2 day training course; organisation and support of a Tournament of Minds Team; building of the sustainable gardens; and staff selection panels for the Principal and Head Teacher Teaching and Learning.

The majority of the P&C’s funds were provided by the parent contributions collected by the school on behalf of the P&C. This was supported by proceeds of funds raising activities: a wine fundraiser; sausage sizzles and gelato carts.

During 2011 the P&C committed $18,650 for the School Library and over $12,100 for special projects, including funds for:
- sustainable Gardens
- Year 12 graduation ceremony
- school band funds
- parent welfare information supper
- student lunch program
- coffee club
- breast cancer donation
- Sharon Douglass ICT Awards
- Spanish course resources
- dance course resources

The P&C used Currents, the monthly school newsletter and email to communicate with parents and carers. At the end of 2011 the P&C transitioned its website to the P&C pages on the school’s website and email communications via the Parent Portal. This has given unified way to access P&C and school information. The P&C web pages are at: http://www.riversidegh.schools.nsw.edu.au/public/website/content/pc.html

Mr Greg Tunnock
P&C Representative

Student representative’s message

This was a year of activism and awareness with a stunning number of fundraisers and activities. The group of enthusiastic, passionate young women was once again led by Ms Renae Lidman and Ms Sara Antunes.

After the witnessing footage of the devastating floods in Queensland, the SRC initiated a Queensland Flood fundraiser where the new donation system introduced by the students and teachers to collect money over the period of a week leading up to a mufti day proved very successful.

We hosted an assembly for International Women’s Day in March. Adults were absent on stage as the SRC took over, arranging their chairs on stage in circular formation for a more inclusive relationship with fellow students. An engaging performance about women’s contribution to society, health, sport and entertainment was produced by the Year 12 drama class, educating girls through humour and good will. Students from year 9 shared stories of important women in their lives which ranged from their mother to public figureheads such as Frieda Khalo.

The SRC house representatives initiated a fundraiser unique to their student group. Coen hosted Pink Fairytale Day. The school was transformed into a fantastical land in support of research into Breast Cancer.

The Junior SRC hosted ‘Shades for Aids’ Day where students wore sunglasses to create awareness of the devastating venereal disease...
HIV AIDS. It was admirable that the students found a fun and exciting way to raise awareness on such a dark subject. Students wrote statistical and powerful quotes on the asphalt in chalk.

This year, the SRC focussed more on awareness of social conditions. McKenzie house hosted Close the Gap day and raised awareness of the stunning mortality rate difference between Aboriginal and non-Aboriginal Australians. The hall was covered in black and white hands that the SRC tirelessly cut out to serve as a visual reminder of the fundraisers cause.

In October, our school was transformed into Hogwarts School of Witchcraft and Wizardry in support of the Make a Wish Foundation, an initiative that provides disadvantaged children with a wish of their desire. Mallinson House SRC converted the hall into Diagon Alley and provided much mystical entertainment for the students.

O’Harris supported Ronald McDonald House which provides disadvantaged children with housing, sporting and entertainment facilities. A group of O’Harris SRC students travelled to Ronald McDonald House to gain an insight into this great initiative and returned with an entertaining and informative power point to present to the assembly.

Riverside Girls High School has an incredibly capable and passionate group of students leading the school in the SRC. This year, the group also focused on promoting the message that all students are welcome to the meetings. The SRC will continue to work with the school community to enrich Riverside Girls High School's social and political conscience.

Julia Readett
School Captain 2011

### School context

### Student information

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

### Student enrolment profile

An enrolment of 955 students in 2011 was a decrease on 2010 with one fewer class in Year 7. Over 50% of students have a language background other than English with Cantonese, Mandarin and Korean being the largest.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</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>1008</td>
<td>1019</td>
<td>1014</td>
<td>1007</td>
<td>955</td>
</tr>
</tbody>
</table>

### Student attendance profile

Monitoring student attendance remained a high priority in 2011, based on the high correlation between rates of attendance and high levels of student achievement. Student attendance (93.9%) 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 and ongoing case management coordinated by a deputy principal with the student welfare team, parent and student interviews and the 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 & 10. The remaining classes in years 7 and 8 were mixed ability including. In each year there was one ESL English class. In years 9 and 10 students selected three electives which were all mixed ability classes.

Retention to Year 12
The school’s retention rate for students from year 10 to 12 in 2011 was higher than the region and state figures. A small number of students chose to complete their senior studies at a nearby co-educational school.

Post-school destinations
In 2011, 97 students were offered university places for 2012. Non-ATAR students pursued pathways via TAFE in 2012 or entry in the workforce.

<table>
<thead>
<tr>
<th>Destination</th>
<th>% of Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>65</td>
</tr>
<tr>
<td>TAFE</td>
<td>16</td>
</tr>
<tr>
<td>Employment</td>
<td>12</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training
In 2011, 36% of year 12 students undertook vocational training.
32 students studied Hospitality at Riverside while 12 vocational training courses were accessed through TAFE as part of students’ HSC accreditation.

In 2011, 143 year 12 students (96%) completed the HSC while 5 students (4%) were enrolled in a Pathways HSC or attained records of achievement.

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

Staff establishment
The school’s staffing entitlement in 2011 was 65.0. The school has a very experienced staff balanced with regular appointments of new scheme teachers. One beginning teacher completed accreditation with the NSW Institute of Teachers in 2011.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>60*</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.7</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11.8</td>
</tr>
<tr>
<td>Total</td>
<td>88.5</td>
</tr>
</tbody>
</table>

* 55.2 FTE

No staff identified as being of Aboriginal or Torres Strait Islander background.

Staff retention
Riverside Girls has a high level of staff retention. Following retirements of long serving staff a new Principal, Belinda Kelly; a new deputy principal, Katarina Nikoletich, and a new head teacher creative and performing arts, Graeme Lowe, were appointed to the school in 2011. New teachers also were appointed in the science and HSIE faculties. The school lost a valued staff member, Sharon Douglass, who passed away during 2011.

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. It does include a substantive sum to fund a projected upgrade of one kitchen in 2013-14 with an estimated cost of $200 000.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>758706.55</td>
</tr>
<tr>
<td>Global funds</td>
<td>473118.25</td>
</tr>
<tr>
<td>Tied funds</td>
<td>243620.03</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>801258.38</td>
</tr>
<tr>
<td>Interest</td>
<td>39223.35</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>99900.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2415826.71</td>
</tr>
</tbody>
</table>

| **Expenditure**           | $          |
| Teaching & learning       |            |
| Key learning areas        | 219121.92  |
| Excursions                | 88437.16   |
| Extracurricular dissections| 319630.89  |
| Library                   | 236070.02  |
| Training & development    | 0.00       |
| Tied funds                | 232825.85  |
| Casual relief teachers    | 49478.42   |
| Administration & office   | 253503.23  |
| School-operated canteen   | 0.00       |
| Utilities                 | 117679.37  |
| Maintenance               | 148306.78  |
| Trust accounts            | 95913.20   |
| Capital programs          | 161664.84  |
| **Total expenditure**     | 1922631.68 |
| **Balance carried forward**| 493195.03 |

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

2011 was once again a successful year for student achievements in a variety of areas including academic, sport and the creative arts. Riverside students continued the tradition of entering competitions and extending themselves through their participation in community events.

Achievements

Arts

Students were selected to perform at a variety of venues in 2011. The school was well represented at the Ryde Schools Spectacular with Karen Kong (violin) and Charlotte Snedden (voice) performing solos. Students also participated in the State Schools Spectacular in the choir, dance ensemble and as members of the orchestra.

Annie

The musical production of “Annie” utilised cross faculty and community support displaying the dedication and talent of students and staff. The musical required both vocal and instrumental expertise as well as artistic sets and choreography. The musical drew on the resources of the entire school and was enthusiastically received by the entire community.

National Competitions

Riverside GHS entered the Hunters Hill “Young in Art” and the National Art School in which 2 students were successful.

CAPA Night

The HSC showcase of musical performances and artwork displays was held at the end of the year highlighting the talent of both musicians and artists. The evening was officially opened by celebrity Casey Burgess (a past Riverside Girls student and member of “Hi Five”).
Primary Links

Visual Arts played a vital role in the primary links project. The Visual Arts faculty were responsible for providing educational activities for the girls from local primary schools. The primary students participated in a range of art making projects including ceramics, collage and drawing. This project had year 8 students working closely with a group of primary students to produce art works demonstrating a connection to various cultures.

Art Express

Riverside’s ongoing tradition of having students selected for ARTEXPRESS continued in 2011. Bonnie Ya Jun Ho’s “The Lost China: Illuminations of a forgotten memory” and Victoria King’s “The mind can weave itself in a cocoon” were selected for exhibition in 2012.

Drama

Drama is a dynamic force within the school with many students studying the subject from year 9 onwards or being involved with the numerous extracurricular activities offered. Drama club is offered to students in years 7 and 8 and there are many opportunities for students to showcase their talents including performance evenings, assemblies and the annual school production.

Onstage Nominations

The HSC Drama class received excellent results in the HSC. Two students, Eloise Hodgson and Julia Readett, were also nominated for Onstage. Onstage is a showcase of the top HSC Drama Group and Individual Performances held at the Seymour Centre. Both girls were nominated for their Individual Performances. Julia’s performance ‘Diary of a Madwoman’ was an adaptation of Neil Armfield’s ‘Diary of a Madman’ and focused on the role of women in the Victorian era. Eloise created a recontextualised adaptation of Mrs Lovett from ‘Sweeney Todd’, in her performance titled ‘Minced Meat’.

Richard’s Rampage

Riverside was one of eighteen schools selected Australia wide to participate in the Richard’s Rampage workshop. The application and audition process was a rigorous one, with Ms Lidman and the six selected students filming audition monologues, completing references and a detailed application form.

Six HSC students attended the 3 hour workshop which consisted of many physical theatre exercises and ended by students creating a small video of the production. Following the workshop we had second row seats at the Sam Mendes production of Shakespeare’s ‘Richard III’ starring Kevin Spacey who then participated in an hour long Q and A session and posed for a group photograph.

This was such an invaluable experience and a highlight of the girls’ school career.

Dance

The 2011 School Dance Ensemble was led by Hayley McGrath Hogan and Michaela Went, Year 10 students who have been members of the School Dance Company since 2009. Hayley and Michaela choreographed and trained the junior dancers for a series of school-based performances. Rehearsals for both groups were conducted during lunchtimes, after school hours and during some school holidays. Due to the high demand from the Junior Dance Company in 2011, 2012 will be the first year Junior dance is run by an outside choreographer in after school rehearsals aiming to perform in as many school performances and outside festivals.

In 2011, 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. Baxter Adams (Year 8) attended the Sydney North Schools Talented Dance Workshop 2011. Chelsi Bielovich, Jillian Watson, Casey Powell (Year 9) and Amber Pye (year 10) 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.

2011 was the beginning of Dance as an elective subject for year 9. The course proved to be very popular and was enjoyed by all participants. Students participated in a wide variety of dance styles including Bollywood, Hip-Hop, Cultural dance and Contemporary, aiming to improve technique and grasp the basic dance elements in each style.

**Sport**

The school swimming carnival at Drummoyne Pool was held early in Term 1. The winners were Coen and the runners-up were O’Harris. At the zone carnival, Riverside won the overall point score for the fifth year in a row. We had 3 age champions at the zone swimming carnival – Catherine Ogilvie, Sophie Taylor and Laura Crockart.

We had a number of successful individual swimmers and relay teams who qualified for the Combined High Schools mete. Catherine Ogilvie and Laura Crockart competed in individual events at the All Schools carnival, as well as the 6x50m relay team and the Open medley relay team.

The next major carnival was Cross Country held at Tarban Creek. Coen were the overall winners with O’Harris the runners-up. At the zone carnival Ebony Burnard was the 12yrs age champion and Claire Fameli the 15yrs age Champion and the school placed 2nd in the zone. Our U12, U15 and U16 teams all represented the zone at the Area carnival as well as ten individual runners. The U12 cross country team won Sydney North Regional race and went on to win at CHS and earning the bronze medal at NSW ‘All Schools’ competition.

The school athletics carnival was held at the Olympic Stadium at Homebush. Coen won this carnival, with McKenzie the runners up. Over 100 students went to the zone athletics carnival, where we finished 3rd. We had 22 girls compete at Regional Athletics and Ebony Burnard, Ximena Gellen and Xanthi Friel went on to compete at the CHS competition, with Ebony winning two silver medals.

The 2011 year for trampolining and gymnastics was very successful. Not only did Riverside out number any other schools at Regional we performed extremely well at the State competition. At State, The Division E and Division D gymnastics teams, both comprising of more than half the team of Riverside placed in the top 3 overall. Riverside is improving in all areas of gymnastics and trampolining thanks to all the in school and out of school training.

As with previous years we entered many knockout competitions including basketball, netball, hockey, soccer, softball, volleyball, touch football and waterpolo. We also competed in a number of gala days including futsal, netball and basketball.

Riverside’s most successful teams this year were our volleyball and futsal gala teams. The Open Volleyball Team finished 3rd in the NSW State Cup competition. We also sent a team to the Australian School Championships in Melbourne.

In Futsal our U14 team were regional winners and participated in the quarter finals at the State championships. Both the U16 and U19 futsal teams qualified for the state championships after being winners at the Regional championships.

Each Year Riverside Girls High School awards the Sportswoman of the Year Award at the annual Sports assembly. This year’s winner for the second year running was Rosie Bisset of Year 9. Other award winners were Hayley McGrath Hogan (Year 10) Senior Sportswoman, Danielle Kenny (Year 9) Junior Sportswoman and Ebony Burnard (Year 7) Sub-Junior Sportswoman.

Year 9 students competed in the Zone Grade Sport competition on Mondays in Terms 2 and 3 and won the championship trophy for being the most successful school across the competition. In Term 2 our 1st placed softball team won the grade competition. Our soccer teams were placed first and runner-up and the 1st netball team was
placed third. In Term 3 our soccer teams repeated the success of Term 2 and our first Netball team won their Grand Final.

In Term 3, Year 7 and Year 8 represented Riverside at their Zone Games Day, participating in sports such as Soccer, Volleyball, Woodcrick, Korfball and Endball. In December Year 7 participated in our annual 5-day swim school program - learning survival swimming skills, dry rescue skills, and resuscitation as well as furthering their personal swimming skills.

The Annual Year 9 ski trip to Mt Hotham and Falls Creek was held in July with over 50 students, 4 parents and 3 staff attending. Once again students progressed quickly in developing the skills of skiing over the 4 days in the mountains.

Marusha Rowe Year 9 competed in the inaugural NSW Junior Boccia titles a joint project between Cerebral Palsy Alliance and Boccia NSW. Marusha won the BC3 division. Athletes from NSW and New Zealand participated.

So, once again Riverside has had a very successful year in sport. It’s great to see there’s the opportunity to participate and compete in a diverse range of sports at many different levels. Winning is always bonus but giving it a go and working to the best of your ability should always be the main aim.

**Premiers Sporting Challenge**

This year Riverside participated in the Premiers Sporting Challenge for the first time. Students in Year 7 participated throughout Term 3 during PDHPE. Each class received monitoring cards for students to record their physical activity patterns throughout the term. Students then were presented with certificates in Term 4, if they had achieved bronze, silver and gold levels. The program was successfully evaluated and will be repeated in 2012 with the incoming Year 7 cohort.

**Other**

**Duke of Edinburgh program**

Riverside Girls High School re-established the Duke of Edinburgh program. This year 21 students participated with 6 students completing the bronze level by the end of the year. Students have four components to complete – volunteering, physical activity, learning a skill and the adventurous journey. The highlight for the students was the overnight trips to Kangaroo Valley where they canoed, hiked and camped amongst the wombats on the banks of the Kangaroo Valley River.

The program has proved to be very popular and will expand into the silver award next year along with bronze groups from Years 9 and 10. Staff who have dedicated time for the trips include Ms Natasha Miller, Mr Allan James, Mr Paul Jones and Ms Sue Andrews. Other staff have been involved as assessors in activities including learning to cook desserts, and knitting. A number of Duke of Edinburgh girls also assisted at the Hunters Hill Primary Fete Day.

**Digital Art Awards**

Our Information and Software Technology students have entered The Connected Learning Awards, a National competition over the last four years. Each year or students have achieved outstanding results and 2011 was no exception. Laura Barrett from Year 10 was awarded second place in the Digital Art Award Secondary category.

**Tournament of the Minds**

The school entered the Tournament of Minds Competition for the first time in 2011 achieving first place in the NSW Regional Final in Maths Engineering. The introduction of this program was facilitated by parent Ruth McConnell. Her enthusiasm encouraged the girls to “think outside the box” resulting in this outstanding award.

The girls met every week after school to hone their problem solving skills. They made a scale made from recycled materials, mainly paper and cardboard able to lift a weight of 1 ½ kilograms.
2011 Team members were Rachel Branch, Teresa Fischer, Lilli Gaynor, Julia Hood, Elisa Lu, Sian Sykes and Rebecca Williams.

**Commerce in the Quad**

In 2011 year 9 Commerce classes had a competition to choose a product that would raise the most profit in a sell-off to students.

Eight mini stalls were spread around the quad during lunch.

This “Commerce in the Quad” raised a $880. All funds were donated to UNICEF Australia the organisation chosen by year 9 students.

“Commerce in the Quad” helped students put theories learnt in class into practice. The project allowed students to develop qualities such as team-work, creativity and determination and lead their small businesses into a great success. “Commerce in the Quad” also taught students concepts such as the importance of promotion. In the lead up to the day countless posters were displayed around the school and power points promoted businesses on the plasma TV screens.

This fun-filled and educational day would not have been possible without Mrs Burgmann’s and Mr Colley dedication and commitment to creating highly engaging learning experiences for the students.

**Royal Australian Chemical Institute National Chemistry Quiz 2011**

In 2011 a group of students impressively competed against 19,014 candidates in the Senior Year 12 division of this international competition. Competing schools totalling 1,567 included schools from Australia, Hong Kong, Singapore, Malaysia, Indonesia, India, New Zealand, Sri Lanka, Thailand, Brunei, Vietnam, Philippines, Papua New Guinea, Germany and China.

**High Distinction:**

Keziah Colsell & Remy Miles (both Year 11 in Accelerated HSC Chemistry)

**Distinction:**

Felcia Lai, Anne Lee, Rachal Poon, Florence Yuan (Year 12),

Samantha Falon, Amy Pham, Alice van Tilburg (Year 11 in Accelerated HSC Chemistry)

**Credit:**

Sarah Hansen (Year 11 in Accelerated HSC Chemistry) & Dhwani Gohel (Year 12)

Of our 16 candidates, 9 received a distinction or high distinction.

Of particular commendation is the Year 11 Accelerated HSC Chemistry class that competed at Year 12 level and had to complete this examination in the midst of their Preliminary exams; several of them after their English Extension 1 exam.

**2011 Mock Trial competition**

The Mock Trial team proceeded to the first knockout round of the competition with the help of two teacher mentors, Mr. Miles and Ms. Ritchie, and their coach Chris, a practicing lawyer.

The team composed of Naveen Rehmani, Anne Batshoun, Georgina Liu, Greer Brennan, Lauren Gard, Kim Lavender Year 11 and Julia Hood, Yodit Ackerman, Priya Pagiddinimath, Elisa Lu and Olivia Borri Year 10.

Riverside won its first two trials against North Sydney Boys High and Cumberland High School. The first victory was particularly impressive as it was the first trial in which Priya, Julia and Yodit participated. These girls performed exceptionally
well and deserve to be commended for their outstanding performances.

In the third round, Riverside narrowly lost to Loreto Kirribilli but our accumulated point score meant we proceeded to the first knockout round. Unfortunately, Riverside was defeated by Killara High in a very complicated and well-argued medical negligence matter.

The success of the 2011 Mock Trial team highlighted the improvement from 2010. The Year 10 girls will continue to Mock Trial next year, so the competition looks very promising.

**Mind and Morality**

Six students participated in the University of Sydney’s HSC unit of study: *Mind and Morality* with two students earning distinctions and four credits. This program’s ultimate goal is the acquisition of a deeper understanding of who we are and how we should live. The analytical and essay writing skills acquired by students undertaking this program prove very useful in other essay based HSC subjects. On successful completion of this program, students earn six credit points towards an Arts degree at the University of Sydney.

Participants were Silje Andersen-Cooke, Emily Bryant, Samantha Falon, Lauren Gard, Larissa Williams, Megan Williams.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9) and/or

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

**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. When compared to our similar school groups (SSG) Riverside also performed above the average.

75% of students achieved a band 7 or higher in reading. 78% of students achieved a band 7 or higher in writing. 71% of students achieved a band 7 or higher in grammar and punctuation. 79% of students achieved a band 7 or higher in spelling.
Numeracy – NAPLAN Year 7

Students performed well above State average with 41% of students achieving a band 8 or 9. It was encouraging to see an improvement on the number of students achieving a band 9 when compared to the school average over 2007-2011 as well a shift in the number of students receiving a band 6 to band 7.

Literacy – NAPLAN Year 9

We achieved above the state average in all areas of literacy. Reading performance was very sound with 65% of students achieving a band 8 or higher. Spelling improved on previous year’s results with 70% of students achieving in the top two bands.

Writing results are particularly pleasing as this was an area of focus. Through school’s Sustained Writing Project persuasive writing was a targeted area. All faculties participated in this project by incorporating persuasive and sustained writing elements in their teaching programs.

Numeracy – NAPLAN Year 9

88% of students achieved a band 7 or higher in numeracy. This was 18% higher than the state average.
Progress in literacy

Our performance in all areas demonstrates improvement across bands eight, nine and ten. The effectiveness of the Sustained Writing program is evident in the improvement in the Year 9 writing results. The majority of students achieved in Bands 8, 9 and 10. A focus for 2012 will be in the area of applied comprehension with attention on inference.

Progress in numeracy

Students continue to perform above state and similar schools group averages. Aspects of Numeracy will be targeted in 2012 with Mathematics teachers assisting faculties with strategies to improve identified areas.

School Certificate

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

Of particular note are the English results where 57.7% of students achieved a band 5 or 6. 40.9% of students in Mathematics achieved a band 5 or 6 again well above the state average and on par with the similar schools group.

Results in Science and Australian History, Civics and Citizenship where marginally above state averages and comparable to the similar schools group.

Once again students performed outstanding well on the Computer Skills test with 79.1% achieving Highly Competent and the balance Competent.
School Certificate relative performance comparison to Year 5 (value-adding)

A student’s School Certificate relative performance is a measure of the progress a student has made compared with students who performed at a similar level in the Year 5 NAPLAN test. A positive performance means a student is performing above expectations.

The value added data shows a positive trend in most areas relative to what was expected. Particularly pleasing are the results in Computer Skills, Australian Geography, Civics and Citizenship and Mathematics especially when compared to past results and similar schools averages.

Higher School Certificate

The class of 2011 continued Riverside’s strong tradition of outstanding HSC results. A total of 20 students received an ATAR over 90.

The highest ATAR result was 99.45 achieved by Florence Yuan. Two other students achieved an ATAR above 99: Hoi Ying Felicia Lai and Victoria King. These students were recognized as all-rounders receiving the Premier’s Award for band 6 results in all subjects.

Another success was the accelerated Year 11 group who completed the HSC Chemistry course in 2011. 82% gained a band 5 or 6.

All but two HSC courses scored above the state average.
HSC: Course Summary Table

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2011</th>
<th>School Average 2007-2011</th>
<th>State 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>74.6</td>
<td>76.0</td>
<td>74.5</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>78.5</td>
<td>75.6</td>
<td>73.3</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>81.5</td>
<td>82.4</td>
<td>79.5</td>
</tr>
<tr>
<td>Food Technology</td>
<td>74.0</td>
<td>76.1</td>
<td>70.4</td>
</tr>
<tr>
<td>Drama</td>
<td>81.8</td>
<td>79.3</td>
<td>75.2</td>
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<tr>
<td>Textiles and Design</td>
<td>78.7</td>
<td>82.3</td>
<td>73.5</td>
</tr>
<tr>
<td>Economics</td>
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<td>73.7</td>
</tr>
<tr>
<td>Music 1</td>
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<td>78.4</td>
<td>78.3</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
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<td>77.0</td>
<td>72.0</td>
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<tr>
<td>Mathematics Extension 1</td>
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<td>81.4</td>
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<tr>
<td>Ancient History</td>
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<td>77.0</td>
<td>70.4</td>
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<tr>
<td>Hospitality Examination</td>
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<td>83.2</td>
<td>74.5</td>
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<tr>
<td>English as a Second Language</td>
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<td>79.9</td>
<td>73.9</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>80.9</td>
<td>83.1</td>
<td>76.5</td>
</tr>
<tr>
<td>Community and Family Studies</td>
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<td>73.6</td>
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</tr>
<tr>
<td>Modern History</td>
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<td>Chemistry</td>
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<td>English (Advanced)</td>
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<tr>
<td>English (Standard)</td>
<td>69.1</td>
<td>68.4</td>
<td>62.8</td>
</tr>
</tbody>
</table>

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 achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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</tr>
<tr>
<td>Writing</td>
<td>99.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>99.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.3</td>
</tr>
<tr>
<td>Writing</td>
<td>98.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>97.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.3</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Primary Links

In 2011 a group of Year 8 and Year 5 students collaborated in an Enrichment Program which focused on a series of literary, technology and visual arts workshops. The two programs ran concurrently. The focus of the literacy program was the creation of a Digital Story involving the development of a concept, composition of a narrative complemented with images, sound and music. The Visual Arts program focused on creating ceramic tiles which will were assembled into a ceramic mural/mosaic for display at the school.

Year 8 Extension students from Riverside acted as mentors to the Primary students from 7 local Primary schools; Drummoyne, Ryde East, Gladesville, North Ryde, Boronia Park, Hunters Hill and Putney Public Schools. Working in small groups of 3 or 4 they effectively coordinated their skills and talents to produce a variety of imaginative concepts. Over the 4 weeks the students had the opportunity to experiment with technology and multimedia to bring their concept to life or to create using the circle as a significant shape in art and in life, often loaded with symbolism their ceramic tiles.

The Primary school students gained an insight into High School life and the Year 8 students enjoyed the leadership opportunity. The program enabled the students to develop their skills in visual literacy and creativity while benefiting from a collaborative environment. The program culminated in a presentation of their Digital Story and Ceramic tiles to their teachers and parents with certificates being awarded to the students.

The success of this program has been the improved links between the students, school and community ensuring the development of ongoing partnerships.

Aboriginal education

Riverside Girls continues to ensure that school activities reflect respect for and awareness of Aboriginal culture. Welcome to country precedes all school assemblies and the Aboriginal flag is flown in the hall.

Students are encouraged to identify as Aboriginal in order to allow the school to assist them to develop individual learning programs and to avail themselves of training and scholarship opportunities. The school works closely with regional aboriginal advisers.

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 ARCO gave a presentation to all teachers as part of a staff professional development day to further their understanding of the role and the school’s commitment to equity issues.

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 which can be used to break down barriers and learn more about other’s cultures 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 2011, reporting back to the school community at a whole school assembly to celebrate Harmony Day.
Another initiative in 2011 was to include an International student representative in the SRC, enabling this representative to be involved in all SRC activities, attend SRC roll group and meetings, and to provide a valuable conduit of information to further the inclusion and participation of international students at Riverside.

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 2011, Riverside continued to commit 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. The ESL teachers were further supported through continuing professional development in the form of network meetings and courses, as well as CSWE training to support the English Fundamentals course. These initiatives highlight 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, 2011, 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.

Other programs

Respect and responsibility

The ongoing Anarchy to Belonging (AB) Project underpins the continual review of 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 teachers new to Riverside to the Strengths and Solutions focussed conversations; and the “Shared Concern” SolveIt 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 Year 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.

Student Welfare

The student welfare team, consisting of Deputy Principal (Welfare), 6 year advisers, and HT
Student Welfare met 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 student welfare focus at Riverside continues to target the challenge of ensuring that our students flourish within a flourishing school; to examine and review all elements of the school community to ensure that our responsibility to foster resilience, confidence and interpersonal maturity within the student cohort is maintained.

A “You and me” day was introduced into the Year 8 program where “The Shape of a Girl” drama reminded girls of the sad possibilities that can result when extreme meanness going unchallenged. The language introduced in Year 7 annual “Technomean day” the previous year was reinforced in the day’s curriculum program.

In addition this year RGHS:
- incorporated the successful community mentoring scheme into our annual program. 20 of our students were matched with an adult mentor who had completed a course in mentoring at TAFE. This mentoring continued for two terms;
- rotated Peer Leader training into both Year 10 and Year 9 student cohorts in order to facilitate the transfer of Peer Leadership into the regular responsibility of Year 10 rather than Year 11;
- laughter sessions were introduced to Year 12 in order to assist girls to de-stress during the HSC;
- responded to the school community’s request for parent forums. The first forum focussed on “The Secondary School Challenge” was attended by approximately 40 parents whose daughters would be starting in 2012. The success of this forum has allowed us to plan an annual program of one forum per term for parents hosted by the Student Welfare Team.

The special guest at our annual Welfare Conference introduced the laughter concept to the team while other presenters focussed on importance developing a positive class room as a foundation for teaching and learning. New materials relating to mental health allowed team members to maintain up-to-date knowledge of these issues.

**Progress on 2011 targets**

**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 literacy outcomes relating to sustained writing for year 8.

Our achievements include:
- Changing the name of the Non ATAR senior class to HSC Plus program which enables students to be recognised for alternate educational or community programs completed;
- Introduction of new courses for HSC PLUS students who indicated that they were interested in TAFE as a post school option. These included Work Studies and English Studies;
- Improved teacher skills for differentiating the curriculum provided via professional learning
- Faculties provided detailed reports on their HSC results to inform future planning;
- Improved writing results in NAPLAN particularly in the use of paragraphs and persuasive writing; and
- Evaluation of the use of Board of Studies Warning letters and student Programs of Improvement to assist students in reaching their potential.

**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.

Our achievements include:
Building ties with local media to highlight school achievements and successes;

Building closer links with local primary schools through principal and student representative attendance at information days, keys events, P&C meetings;

Inviting parents and carers to information evenings such as
- Understating your daughter's NAPLAN results,
- Welcome to Year 7 parent forum for students commencing high school in 2012
- Information evening on selecting courses for the senior school;

Establishment of the parent portal as the main source of communicating school news, current activities and information on their daughter’s learning;

Successful implementation of the Duke of Edinburgh program bronze level with over 20 participants in the first year;

Involvement of parents and students in planning sessions contributing to the development of the 2012-2014 School Plan;

Participation in the Hunters Hill Sesquicentenary celebrations which attracted many ex Riverside students;

Continued positive links with the Market and Sae Soon Church as community users of our facilities;

Principal's trip to China to establish links with a sister school;

Establishment of our Riverside Communications Team with involvement of parent members.

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.

Our achievements include:

Professional learning in the conversations that support the school’s AB model;

Use of positive student role models to give key messages at school assemblies such as the student directed videos “Behind Riverside Gates”;

Staff professional learning in the implementation of “Sort it and “Solve it”; and

Successful integration of positive psychology into the Year 7 PDHPE program

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.

Our achievements include:

Ongoing improvements in technology for whole school administration, management and communication;

Increased staff confidence in using programs available on the DER laptops through afterschool technology learning sessions;

Staff contributing how they use technology in the classroom at staff meetings; and

Video conferencing used as a tool for professional learning of staff.
Key evaluations

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

Educational practice

Project Based Learning

Background

In 2011 we evaluated the strategy of Project Based Learning (PBL) to engage students and create opportunities for cross faculty planning. The PBL initiative involved a cross curricula approach to learning combined with a methodology to engage students in authentic assessment and quality teaching.

Students in Year 8 engaged in a project across 5 faculties: History, English, Science, Maths and Design and Technology to produce an answer to the driving question; what is the most effective medieval siege weapon? This included where these weapons were used and which was the most effective.

Students in Year 7 undertook an investigation in English and Science to answer the driving question; how can natural phenomenon on Earth be explained as a creative myth? Students selected a natural Earth related phenomenon, the Science component, to create a narrative to explain this, construct a story board and convert this into a digital story with narration and sound effects, the English and ICT component.

Findings and conclusions

The program was embraced by the students, staff and parents as it provided opportunities for student choice. Students took responsibility for their learning. As the project was not content driven it allowed students to self-direct when making decisions and coming to conclusions to support their arguments. Student had to use higher order thinking skills and work as a member of a team to create a solution to the problem posed.

Students evaluated their skills and learning and were able to develop strategies to learn skills applicable for the real world such as negotiation, scheduling, teamwork, time management, collaboration, and research.

Results indicated that students identified time management as an area that needed focus.

Students also identified an increased level of time on task which indicated their increased engagement in learning. Assessment that involved choice and significance engaged them also more in their learning.

Future directions

Project Based Learning has proved to be an inspiring strategy for student engagement and is now part of the 2012-2014 School Plan. More faculties indicated their willingness to be involved posing a variety of “big questions”. Originally a project devised for the Gifted and Talented classes, but after exploring success of this strategy at neighbouring schools we will implement this strategy with Years 7 and 10 in 2012.

In 2012 Year 10 will participate in the Big Picture Project. Further professional learning will be needed and teachers who took part in the pilot program have developed skills that they will share with other staff.

Curriculum

Gifted and Talented

Background

Procedures currently used to establish Gifted and Talented classes in Years 7 and 8 were evaluated. Faculties nominate students to be in these classes. This review included students who were accelerated whether on an individual basis or as part of a group. To Conducted student focus groups

Findings and conclusions

A primary finding was the need to review the current Gifted and Talented policy and acceleration of individual students.

Selection processes were considered by parents to be limited in their scope. Higher achieving students were not being referred to the Learning Support Team if there were issues regarding learning, attitude to learning, completion of tasks, study skills, time management and scheduling issues. Students also stated that they
value feedback from teachers. Providing quality feedback has been included as part of the school management plan.

Gifted and Talented classes were able to show case their talents and were highly valued by teachers, parents and students who were keen to have more opportunities to develop their skills and engage with primary students and schools.

Another area for further exploration and development is students utilising the identification of strengths in their learning but also to learn how to develop thinking skills and strategies. The Year 11 accelerated Chemistry class’s high achievements indicated that identification of students by faculties was important. A finding from teacher focus groups was that the most successful model for acceleration commences with identification of student early in their education thus allowing time to foster their talents.

**Future directions**

There is a strong need for mentoring of both high achievers and under achievers. The value of extracurricular competitions and courses such as Tournament of the Minds and the university Mind and Morality needs to be encouraged and built upon. Students who have engaged in these programs are more willing to come back to the school and tutor others.

The importance of providing opportunities for teachers to give immediate and constructive feedback on tasks via student conferences, structured mentoring programs was also highlighted. Another outcome of this is an increase student confidence in self-reflection as a tool. Professional learning in mentoring for high achievers and what constitutes quality feedback will be provided.

Consideration may include establishment of a Gifted and Talented team or focus group. A clear procedure for referrals of students to the Gifted and Talented class via the Learning Support Team was suggested.

Literacy and Numeracy in Gifted and Talented students including explicit teaching of areas identified by NAPLAN data were to be included in programs.

Further professional learning with sharing sessions with Stage 3 teachers would build links with local primary schools. Teachers of stage 3 would be informed of what they can do to assist with student expectations of high school and Riverside stage 4 teachers would visit the primary classes to observe teaching strategies to assist in informing how students learn best.

The Gifted and Talented program is as part of the promotion of the school demonstrating a multifaceted approach to engaging Gifted and Talented students.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school. A focus of 2011 was a review of the Non ATAR program.

All parents and students interviewed expressed a high degree of satisfaction with the NON ATAR Program.

All parents reported that their daughters appeared significantly happier at school than they had in their previous years of schooling. They identified the following positive outcomes. Students were:

- more positive about school and learning than they have ever been before;
- keen to attend school. An improved attendance rate was confirmed via attendance statistics, with students having significantly less sick leave;
- engaged in their education, seeking to be involved, setting goals and talking about their learning experiences;
- experiencing a high degree of social engagement with peers;
- expressing that they were experiencing a degree of academic success as they were striving to and meeting the independent academic goals set for them in each subject;
- experiencing noticeable reductions in stress; and
- happier and more confident about school and their lives.
Students identified that they felt more comfortable in class, more secure in their learning and willing to take risks. They identified an increase in satisfaction in terms of their sense of belonging with the cohort and there degree of academic success in that they were meeting agreed targets. All students provided realistic feedback about their academic abilities and achievements and couched these in positive terms.

**Professional learning**

In 2011, staff engaged in a variety of professional learning experiences delivered through whole school programs as well as courses offered by Northern Sydney Region and private providers. There was a focus on utilising the skills of staff to enhance teaching and learning practice. Once again the afterschool ICT workshops coordinator by staff member, Leonore Glansbeek were well attended. These workshops introduced staff to a variety of programs including Moodle, animation programs and Photoshop. Teachers also engaged in CPR training, leadership and career development opportunities, student welfare and equity, quality teaching, blogging. Early career teachers of which there were 8 participated in 2 targeted professional learning days. Feedback from new scheme teachers was positive indicating a need for ongoing learning in a variety of areas.

**School planning 2012—2014**

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

**School priority 1**

**Outcome for 2012–2014**

**Curriculum and Assessment in Literacy**

Improve student academic performance in literacy with a focus on the gifted and talented.

2012 Targets to achieve this outcome include:

- Improved student literacy for students in upper bands in NAPLAN (within school match) by 1%.
- Improve reading performance in NAPLAN (within school match) by 1%.
- Increased performance in at least a third of the applied comprehension items (NAPLAN) at or above regional level by 2012.

**Strategies to achieve these targets include:**

- Increase staff confidence in, and ability to use, SMART2 data to drive teaching and learning practice in literacy.
- Embed reading strategies into all programs including the explicit teaching of applied comprehension skills (inference).
- Implement an across school team for National Year of Reading to implement reading strategies including fun whole school events and conduct parent forums on reading.

**School priority 2**

**Outcome for 2012–2014**

**Curriculum and Assessment in Numeracy**

Improve student academic performance in numeracy with a focus on the gifted and talented.

2012 Targets to achieve this outcome include:

- Improved numeracy for students in upper bands in NAPLAN (within school match) by 1%.
- Improve student numeracy in top bands by 2%.

**Strategies to achieve these targets include:**

- Conduct professional learning in identifying the numeracy demands within KLAS.
- Develop a whole school numeracy action plan which includes professional learning on strategies for improving numeracy skills; specifically number, patterns and algebra.
- Implement cross curricular problem based learning projects where the significance of numeracy is evident.
School priority 3

Outcome for 2012–2014

Curriculum and Student Engagement and Attainment

All matched students achieving 60% expected growth by 2014 with a focus on students at proficiency level (bands 5 and 6)

Develop and implement a curriculum model that uses a strong foundation of wellbeing skills to support student creativity and innovation.

2012 Targets to achieve this outcome include:

- Increased student performance with a focus on student engagement in and for learning,
  - Half matched students achieving 60% growth in NAPLAN
  - Increased student participation in classroom learning activities with a focus on enhancing cross curricular and project based curriculum pedagogy
  - Improve student HSC performance in at least 2 subjects as measured by increased value added results
- To improve student outcomes through a focus on enhancing professional learning communities and networks
  - Increase student participation in school teams, focus groups and community partnerships.

Strategies to achieve these targets include:

- Conduct an evaluation of current core values involving the whole school community.
- Develop teacher expertise in the provision of quality individual and group feedback to students.
- Evaluate the GATS programs including the provision of professional learning, identification of students, program development and implementation and also the acceleration program.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Belinda Kelly, Principal.

Katarina Nikoletich, Deputy Principal.

Greg Tunnock, Parent representative.

Julia Readett, 2011 School Captain.

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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: