Principal’s message

Riverside Girls High School was established in 1934. It is 10 kilometres from the centre of the city.

As a comprehensive high school for girls, Riverside Girls High School caters for a wide range of abilities and interests. Sixty per cent of the 1050 students have a non-English speaking background (NESB). A total of 48 nationalities is represented in the student population. We welcome students from overseas studying in Australia on student visas. Most of our overseas students are from China and Korea.

Riverside Girls High School is very proud of its rich cultural diversity and its commitment to social justice and inclusivity.

The teaching of values is implicit in all teaching and learning programs and whole school policies. These values are an essential part of who we are, what and how we learn and teach, our code of conduct, our policies and practices within and beyond the classroom.

The values deemed important to the Riverside community include respect and understanding; respect and acceptance; responsibility for one’s actions; social justice; commitment to excellence; generosity of spirit; inclusion and trust; freedom; and ethical behaviour and fairness.

We do our best to live these values. We hope they are evident on the sporting field, in student leadership programs and at assemblies. They underpin programs which develop citizenship, pride in being Australian, respect for differences and diversity. A sense of fair play, the value of teamwork and the value of hard work are constantly emphasised at Riverside Girls High.

The long term benefits of learning to learn and learning to think, not just a final HSC result or a University Admissions Index (UAI), are the most valued aspects of teaching and learning at Riverside Girls High School.

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.

Judith King - Principal

Our achievements

The arts

Students participated in a wide range of artistic and cultural enrichment programs in 2005.

The Riverside Choir came back into prominence in 2005 under the directorship of Lyndall Haylen. The first commitment for the year was in the Arts North Festival of Music held at Willoughby Town Hall in May. Students (29) were provided with the repertoire and participated in several combined rehearsals culminating in a massed choir performance on 30 May in the Sydney Opera House. This concert involved students from 22 high schools and many primary schools from across Sydney North Region. The music created by a choir of 800 students accompanied by a full symphony orchestra (Sydney Symphony Orchestra) was inspiring and exciting.

The band program continued to grow under the guidance of band director, Karen Collidge and saw an influx of a further 30 students from Year 7, bringing the participation level to over 60 students. The skills of individual band members have been enhanced by a tutorial program using qualified musicians working with students on a one-on-one
basis as private tutors. The band performed at school assemblies during the year and participated in a combined band workshop when it visited the Yamaha “Bandfest” at Engadine Education Centre during the year.

Rebecca Stephenson (Year 10) was selected to play trumpet in the District Stage Band at the Arts North Music Festival and Schools Spectacular orchestra.

The 2005 Schools Spectacular at the Sydney Entertainment Centre again involved the choral talent of 16 Riverside students.

The school band, dancers and school choir took pride of place at Riverside’s 70th birthday celebration concert held in April 2005 in the school hall.

Hunters Hill Council held its annual art exhibition for students from all the local primary and high schools during the third week in August. Riverside Girls High School again was very well represented in this event with artworks by our students from Years 7 to 11 on display. Two students received highly commended awards, Sarah Karakaidos (Year 11) and Yukali Robertson (Year 9) for their abstract collage/painting and illustrated book respectively. It is pleasing to note that the student works met with considerable interest from art exhibition patrons.

Two talented music students – Jessica Mobbs in Year 12 (cello) and Akino Ogawa in Year 11 (piano) created a lovely ambiance on the opening night of the art exhibition with their gentle background music to the acclaim of patrons.

Riverside Girls High School had further visual arts success with three Year 11 students – Zoe Chan, Sophie Croft and Evelyn Wong who were accepted into the National Art School’s intensive studio practice course over 2005 – 2006.

Visual Arts students from Years 10, 11 and 12 participated in excursions to “Artexpress” at the Art Gallery of New South Wales and the “Sculpture by the Sea” at Bondi Beach.

2005 was another successful year of dance at Riverside Girls High School. Over 60 girls regularly participated in dance practices involving the following styles of dance – contemporary, jazz, hip-hop, funk and tap. Classes were conducted by four dance captains during lunch times in the gym and hall. As well, a dance class for interested students was held after school by an ex-Riverside Girls High School student on a fee-for-service basis throughout the year.

During the year various select groups of dancers performed at the Sydney North Dance Festival held at the Glen Street Theatre (Belrose) in May where they performed “Scorchio” – an item involving 18 girls and choreographed by one of the dancers – Tamara Mitchell in Year 10.

Riverside also entered the Encore Challenge Eisteddfod gaining second and third places with “Hey Bitty” and “Scorchio” respectively to the Opera House audience’s enthusiastic applause.

Riverside Girls High School successfully auditioned for the Ryde School’s Spectacular in both dance and music. “Scorchio” was again the featured dance item while Rhiannon Atkinson-Howatt in Year 11 and Casey Burgess in Year 11 performed a singing item “Top of the World”.

The Riverside Girls High School dancers also performed at several school assemblies over the year as well as at Riverside Girls High School’s 70th Birthday “Celebration Concert” where they performed an item called “Accentuate the Positive”.

Tamara Mitchell in Year 10 again was selected into the prestigious State Dance Company Ensemble.

State/National Academic Competitions

Riverside Girls High School entered the following academic competitions: 2005 Australasian Schools Science Competition; ACER Australian Language Certificates; NSW Web Design Challenge and University of NSW Computing Competition.

In the 2005 Australasian Schools Science Competition 351 Riverside Girls High School students participated with 12 students gaining Certificates of Distinction; 41 gaining Certificate of Credits and 29 students being awarded Certificates of Achievement.

In the ACER Australian Language Certificates students gained 27 distinctions and 29 credit passes. Four of the students were placed in the top ten per cent of candidates in reading and listening skills.
In “NSW Web Design Challenge – Reflections” Riverside Girls High School entered five teams of students (all from Year 10) with each of the teams receiving Certificates of Commendation.

Elisa Duffy Year 10, was a finalist in “Young Scientist 2005” conducted by the Science Teachers Association of New South Wales (STANSW) in conjunction with NSW Department of Education and Training. The scientific investigation carried out by Elisa was “Factors affecting the rate of hydrogen production in an electrolytic cell”. Her investigation resulted in the following three awards: “The Best Scientific Investigation using the Fundamental Concepts of Chemistry” (Year 10-12 category); “The Best Scientific Investigation that Demonstrates Effective Communication through a 3D Display”; “Royal Australian Chemical Institute (RACI) Research Project Chemistry Award”. Elisa was presented with her awards at the “Young Scientist 2005” Awards Ceremony held at NSW Parliament House in October.

**Student Leadership**

2005 saw a great deal of change initiated by the student leaders for the SRC and school environment. Following a training day lead by Ken Page from the PASTA organization, the student leaders embarked on making their organization a more proactive and student-driven body.

The student leadership body aims to provide opportunities for students to develop skills in coordination and planning of events, public speaking, confidence in setting an example others will follow and making positive changes to the school environment.

In an effort to achieve these aims, the students proposed a system for linking the merit awards to the house system to foster greater school spirit and recognition of academic as well as extra-curricular achievements. This proposal was adopted by the school executive and is being instituted in 2006. A design competition was held to create house mascots and promote the system in addition to strengthening school spirit.

Other achievements in 2005 include the drafting of a constitution to guide the organisation of the SRC, institution of regular training days, an inaugural Teachers versus Year 12 soccer match played before the whole school, petitions to increase bus services, a proposal for inter-house competitions for 2006; attendance at the International Women’s Day breakfast, organization and support for assemblies, input in the school physical environment and significant charity fundraising for Westmead Hospital, the Cochlear Ear Implant Hospital, Oxfam and SIDS amongst others. Overall a very productive and successful year for student leaders superbly lead by school captains Sally Macintyre and Stephanie Brown.

The student leaders aim to maintain and develop a high level of school spirit through the ongoing liaison between staff and students via attendance at Executive and P&C meetings in order to coordinate across stakeholders and to continue to improve student life with better representation and planning.

**Sport**

Sport is a vital and integral component of the curriculum at Riverside Girls High School. The main aim of the program is to provide all students with the opportunity to experience and benefit from, a variety of sporting and recreational activities within a positive, supportive learning environment.

In 2005 Riverside Girls High School was involved in a large number of sporting events – competitive and non-competitive such as the popular inter-house carnivals, state knock-out tournaments, gala days, inter-school grade competition and inter-school games days.

The first major whole-school sporting event of 2005 was the Annual School Swimming Carnival held at Drummoyne Pool in February. Participation levels were very good and many new records were set. Rachel Horton (Year 7) broke the 13 years 100 metres freestyle record; Orlanda Sexton (Year 11) broke 7 school swimming records in the 17+ years: 50 metres freestyle; 50 metres breaststroke; 50 metres butterfly; 50 metres backstroke; 100 metres backstroke, 100 metres breaststroke; 100 metres all age freestyle. The McKenzie house relay team broke the 13 years 4 x 100 metres relay record.

A team of 40 swimmers competed in the North West Metropolitan Girls Zone Carnival at Ryde pool with Rachel Horton (Year 7) and Orlanda Sexton (Year 11) being declared Zone Age Champions in their respective age groups. At the carnival Orlanda Sexton set a new zone record in the 16 years 100 metres and was declared zone 17+ years Age Champion Swimmer.

At the Sydney North Swimming Carnival held at Homebush Swimming Centre, Orlanda Sexton was declared the 17+ years age champion and both she and members of the 13 and 17+ years relay teams made it through to the Combined High Schools (CHS) carnival held at Homebush.

The school cross country carnival was held at Tarban Creek, Gladesville in April. The 12, 13, 14 and 15 years age groups were very well contested. At the Zone Cross Country Carnival at Pennant Hills Park,
Pennant Hills, six girls were successful in qualifying for the Sydney North Region Cross Country Carnival.

The school inter-house athletics carnival was held at Homebush Track and Field Centre in June. Four records were broken – Rhiannon Atkinson-Howatt – 17 years javelin and 200 metres; Sally Johnson – 15 years triple jump; 13 years 4 x 100 metres relay. A large school team competed in the North West Metropolitan Zone Track and Field Carnival. Rebekah Frankham was declared 14 years zone age athletics champion. Seventeen girls were selected to represent the zone at the Sydney North Region Carnival.

Eva Leone (Year 7) represented Sydney North Region at the combined high schools track and field championships where she was placed 6th in the 12 years shot put event.

Riverside Girls High School entered 15 state knockout tournaments in 2005. The Under 15 soccer team made it through to the regional final. The open soccer side reached the final 16 in the state being narrowly defeated by Duval High School in the quarter finals.

The following girls were selected to represent Sydney North Region: Eloise Jaksic and Laura Elliot (diving); Cindy and Wendy Edwards (volleyball); Katarina Kraft (soccer) and Danielle Ayrton (trampolining). Danielle was declared 17+ year’s age champion while Wendy Edwards made the Combined High Schools volleyball team.

As in previous years three selected Year 9 students were provided with a wonderful opportunity to experience the alpine world via an excursion to Mt Hotham in Victoria. Students were offered alpine skiing technique lessons by ski school instructors and the accompanying teachers and parents. In all, a valuable learning experience for those fortunate enough to be able to attend.

Miki Evans (Year 8) competed in the NSW Sabot sailing championship at Toronto on Lake Macquarie in November. Miki was the first placed female selected (out of a team of 12) to represent NSW at the National Sabot Sailing Championships held in Yeppoon, Queensland in January 2006.

Every year the senior house sport leaders attend “Breakfast with the Stars” where students have the opportunity to hear stories from high profile female athletes. In 2005 the special guest was Layne Beachley who delivered an inspiring and motivating speech about relentlessly pursuing one’s goals and never giving up. The girls who attended the event came away inspired by Layne Beachley’s persistence and determination.

Rachel Horton was selected in the Combined High Schools under 15 water polo team which played New Zealand in December.

Jessica Frances was selected in the Under 16 NSW soccer team.

Nina Blundell was selected in the Under 15 NSW futsal team.

Holly Browne was selected in NSW open swimming team.

In late November all Year 7 students were involved in a swimming/lifesaving school course where they received certificates of accreditation.

Wendy Edwards (Year 11) was selected in the Australian school girls’ volleyball team which played New Zealand in December.

Riverside Girls High School was also successful in the sport of rowing. At the Combined High School rowing championships held at Taree, Rosa Brown and Louisa Andrews were placed third in the final of the Under 17 Double Scull. In the Under 17 Single Scull event Rosa Brown won the bronze medal and Louisa Andrews gained fifth place.

Riverside Girls High School entered three Oztag teams in the Ryde-Eastwood competition. The Year 9/10 team were premiers and the Year 7/8 team were runners-up.

In term 3 three teams entered the Sydney Oztag Gala Day held at Homebush. Again the Year 9/10 were overall victors and the Year 7/8 team were runners-up.

In 2006 the intention is to continue to provide students with many opportunities to participate in a broad range of sporting and recreational activities.

An overseas sport/cultural tour of Hawaii is planned for both netball and soccer in 2006.

General

Four Year 11 girls – Krupa Bhana, Katherine Tonkin, Elham Tahzib and Shelli De Vitt, participated in Rotary International’s Model United Nations Assembly (MUNA) conference over two days in June. The Riverside Girls High School teams along with the other 55 teams from 31 different schools immersed themselves in a whole range of world issues gaining an understanding on the position that countries take in world affairs. Riverside represented Russia and Poland and in the process developed a greatly increased awareness of the working of the United Nations and gained invaluable experience in debating resolutions aimed at enhancing world peace.
Elham Tahzib Year 11 was judged the winner of Quota International’s (Ryde) public speaking section of Student of the Year Quest 2005.

Visual Arts teacher Melissa Bean was one of only two teachers chosen by Hitachi to represent NSW in an “education ambassador” program to Japan. Her visit from June 20 to July 3 centred on Tokyo and involved a program of education conferences and guest teaching at local schools. She gave a series of addresses on how the NSW education system works and conducted classes on Aboriginal art.

In November Gina Myers was presented with a “Pride of Workmanship” award by Gladesville Rotary Club for her excellent work as an English and Drama teacher and as a Student Year Adviser in the Student Welfare team.

Beatrix Sheldrick Year 8, Phoebe O’Leary-Rutherford Year 8, and Nina Axelsen Year 8, represented Riverside Girls High School Amnesty International social justice group at the Gay Mardi Gras in March 2005.

**New Caledonia Excursion**

During the spring vacation eleven girls from Years 9, 10 and 11 accompanied by Ms Jacqueline Rudell (LOTE) and Ms Gillian Maury (School Counsellor) went on a study trip to New Caledonia – a beautiful tropical island with an interesting history – a little corner of France – two and a half hours away from Sydney. For a full eight days the French language students immersed themselves into the language and culture of the tiny island. The girls had daily French lessons at the CREIPAC Language School, as well as many outings such as the Noumea Zoo, the Tjibaou Cultural Centre (designed by Renzo Piano), the local markets, the ‘petit train’. Highlights included the Mwa Ka Festival (celebrating the unity of the Kanak people of New Caledonia and neighbouring islands) and the idyllic day trip to the Amedee Lighthouse. Last but not least, much fine dining, singing and jollity were enjoyed by all every evening in various restaurants! Staff and students had a fantastic time, mainly due to the friendly attitude of all the Riverside girls, who were unfailingly positive, helpful and supportive of one another.

Eight Year 11 students participated in a twenty four week business skills program conducted by “Young Achievement Australia”. The program necessitated student involvement in all aspects of running a small business. Each student was allocated a business task e.g. finance, marketing, public relations which they were to manage for the duration of the program. Students were offered mentoring by representatives from Cochlear Pty Ltd.

The business (YAXYL) set as its task the production and marketing of an aesthetically appealing, environmentally friendly shopping bag. In September YAXYL, along with the other 28 Young Achievement Australia companies, took part in the “Young Achievement Australia Trade Fair” at Parklea Markets, Parklea.

Students as a result of their involvement in this program gained first hand experience of running a small business and gained valuable management and leadership skills.

**Duke of Edinburgh Award Scheme**

The school launched the Duke of Edinburgh’s Award scheme as an extra-curricular activity in 2005 by Ms Caroline Jerrems, a TAS and Social Science teacher. The scheme has been in operation internationally for 50 years, and is run in over 100 countries. The Duke of Edinburgh’s Award Scheme encourages students to live a well-rounded, active lifestyle; set goals and work to achieve them; develop organisational and leadership skills; serve the community; be recognised for their many achievements outside school.

Four sections must be completed for a young person to qualify for an Award - Community Service, Skills, Recreation and Expedition. Students can start their Bronze Award at age 14, and then work towards their Silver and Gold Awards.

Forty one students at Riverside Girls High School have commenced the Duke of Edinburgh’s Award. Twenty four of these girls (in years 8 to 10) attended the inaugural canoe training and practice expedition camp at the end of Term 4, 2005 together with Ms Jerrems and Ms Bean. The girls learned planning, navigational and camping skills on the first day and then completed a 16 km canoe paddle down the Colo River over the following two days. The expedition was a lot of fun, and gave the girls an opportunity to challenge themselves, learn a new skill (canoeing), and work together as a team.
These girls will attend a two day test expedition at the end of term 1 2006, where they will be expected to manage themselves as a group to complete the expedition with minimal intervention from instructors or teachers. This will encourage the students to take responsibility for themselves and their peers, and work together to achieve an outcome. Many of these girls will have finished the Bronze Award after the test expedition, and be able to then start working on the Silver Award.

The school is planning to run another Bronze training and practice expedition in term 4 2006 for interested girls in Year 9. A Silver three day practice expedition will also be offered which will allow the current participants to work towards the next level of the program. Test expeditions for the Bronze and Silver awards will then be run in term 1 2007.

International Women’s Day

International Women’s Day is celebrated every year at Riverside Girls High School on the 8th March.

International Women’s Day (I.W.D.) is sponsored by Unifem, one of the many sub-committees of the United Nations. Unifem funded projects are led and managed by women in the developing world. The projects aim to establish sustainable energy, food supplies and fresh water. Many of the projects target the health and education of women and children.

The student leaders attend the I.W.D. breakfast each year at a large city hotel. They also raise funds in support of Unifem projects. The I.W.D. assembly feature guest speakers and presentations by students and teachers which celebrate the significant achievements of various women’s movements throughout history. On I.W.D. the colours of the feminist movements, white, green and purple can be seen throughout the school.

Unifem raises awareness about significant social justice issues affecting women and girls including slavery and the trafficking of women; AIDS; female infanticide; female genital mutilation; poverty and all forms of prejudice and discrimination; rape in war.

The celebration of International Women’s Day in 2005 included a powerful powerpoint presentation of photographs of women, past and present who were greatly admired by the Principal, Ms Judy King. These included Elizabeth I, Marilyn Monroe, Catherine Helen Spence and Amelia Earhart to name but a few. The guest speaker at the official school assembly was Jozefa Sobski, convenor of the Jessie Street National Women’s Library, Sydney. Jozefa explained the history of International Women’s Day from its very origin as a public backlash to the death of 146 female workers (all immigrants) in the Triangle Factory Fire in New York city in 1911. It was considered at the time to be one of the worst disasters since the beginning of the Industrial Revolution. Jozefa explained how the early focus on peace, safe working conditions, and a right to vote gave way to the more recent emphasis on stopping the attacks on women’s reproductive freedom and support for a woman’s right to choose.

The work of two Nobel prize winners Jane Adams in 1931 and Wangari Maathai in 2004 who founded the Green Belt movement in Africa and who strenuously fought for sustainable development, democracy and peace was also featured in Jozefa’s presentation.

The importance of the Jessie Street National Women’s Library as a research base for high school students was also mentioned. In all, a captivating assembly as well as being a fund raising event for the Multiple Sclerosis Society of NSW.

Key evaluations

Educational and management practice

Attendance Monitoring

Background

Attendance monitoring remained an important feature the school management plan in 2005. More school resources, including additional office staff, were devoted to monitoring period by period attendance. Manual attendance slips were required for every period across all years and these were used to identify partial absences.

Findings and conclusions

Despite this new focus, evaluation highlighted problems that continued throughout the year; the most significant being the time required to process all
the paper generated with period by period slips, the inaccuracies of manual attendance slips, reconciling the absences recorded on attendance slips with the many valuable out-of-class activities (excursions, sporting competitions, scripture, etc). Another issue was encouraging the prompt handing in of notes to explain absences.

**Future directions**

In light of the 2005 experience, student attendance will remain a key feature of the 2006 school management plan closely tied to student welfare outcomes, in particular the belief that successful learning is linked to good attendance. The roles and responsibilities of staff at all levels have been clearly defined for the 2006 Staff Handbook, the format of rolls and roll marking procedures have been evaluated and updated. School staff will be inserviced on the first P.L. day for 2006 procedures.

Important initiatives for 2006 will include:

- The school will invest $10,000 to upgrade the SAMS software program with the objective of reducing the time and errors involved in manual recording and collating of attendance information by moving to computerised monitoring of attendance for every period each day. Advantages of the upgrade include less teacher time taken to complete manual attendance slips, the printing of late notes and early leaver passes in all years, and more easily generated student attendance printouts period by period, including those for inclusion in half-year and yearly student reports.
- A return to four term rolls allowing better monitoring of attendance patterns over the year.
- The text messaging of parents for students identified as repeat late arrivers will continue.
- Targeted students with poor attendance records in 2005 will be required to sign in with the HT Administration daily.
- Mailouts to parents for unexplained absences
- Incorporation of attendance into the school merit system recognising students with excellent attendance

**Computerised Reports**

**Background**

Students, parents and staff were surveyed in Term 4, 2004 evaluating our student reports. We wanted to find out what parents and students thought about our reports in terms of the quality of the information they contained and presentation. This enabled all stakeholders to feel involved in the school. Importantly, we also wanted to find out if the current method of reporting student achievement actually informed the community about student progress before we invested financial assets and time on introducing a computerized reporting package.

As a result of our findings a Target for 2005 was to trial computerised reporting package for years 7 through to 10. The computerised reports were phased into the school, in semester 1 where we tested a variety of software packages and implemented the chosen package for one class in both year 7 and 8. In Semester 2 all years 7, 8, 9 and 10 reports where produced using the computerised report package.

**Findings and conclusions**

Surveys and team meetings in term 4 2005 provided us with the following feedback:

- the quality of the end product i.e. the actual student reports were deemed outstanding in terms of consistency in quality and appearance
- teacher satisfaction was high in relation to ease of use for the software and data entry
- teachers expressed high level concerns in relation to the quality or speed and quantity of computers availability in staff rooms is an issue.

**Future directions**

Throughout 2006 we will:

- use computerised reports for all semester 1 and 2 reports years 7 through to 10
- ensure the Deputy Principal in charge of the reporting system develops and monitors the implementation of procedures to ensure that the administration of the reports overcomes the issues highlighted in 2005 as being of concern for staff
- provide access for completing the reports at home in semester 2
- develop wireless technology increasing staff access to the network during peak periods
- streamline the administration of the reports in the front office
- incorporate new requirements for reports

**Curriculum**

**Gifted and Talented Program**

**Background**
In 2005 Riverside Girls High School developed a trial gifted and talented program (GAT). The intention was to better cater for the learning needs of students who displayed potential beyond the average for the students’ age and/or displayed talent, defined as “achievement distinctly beyond the average for a student in one or more areas of human performance”.

The decision was taken to restrict the GAT program to students in Years 7 and 8 in order to achieve realistic goals in the planning, implementation and evaluation. This has provided Riverside Girls High School with a solid foundational GAT program across Stage 4 which can be expanded.

The GAT program focused on the core subject areas of Mathematics, Science, English, History and Geography during the trial period and students from four streamed classes in Years 7 and 8 undertook a program that differentiated the curriculum in these subject areas with an aim of developing higher order thinking skills.

Findings and conclusions

The differentiated programs developed and implemented into Year 7 and 8 core curriculum areas allowed students the opportunity to develop higher order thinking, critical analysis and problem solving skills. The creation of streamed classes facilitated the delivery of the programs and assisted in the creation of a positive and supportive learning environment for these students. Rich tasks, developed as assessment tools, reflected student achievement, engagement and development in these areas.

Future directions

In 2006 the main focus will be to:

- ensure that the GAT policy is implemented across all KLAs;
- further consolidate existing programs through the continued implementation of QT framework;
- develop our Accelerated Students Program which will provide GAT students in Year 10 the opportunity to complete Preliminary and HSC courses concurrently;
- continue to provide students with opportunities to participate in community and university programs which cater for Gifted and Talented students;
- acceleration of very capable Maths, LOTE and History elective students

Other programs

Student Welfare

The Student Welfare & Learning Support team maintained its emphasis on implementing implicit welfare strategies reinforced and underpinned by the values statement developed in 2004: acknowledging uniqueness, communicating acceptance, esteeming self and community, celebrating diversity, emphasising the positive, describing and applying the boundaries, prescribed self-reflection and evaluation, encouraging initiative, nurturing independence, developing resilience.

Whilst the 2005 focus has been on the streamlining of communication processes so that all teachers can effectively fulfil their role as significant adults who support students in their development toward maturity; further importance has been directed to ensuring that students are skilled to assist in the well-being of their friends. Individual students are assisted through a case management approach and a teacher mentor program has been highly successful. Each year has an adviser, roll call groups and assemblies where specific issues are raised for discussion.

Student performance

Higher School Certificate

The Higher School Certificate Year 12 class of 2005 achieved outstanding HSC results very much consistent with the very high standard set by previous Year 12 groups.

A total of twenty students achieved a UAI over 90. Chris Xie was dux with a UAI of 99.65. For the first time three students gained Premier’s Awards for achieving band 6 (over 90%) in at least 10 units of study. Chris Xie gained over 90% in 12 units, Melanie Garrick (UAI 97.65) in 12 units and Katie Cozens (UAI 98.20) in 11 units.

Riverside Girls High School received sixty nine mentions in the merit lists for band 6 (over 90%) and E4 (over 45 out of 50) for extension courses. Another impressive result arising out of the 2005 HSC examination was Riverside Girls High School’s 263 band 5 results (80-89%) from the 145 students who were studying the full-time or part-time HSC.

Riverside Girls High School’s best performing subjects (combining band 5 and 6 results) included Spanish where 69.58% of students gained a band 5 or 6 against the state average of 37.09%. Other high performing subjects included Visual Arts 65.21% (NSW 57.29%); Advanced English 62.68% (NSW – 45.9%); Legal Studies 62.68% (NSW - 33.48%); General Mathematics 57.14% (NSW - 23.43%) and Drama 50.00% (NSW - 35.47%).

Five students sat for the 2005 HSC early in a range of subjects as part of the school’s acceleration program.
The dux, Chris Xie sat for 2U Mathematics as a Year 10 student (2003). In 2004 she completed Extension 1 Mathematics while studying in Year 11 and completed the remainder of her HSC academic program in 2005.

Between them four accelerated Year 11 students – Smritie Bhardwaj, Kristine Mueller, Amanda Lloyd-Tait and Mia Cleeve Edwards sat for nine subjects as part of the 2005 HSC examination.

The class of 2005 achieved 10+ marks above the state mean in the following 2 unit subjects: 2U ESL English, 2U Spanish Beginners and 2U Retail, while students in 2U Food Technology, 2U General Mathematics and Extension 1 Mathematics achieved 5+ marks above the state mean.

Peggy Lau’s Visual Arts HSC major work “Earth’s Nest” was chosen for display at the Art Gallery of NSW as part of the Board of Studies ARTEXPRESS exhibition. A total of 8551 students submitted artworks as part of the 2005 Higher School Certificate Visual Arts examination. There were 934 students’ works nominated and from these 295 students’ works were selected for public exhibition.

In 2U Design & Technology the major work of Felix Chemke-Dreyfus was selected for the exhibition at the Powerhouse Museum Sydney.

School Certificate

The 2005 Year 10 cohort performed well in the School Certificate examinations, on average 5% higher than the state wide performance in English, Mathematics, Science and History. The percentage of students who received a band 4 or higher in the School Certificate tests were as follows: 74% of students in English literacy which is 7% higher than the state performance; 54% of students in Mathematics; 3% higher than the state performance; 74% in Science and 70% of students in Australian History, Civics and Citizenship; 6% higher than the state performance.

The following Year 10 students are to be congratulated on their outstanding performance in the 2005 School Certificate tests. Victoria Woolley and Rosa Brown received Band 6 in English, Mathematics, Science and History, while Adriana Thio received Band 6 in Mathematics, Science, History and Geography.

Our targets

Progress on 2005 targets

Target 1. Quality Teaching & Learning

Our achievements include:
- targeted professional learning activities re DET quality teaching model
- acceleration of highly capable students
- increased opportunities for higher order thinking, problem solving, sustained argument in all classrooms, especially 7P, 7Y, 8L and 8F

Target 2. Technology in Learning

Our achievements include:
- established targets for faculties re integration of technology into new syllabuses
- increase in the number of teachers incorporating technology into daily administration and classroom practice
- implementation of technology outcomes in all Years 7-10 syllabuses and half yearly and yearly reports

Target 3. Student Leadership

Our achievements include:
- development of roles and responsibility statement by student leaders
- student leaders devise school-based projects and initiatives
- increased profile of student leaders within the Riverside Girls High School community
- self-managing and productive SRC

Target 4. The School Image

Our achievements include:
- positive messages on street boards
- dissemination of value-added data to staff and students
- consistency in style and quality in school documents/correspondence
- value-added data/success stories promoted in local and school community
- visually appealing school environment

Target 5. Welfare of the Riverside Community

Our achievements include:
- revised structure of roll groups and implement new attendance monitoring procedures.
• effective case management approach with ‘at risk’ students
• reduction in late arrivals by students

Targets for 2006

Target 1. Learner centred learning with a focus in quality teaching and high expectations

Strategies to achieve this target include:
• quality teaching, learning and assessment with a focus on higher-order thinking, problem solving and high expectations is part of:
  - each extended executive meeting
  - one executive meeting each term
  - at least one staff meeting each term
  - each Professional Learning day
  - two faculty meetings each term
• focus on QT information provided in day books provided for teachers
• term 4 2006: faculties nominate targets and ID measures success for incorporating QT in teaching programs & assessment procedures in 2007
• sharing best practice in staff and faculty meetings

Our success will be measured by:
• quality teaching embedded in teaching programs, demonstrated in classrooms and assessment
• greater opportunities for higher-order thinking, problem solving, sustained argument in all classrooms
• teaching that is: consistent with the principle of learner-centred learning; engaging and motivates students to learn; challenging and sets high standards for achievement
• survey comparing knowledge and implementation of QT beginning term 1 compared to end term 4

Target 2. Meeting the learning needs of all students by catering for individual differences including students with specific learning needs and G&T

Strategies to achieve this target include:
• develop, publish and teacher focus on Learning Profiles for students with learning support needs to enable teachers to plan teaching / learning and assessment strategies which meet needs of individual students and ensure integration of students
• revisit 2005 "gifted and talented programs" years 7 & 8 and develop/implement plan for 2006 – 7

Our success will be measured by:
• learning support profiles available via Intranet
• students progressing at individual levels
• differentiated curriculum evident in programs, assessment & reports
• gifted and talented teaching strategies and assessment in teaching programs and implemented in top 2 classes in years 7 & 8
• enrichment programs & acceleration of students
• special provisions students catered for

Target 3. Increase the involvement of all staff in monitoring and improving student attendance

Strategies to achieve this target include:
• revised roll call
• and attendance monitoring procedures
• revised procedures for communicating with parents in relation to attendance
• upgrading SAMs

Our success will be measured by:
• increased staff involved in monitoring and improving student attendance
• period attendance monitoring using SAMs
• improved attendance statistics
• parental feedback about information provided about student attendance issues

Target 4. Focus on mean and extreme mean behaviours

Strategies to achieve this target include:
• integrated into the curriculum years 7 & 8 in English, ICT and Visual Arts
• professional learning activity in one staff meeting each term
• information on the website
• development of a school policy
• implementation of “cooling conflict” program

Our success will be measured by:
• integration into the curriculum years 7-8
• newsletter and website information for our community
• reduction in bullying and harassment

Target 5. Leadership Development of Head Teachers

Strategies to achieve this target include:

• Professional Learning activities focusing on leadership will be the focus of at least 3 executive meetings each term
• funding assigned for leadership professional learning opportunities
• focus on leadership capability framework at executive development sessions
• Professional Learning activities aimed to enable HTs to work in faculties in the development of teaching skills, pedagogy, linking teaching and classroom practice and all aspects of HSC requirements to the needs of mixed ability classroom

Our success will be measured by:

• motivated and skilled executive committed to continuous improvement
• effective implementation of accountability mechanisms in T.A.R.S.

Our context

Enrolment profile

In February 2005, 1030 students were enrolled; 701 in Years 7-10 and 329 in Years 11-12, taking the schools enrolments to over 1000 for the first time (1009 FTE), with seven classes in each of Year 7, and six classes in Years 8-10 in core subjects of English, Mathematics and Science. Enrolments included 31 international students, mainly from China and Korea. International students are now an established element of the school's rich cultural diversity. 17 students in the senior school were enrolled as Pathways or Record of Achievement (R.O.A.) students, maintaining the school's commitment to flexible curriculum opportunities.

Student mobility remained significant in 2005. There were 39 new enrolments but 70 leavers during the year so that the school's overall population slightly declined over 2005. New enrolments came from a variety of sources including overseas, interstate and both private and public schools. Leavers included families relocating and students choosing to enrol in other schools.

Despite this mobility, retention rates are solid. Of those sitting for the HSC in 2005, 80.9% had completed the School Certificate at Riverside, significantly more than the state average (61%). While retaining students, the school also continues to attract new enrolments into Year 11. In 2004 17 new students were enrolled in Year 11 with places being sought especially by overseas students.

Attendance profile

The school, through the senior executive, staff and welfare team, and the monitoring of attendance through period attendance slips overseen by a designated teacher, continued to be committed to achieving the best possible attendance rates for all students. The school believes there is a high correlation between high attendance and high achievement.
Financial statement summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, buildings and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2005</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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</tr>
<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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</tr>
<tr>
<td>Total income</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
- Key learning areas   | 0.00 |
- Excursions           | 0.00 |
- Extracurricular dissections | 0.00 |
Library                | 0.00 |
Training & development | 0.00 |
Tied funds             | 0.00 |
Casual relief teachers | 0.00 |
Administration & office| 0.00 |
School-operated canteen| 0.00 |
Utilities              | 0.00 |
Maintenance            | 0.00 |
Trust accounts         | 0.00 |
Capital programs       | 0.00 |
Total expenditure       | 0.00 |
Balance carried forward | 0.00 |

A full copy of the school’s 2005 financial statement is tabled at the annual general meeting of the P. & C.. Further details concerning the statement can be obtained by contacting the school.

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 has determined targets for the school’s future development.

Members of the school self-evaluation committee included:
Judy King, Principal
Craig Teece, Deputy Principal
Peggy O’Neill, Deputy Principal
Colin Slow, H.T. Administration
Wendy Chamaoun, H.T. Student Welfare
Lisa Wark, H.T. TAS
Ross McMillan, H.T. CreativeArts
Rose Daniel, H.T. Teaching & Learning
Gina Myers, classroom teacher
Paul Jones, Parent
Michael Blundell, Parent
Jenny Hughes, School Administration Officer

A designated regional officer has provided guidance to the school during the self-evaluation process and validated the analysis of student performance data contained in this report.

Barry Laing
Chief Education officer
School Education Area

The school education director has endorsed the targets contained in this report, which will be used to facilitate regional planning and allocation of regional resources.

Ken Olah
School Education Director
School Education Area