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 1015 students have a non-English speaking background (NESB). A total of 48 nationalities is represented in the student population.

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

The imparting of values as implicit in the education provided, is viewed as highly important at Riverside. 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.

These values are lived values, closely woven into the fabric of school life and consistently modelled for the young people in our care. They are evident on the sporting field, in student leadership programs and at assemblies. They come together in programs to 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.

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

National Competitions

Riverside entered the following national academic competitions: Australian Languages Competition, Australasian Science Competition, RACI Chemistry Quiz, Westpac Maths Competition.

The results in the Australasian Science Competition were very pleasing with 12 students gaining a distinction pass and 50 students a credit pass. In the RACI Chemistry Quiz two students gained high distinction results and seven students received a distinction result.

In the Australian Language Competition 31 students received a distinction result with a further 13 students achieving results in the top 10% of Australia.
former students of the school as part of the art acquisition program to showcase the outstanding achievements of our students in the visual arts. This ongoing program has also enabled the mounting and framing of a cross section of artworks from Years 7-11 that have been hung in the new administration area and the main corridors of the older building to enhance the physical appearance of the school.

Anna Sanga in Year 12 was successful in gaining admission to the HSC Extension Course in Intensive Studio Practice at the National Art School where she participated over a two-week period in a Graphics workshop.

Two students received prizes in the annual Young in Art Competition held by Hunter's Hill Council. Hannah Jenkins in Year 9 won the highest award for secondary school entries with her sculptural tribute to the French artist, Matisse. She received a prize donated by the Council and the Weekly Times newspaper and her work will be kept for one year at the Council Chambers for public viewing. Yehbone Moon in Year 7 received a commendation for a charcoal drawn self-portrait. Solo musical items were presented at the opening night of the exhibition by Jessica Mobbs in Year 11 as well as Terri Cheung, Louisa Andrews and Victoria Nguyen in Year 9.

Yukali Robertson in Year 8 won first prize in the State Environment Art Competition held by Leichhardt Council.

The Art and Music Soiree in Term 3 gave talented art and music students the opportunity to display their HSC bodies of work and to perform musical items for parents, visitors and fellow students. Visual Arts students from Years 10, 11 and 12 participated in excursions held at Macquarie University ICT Centre, ARTEXPRESS at the Art Gallery of New South Wales and the Sculpture by the Sea at Bondi Beach.

The band program commenced under the new band director, Karen Collidge, and saw an influx of nearly 30 students from Year 7. The skills of individual band members have been enhanced by a tutorial program using qualified musicians working with students on a one-to-one basis throughout the school week. The band performed at school assemblies during the year and participated in a combined band workshop when they visited the Yamaha Band Festival at Engadine and the McKillop College at Warnervale during the year. They also took part in the Jazz and Swing Night held as a fundraiser for the band, a combined concert with a band from Burwood Girls High in May, and provided entertainment for the visitors attending the Riverside Twilight Fair.

Two Year 12 music students gained entry into courses at the Sydney Conservatorium of Music. Stephanie Ho is undertaking the course in composition whereas Caitlin McGregor is involved in the performance course. In June, Year 9 students Chloe Surridge-Ahearn and Rebecca Stephenson were selected for the State Senior Music camp. Music students in Year 10 and 11 participated in an excursion to the Conservatorium of Music concert whilst Year 7 took part in the Musica Viva performance of South American music held in the school hall. The choir took part in the Sydney North Music Festival held at Willoughby Town Hall in June where a combined choir from 20 high schools performed a varied repertoire including Corner of the Sky, Ancient City and Kayama.

Extra-Curricular Activities

Dance was run as an extra-curricular activity in 2004 with approximately 70 students participating. Approximately 120 students auditioned for tap, jazz and contemporary groups led by three dedicated and talented students from Years 8-12 identified as 'Dance Captains'. Their role, with teacher assistance, was to organize group rehearsals and provide choreography for their group. These programs provided an excellent leadership opportunity for these students. Their efforts and achievements were recognised at various school functions with the three captains, Tamara Mitchell (Year 9), Alix Bruun-Hammond (Year 10) and Philippa Hinton (Year 12) being awarded the coveted year advisers award for all round excellence.

Elite dancers from the groups successfully auditioned for the Ryde Schools Spectacular, performed at the Opera House in November. The medley of songs based around the themes of positivity and hope, closed the show and was very well received. Two of the dancers, Tamara Mitchell and Leah Duddenhoeffer, were also featured performers with the Combined Schools Choir and Riverside solo vocalists Vanessa Lawrence and Eve Hepell.

Tamara Mitchell in Year 9 was also a member of the prestigious NSW Senior Dance Ensemble and performed in the NSW Schools Spectacular, NSW State Dance Festival and at various other functions.

Debating has grown over the last year with teams being entered in the following competitions for debating:

- Hume Barbour - Year 12
- Karl Cramp - Year 11
- Commonwealth Bank Junior - Year 10
- Year 7/8 Competition

A group of students also met weekly and formed a "Lunchtime Debating Club". Membership varied but involved students from all years who were not necessarily members of the teams competing in the various competitions.

Students entered 3 public speaking competitions:

- Plain English Speaking (Senior)
Elham Tahzib, of Year 10, was selected as a Regional Representative of the Northern Sydney debating team which competed at the Junior State Debating Championships. These championships were held at the Women's College at Sydney University and the team made it to the semi-finals.

In 2005 Riverside Girls High School will continue its commitment to music, dance, drama, debating, public speaking and visual arts and every effort will be made to develop student abilities and interest in these vital areas of the curriculum.

Key evaluations

Educational and management practice

Teaching and Learning

Background

In the core area of teaching and learning Riverside Girls High School in 2004 again demonstrated its effectiveness achieving high order student learning outcomes across a broad range of curricular and extra-curricular endeavours. In particular, the school is justifiably proud of the excellent academic results across the spectrum (eg HSC, SC, ELLA, National Academic Competitions).

As in previous years there was a strong emphasis on student learning as the key underpinning of classroom practice. Staff were continually reminded of the importance of providing a rich, stimulating environment for all classes. Head teachers and senior executive encouraged and supported staff to expect high standards and quality work from students. This involved providing students with explicit criteria for excellence, consistently posing challenging questions and using technology programs and e-Learning strategies wherever possible.

Teachers of Year 11 and 12 classes were reminded of the special responsibilities which accompany the teaching of a senior class via the distribution of a specially designed checklist which clarified those responsibilities. The checklist, detailed the importance of: student familiarity with the language template used by the Board of Studies in HSC exam questions; assessment tasks being aligned with syllabus requirements; the need for lessons to be inspiring and intellectually challenging; the need for meaningful constructive comments on student reports indicating how students can improve and move to the next level of achievement.

In 2004 students of all abilities and needs were strongly catered for especially students with physical and/or learning needs and those with English as their second language (60% of student population).

Every effort was made to provide staff with up-to-date information on the individual learning needs and particular family circumstances of their students via special focus meetings targeting the learning needs of individual students.

The 2004 ELLA results indicated that students performed exceptionally well when compared to the state results. The results in writing, reading and language sections were considerably above the state average. The results were useful in identifying where best to allocate learning support.

The more able students were well catered for via the implementation of a multi-faceted extension program involving the acceleration of academically superior students, ability grouping of students in Years 7-10 in both core and elective subjects (where applicable) and the development of an enrichment cluster program originally formulated by the educationalist Renzulli. The latter involved 25 students per semester working with the head teacher in extension programs in one timetabled period (75 minutes) per week. The students gained entry to the program via a nomination process involving teachers, students and parents.

The head teacher's role was to act as facilitator for a student selected project requiring the application of knowledge and skills to real life problems with a real audience which could evaluate their work.

Findings and conclusions

In an attempt to ascertain the technological level of literacy amongst staff a technology audit was conducted in Term 1. The audit revealed the strengths and shortcomings in each faculty regarding the technology skills of staff. To help address this issue professional learning funds were used to fund staff training in the development of technology skills in Terms 2, 3 and 4.

The multi-faceted extension program implemented in 2004 met with varying degrees of success. The acceleration of academically talented students proved successful with three students sitting the HSC examination one to three years ahead of their cohort. The following excellent results were achieved:

Elise Karlsson (Year 9) accelerated student for 2 unit Swedish – Merit list 4th in the state Band 6 (94%);
Chris Xie (Year 11) accelerated student Extension 1 Mathematics gained Band 6 (94%); Smritie Bhardwaj
Future directions

In 2005 there will be change of emphasis in extension programs for talented students with volunteer teachers working with targeted students on technology based projects.

The ability grouping of students in Years 7-10 and the acceleration of the academically superior students (Years 9-12), which proved so successful in 2004, will continue in 2005.

There will be a continued emphasis, with appropriate allocation of resources, on the development of staff knowledge and skills in the use of technology consistent with the findings of the technology audit.

The introduction of computerised reports across all KLAS in 2005 will necessitate a comprehensive professional learning program so that staff can effectively and efficiently report on the degree of achievement of student learning outcomes.

Planning

Background

In 2004 we focused on school planning and its impact on day-to-day life of students and staff in addition to the achievement of priorities as stated in our Management Plan (Annual School Plan).

Findings and conclusions

• Overall the school runs well and thoughtful long and short term planning is evident at many levels.

• Staff involvement in setting targets is a crucial factor in their involvement in working towards their achievement.

• The implementation and evaluation of the Annual School Plan needs to be a regular part of Executive and faculty meetings to assist all staff maintain the focus of working towards common goals and to enhance the achievement of targets.

• Maintaining records of organizational procedures used for event management, such as the Year 7 Orientation Day and Open Day will encourage new staff to take on the responsibility of managing events by providing them with guidance and providing opportunities for a wider range of staff (e.g. aspiring leaders) to develop management skills.

• Staff are generally well informed of events and procedures although they do perceive issues with version control in relation to documentation.

Future directions

• At the beginning of Term 1, 2005 the Executive will refocus on the 2005 Management Plan, during this session we will prioritise the targets we set for achievement in 2005 and set time frames for achievement. Throughout 2005 the Deputy Principals will track progress on the targets by initiating regular feedback from staff responsible for targets and the plan will be the focus of the first Executive meeting in each term.

• Throughout 2005 we will maintain records of documentation used to plan and manage events and use these to assist staff in 2006.

• The intranet will be revised to ensure better access by staff to documents relating to plans to assist them to carry out their duties and minimize potential confusion.

Curriculum

Science

Background

The Science Faculty underwent some significant changes of staff in 2004. The head of department, Graham Jones and our senior physics teacher Hong Chang Yin both retired.

The other major change faced by the faculty in this year was the reworking of our teaching programs to implement a new science syllabus. This syllabus is designated for introduction to Years 7 and 9 in 2005 and Years 8 and 10 in 2006. We have also restructured our grading systems to match the new outcomes descriptors for Stages 4 and 5.

Findings and conclusions

The retirement of two long standing members of the faculty provided opportunities for other members of staff to expand upon their teaching experience and, working together as a faculty, we have met the
challenge successfully, as the 2004 HSC results would indicate:

- **biology**: 25% of this class scored a Band 6 compared to the state average of 8.25%.
- **chemistry**: 45% of this class achieved a Band 5 or 6 compared to the state average of 35 percent
- **earth and environmental science**: 30% of this class achieved a Band 6 compared to the state average of 11%
- **physics**: 38% of this class scored a Band 5 or 6.

There were two outstanding results in this cohort: Ai Lin Sang achieved a HSC mark of 97 (17th in the state) and Xin Ru Li scored 95.

These pleasing results were carried on into tertiary studies with a substantial number of the school’s high achievers taking up science related degrees at university. The continued success of Riverside students in science subjects at the HSC has seen a steady increase in student numbers and classes within the senior school. In 2005 there are 12 senior classes.

Our year 10 students were also successful in the School Certificate statewide Science test with over 70 percent of them achieving a grade 4 or better. Our achievements in each of the Bands 4, 5 and 6 were significantly above the state average.

Riverside students also participated in two external competitions.

The results in the Australasian Science Competition were very pleasing:

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Credit</td>
<td>19</td>
<td>5</td>
<td>2</td>
<td>24</td>
</tr>
</tbody>
</table>

In the RACI Chemistry Quiz the results were:

<table>
<thead>
<tr>
<th></th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Distinction</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Credit</td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Our Year 7 Model Building assignment was once again successful with students showing initiative and creativity in the task they attempted. The Science faculty was impressed by the hovercraft, cranes, ferris wheels, merry go rounds, clocks and other devices that were presented. These were displayed as part of the Soiree held by the Creative Arts faculty at the end of Term 3.

Our Year 8 Measurements open-ended assignments also saw an interesting and diverse range of options. Students were able to clearly demonstrate their mastery of planning an investigation, the collection of first hand data and the presentation of their findings in a manner that clearly explained trends.

The faculty designed teaching programs covering Years 7, 8 and 9 for the new syllabus. We feel that in some areas the new Stage 4 outcomes will provide us with greater flexibility and opportunities to cater more successfully to the various learning styles of students.

**Future directions**

The implementation of the new syllabus for Years 8 and 10 will occur in 2006. We will be rewriting our teaching programs for Year 10 during 2005. The emphasis will be on exploring Science in the real world and the responsibility of us all to make well-informed decisions about the application of scientific discoveries.

The faculty has also decided to focus on our students’ use of language and appropriate scientific terminology. We will be seeking to teach and discuss the meaning of the terms listed in the glossary of the Board of Studies syllabuses - through the use of key word scaffolding exercises for both senior and junior classes.

The Science faculty will also be challenging our junior students to extend themselves through participation in various extra-curricular activities and competitions, such as the Spectra Awards, the Intel Young Scientist competition, the NSW University Science competition and the Eureka Prize.

We also hope to refine our teaching programs to focus more closely on the interests of Riverside students, within the parameters of the syllabus, so that more students will enjoy their junior years and continue studying Science in the senior school, having realized that Science is a valuable career path option.

**VET**

**Background**

Student enrolment in two of our VET courses dropped in 2003 resulting in Year 11 classes not forming in both Retail Operations And Information Technology in 2004. Retail Operations was a relatively new curriculum offering, while Information Technology has been a popular choice for 9% of our population over the past
five years. Enrolments in Hospitality have maintained at 24% of the Year 11 student population.

Findings and conclusions

- The number of students interested in studying VET courses has reduced due to the perceived impact on the UAI
- Students who elected the VET course which did not form a class in 2004, due to small numbers, chose to study a VET course at TAFE
- We cannot timetable a third Hospitality class due to restrictions in rooming and we do not have the facilities to expand to three classes due to the popularity of Food Technology in the junior school
- 60% of the students we targeted as suitable for a VET course perceived a UAI as a significant factor in not electing to study the Category B course.

Future directions

- We will offer only two VET courses in future years in the hope that both of them will form classes in Year 11, thus Retail Operations will not be offered.
- We will actively promote VET courses throughout 2005 across both the student and parent community to encourage students to consider these courses as an option for Year 11 study. Students in Year 12 will be encouraged to study Category B VET courses in addition to, rather than part of, their 10 units.

Sport

Background

The main aim of sport at Riverside is to provide opportunities for all students to participate and compete in a wide range of activities and sport.

In the inter-school grade competition Riverside was successful in winning both the netball and soccer premiership.

We sent strong teams to all Sydney North carnivals with Katie Jameson receiving a Bronze Medal at the cross country carnival and the 16 year 100m freestyle relay team made the final.

Two year 12 students received sporting scholarships - Katie Jameson (athletics at Macquarie University) and Holly Moussa (soccer at Sydney University).

Wendy Edwards made the CHS (State) team in volleyball and Katie Jameson came third in the CHS cross country carnival.

Holly Moussa in Year 12 received the Pierre De Coubertin Award for her outstanding contribution and involvement in sport over several years.

Simone Graham was awarded a school Blue in soccer whilst a Year 7 student, Rebekah Frankham won the Sportswoman of the Year Award having represented the school in numerous knock out sports as well as participating at all carnivals.

The Year 10 elective PE class organised lunch time competitions for Years 7 & 8 in netball and soccer. This provided opportunities for all students in these years to participate and also gave the Year 10 students an opportunity to expand their leadership and organisational skills.

Bancrofts School from London competed against Riverside in netball and hockey as part of an international school visit. The hockey was played at the Olympic pitch at Homebush. Riverside billeted the English students for two nights which gave the girls opportunities to participate in an excellent cultural exchange.

Another first in 2004 was our inaugural overseas sporting exchange in Hawaii. The girls competed in a netball competition as well as participating in surfing. The tour also included many cultural aspects including visiting Pearl Harbor.

Future Directions

We will continue to provide the students with many opportunities to participate in and organize a variety of sports and involve the students in decision making for sport choices.

An overseas sports tour will be organized for 2006 in netball and soccer.

Other programs

Student Leadership

Background

During 2004, the Riverside Girls High School student leaders actively participated in leadership activities in and around the school. Junior leaders organised special guest speaker Heather Armstrong, a lawyer from the D.P.P., to address the school at the International Women's Day assembly. On this day, the leaders also raised money for UNIFEM and fellow student Belinda Taylor who had been severely injured in a car accident.

Throughout the year, the student leaders also raised money for Jeans for Genes (genetic research), Red Nose Day (SIDS), Shave for a Cure (Cancer) and
collected cans of food for the Exodus Foundation at Christmas.

Riverside’s leaders were active around the community. They attended various conferences at the Old Government House and a luncheon at the State Library to celebrate Jessie Street’s achievements. The new leaders attended a regional Young Leaders Day at the Sydney Convention Centre in November with schools from all over the state present. Junior and senior leaders acted as guides for the Premier’s Seniors Concert in Term 1 and received very favourable comments for their involvement.

Riverside’s presence in local community events was noted by Samantha England who was the school’s district SRC representative. Elham Tahzib took over the role in Term 4 as the 2005 delegate.

Term 4 also saw the induction of the new 2005 leaders. School Captain Tara Briones, handed over the title to Sally Macintyre, Vice Captain Samantha England gave her position to Stephanie Brown and Sports Captain, Holly Moussa handed over to Brittany Olsson. The new leaders also attended a whole day training program where they discovered the roles and responsibilities they were to perform in the coming year.

**Student Welfare**

**Background**

During 2004 the Riverside Girls High School community developed a new student welfare and learning support policy which reflects the commitment of the school community to providing effective individual and whole school student welfare support strategies for every student to develop her personal and intellectual potential within the dynamics of her secondary education.

**Findings**

The values we have identified as crucial to the foundation of education at Riverside include:

- acknowledging uniqueness
- communicating acceptance
- esteeming self and community
- celebrating diversity
- emphasising the positive
- describing and applying the boundaries
- prescribing self-reflection and evaluation
- encouraging initiative and enterprise
- nurturing independence
- developing resilience

Riverside Girls High School strives to be an inclusive school community. The Department of Education upgraded disabled access facilities by the addition of a ramp leading onto the senior lawn from the library walkway. Student integration occurs in Years 7-12. Some students are accessing the life skills outcomes embedded in the new Board of Studies syllabuses in Years 7-9, while others are completing the life skills courses in their Years 10-12 course of study. Staff are supported by a Support Teacher Learning Assistance in order to assist them adjusting teaching programs.

**Future Directions**

The 2005 focus will be directed toward implementing strategies which:

- **maintain and develop**
  - student focus of the year advisers
  - successful explicit welfare programs
  - welfare perspectives within the 7 IT program
  - Record of Individual Student Contact (RISC) database
  - weekly professional learning format of meetings in staff common room; special student focus meetings Recess 2 Tuesdays
  - “blue” news update in staff pigeon holes every Monday

- **activate**
  - newly developed Riverside Girls High School student welfare and learning support policy
  - tracking processes
  - regular welfare attachment to staff bulletins

- **engender**
  - sense of team
  - shared development of whole-school student welfare and learning support strategies
  - teacher understanding of the dimensions of student welfare in our work

- **develop**
  - implicit welfare strategies
  - multi-faceted response to issues of bullying and emotional health
  - extended roll call planned to address year based welfare issues

- **review**
  - the school student welfare policy
  - student welfare website material
  - communication with parents
  - text message to parents re lateness or absences

**Student performance**

**Higher School Certificate Information**
The H.S.C. results in 2004 were again excellent continuing the pattern of previous years. Of the 111 students eligible for a UAI 20.53% gained a UAI over 90, including the first three in the year who gained a UAI over 99. The dux was Ai Lin Song who scored a UAI of 99.95 and was 17th in the state in Physics.

There were 84 mentions in the subject merit lists in a variety of subjects from 41 students. Two students, Ai Lin Song and Philippa Hinton each received a “Premiers Award for All Round Excellence” for achieving Band 6 in all 10 and 12 units, also Philippa Hinton was second in the State in Personal Development, Health and Physical Education with 10,000 candidates respectively.

Ai Lin Song - Dux 2004
UAI 99.95

As a result of their excellent performances in the 2004 Higher School Certificate Katie Jameson, Cassandra Yip and Holly Moussa gained a scholarship to Macquarie University, University of Technology and Sydney University respectively.

Anne Sastro’s major work for Extension 2 English has been chosen for publication in “Showcase”, an exhibition of the best written and visual projects from the 2004 Higher School Certificate.

Chris Xie, (Year 11) an accelerated Maths student scored 94% in Extension 1 Mathematics.

In the 2004 Higher School Certificate students sat for 34 courses. An analysis of these course results indicate that in almost 60% of courses (20/34) student results were above the state mean. Results in several subjects were significantly above the state mean including Design & Technology (10.35), Drama (11.65), Spanish Beginners (11.22), Information Processes & Technology (5.02), History Extension (7.62) and Software Design & Development (5.02).

The results in Extension 1 English and Extension 2 English were particularly pleasing with 11 and 8 students respectively gaining Band 6 demonstrating a substantial increase over 2003 results in these courses.

In Science 2004 Band 6 results substantially improved in Biology (500%) and Earth and Environmental Science (75%) over those in the 2003 Higher School Certificate.

When a comparison is made between courses over the period 2002-2004 the following can be concluded:

- Design And Technology consistently above state mean over the last three years with a significant improvement in 2004.
- English – Advanced– consistently above state mean over last 2 years
- English as a Second Language – consistently above state mean over last 3 years.
- English Extension 1 – consistently above state average over last 3 years with a significant improvement in 2004.
- English Extension 2 – consistently above state average over the last 2 years.

Value added data was based on a comparison of School Certificate (Year 10) and HSC results using these tests in 2002 as a predictor of HSC levels of achievement for approximately 50% - 60% of the students. The data indicated that the overall student improvement in value added scores from School Certificate to Higher School Certificate was 5.65.

There was a very strong improvement for students who scored Bands 4 and 5 and a strong improvement for students who scored Bands 2, 3 and 6 in the statewide tests in Year 10 2002.

School Certificate Information

One hundred and sixty eight students sat for the statewide tests in English literacy, Mathematics, Australian History, Civics and Citizenship, Australian Geography, Civics and Citizenship and Science. In the English literacy test 46.41% achieved the top two bands (Bands 5 and 6) as against 31.57% statewide which is an improvement of 16.69% over the 2003 results. In Mathematics 27.19% achieved Bands 5 and 6 as against 26.06% statewide which also is an improvement over the 2003 result of (22.44%). In Australian History, Civics and Citizenship over 64% of students achieved one of
the top 3 bands. In Australian Geography, Civics and Citizenship over 74% of students achieved one of the top three bands (4, 5, 6). In science 37.4% achieved a Band 5 or 6 as against 31.44% statewide. There were very few students who scored in the lowest bands of 1 and 2 in these tests. There were no students in Band 1 in Mathematics and only one in Australian Geography, Civics and Citizenship. There were only three in both Australian History, Civics and Citizenship and Science.

Outstanding School Certificate results were achieved in some subjects including Italian, Computing Studies, Design and Technology, Food Technology, Drama, Technics and Textiles and Design. These results reflect successful teaching and learning programs by these faculties. 82% of German candidates achieved A or B grade compared to 68% statewide, 48% of Computing Studies (43% statewide); 67% of Design and Technology candidates achieved A or B grade (51% statewide).

Proportions of students in the top two grades were below the state grading pattern in Advanced Mathematics (school 33% state 40%), Science (school 22% state 36%), Commerce (school 33% state 53%).

Our School Certificate results (both statewide test scores and grades from school based assessment) vary from year to year. We are committed to improving all aspects of our School Certificate results, especially those in English, Mathematics and Science, three of the mandatory subjects.

Our targets

Progress on 2004 targets

Target 1. Quality Teaching & Learning

Our achievements include:

- confident, competent teachers in Stage 4, 5, 6 classrooms
- engaged students committed to high levels of achievement
- teaching programs, assessment schedules/report formats consistent with BOS guidelines and DET quality teaching model
- improved student understanding of BOS key words as displayed in assessment tasks and examinations
- differentiated curriculum evident in teaching and assessment programs
- multi-faceted extension program for gifted and talented students
- high order academic results across the board.

Target 2. Welfare of the Riverside Community

Our achievements include:

- successful transition to new building and learning venues despite $100 000 debt inherited by the school from non-completion of key items
- safe movement of public, staff and students into/out/around school
- more resilient and confident students
- 'at risk' students better identified and supported
- case management approach to supporting 'at risk' students working well
- much greater awareness of O.H. & S. by teachers and office administration staff

Target 3. Student Leadership

Our achievements include:

- increased profile of student leaders throughout the school community
- enhanced leadership skills displayed by student leaders
- confident, vibrant student leadership team

Target 4. The School Image

Our achievements include:

- high quality promotion of school via print media
- improved customer service focus by SAS staff and teaching staff
- increased uniform code adherence by students
- enhanced quality of publications and information to parents via user-friendly school website
- 1015 enrolments, highest ever, 207 in Year 7 2005

Target 5. Technology in Learning

Our achievements include:

- increased use of computer technology across the school (staff and students)
- improved awareness of staff technology needs due to technology audit
- established firm links with Macquarie University ICT Innovations Centre
- multimedia lab in full use
- Year 9 and 10 elective multimedia and web design win statewide award
Targets for 2005

Target 1. Quality Teaching & Learning

DET Quality Teaching model incorporated into the curriculum: Implementation of Stage 4 - 5 syllabuses; Extension of gifted and talented students; Confident and competent classroom teachers.

Strategies to achieve this target include:
- provision of professional learning funding for Years 7-10 syllabus implementation
- targeted professional learning activities re DET quality teaching model
- revised/revamped extension program
- acceleration of highly capable students
- provide opportunities for staff to engage in professional dialogue/share best practice

Our success will be measured by:
- staff attendance at Stage 4-5 syllabus implementation professional learning courses
- quality teaching and learning in Stage 4-5 classrooms
- increased opportunities for higher order thinking, problem solving, sustained argument in all classrooms, especially 7P, 7Y, 8L and 8F
- accelerated students in junior and senior school
- performance opportunities for music, drama, visual arts and drama students

Target 2. Technology in Learning

Increased use of computer technology across the curriculum; increased use of school intranet; Years 7-8 students achieve ICT outcomes.

Strategies to achieve this target include:
- establish a technology team leader in each faculty and link with technology team
- provide training/support for staff to increase the incorporation of technology into daily administration
- strengthen the assessment of competencies of 7 and 8 ICT
- individual projects incorporating advanced computer technology
- establish targets for faculties re integration of technology into new syllabuses
- place all school policies and key DET documents on the internet and intranet.

Our success will be measured by:
- increase in the number of teachers incorporating technology into daily administration and classroom practice
- publication of ICT competencies for Year 7 ICT
- implementation of technology outcomes in all Years 7-10 syllabuses
- extension students’ individual projects incorporate advanced technology

Target 3. Student Leadership

Promote the development of leadership skills and enhance the well-being of student leaders.

Strategies to achieve this target include:
- implementation of leadership training courses
- development of roles and responsibility statement by student leaders
- student leaders devise school-based projects and initiatives
- anti-bullying and harassment policies and procedures
- establishment and implementation of formal meeting procedure
- public recognition of the valuable role student leaders perform

Our success will be measured by:
- increased profile of student leaders within the Riverside Girls High School community
- self-managing and productive SRC
- public recognition of student leaders’ efforts and achievements at whole-school assemblies
- fewer incidents of bullying and harassment

Target 4. The School Image

Strengthen and enhance the image/reputation of Riverside Girls High School within and beyond the Gladesville local area. Instil pride in school motto.

Strategies to achieve this target include:
- implementation of computerised reports
- adherence to revamped style guide for school publications
- promote and focus on charter of responsibilities
- publication/announcement of student/school achievement via assemblies, print media, school bulletin and school website
• improved appearance of school grounds
• regular focus on school uniform compliance and school/motto
• disseminate value added data to staff and students

Our success will be measured by:
• computerized reports in operation within junior/senior school
• consistency in style and quality in school documents/correspondence
• increased awareness and compliance with contents of charter of responsibilities
• value added data/success stories promoted in local and school community
• visually appealing school environment

Target 5. Welfare of the Riverside Community

Riverside is an optimistic community comprising confident, positive staff and resilient and confident learners

Strategies to achieve this target include:
• reinforcement of the links between curriculum and welfare
• staff raising of issues in a courteous, positive manner
• welfare perspectives integrated into curriculum, welfare/discipline processes and school infrastructure
• widespread and appropriate use of Stages Student Management System and Merit System
• utilise case management approach to support ‘at risk’ students
• revise structure of roll groups and implement new attendance monitoring procedures.

Our success will be measured by:
• staff are valued part of welfare network and confident student mentors
• positive school climate characterized by support and encouragement
• effective student welfare focused staff
• effective case management approach with ‘at risk’ students
• reduction in late arrivals by students

Our context

Enrolment profile

In February 2004, 968 students were enrolled; 662 in Years 7-10 and 306 in Years 11-12. These numbers maintained the school’s enrolments at a similar level in recent years with six classes in each of Years 7-10 in the core subjects of English, Mathematics and Science. Enrolments included 32 international students. International students are now an established element of the school’s rich cultural diversity. 16 students in the senior school were enrolled as Pathways students.

Student mobility declined in 2004 but remains significant. There were 52 new enrolments during 2004, matched by a similar number of leavers so that the school’s overall population remained stable. New enrolments came from a variety of sources including overseas, interstate and both private and public schools.

Despite this mobility, retention rates are solid. 114 of the 146 students who completed Year 12 in 2004 had completed their School Certificate at Riverside in 2002. Of the 168 students in Year 10 2004, 152 proceeded to Year 11 in 2005. While retaining students, the school also continues to attract new enrolments into Year 11. In 2004 19 students enrolled in Year 11 with places being sought after 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, continues to be committed to achieving the best possible attendance rates for all students. The school experience shows a high correlation between attendance and 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>30/11/2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>664,217.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>482,758.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>134,380.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>970,053.00</td>
</tr>
<tr>
<td>Interest</td>
<td>35,460.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>187,761.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2,474,629.00</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 141,153.00 |
| Excursions                 | 83,295.00  |
| Extracurricular dissections| 288,312.00 |
| Library                    | 24,668.00  |
| Training & development     | 11,690.00  |
| Tied funds                 | 120,235.00 |
| Casual relief teachers     | 50,663.00  |
| Administration & office    | 553,181.00 |
| School-operated canteen    | 0.00       |
| Utilities                  | 58,583.00  |
| Maintenance                | 138,688.00 |
| Trust accounts             | 195,287.00 |
| Capital programs           | 189,225.00 |
| **Total expenditure**      | 1,844,459.00 |
| **Balance carried forward**| 630,170.00 |

A full copy of the school's 2004 financial statement is tabled at the annual general meeting of the P. & C.

Our balance carried forward contains:
- Tied funds: $108,464
- Trust funds: $27,709
- Unpaid Orders: $184,755

Our income is inflated by GST recoups from the ATO to the value of $106,564. Both income and expenditure is inflated by:

1. funds held for DET for overseas fee paying students to the value of $345,188
2. the school run uniform shop which is non profit and has income and expenditure to the value of $93,849

We have also inherited a $100,000 debt from the Building The Future program which did not complete all the scheduled features of the original design. Details of this imposed debt have been tabled at P. & C. meetings are available on request.

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
- Christy Pritchard, Deputy Principal
- Peggy O'Neill, Deputy Principal
- Karen Frankam, Parent
- Michael Blundell, Parent
- Wendy Chamaoun, H.T. Student Welfare & Learning Support
- Colin Slow, H.T. Administration (relieving)
- All other curriculum Head Teachers

The school education area chief education 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
Lane Cove Network

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

Ken Olah
School Education Director
Lane Cove Network

NAME OF SCHOOL 12
SCHOOL CODE