Annual Report 2006

RIVERSIDE GIRLS HIGH SCHOOL

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Major Design Project by Sophie Croft for the 2006 Higher School Certificate exhibited at the Power House Museum
Principal's message

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

As a public comprehensive high school for girls, Riverside Girls High School caters for a wide range of abilities and interests. Sixty per cent of the 1040 students have a non-English speaking background (NESB). Over 40 cultural groups are 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 to be a public comprehensive high school and is 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. We encourage ethical and socially responsible behaviour.

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 whole school programs such as the A-B Project (from Anarchy to Belonging) introduced in 2006, which seeks to provide students with a framework of desirable and ethical behaviours.

We value academic success as well as responsible citizenship. We provide leadership opportunities for young women from a diverse range of suburbs in the inner west of Sydney.

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

The SRC undertook various fundraising initiatives throughout the year including International Women’s Day (with funds supporting UNIFEM); Jeans for Genes Day, Red Nose Day; Daffodil Day; Make Poverty History and Pyjama Day (funds going towards Westmead Children’s Hospital). All of which were successful.

The SRC also represented the school at internal events – formal assemblies – and at external school events such as Breakfast with the Stars, UNIFEM International Women’s Day Breakfast and Assembly and various young leaders’ conferences.

Initiatives for the future which were introduced at the conclusion of 2005 include the development of the SRC’s constitution, plans to upgrade the toilets, Streamline a student newsletter and SRC representation at executive meetings.

The SRC was also involved in the organisation and encouragement of whole school initiatives and activities. This was evidenced through involvement in the organisation of sporting carnivals, encouragement of peer-support, mentoring and anti-bullying programs.

Overall 2006 was a successful year for the SRC and school initiatives and the SRC provided excellent representation in school and in the wider community.

P. & C. Message

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

The P. & C. met on the 2nd Wednesday of each month, providing a valuable forum for parent opinion and discussion, with attendance ranging from 5 to 40. Head Teachers of Maths, History, Teaching and Learning and the School Counsellor, spoke at various meetings reporting on their faculties and programs within the school.

A consistent core of active and interested parents supported the P. & C. by assisting on Open Day, Year 7 Orientation, 10 into 11 uniform day, and a working bee to plant and landscape the area around the hall and the entrance to the school.

The P. & C. supported a Trivia night, organized by parents of the music committee, to raise funds to assist in provision of instruments and music for the Riverside stage band.

During 2006 the P. & C. committed $27,000 to the operation of Riverside Girls High.
Funds were provided for:

- **BATH Day** (Better Attitudes to Health) and the Anti Bullying Program
- Year 12 graduation prizes, school diaries, Open Day advertising, security, dance groups and sports equipment
- the student assistance scheme
- additional funds above DET allocation, for teachers to attend professional learning seminars
- assistance to students involved in representative sport (e.g. water polo, beach volleyball and trampolining)

Three parent teacher evenings were conducted in 2006, with each one catering for 2 different years. These evenings provide opportunity for parents to discuss a student’s progress directly with their teachers.

The P. & C. link on the school website has been a work in progress, however the number of parents receiving P. & C. information by email has been steadily increasing.

**Student information**

**Student enrolment profile**

1028 FTE students were enrolled at the commencement of 2006; 726 in Years 7-10 and 324 in Years 11-12. Student mobility remained significant in 2006. New enrolments came from a variety of sources including overseas international students, interstate and both private and public schools. Leavers included families relocating those seeking employment and students choosing to enrol at other schools.

### Student Attendance profile

Monitoring student attendance continues to be a high priority based on the belief that there is a high correlation between attendance and achievement. The school’s attendance rates in 2006 remained above regional and state attendance rates.

#### Years 7 to 10 Attendance

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
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<td>92.6</td>
<td>92.5</td>
<td>93.2</td>
<td>93.1</td>
</tr>
<tr>
<td>Region</td>
<td>93.1</td>
<td>93.1</td>
<td>92.8</td>
<td>93.0</td>
</tr>
<tr>
<td>State</td>
<td>90.4</td>
<td>90.1</td>
<td>89.9</td>
<td>90.1</td>
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</table>

### Years 11 and 12 Attendance

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
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<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
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<td>91.0</td>
<td>91.8</td>
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</tr>
<tr>
<td>Region</td>
<td>91.1</td>
<td>91.3</td>
<td>91.0</td>
<td>91.6</td>
</tr>
<tr>
<td>State</td>
<td>89.6</td>
<td>89.5</td>
<td>89.5</td>
<td>89.8</td>
</tr>
</tbody>
</table>
Structure of Classes

In the junior school there were seven core classes in Year 7, seven in Year 8, six in Year 9 and six in Year 10. In each year classes were organised with one or two upper-band classes and the remainder operated as mixed ability classes. In Year 8 one class was formed to cater for students with learning needs. Riverside continued its commitment to technology education with all Year 7 and 8 students undertaking ICT (Information and Communications Technology) classes throughout the year. Years 11 and 12 operated on a flexible timetable with period 0 beginning at 7.45 a.m. to make best use of school facilities. In Year 12 extension classes operated in English (1 and 2), Mathematics (1 and 2), Music, Italian, French and German.

Retention Year 10 to 12

The percentage of students who completed Year 10 in 2004 and continued on to Year 12 in 2006 remained significantly above the state average. Riverside’s commitment to Pathways encourages as many students as possible to remain at school to complete the HSC.

Retention to Year 12

<table>
<thead>
<tr>
<th></th>
<th>SC00 - HSC02</th>
<th>SC01 - HSC03</th>
<th>SC02 - HSC04</th>
<th>SC03 - HSC05</th>
<th>SC04 - HSC06</th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>77.8</td>
<td>81.3</td>
<td>76.2</td>
<td>80.9</td>
<td>79.2</td>
</tr>
<tr>
<td>SEG</td>
<td>77.6</td>
<td>72.4</td>
<td>76.4</td>
<td>79.7</td>
<td>78.4</td>
</tr>
<tr>
<td>State</td>
<td>57.7</td>
<td>59.1</td>
<td>59.5</td>
<td>61.0</td>
<td>61.2</td>
</tr>
</tbody>
</table>

Staff Information

Staff Establishment

In 2006 Riverside’s staffing entitlement was 69.3 teachers an increase over 2005 (68.8), including 2 deputy principals and 10 Head Teachers. The school has a very experienced staff balanced by the injection of new early career teachers. Six of them completed accreditation with the NSW Institute of Teachers in 2006 and gained teaching certificates.

Staff Attendance

Staff have access to leave entitlements, such as sick leave and family and community leave, including jury duty service. In 2006 the average daily attendance rate for staff was 96.4%.

Staff Retention

Riverside Girls High School has a very high level of staff retention. 62 of the 78 staff teaching in 2006 (79%) taught at Riverside in 2005. In 2006 new appointments were made to head teacher positions in TAS, Teaching and Learning and Administration. Changes in staff between 2005 and 2006 were the result of changed staffing entitlement, retirements, maternity leave and transfers. Six new appointments were made to the staff in 2006.

Teacher Qualifications

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

Professional Learning

In 2006 fifty-seven teaching staff (including SASS) participated in professional learning activities. The above figure is comprised of 49 teachers and the remainder from School Administration Support Staff.

The average expenditure per staff member was $788. The breakdown into DET priority areas indicates the following areas of professional learning:

1. Beginning Teachers $ 5,954
2. Use of ICT for Teaching and Learning $ 1,354
3. Quality Teaching $12,423
4. Syllabus Implementation $ 7,553
5. Leadership and Career Development $ 7,268
6. Welfare & Equity $ 8,011

As well as the above all teaching staff participated in four school development days at the beginning of Term 1, Term 2 and Term 3 2006 and another on B.A.T.H. Day.
Sara Antunes, a member of LOTE faculty participated in the Endeavour Language Teacher Fellowship program to France.

As an early career teacher Sara greatly appreciated the opportunity to learn from experienced colleagues and other beginning teachers in her specialised field. As a result of this intensive study program Sara significantly broadened her repertoire of teaching methodology in addition to improving her language proficiency.

In 2006 the support, guidance and development of our 12 beginning/early career teachers was a major focus of our professional development plan.

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

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

**Financial 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>Balance brought forward</th>
<th>760 489.65</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global funds</td>
<td>471 372.56</td>
</tr>
<tr>
<td>Tied funds</td>
<td>232 154.85</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>966 653.64</td>
</tr>
<tr>
<td>Interest</td>
<td>41 107.24</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>154 569.23</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2 626 347.17</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>158 015.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>74 490.20</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>300 739.06</td>
</tr>
<tr>
<td>Library</td>
<td>19 753.37</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>224 079.69</td>
</tr>
<tr>
<td>Short Term Relief</td>
<td>61 823.85</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>533 041.61</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>78 463.12</td>
</tr>
<tr>
<td>Maintenance</td>
<td>150 626.91</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>159 493.34</td>
</tr>
<tr>
<td>Capital programs</td>
<td>142 208.17</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1 902 734.32</td>
</tr>
</tbody>
</table>

**Balance carried forward** 723 612.85

A full copy of the school’s 2006 financial statement was tabled at the annual general meeting of the P. & C. Further details concerning the statement can be obtained by contacting the school.

**School Performance 2006**

**Benchmark results**

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

<table>
<thead>
<tr>
<th>Percentage of Year 7 students meeting national benchmarks</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td>Reading</td>
<td>99.0    *</td>
<td>95.1    *</td>
</tr>
<tr>
<td>Writing</td>
<td>99.0    *</td>
<td>97.6    *</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.6    *</td>
<td>85.9    *</td>
</tr>
</tbody>
</table>

* National benchmarks were not available at the time of printing this report.
Litarcy and Numeracy

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

### ELLA Results 2006
(English Language and Literacy Assessment)

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark 2006</td>
<td>91.5</td>
<td>88.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achievement level distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement level Low Elementary Proficient High</td>
</tr>
<tr>
<td>Number in level 2006</td>
</tr>
<tr>
<td>Percentage in level 2006</td>
</tr>
<tr>
<td>School average 2002 - 2006</td>
</tr>
<tr>
<td>LSG average 2006</td>
</tr>
<tr>
<td>State average 2006</td>
</tr>
</tbody>
</table>

### SNAP Results 2006
(Secondary Numeracy Assessment Program)

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark 2006</td>
<td>87.9</td>
<td>84.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achievement level distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement level Low Elementary Proficient High</td>
</tr>
<tr>
<td>Number in level 2006</td>
</tr>
<tr>
<td>Percentage in level 2006</td>
</tr>
<tr>
<td>School average 2002 - 2006</td>
</tr>
<tr>
<td>LSG average 2006</td>
</tr>
<tr>
<td>State average 2006</td>
</tr>
</tbody>
</table>

Students at Riverside were supported in literacy and numeracy across all KLAs and in all ability levels. This support was provided through team teaching, modification of the curriculum and individual instruction. In addition there was a focus on training staff to use the SMART data package to analyse results to identify the support needs of students and develop whole school strategies. These strategies were incorporated into units of work across all KLAs.

Higher School Certificate

The Year 12 class of 2006 achieved outstanding HSC results, consistent with the very high standard set by previous Year 12 groups. In the last 4 years Riverside has been listed in the Top 200 schools in NSW based on the percentage of students gaining band 6 (over 90%) in each subject. In 2003 the rank was 79, in 2004 it was 93, in 2005 it was 120 and in 2006 it was 116.

A total of 23 students achieved a UAI over 90. Of the 112 students eligible for a UAI 20.53% gained a UAI over 90. The overwhelming majority gained entry into their first choice for University study. Melanie Zhou was dux with a UAI of 99.35. Melanie gained a Premier’s Award for achieving band 6 (over 90%) in at least 10 units of study. She also received the prestigious Sydney University scholarship for Finance. Amanda Lloyd Tait was awarded the NSW University Scholarship of $4000 and Nicole Commander was awarded a federal V.E.T. scholarship of $2000 for her achievements in I.T. (VET)

Riverside received 83 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 2006 HSC examination was Riverside’s 246 band 5 results (80-89%) from all the students who were studying the full-time or part-time HSC.

Riverside’s best performing subjects were Ancient History (with 11 candidates gaining band 6 and a further 11 gaining band 5 from 34 candidates). Spanish Beginners, Earth and Environmental Science, ESL English, Extension 1 Maths and Textiles and Design were all between 5 and 10 marks above the state mean. The 2U German Beginners results were outstanding with candidates scoring 10.15 marks above the state mean, with 50% of the students achieved band 6 (over 90%).

Valeria Villa Corta from Yr 10 achieved 94% (band 6) in 2U Italian as an accelerated student. She will study Extension Italian for the HSC as an accelerated student in Year 11 in 2007.

In 2 Unit Design & Technology Sophie Croft’s major work was selected for the DesignTech exhibition at the Powerhouse Museum Sydney. The project is featured on the cover of this report. Sophie’s project was also featured in the Good Living section of the Sydney Morning Herald and on the New Inventors Program on ABC television in 2007. Only 27 major projects were chosen for the Powerhouse Exhibition from 4,090 HSC candidates.
School Certificate Information


Student performance in the Board of Studies tests is reported in bands with band six the highest and band 1 the lowest. The tables below show student results as percentages and compares school results with those achieved within the local school group and statewide.

In all mandatory areas the school performance was significantly higher than the state averages particularly in the achievement levels in bands 5 and 6. The following Year 10 students: Mahdieh Balabandi, Ella Hamilton, Ellen MacIntyre, and Hannah Vousden are to be congratulated on their excellent achievements in all subjects studied for the 2006 School Certificate.

### English

<table>
<thead>
<tr>
<th>Average mark</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>75.3</td>
<td>72.1</td>
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</tbody>
</table>

**Performance band distribution**

<table>
<thead>
<tr>
<th>Performance band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band 2006</td>
<td>2</td>
<td>6</td>
<td>22</td>
<td>78</td>
<td>46</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in band 2006</td>
<td>1.3</td>
<td>3.8</td>
<td>14.0</td>
<td>49.7</td>
<td>29.3</td>
<td>1.9</td>
</tr>
<tr>
<td>School Average 2002 - 2006</td>
<td>0.7</td>
<td>5.0</td>
<td>20.2</td>
<td>44.3</td>
<td>25.1</td>
<td>4.6</td>
</tr>
<tr>
<td>LSG average 2006</td>
<td>1.5</td>
<td>5.5</td>
<td>15.4</td>
<td>44.5</td>
<td>28.3</td>
<td>4.7</td>
</tr>
<tr>
<td>State average 2006</td>
<td>4.3</td>
<td>9.7</td>
<td>20.8</td>
<td>39.3</td>
<td>21.1</td>
<td>4.8</td>
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</table>

### Mathematics

<table>
<thead>
<tr>
<th>Average mark</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>71.2</td>
<td>72.1</td>
</tr>
</tbody>
</table>

**Performance band distribution**

<table>
<thead>
<tr>
<th>Performance band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band 2006</td>
<td>4</td>
<td>21</td>
<td>49</td>
<td>31</td>
<td>48</td>
<td>4</td>
</tr>
<tr>
<td>Percentage in band 2006</td>
<td>2.6</td>
<td>13.4</td>
<td>31.2</td>
<td>19.8</td>
<td>30.6</td>
<td>2.6</td>
</tr>
<tr>
<td>School Average 2002 - 2006</td>
<td>0.7</td>
<td>8.7</td>
<td>26.5</td>
<td>37.2</td>
<td>23.3</td>
<td>3.6</td>
</tr>
<tr>
<td>LSG average 2006</td>
<td>1.7</td>
<td>19.4</td>
<td>31.5</td>
<td>25.6</td>
<td>17.0</td>
<td>4.8</td>
</tr>
<tr>
<td>State average 2006</td>
<td>4.7</td>
<td>29.9</td>
<td>30.0</td>
<td>18.2</td>
<td>11.5</td>
<td>5.7</td>
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### Science

<table>
<thead>
<tr>
<th>Average mark</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>74.4</td>
<td>71.2</td>
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**Performance band distribution**

<table>
<thead>
<tr>
<th>Performance band</th>
<th>Competence</th>
<th>Not Demonstrated</th>
<th>Competent</th>
<th>Highly Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band 2006</td>
<td>0</td>
<td>47</td>
<td>110</td>
<td></td>
</tr>
<tr>
<td>Percentage in band 2006</td>
<td>0.0</td>
<td>29.9</td>
<td>70.1</td>
<td></td>
</tr>
<tr>
<td>LSG average 2006</td>
<td>0.3</td>
<td>36.3</td>
<td>63.4</td>
<td></td>
</tr>
<tr>
<td>State average 2006</td>
<td>1.0</td>
<td>45.7</td>
<td>53.3</td>
<td></td>
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</tbody>
</table>

### Computer Skills

<table>
<thead>
<tr>
<th>Average mark</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>83.8</td>
<td>79.1</td>
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**Performance band distribution**

<table>
<thead>
<tr>
<th>Performance band</th>
<th>Competence</th>
<th>Not Demonstrated</th>
<th>Competent</th>
<th>Highly Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band 2006</td>
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<td>47</td>
<td>110</td>
<td></td>
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<tr>
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<td>29.9</td>
<td>70.1</td>
<td></td>
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<tr>
<td>LSG average 2006</td>
<td>0.3</td>
<td>36.3</td>
<td>63.4</td>
<td></td>
</tr>
<tr>
<td>State average 2006</td>
<td>1.0</td>
<td>45.7</td>
<td>53.3</td>
<td></td>
</tr>
</tbody>
</table>

### Average School Certificate relative performance from Year 5 (value-added)

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

As can be seen from the graphs student performance in all areas was substantially above expectations and the school added value to student performance in English-Literacy, Mathematics, Science, Australian History and Australian Geography, Civics and Citizenship, and Computing Skills.

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

Teachers have closely analysed the performance of our 2006 cohort and are implementing specific strategies in Year 10 to enhance student achievement for the 2007 cohort.
Course | School 2006 | School Average 2002-2006 | LSG Average 2006
--- | --- | --- | ---
English | 0.3 | 2.4 | 1.1
Mathematics | 2.4 | 1.6 | 1.0
Science | 0.5 | 1.0 | 1.1
Australian History, Civics and Citizenship | 4.4 | 1.8 | 1.7
Australian Geography, Civics and Citizenship | 3.0 | 1.7 | 0.9
Computer Skills | 1.7 | | 0.4

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

Sport

Sport is a vital and integral component of the curriculum of Riverside. Sport provides students with the opportunity to experience and benefit from a variety of sporting and recreational activities.

In 2006 Riverside was involved in a number of sporting events – competitive and non-competitive such as the popular inter-house carnivals, state knock-out tournaments, zone gala days, inter-school grade competitions and inter-school games days.

The 2006 swimming carnival was the first major organised event conducted under the newly revised accumulation house point system. Under the new system all house points from the inter-house sporting events were combined with the points from curricular (e.g. academic) and extra-curricular events to determine the annual house tally. The beautiful weather, good promotion and the incentive of revamped all inclusive house points systems saw a massive participation level across all age groups and swimming disciplines.

Two records broken when Orlanda Sexton succeeded in beating her previous best time in 50 metre butterfly (2005) and McKenzie House beat their 2005 6 x 50 metre freestyle relay record. Mallinson House emerged victorious at the carnival.

Seven swimmers from Riverside represented Sydney North Area at the Combined High School Carnival – Larissa Aussel (Year 7), Holly Browne (Year 10), Mae Dieu Tran (Year 7), Romy Ferrera (Year 8), Jenny Li (Year 7), Jasmine Lingard (Year 7) and Krystle Jayne Ng (Year 7).

The school athletics carnival was at Homebush Track and Field Centre in late June. The participation at the carnival was very high and again Mallinson House emerged victorious. Riverside sent a team of about 100 girls to the North West Metropolitan Zone Carnival at Homebush International Arena. Here all girls competed very strongly achieving Riverside’s best result in many years. The 16 years team was zone champion team and Riverside finished third overall. Sally Johnson was Zone 16 years age champion and Katarina Kraft finished one point behind Sally in the points tally to be runner-up in the 16 years division. Many other Riverside competitors placed in their event with 26 girls qualifying for the Sydney North Area carnival.

At the Sydney North Regional Athletics carnival Sally Johnson and Katarina Kraft were again outstanding and competed at the Combined High Schools carnival.

Following the school’s cross country carnival held at Tarban Creek Reserve in early April, 55 girls travelled to Pennant Hills Park for the North West Metropolitan Zone Cross Country Carnival. Riverside’s greatest achievement of the day was taking out first place in the 15 years age group. Seven girls were selected to represent the zone at the regional carnival.

Riverside entered 15 teams in the state knockout tournament in 2006 in the following sports: hockey, volleyball, basketball, water polo, touch football, AFL, table tennis, soccer and oz tag. The open volley ball teams made it through to Round 8 finally finishing in 6th position. Two sisters Kay and Wendy Edwards were selected in the Sydney North Regional team. Kay gained selection in the Combined High Schools ‘shadow’ team. The U15 soccer finished in the top 16 in the state. The U15 waterpolo team finished in the top 8 of the state.

In the sport of sailing Miki Evans (Year 9) once again excelled by being placed 1st in the Combined High School Sailing Championship – laser class. Miki was also selected to represent Southern N.S.W. at the National Sabot Championship at Sandringham Yacht Club on Port Phillip Bay, Victoria. after her silver medal performance in the NSW All School Sailing Championships.

In March 2006 Moya Johansson (Year 8) came 2nd in the Triathlon All Schools Carnival (junior division) held at Penrith Lakes. She then competed at the Australian championships in Victoria placing 20th in the individual event and 2nd with the NSW relay team. Alice Palmer (Year 10) came sixth in the Combined High Schools division while Riverside’s Year 10 team of Holly Brown (swim), Katrina Kraft (bike) and Sally Johnson (run) competing in their first triathlon came third in the Combined High Schools division beating 40 other teams.

Riverside entered two teams in NSW Secondary Schools Basketball Championships for Years 7 & 8. Team 1 after six hard fought games were crowned state champions.

Danielle Ayrton (Year 12) achieved several very high level performances in the sport of trampolining. She
won gold, silver and bronze medals in the 17 years section of individual and synchronized trampolining at the Australian Trampolining Championship. Danielle then went on to compete at the Indo-Pacific Trampolining Championships in Pretoria, South Africa where she performed with distinction, bringing home a silver medal for the 17 years women’s synchronized event plus bronze medals for the individual women’s trampoline and women’s double mini trampoline categories.

Three girls, Jessica Frances (Year 12), Katarina Kraft (Year 10) and Kate Butler-Howell (Year 10) represented Sydney North Area at the Combined High Schools soccer championships in Armidale. The team finished a creditable third in this highly contested tournament.

Riverside’s Under 16 Futsal team won the Regional Championships with the following students later gaining selection in the NSW Under 16 years Futsal team – Isabella Bianchino (Year 9), Nina Blundell (Year 10) and Hannah Vousden (Year 10).

Our rowers were very successful again this year. Most noteworthy was the Open Coxed scull team which won the prestigious Head of the River event. This team of rowers also gained 2nd place at the Combined High Schools carnival. The team comprised Rachel Felton (Year 11), Louisa Andrews (Year 11), Rosa Brown (Year 11), Amber Dawson (Year 11) and Elise Duffy (Year 11). Rachel Felton (Year 11) and Amber Dawson (Year 11) were also placed 3rd in the C.H.S. double sculls event. Elise Andrews (Year 11) competing in the CHS single scull event gained a most creditable second place. Other Riverside rowers who represented Sydney North Area include Hilary Pugh (Year 9), Anelise Boyd (Year 9), Beatrix Sheldrick (Year 9) and Marlena Stekhoven (Year 9).

In the sport of acrobatics two Riverside students excelled. Amy Bell (Year 11) and Kristen Shepherd (Year 8) came 3rd in the women’s trio Level 6 at the Australian Women’s Gymnastics Championships held at the Homebush State Sport Centre in November 2006.

Lauren Ellis (Year 10), Alice Palmer (Year 10) and Rachel Horton (Year 9) was selected in the U15 Sydney North Area Water Polo squad competing at the C.H.S. U15 championships in Bowral in November.

Katie Jameson (Year 12 2003) became NSW State Athletics Champion for Under 20 in the 6km cross country event. When her father informed the school in June, he added that “all those years of competition and support at Riverside instilled a motivation to succeed.” Riverside considers Katie’s success a wonderful achievement and is very pleased to hear such gratifying news about one of our ex students.

Every year the senior house sport leaders and the junior elective (Physical Activity and Sport Studies) class attend “Breakfast with the Stars” an event organized and promoted by “Womens Sport” and “Recreation NSW”. In 2006 the event was held in early November at Sydney Olympic Park Sports Centre. Those in attendance had the opportunity to hear inspiring speeches by high profile female sportswomen such as Alison Broadbent, Louise Sauvage and Amy Winters. The program also included demonstrations of rhythmic gymnastics and salsa dance as well as panel discussion on women in sport issues.

Eloise Jaksic (Year 10) came third in CHS 16 years diving championships held in April. As a result of her achievement Eloise was selected in the CHS team to compete in the All Schools Diving Championships where she eventually finished in 4th place.

At the Hunters Hill Australia Day 2007 Community Awards Danielle Ayrton was one of four young members of the Hunters Hill community awarded Achievement Certificates in recognition of her outstanding contribution to the sport of trampolining.

At the Annual Sports Assembly the winners of the prestigious Sportswoman of the Year awards were: Sportswoman of the Year Moya Johansson (Year 8), Senior Sportswoman of the Year Rose Brown (Year 11), Junior Sportswoman of the Year Nina Blundell (Year 10), Sub-Junior Sportswoman of the Year Caoife Power (Year 7).

In late March 2006 a group of 22 Riverside girls ranging from Years 9 to 11 participated in a Duke of Edinburgh Award Scheme test canoe expedition along the Colo River.

In July 50 Year 9 students, accompanied by 3 teachers and 2 volunteer parents attended the annual Year 9 ski camp at Mt Hotham and Falls Creek ski resorts. The majority of students were beginner skiers but after four days of professional ski lessons (2 hours per day) most had progressed to the intermediate skill stage.

In April 2006 27 students and three teachers (M. Palmer, J. Pendergast and T. Nagle) travelled to Waikiki, Hawaii for a netball and soccer tour. The tour was held during the Easter school vacation and lasted 12 days. The first three days of the tour involved a number of netball games against local school sides with varying degrees of success.

Whilst on tour the Riverside soccer team played games against Canadian and Hawaiian teams. While not engaged in competitive matches staff and students involved themselves in shopping, attending traditional Luau, touring and experiencing other aspects of the local culture.
This overseas tour was made possible by the tireless fundraising efforts of Mr and Mrs Keilar, Mrs Cambourne, Mrs Trodden and Mrs Farlow for which the school is extremely grateful. A similar sporting tour is planned for 2009.

Creative and Performing Arts

In 2006 the creative and performing arts were again a prominent feature of life at Riverside.

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

Two students in year 11 Visual Arts gained admission to the HSC Extension Course in Intensive Studio Practice at the National Art School where they participated in specialised workshops over a two-week period. Chelsea Gibson and Rosa Brown had invaluable experience participating with other talented students from all over the state. Both girls received excellent grades for their finished artworks. Their achievement in this 60-hour course will be credited on their H.S.C.

Stephanie Guzewicz of year 7 received first prize in the junior secondary school section of the annual “Young in Art” Competition held by Hunters Hill Council in August. She received a prize donated by the council and the Weekly Times newspaper.

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 90 students. The skills of individual band members have been enhanced by a tutorial program using qualified musicians who work with students on a one-on-one basis. Woodwind, flute, guitar, brass and percussion lessons are given by six tutors during school hours on a withdrawal basis throughout the week.

The concert bands have been enhanced by the addition of a stage band, and a new string ensemble has also been formed. The band performed at school assemblies during the year and participated in a combined band workshop when they visited the Yamaha “Bandfest” at Engadine Education Centre during the year. They also took part in the Jazz and Swing Night held in May as a fundraiser for the band.

The Choir, under the guidance of Mr Crouch, successfully auditioned for participation in the annual Schools Spectacular during Term 4. They were assigned to the “Moving Choir”, the most visible part of the choir that performs on the central stage, with choreographed movement. Rehearsals at the Entertainment Centre were juggled with rehearsals and a performance as part of the Combined Choir for the Ryde Schools Spectacular, presented at the Sydney Opera House in Term 4.

2006 proved to be another very successful year for dance at Riverside Girls High. Dancers from our talented dance group (Showgroup), under the expert leadership of Tamara Mitchell (Year 11) successfully auditioned from the Sydney North Dance Festival at the Glen Street Theatre, the Ryde Schools Spectacular at the Sydney Opera House and the Schools Spectacular at the Sydney Entertainment Centre. On several occasions throughout the year they also delighted audiences at school assemblies and special events (e.g. Year 7 Orientation Day).

Tamara’s expertise as a dance choreographer was reinforced by the selection of her item ‘My Immortal’ in the State Dance Festival at the Seymour Centre in September. The 13 dancers including Tamara Mitchell, who performed also in this dance piece, also successfully auditioned for the marvellous Schools Spectacular held in November at the Sydney Entertainment Centre.

Dance Club again operated in 2006 with over 60 girls regularly enjoying their dance sessions in jazz, hip-hop, funk and tap. The sessions were led by Dance Captains from Year 9-12. Several choreographed works arose from these occasions with performances at the Sydney North Dance Festival in June at the Glen Street Theatre, Belrose and at school assemblies.

Tamara Mitchell (Year 11) again was selected in the prestigious State Dance Ensemble. In all, another very successful for our enthusiastic and talented dancers.
Significant Programs and Initiatives

Multicultural Education

Riverside has a very culturally diverse school community. Students and teachers are encouraged to value, appreciate and embrace the cultural, linguistic and religious diversity within the Riverside community to help sustain a harmonious and inclusive environment. There are many ways in which Riverside promotes, celebrates and supports multicultural education.

To ensure the school’s commitment to our rich diversity and to anti-racism, an Anti-Racism Contact Officer is trained each year and it is that teacher’s role to educate, act as a mediator and mentor and promote acceptance and the peaceful resolution of any conflict. The ARCO’s role is promoted within the school with posters which identify the ARCO and where he or she can be found in the school. In 2006 the school’s ARCO addressed the assembly, as part of her role as educator, outlining the nature of racist behaviour, the negative impact of racism in our local community such as the Cronulla riots.

In March 2006, Ryde Council held its first annual Harmony Festival. Local schools were invited to participate and a small group of students from Riverside were selected to research and prepare a poster display on local community groups, along the theme of migration. The project was designed as an extension activity for girls with a particular aptitude for and interest in Geography.

The girls thoroughly enjoyed the experience, which enabled them to represent their school in the local community, interact with community leaders and students from other schools and gain a more meaningful understanding of the year 9 Geography topic, Changing Australian Communities. The communities studied included the Italian, Cantonese, Indian, Armenian and Korean communities in the Ryde local area.

The Harmony project also encouraged active participation by community leaders in the life of Riverside. This interaction with community members was invaluable in aiding students to develop an understanding of cultural, linguistic and religious difference within the Ryde local community. Students were able to hear first hand how migrants had experienced racism and discrimination over the second half the 20th century. However, in contrast, the students also heard many positive success stories. Overall, the experience encouraged empathy and understanding for different cultural groups within the local community.

English as a Second Language (ESL) is essential learning support at Riverside as approximately 50% of the students come from other cultures including over 30 full-fee paying International students from countries such as China, Korea and Vietnam.

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

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

In 2006, Riverside introduced The Cooling Conflicts program to counter racism and any kind of mean behaviour. It is a program which empowers students to manage their conflicts and become leaders in conflict management in school and in the community by teaching students to recognise the latent stage of conflict and resolving issues at an early stage rather than having conflicts escalate where real mean and vindictive behaviour can ensue. Cooling Conflicts combines two key approaches, educational drama techniques and peer teaching. The program uses a very structured sequence that begins with a senior year 11 Drama class which works closely with a year 9 Drama class and finally this year 9 class works with a sixth grade class from one of our partner primary schools, Gladesville Public School.

The students’ feedback was positive as they felt the program was worthwhile and valuable in terms of extending the students’ dramatic skills, communication skills and understanding that they have the power and control to change a situation so that conflict (which can arise from any form of discrimination) can be prevented and curbed.

Aboriginal Education

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

The flag symbolises our commitment to reconciliation with all Aboriginal Australians. Students are encouraged to value the rich heritage of Aboriginal history and culture.

The mandatory courses, Australian History and Geography in Years 7-10 provide all students with an opportunity to study Aboriginal history and gain a wider understanding of the issues relating to Aboriginal heritage.
In 2006 Mr Quartly (TAS) was appointed as the schools mentor for our Aboriginal students. He has been active in involving the students in Aboriginal study days and other regional seminars which emphasise educational opportunities for Aboriginal students and their families.

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

**Respect and Responsibility**

Riverside’s expectations of students and teachers are clearly articulated in the schools policies and programs. Respect for and valuing of cultural diversity is strongly emphasised in our school diary issued annually to all students. Classrooms are identified as places for learning and demonstrating respect for fellow students and teachers.

Students are expected to take responsibility for their own learning. Responsibility underpins our ethical behaviour framework which has been a focus of professional learning for students and teachers in 2006 as part of the A-B project.

Student leaders are encouraged to take initiative in developing projects which enhance teaching and learning, socially responsible behaviour and student leadership and well being.

Responsible behaviour on buses and in shopping centres before and after school is strongly emphasised at Riverside.

**Other Programs**

**Student Welfare**

The Student Welfare team has continued the challenge of making the explicit welfare of students an implicit dimension within the school culture. In 2006 our target was to put in place strategies to develop constructive social relationships at all levels of the school community; and to identify and utilise a common language to describe conflict. As a result, the school adopted the terms “mean”, “too mean” and “extreme mean” to describe levels of unethical behaviour within a standards framework.

The AB project was launched at a professional learning day for teachers in order to introduce them to the concept of discipline without punishments or rewards. In such a school environment students are encouraged to act with maturity and harmoniously with others at all times. This was followed up by an introductory lesson to all classes.

Teachers also practised the Solvett strategy of interviewing students who have been mean to another or others. This is a ‘no blame’ method of interview during early implementation stages, found to be highly successful in responding to interpersonal conflict.

Later in the year, Sort It Out evolved from the AB team as strategy to solve issues that may arise between students and was introduced to Yrs 7 – 10 in the context of a technobullying stage production with follow-up workshops.

Staff communication professional development and collaborative planning continues to underpin the operation of our team which consists of the six Year Advisers, School Counsellor and Head Teacher now complemented by the AB project group of Ms O’Neill, Ms Johnston, Mr Quartly and Ms Chamaoun.

**Student Leadership**

During 2006 the student leaders continued refining the changes initiated in 2005 and developing new contributions to the school environment. The student leadership body continues 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 change to the school environment.

The changes initiated in 2005 such as the 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 and inter house competitions were consolidated. The inaugural inter house soccer competition staged in term 1 assisted with the selection of the under 15 and open knockout soccer teams. This proved a popular exercise with the award of the “golden boot” going to Coen House.

Important coordination skills are learnt through the organization of the four key fundraising events as selected by the Houses. This year fundraising was conducted for Red Nose day, Jeans for Genes day, Make Poverty History and the Exodus Foundation Christmas Appeal together with special fundraisers in response to student concerns over Cyclone Larry and the Sophie De Lizio appeal were conducted.

Other achievements in 2006 include the adoption of a constitution to guide the organisation of the SRC, regular forward planning days approved by the school executive at the end of each term, the establishment of various committees to address student concerns over the environment, bus services and uniforms. Further work was undertaken by the SRC in the organization and support for assemblies and entering into the Battle of the Bands. 2006 was a very productive and successful year for student leaders superbly lead by school captains Elham Tahzib, Vanessa Lawrence and Rhiannon Atkinson-Howett.
The student leaders continued to maintain and develop a high level of school spirit and this will be the focus in 2007 with proposals for the creation of a student newsletter and ongoing liaison between teachers and students via attendance at school executive meetings. Both these initiatives aim to improve communication amongst stakeholders and improve student representation.

Environmental Education and Management

Riverside has continued its commitment to environmental education throughout 2006 with continuing programs and new initiatives.

The recycling of paper continued under the guidance of Ms Cartwright aided by students in Year 8 who volunteered their time. This project was expanded in 2005 to include co-mingled recyclables but is proving a huge challenge to complete successfully.

Monitoring of the schools water use, co-ordinated by Ms Johnston, occurs daily with readings sent to the water auditing company Pitline for analysis and identification of high usage and trouble shooting for possible leakage problems. The Year 12 Earth and Environmental Science class with Mr Moran engaged in tree planting projects while other staff pruned and fertilized other areas of the school.

Ms Johnston, aided by Year 8 and 9 volunteer students continued the Streamwatch program. The procurement of a new Sydney Water Streamwatch water quality testing kit was a much needed development in 2006. This has provided a valuable resource for use by senior chemistry classes, junior science classes as well as the group of Year 8 & 9 volunteer students. Along with the junior Science Bug Survey for Sydney Water, Tarban Creek and Wallumattagal Bay are tested to identify pollution levels and health of the waterways. These results are then entered on the Streamwatch web site by Ms Johnston.

In January 2006 Mr Lovegrove the driving force behind Riverside’s environmental program was successful in winning a state government Sydney Water funding grant for $2,500 towards the purchase cost of a 22,500 litre tank. In 2006 it collected 58,500 litres of water than went towards establishing a much healthier grass cover for our school oval.

At the end of 2006 Riverside, through the efforts of Mr Lovegrove, was also successful in obtaining a $13,000 Federal Government Water Community Grant for a second tank (14,000 litres) to supply the girls toilet block and other ground projects.

Riverside Clean-up Day was held in early March 2006. All Year 7, 8 & 9 classes were involved in some way with clean-up activities. Other new initiatives in 2006 included the establishment of a Student Representative Council Environmental Committee Executive whose role it is to initiate student driven environmental projects.

Future projects include Riverside’s involvement in Hunters’ Hill Council drain stencilling logo competition, celebration assemblies for 2007 World Environment Day and promotion of the S.R.C. Environmental Committee projects whose motto is ‘keen to go green’.

School Progress on Targets for 2006

Target 1.

Learner centred learning with a focus on quality teaching and high expectations

Our achievements include:

1. quality teaching embedded in teaching programs and assessment strategies and evident in classrooms
2. opportunities for higher-order thinking, problem-solving, sustained argument evident in each unit within teaching programs and assessment tasks
3. an increase in learner-centred learning evident in teaching programs and classrooms

Target 2.

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

Our achievements include:

1. learning support profiles available to all teachers via the school Intranet
2. an increase in teachers catering for individual differences within the classroom apparent in teaching programs, classroom practices, assessment strategies and reporting
3. the development of an extensive "gifted and talented program" for implementation in 2007
4. an increase in acceleration opportunities for students studying Software Design and Development, Mathematics and Languages
5. formal procedures developed to ensure special provisions students are catered for in assessment
Target 3.

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

Our achievements include:

1. revised roll call and attendance monitoring procedures featuring period attendance monitoring using SAMS
2. increased engagement of staff in monitoring and improving student attendance
3. the development of systematic strategies for providing parental feedback about student attendance issues ready for implementation in 2007

Key Evaluations

Curriculum

Background

In 2006 a Trial Study Skills Program Years 7 – 12 was developed in consultation with teachers and implemented across all KLAs during Term 2. The program’s focus was to develop student competency in skills such as note taking, summarising, paragraphing, using mind maps and other graphic organisers and in understanding directional verbs in exam questions time management and organisational skills.

Findings and Conclusions

The development of resources, teacher training and the integration of the program within existing units of work facilitated the development of a whole school approach and ensured the consistency of delivery in the classroom. Posters for display in classrooms were also developed and distributed. Further to this whole school program, seminars for Senior Students were organised in the areas of goal setting and motivation. These were delivered by outside presenters.

A thorough evaluation of the program was conducted in Term 3 and included the surveying of students and staff at the school. Student leaders assisted in the development of staff and student surveys. The evaluations provided useful information regarding the delivery and content of the program as well as assisted in the setting of future directions. 99% of both staff and student respondents believed the program was of benefit and should continue in 2007.

Future directions:

In 2007 the main focus will be:

- extension of the use of outside presenters to deliver relevant seminars for senior students.
- further development of student skills in the use of the school diary as an organisational tool.
- continuation of the development of resources for use in classrooms to explicitly teach focus skills

Target 4.

Focus on mean and extreme mean behaviours

Our achievements include:

1. integration units in years 7 & 8 in English and ICT
2. the development of a draft school policy to be finalized in 2007
3. successful implementation of “cooling conflict” program
4. reduction in the instances extreme mean behaviours and harassment
5. students working independently to sort out incidents of mean behaviour

Findings and Conclusions

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- continuation of the development of resources for use in classrooms to explicitly teach focus skills

Target 5.

Leadership Development of Head Teachers

Our achievements include:

1. the development and implementation of a new TARS program aimed to motivate our executive and focus all of us on continuous improvement
2. effective implementation of accountability mechanisms in T.A.R.S.
3. the provision of 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
Gifted and Talented Program

Background

In 2006 the Gifted and Talented Program consisted of a number of programs which catered for the learning needs of students who displayed skills and knowledge beyond the average for a students’ age or displayed a special talent. The program consisted of the delivery of a differentiated curriculum as well as opportunities for the development of these skills and talents outside the school setting.

Gifted and Talented classes operated in Years 7 and 8 across all Key Learning Areas. Programming for these classes was carried out to develop problem solving and higher order thinking skills, using the QT framework as well as a variety of models for developing gifted and talented students.

Findings and Conclusions

Gifted and Talented Education continues to be a focus area of the school. Equipment has been purchased to increase student access to technology in the classroom and has actively been used by students over the course of the year.

A gifted and talented committee was formed with a key focus of reviewing existing programs and writing a school policy for gifted and talented education. The policy has been developed in consultation with the school executive and will be implemented in 2007.

Future Directions

In 2007 the main focus will be:

• the management of Gifted and Talented students by the GAT Team
• increasing the schools capacity to identify gifted and talented students
• review and refinement of existing curriculum to ensure that it is engaging and relevant.
• implementation of a variety of projects, including ICT, Individual or Small Group Negotiated Project.
• investigate opportunities outside the school to broaden the educational experience of gifted and talented students including Community Mentoring Project and Tournament of the Minds as well as community based competitions.
• acceleration of very capable students.

SAMS (monitoring student attendance)

Background

In 2006 the monitoring of student attendance continued to be a whole school priority. A renewed commitment to the SAMS (Student Attendance Monitoring System) computer package was made and the latest version installed. The school moved from hand written period by period absence slips to the scanning of barcoded rolls for every class in every period. Initially in Term 1 the system was trialled in the senior school, and extended across the whole school from the beginning of Term 2.

Findings and Conclusions

The system produced a number of improvements in the monitoring of attendance:

• the more efficient and accurate printing of late arrival slips and early leaver passes for students in the front office
• the marking of barcoded rolls in the classroom was found to be more efficient than hand written period slips
• the potential to better monitor individual students’ attendance throughout the day and detect any fractional absences was improved.

As with any new system some teething problems were experienced, including the exchange of data between the Time Chart timetable software, the DET OASIS software and the SAMS system. The importance of 100% compliance with the prompt return of rolls to the office for every class in every period every day became obvious for the integrity of the attendance printouts.

Future Directions

By the end of 2006 the school could see potential for further improvements in the operation of SAMS. In 2007 the main focus will be:

• increasing staff awareness of whole school procedures to maximise the benefits of SAMS in accurately tracking student attendance.
• refining the procedures for the transfer of data in SAMS and then from SAMS into the DET OASIS system
• working with the SAMS programmers to address some of the Riverside specific issues identified with the package in 2006 (such as production of teacher specific rolls for classes shared by two teachers, and the design of attendance reports in the format desired by Riverside).
Parent, student and teacher satisfaction

The school self-evaluation committee carried out a number of surveys and sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The outcomes of the School Map survey used to measure the quality of teaching and learning at the school showed a high correlation in most areas and identified some areas for improvement.

The survey measuring the quality of teaching at the school indicated that:
- students are provided with a relevant curriculum
- teachers collaborate with students in the learning process
- classroom management strategies maximise student learning
- assessment strategies are understood by students and parents/caregivers and are aligned with the school’s policy on assessment
- reporting clearly communicates information about student achievement and development
- assessment and tracking of student learning outcomes is used to evaluate, develop and refine teaching programs.

The survey measuring the quality of learning at the school indicated that:
- learning opportunities are provided within a stimulating and secure environment
- the learning needs of all students are addressed through the use of a wide range or appropriate resources
- expectations of individuals are understood and promote excellence
- students take responsibility for their learning
- students take risks as part of their learning

The surveys allowed us to identify the following areas which need to be developed in the future in teaching and learning at the school:
- students don’t work independently and collaboratively in a range of learning activities
- students don’t reflect on their learning and engage in self-assessment
- assessment processes are not ongoing and don’t provide information on students’ strengths and areas for further development.


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

Targets for 2007

Target 1  Enabling students to achieve their personal best

1. extend the professional knowledge and practice of all teachers and head teachers in meeting the learning needs of all students by catering for individual differences:
2. develop the concept of personal best.
3. identifying and responding to chronic underachievement
4. implementation of qt framework
5. focus on assessment for learning evident in assessment procedures and tasks.
6. investigate strategies to increase in student engagement year 8 & 9

Strategies to achieve this target include:
- evaluate current learning support profiles for students needing curriculum modification
- provision of professional learning for teachers to enable them to:
  1. use the learning profiles in preparing lessons, within the classrooms and when assessing students
  2. differentiate the curriculum to meet the needs of the full range of students
  3. meeting the learning needs of GaTs students
  4. implement the QT framework
  5. be exposed to best practices in assessment and strengthen consistent teacher judgments across all faculties
  6. use data from TORCH, ELLA, SNAP to inform teaching and learning
- implement Year 8 and 8 G&T project linked to technology
- revision of faculty assessment policies and teaching programs to ensure they are compliant with the school’s assessment policy and program documentation guidelines developed in 2006
- the development of a school statement of principles underpinning quality assessment practices
- evaluate the effectiveness of our current practices in the middle school and develop and action plan for implementation in 2008 with the focus on engaging middle school students
Our success will be measured by:

- differentiation of the curriculum evident in classroom and assessment practices
- surveying staff, students and parents
- an action plan addressing the needs of the middle school for implementation in 2008
- teaching programs and assessment compliant with school policy

Target 2 Building an optimistic community

- ensuring Riverside Girls High School is an optimistic community which focuses on: working towards a harmonious environment and solutions rather than problems.
- provision of appropriate support to empower both students and staff.
- building collaborative relationships that reinforce excellence in teaching
- resilient and confident students and staff
- a student management system which is used to create a positive environment based on consistent and known procedures and consequences

Strategies to achieve this target include:

- review the stages system, incorporate AB and link to code of conduct and responsibilities. Refocus of the AB project “working towards harmony, dealing in respect”
- investigate restorative justice and its place within the AB project and Stages
- professional learning opportunities relating to developing a solutions focused positive climate. Presenter: Michael Durrant

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. Creative Arts
Rose Daniels, H.T. Teaching & Learning
Cassandra Morrison H.T. HSIE
Sam Saad, H.T. Mathematics
Claire Cartwright, Classroom teacher
Paul Jones, Parent
Michael Blundell, Parent
Jenny Hughes, School Administration Officer
Cheryl Osbourne, President P.& C. Association / parent

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