Principal’s message

Riverside Girls High School is an exciting and rewarding place in which to learn and to teach. We are very fortunate to have an experienced and committed staff who daily provide quality learning experiences for our students.

In 2013, Ms Peggy O’Neill retired after many years as both the TAS head teacher and then the Deputy Principal. Her legacy to the school included the introduction of the fabulous fortnightly assemblies, with students leading the agenda and with a focus on all things positive. Ms Sue Andrews relieved in this position for three terms and a new DP was appointed through transfer late in the year to commence in 2014.

Also, our school is fortunate to have an administrative staff dedicated to supporting both students and staff. We value their work immensely. The administrative team gained a new senior administration manager (SAM) in 2013, with the relieving manager, Kellie Goodacre being appointed through merit to the position. Under her leadership, the non-teaching staff introduced online payments for parents, a software package to better communicate with parents both via email and SMS, and a secure document destruction service. Ms Goodacre has also been instrumental in refining the budgeting process and chart of accounts.

The school also employed a promotions officer for 2 days a week to assist in the implementation of the communication and promotions plan. Although much progress was made on the development of a new website, this remains a priority to complete in 2014.

Academic success continues to be a focus of the school with twenty students achieving an ATAR greater than 90 in the 2013 HSC. We are a high achieving academic high school. That is why it is important to celebrate the Dux ATAR of 98.6 (shared by two students), another achievement of 98.5 and the 67 distinguished achievers who achieved a band 6, the highest band, in a course. Also, many students achieved their personal best by being awarded scholarships on the grounds of their commitment to the school beyond their academic achievement: Rachel Ewings of year 11 received the UWS scholarship for most outstanding year 11 student of 2013; Sarah Fenwick (dux) also achieved a scholarship to study at UNSW; Emma Southeron was awarded the Bachelor of Accounting scholarship at UTS and an internship with the sponsoring firm; and Elisa Lu achieved a scholarship at the Australian National University in Canberra.

We encourage not only academic excellence but involvement in a wide range of curricula and extra curricula activities and in this way support students to become “confident, independent and creative young women”, our main message. This year the school supported the Principal’s Institute of Australia’s nation wide initiative of ‘student principal for a day’ that involved the successful candidate sharing their leadership experiences via an online webinar. Our candidate, Maddi (year 8) elected through self nomination and then interview with myself and a year adviser, visited other principals in our network to discuss the issue of providing equity to all students in a school. Maddi had a lot to share on the webinar.

Other leadership programs include the RydeX Club’s, Max Potential for two year 11 students, the Ryde City Lion’s Youth of the Year and the Aurora scholarships funded by Hunters Hill Rotary. I thank all of these community organisations for their continued support of youth in our local area and for including Riverside in their activities.

In October, I was very proud to take part in the LEAP exchange program (leading educators around the planet) and visit a school near Toronto Canada, Eastdale school. The principal there will be visiting Riverside in July 2014 for 2 weeks. I conducted an action learning project looking at feedback in particular and saw the use of the following to improve student outcomes:

- Very specific and detailed criteria for marking. Students use these in dialogue with teachers about how they can improve their marks.
- Effort ratings– from teachers and also self-assessment - in school reports.
- Dialogue about goals. All conversations between students and teachers/administrators started with goals - personal, academic with the long-term goal of employment/tertiary education pathway.

Discussions about these approaches has commenced with the executive. I am proud to be the principal of a great public school and look forward to sharing with Erin from Eastdale, some
alternative programs, both here at Riverside and in schools in our network, that engage the reluctant learner, her action research project.

It was also an experience to visit Winston Churchill High in Toronto and see their school motto: facta non verba.

Ms Belinda Kelly, Principal

P & C message

During 2013, the P&C continued to foster communication and participation between parents, carers, students, teachers and staff in many aspects of the Riverside community.

The P&C held meetings on the second Wednesday of each month during school terms, providing a valuable forum for parent discussion and feedback. In addition, the P&C organised a number of teachers to attend these meetings as guest speakers to share specific information about their areas of teaching expertise. This allowed parents to engage with teachers and ask questions to gain a more complete picture of the educational opportunities available to their daughters. The minutes for all meetings were published on the P&C pages of the Riverside website.

There were many school events throughout the year where the P&C contributed significantly to the community spirit and raised funds. The P&C addressed the assembly on Orientation Day and organised a coffee cart for refreshments. They supported Open Day with a gelato cart and sausage sizzle and had many existing parents available to talk with potential new parents, and the P&C supported the school’s production of the Wizard of Oz by running the evening canteen.

There were other events where the P&C offered financial support. In addition to sending a representative to attend the Year 12 graduation ceremony, the P&C made a financial donation to support the ceremony and contributed funds toward the prize awarded for citizenship. Moreover, the P&C was proud to have financially supported two students who competed at sporting events at a national level.

Parents along with teachers, staff and students participated in the Mother’s Day Classic Fun Run and Walk to raise awareness and funds for the Breast Cancer Foundation. This was a wonderful community activity all round.

The P&C had representatives on the Riverside Finance Team to recommend the allocation of the school’s budget. Moreover, the P&C directly funded a number of special projects and items to improve educational outcomes at Riverside to the amount of $22,291. This included: Year 12 journals; a 3D printer for TAS; a salamander oven for hospitality; an iPad cart and additional iPads for ICT; electronic scales for science; a digital camera for photography; kindles for English; tablet computers for maths; and a whiteboard for hospitality. For many of the items purchased, the P&C participated in handover ceremonies during school time to allow students to show their appreciation and raise awareness of the P&C. To facilitate the purchase of items, the P&C moved its bank account from the Commonwealth to Westpac to gain electronic transfer facilities.

The P&C contributed to each issue of the Riverside Currents newsletter and the Annual School Report. The P&C provided trained community representatives for the selection panels for the selection of the canteen contractor and School Administration Manager (SAM).

The P&C welcomed the school’s increased role in the management of the school band program to include organising a band camp as well as several public band performances. This allowed the P&C to dissolve its band support sub-committee. Additionally, the P&C appreciates the initiatives the school has taken during 2013 to improve its interface with parents. The school has provided parents the option of making payments via EFTPOS at the office or, better still, online, and it
has improved communications with parents via the SMS absence alert system, the teacher parent online booking system and its email notification system, in particular, emailing Riverside Currents to parents.

The P&C involvement in all the activities mentioned above has strengthened the Riverside community and has contributed positively to the education of the Riverside students.

Mr Greg Tunnock, P&C President

Student representative’s message

The 2013 year has marked another fantastic and productive one for the Riverside student body, as the Student Representative Council continued the tradition of student involvement in all aspects of life in the school community that has become somewhat of a Riverside legacy.

At the beginning of the year, the SRC welcomed two new co-ordinators in Mr Simon Miles and Ms Leonore Glansbeek. Their enthusiasm and initiative ensured that the SRC continued to make a substantial difference to the experiences of the students. The 2013 proposal of creating student-run focus groups for school spirit, performance, sport and school environment is taking effect: with positive changes already taking place on school grounds.

The promotion of social justice (something that has been instilled in Riverside culture across the years) was out in force in 2013. Each house leader chose a charity and organised a fundraiser to support their chosen cause. From selling cupcakes and sausage sizzles to ever more inventive dress-up days, to teachers sumo-wrestling in the quad, the Riverside community of 2013 really got into the spirit of things.

Additionally, the school once again participated in the Exodus can drive in December: helping to give back to the community and give a happy Christmas to those less fortunate.

Riverside’s culture of volunteerism was also on show in 2013. Alongside mass participation in a large variety of extracurricular groups, many student-instigated projects were (very successfully) carried out. This included the school’s Amnesty International Group in their support of equity including LGBT rights and gun control laws, peer-support programs and the creation of a garden on the senior lawn.

In term four, we were sad to say goodbye to the year 12 cohort. However, during this period we also welcomed our new SRC representatives into the fold of the newly formed Representative Council following elections in August. We are sure that this group will continue to do great things in the future.

It has been extremely heartening to see the ingenuity and passion of the Riverside girls on such spectacular display throughout 2013. In the lead up to our 80th Anniversary celebrations of next year, I could not be prouder of all that we have achieved as a public, comprehensive girls school. I am sure that while 2014 will bring its own set of challenges, the girls of Riverside will continue to accomplish great things.

Lucy Burke, School Captain, 2013 -2014

School context

Student information

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

Student enrolment profile

An enrolment of 946 students in 2013 maintained overall enrolments at a similar level as in 2012. Over 50% of students come from language backgrounds other than English with Cantonese, Mandarin and Korean being the largest. There was a slight decrease in the number of international students in 2013 with most continuing to come from China and Korea. Student mobility throughout the year continued to be significant to enrolment patterns.
Student attendance profile

Management of non-attendance

Monitoring student attendance remained a high priority in 2013, based on the high correlation between rates of attendance and high levels of student achievement. Student attendance (94.3%) continued to be above the state percentage and slightly above the regional figure. The school maintained its commitment to period by period attendance monitoring introducing a new online attendance program which allowed for prompt follow up if any attendance issues did arise. The school also introduced SMS which provided daily information to parents regarding their child’s attendance. Parent of students with attendance issues received detailed information through letters and ongoing case management coordinated by deputy principals with the student welfare team, parent and student interviews and the active involvement of our Home School Liaison Officer.

Post-school destinations

In 2103, 82% of RGHS students were offered University places. From a total of 145 year 12 students, 116 students were offered places at University through the Universities Admission Centre, 2 students were offered places at interstate Universities and 1 student enrolled in a university in the United States. Non-ATAR students pursued pathways via fulltime TAFE, private providers, gained apprenticeships or entered the workforce.

Year 12 students undertaking vocational or trade training

Vocational education courses proved to be popular with almost half (68 of 145) Yr12 students undertaking the study of 2 or more units of either a school or TAFE delivered Vocational Education and Training (VET) subject for their HSC. Riverside offered 2 VET courses, Information Technology and Hospitality. A further 12 VET courses were studied by students at TAFE or with private providers including School based Traineeships in Retail Services with McDonalds and KFC / YUM Restaurants.

Year 12 students attaining HSC or equivalent Vocational educational qualification

All students enrolled in year 12 2013 successfully completed the requirements for the award of the HSC. No students were awarded an HSC Record of Achievement.

Workforce information

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

The school’s staffing entitlement in 2013 was 63.8. The school has a very experienced staff balanced with regular appointments of new scheme teachers.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>53.9</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.8</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11.372</td>
</tr>
<tr>
<td>Total</td>
<td>82.172</td>
</tr>
</tbody>
</table>

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

Teacher qualifications

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

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

NAPLAN

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

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

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 7 - Literacy

Students performed above the state average in all areas of literacy. Spelling, grammar and punctuation are areas where our students achieved results above state average and school education group (SEG). Though overall results were strong, areas identified for improvement include reading and writing.

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>570.6</td>
<td>567.6</td>
<td>529.7</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>5</td>
<td>15</td>
<td>31</td>
<td>37</td>
<td>54</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>2.9</td>
<td>8.8</td>
<td>18.1</td>
<td>21.6</td>
<td>31.6</td>
<td>17.0</td>
<td></td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>1.7</td>
<td>6.5</td>
<td>21.0</td>
<td>26.1</td>
<td>23.8</td>
<td>21.0</td>
<td></td>
</tr>
<tr>
<td>SSG % in Band 2013</td>
<td>4.6</td>
<td>8.2</td>
<td>16.3</td>
<td>24.9</td>
<td>25.3</td>
<td>20.6</td>
<td></td>
</tr>
<tr>
<td>State DEC % in Band 2013</td>
<td>13.8</td>
<td>15.7</td>
<td>20.0</td>
<td>20.3</td>
<td>16.7</td>
<td>13.4</td>
<td></td>
</tr>
</tbody>
</table>

NAPLAN Year 7 – Numeracy

Student performance in Numeracy was above the state average. 69.3% of students achieved in the top 3 bands.

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In all areas of literacy students performed well above the state average and school education group (SEG). Of particular note are the results in spelling, grammar and punctuation. In spelling 68.4% of students achieved in the top 3 bands and 60.8% in grammar and punctuation.

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>614.3</td>
<td>608.6</td>
<td>584.0</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>2</td>
<td>6</td>
<td>34</td>
<td>45</td>
<td>30</td>
<td>16</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>1.5</td>
<td>4.5</td>
<td>25.6</td>
<td>33.8</td>
<td>22.6</td>
<td>12.0</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>1.4</td>
<td>5.8</td>
<td>20.7</td>
<td>31.8</td>
<td>26.3</td>
<td>13.9</td>
</tr>
<tr>
<td>SSG % in Band 2013</td>
<td>3.1</td>
<td>6.5</td>
<td>22.9</td>
<td>35.7</td>
<td>20.1</td>
<td>11.7</td>
</tr>
<tr>
<td>State DEC % in Band 2013</td>
<td>8.3</td>
<td>13.1</td>
<td>27.6</td>
<td>28.6</td>
<td>13.0</td>
<td>9.4</td>
</tr>
</tbody>
</table>
Even though year 9 students performed above the comparative averages, the school has identified reading and writing as areas for improvement. Teaching and learning strategies are in development to support teachers across all faculties to confidently teach these areas.

**NAPLAN Year 9 – Numeracy**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average score, 2013</strong></td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>625.1</td>
</tr>
</tbody>
</table>

Results in Numeracy continued to be above state average with 63.8% of students achieving results in the top 3 bands.

**Higher School Certificate (HSC)**

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

Achievement in the Higher School Certificate continued to be high with the achievement of 67 band 6s.

**English**

**Advanced**

This course was studied by 50 students with 100% of students achieving a result in bands 4, 5 & 6 compared to the state where 85.99% achieved the same result. We have significantly increased the numbers who achieved a result in band 5 - 72% compared to 41.05% across the state. 76% of our students achieved a result in bands 5 & 6.

We are steering students into the appropriate course best suited to their ability and interests and that our experienced teachers implement quality teaching and learning strategies with a focus on developing students’ critical literacy and analytical skills. Following an analysis of last year’s results, we addressed the preparation of students for paper 1 section 1 and students have achieved improved results in that section. Creative writing is an area for improvement. Strategies include a stronger focus on technique, exposure to a wide range of short stories in years 10 and 11, as well as significant preparation and practise in creative writing whilst teaching the Area of Study.

**Standard**

This course was studied by 71 students and 53.52% achieved results in bands 4 and 5, significantly above the state average of 33.55%. Also 45.06% of our students achieved a band 3, which is a little higher than the state average of 44.58%. One student achieved a result in the lower bands compared to 21.43% across the state.

The school mean was above the state average in all sections of paper 1. However, the faculty will maximise student results further with a focus on strengthening analytical responses and focusing on creative response development.

**Extension 1 English**

In Extension English 13 candidates undertook the Module: Language and Values – Module 1 Language and Gender. This particular module is quite rigorous in its requirements and it is the least chosen module across the state.

11 out of 13 students received E3s (84.61 %) compared to 63.69 % of the state. 2 candidates received an E2 compared to 10.77% across the state. As was the trend across the state, there was a slight discrepancy in the performance between the creative and critical question. Our students performed brilliantly in the critical component of the HSC exam and this was above state average. However, their results in the creative component were less than the critical and on par with the state average.

**English ESL**

Students who have 5 years or less education in Australian schools are eligible to undertake the HSC English ESL course.

In 2013, 10 students undertook this course at Riverside, with 1 student achieving a Band 6 (10% compared to State average 2.58%); 6 students achieving a band 5 (60%, above the State average of 20.51%). The remainder consisted of 1 student achieving a band 4 and 2 students achieving a band 3, reflecting lower percentages than the State average in these instances.

Students performed very well in the Area of Study extended response, as well as in the extended responses for the Australian Visions and Academic English modules, demonstrating...
ability in their written expression and analysis of texts. While a majority of questions were answered very effectively, students need to further develop their skill in responding consistently to short answer questions on unseen texts in Paper 1, and in the Listening Paper.

**English Extension 2**

In 2013, 5 students undertook this course, completing a lengthy process of independent investigation, reporting, reflection and writing, culminating in the creation of their Major Work product.

The students achieved outstanding results with 4 students (80%) achieving an E4 result. The remaining 1 student achieved an E3 result. These results compare very strongly and favourably against the State averages for this course.

**Drama**

Once again, results in drama were outstanding. Of the 12 students, 74.98% achieved Bands 5 and 6 compared to 43.51% across the state. Band 6 was achieved by 41.66%, which is significantly above the state average of 13.8%. Only 8.33% of students achieved results in band 4 compared to 40.6% across the state. These results continue to build upon the similarly excellent drama results of the last few years.

**Science**

The science faculty concentrated on developing various strategies to assist this year’s HSC cohort to write coherent and precise answers to longer “essay-style” questions and improve students’ techniques for answering multiple choice questions. This strategy proved to be a success with an increase in the percentage of students scoring band 5 or 6 results in the HSC Science courses: 45%Biology; 40%Chemistry; 40% Earth and Environmental Science and 35% Physics.

**Mathematics**

Mathematics continues to be a popular subject for students studying the HSC. In 2013 students performed particularly well in general mathematics. Students achieved results above the state average and improved on previous year’s results.

In 2013, 75.55% of Mathematics students’ achieved a Band 5 or Band 4. Though no band 6s were attained this year, our overall results were an improvement on previous years.

Results in the 2013 extension 1 mathematics course were very close to those of previous years. Overall student achievement in the extension course was considered to be satisfactory. The mathematics faculty has assessed areas for improvement and created a range of teaching and learning strategies to improve on these results.

**Human Society and Its Environment (HSIE)**

HSC results in HSIE in 2013 demonstrated value adding in the upper bands in all subjects. This is the result of revised program implementation prompted through data analysis from the 2012 HSC.

In Ancient History, students performed above expectations with 27% of students attaining results in the top 2 bands. In Business Studies students attained 1.65% above state average improving on the results from 2012. The number of band 6 students in Business Studies increased by 3% and 37% of students achieved in the top 2 bands. In Economics, 33% of students attained a band 5 or 6. In Geography 37% of students achieved a band 4. The overall results were 3.06% above the state average. 100% of Extension History candidates attained an E3 result with the school versus state well above the state average of 51.91%. In Legal Studies, 20% of students attained a band 6 with 60% achieving a band 5 or above, which is 17% above state average. Modern History saw an increase of 2% in the number of students attaining band 6 from 2012. Students were significantly above state average in band 5 by 20%. In Modern History, 70% of candidates presented in bands 5 and 6 with a school vs. state variation of 23%.

**Creative and Performing Arts**

Music performed very well across all disciplines in the HSC with an increase in the number of students achieving in the top 3 bands including band 6 when compared to other years.

In Music 1, a student achieved a band 6 and there were 3 band 5s compared to 1 in 2012. In Music 2 students achieved 2 band 6s and 3 band 5’s compared to none in 2012.

Visual Arts has continued to perform exceptionally well with the majority of students having Visual Arts as their highest performing subject. A high percentage of students received band 4, 5 or 6. The number of students achieving
a band 6 remained consistent but there was an increase of those attaining a band 5 when compared to 2012 with 9 students in this band in 2013.

**LOTE (Languages Other Than English)**

**French Beginners**

The results in the French Beginners course were very pleasing. The cohort placed well above the state average (with 13 of the 14 students achieving a Band 4 or better), continuing the very successful trend for students studying HSC Beginners courses at Riverside. There was also some improvement in the results relative to the state average for the Spanish Continuers course compared to the previous year’s cohort.

After the 2012 HSC, the faculty placed particular focus in 2013 on developing the student’s higher order thinking skills, modelling and scaffolding responses to comprehension tasks, developing students ability to analyse both content and language and to not only acquire information but also interpret it successfully. Using these skills to build well structured, detailed and well-argued responses will continue to be a priority. The improvement noted in the ability of a number of students to better handle higher order questions is a reflection of that ongoing focus.

The acquisition of a more extensive range of vocabulary which will continue to assist students in all areas of the course, but with a particular focus of improving the confidence with which they approach listening comprehension tasks, has been and remains central to our thinking. The use of Quizlet, Language Perfect and faculty vocabulary building initiatives reflect this ongoing focus.

**Record of School Achievement (RoSA)**

Procedures are in place for students who leave school before completing the higher school certificate. No students applied for a RoSA in 2013.

**Other achievements**

**Sport**

Students have the opportunity to participate and compete in a diverse range of sports at many different levels.

The year began with our annual School swimming carnival. Many records were broken and for the first time in many years the carnival winners were O’Harris, with Mallinson runners-up.

Zone and Regional swimming was next on the calendar with Riverside sending a very strong team to both. We had a number of very successful individual swimmers as well as the 15 years and 17 years age relay team and medley relay team who qualified for CHS State carnival. Catherine Ogilvie, Danielle Kenny and Sophie Taylor went on to represent Riverside at All Schools in individual events. Danielle and Sophie both won medals and Sophie broke the 100m freestyle record.

The next major carnival was cross-country at Tarban creek. For the first time in many years, Mckenzie were the carnival winners with Coen the runners-up. At the zone carnival Ebony Burnard, Georgia Kenny and Sahmia Axe all placed second and Claire Fameli third in their respective Age groups. Our 17 years team and 8 individual runners went on to represent the North-West Metropolitan zone at Regionals. Sahmia, Ebony and Claire all performed exceptionally well and went on to represent Sydney North at the NSW All Schools State carnival.

The school athletics carnival was held again at Homebush. Many records were broken on the track and field, and the carnival winners were Mckenzie, and the runners-up, Coen. Over 100 students went on to compete at the zone carnival, where Riverside competed very well in both track and field, with three age champions and achieving second overall in the schools tally. At regionals, Chloe Davis, Ebony Burnard and Ximena Gellen all medalled in their events. Chloe and Ebony went on to compete at the CHS State championships.

Riverside sent three netball teams and one football team to Hawaii to compete against other Hawaiian and Australian schools in a friendly competition. The U15 netball team were undefeated in their competition and crowned champions of the tour.

Riverside entered many knockout competitions including basketball, netball, hockey, soccer, tennis, softball, baseball, volleyball, touch football and waterpolo. The most successful team was the U15 waterpolo team that qualified for the state knockout finals, placing fifth overall, a fantastic achievement for our young team.
Riverside also competed in a number of gala days including futsal, netball, football, touch football and basketball. Riverside sent individual performers to compete at a regional and state level in triathlon, diving, rowing, trampolining, gymnastics and orienteering.

**U15s Water polo**

In 2013, the Under 15’s Water polo team had their most successful year. Ms Sally Farr took over as head coach, assisted by Ms Natasha Miller. After defeating Northern Beaches Secondary College 10 goals to 4 in the final of the Sydney Metropolitan Knockout, the team was then successful in defeating the winners of the Central Coast division, Kincumber High School, by 11 goals to 9 to become champions of the Sydney North region.

Riverside then represented our region at the CHS (Combined High Schools) State Championships which were held over 2 days at Raymond Terrace. With 1 win, 1 loss and a draw, the girls finished 5th overall in the state.

**Duke of Edinburgh**

Three students from years 11 and 12 completed their silver award whilst fourteen students successfully completed the bronze award.

The school travels to Kangaroo Valley on the south coast to complete the adventurous journey component with a variety of school staff participating in the program. Next year, representative jackets will be available for students who successfully complete the award.

**Arts**

2013 was another successful year for the Creative and Performing Arts Faculty. Two visual arts students attended the National Art School (NAS) Studio Practice courses, which are only accessible via submission of an artwork portfolio. Eliza La Macchia participated in the Life Drawing course and Krishani Dhanji participated in the Painting course. These students performed exceptionally well, receiving distinctions for their artworks. The NAS held an opening/viewing of artworks to celebrate such fine achievements.

Riverside submits entries in the Hunter’s Hill ‘Young in art’ exhibition each year and is successful across a wide variety of art making practices. We particularly excelled in the area of ceramics and mixed media with winners in each of these categories.

Our HSC students performed exceptionally well again with their outstanding artworks exhibited at the 2013 Soiree. This was a precursor to students performing very well in the final HSC practical and written components in both Music and Visual Arts.

**Performance groups**

Students participated in various performances in 2013 in many ensembles including concert band, stage band, string ensemble and choir. The music program held an inaugural band and strings music camp at Naamaroo Uniting Venues in Lane Cove. This was attended by 40 students and culminated in a music performance attended by parents, Ms Kelly and Ms Nikoletich. Concert band also participated in the NSW State Band Championships and performed on school occasions such as Open Day and Year 7 Orientation Day. Both such occasions received fantastic reviews.

The Riverside Stage Band led by Rod Mason performed at Gladesville RSL with a quality repertoire program of jazz. This evening was well received by parents, friends and staff, as was their successful performance for the year 12 Graduation later in December.

The string ensemble and choir performed at a community event at which Riverside participates annually – the Hunters Hill Council Volunteer’s Morning Tea. The choir also performed in a very momentous occasion at school for the Riverside Girls Class of 1963 reunion.

Individual achievements in 2013 include Karen Kong’s contribution and participation in the Performing Arts Unit (PAU) Orchestra for the Schools Spectacular; numerous students from years 7-12 taking part in PAU State Music Camps; Hannah and Holly Luke-Paddon’s acceptance in the State Schools Symphonic Wind Ensemble; and
Annual School Production - The Wizard of Oz

Continuing the tradition of staging annual school productions, 2013 saw the staging of the musical *The Wizard of Oz*. This production was the most successful to date, with more participants and audience members than on previous occasions.

The talented cast and crew were drawn from students across all years, including drama and music students. The production also drew on the resources of the entire school, with teachers from every faculty supporting it. Community support came from the P and C, who donated $1000 towards costumes and sold refreshments during intermission, and through parent helpers on sound and lighting.

Matinee dress rehearsals were watched by audiences from various local primary schools and year 7 students.

Debating and Public Speaking

In 2013 RGHS competed in all speaking competitions with a total of 29 students representing the school.

Debating

There were 2 teams entered in the years 7/8 competition, where Riverside was narrowly defeated by North Sydney Girls High School in the regional final. The standard was very impressive, demonstrated by the fact that North Sydney Girls went on to win the State Finals. Notable results included wins against North Sydney Boys by both years 7/8 teams.

Also, there were 2 teams entered in both the years 9/10 and years 11/12 competitions. The years 11/12 team defeated North Sydney Girls in the quarter finals, only to be defeated by Manly Selective in the regional semi-finals.

Such success across both junior and senior divisions, deep into the regional knock out stages, has not occurred here at Riverside for over 15 years.

Public Speaking

Riverside entered both the Legacy Junior Public Speaking Award and Plain English Speaking Award for senior students. Riverside had a tradition of having state finalists at this level of competition for 5 consecutive years. And, in 2013, Riverside had success in the Plain English Speaking Award.

Lucy Burke of year 11 won this very prestigious statewide competition open to all senior students in public and independent schools. It gains state wide media attention as the pinnacle of public speaking for students. Lucy represented the state at the national finals in Alice Springs. She was accompanied by her parents and Mr Lasaitis, who as coach, was able to undertake professional development whilst at the national finals with fellow coaches and state coordinators.

English competitions

Junior students continued to participate in international competitions and assessments. In 2013, 54% of participants received credits, distinctions and high distinctions in English, whilst in the writing test, 61% of participants received results in the Credit and Distinction range.

The number of students taking part in the Dorothea McKellar poetry competition and the Whitlam Institute, *What Matters* competition continues to grow each year with many students happy to receive participation certificates.
HSIE lecture series – The Greater Angkor Project

Riverside was proud to host a special lecture by Professor Roland Fletcher from the University of Sydney who is in charge of the Greater Angkor Project. He and his team have been conducting archaeological research for 10 years. To support our study of Angkor in Year 8 History; Year 9 Elective History and Year 11 Ancient History, Professor Fletcher discussed his work in Cambodia and his theories on Angkor, the largest pre-industrial city in the world.

This was part of a special series of lectures the Human Society and Its Environment (HSIE) faculty offered to students to support their study of the Australian Curriculum. We also provided students with the opportunity to watch a new film released by World Vision “Girl Rising” to support the study of global inequalities in Year 8 Geography. The Vietnam Veterans again gave their insight on the impact of the Vietnam War on Veterans and their families and Waverly Council gave Year 10 Geography students a guided tour on the developments in coastal management at Bondi.

The HSIE faculty look forward to hosting further lectures in 2014 which will be advertised on our website and open to the community and our fellow educators in the region.

The Big History Project

Throughout terms 2 and 3, a new course called Big History was trialled with the year 10 elective history class. The course was created by Professor David Christian of Macquarie University who was interested in the big questions, why are we here and how did we get here? He gained the backing of Bill Gates, and then developed a course that is now in 40 schools in Australia. It is a Board of Studies endorsed course that covers the spread of universal existence as we know it.

Big History charts the course of time, starting with the big bang and follows the creation of stars, the earth, life and humans and our dominance of the planet and what the future may hold. The course was described by Christian as a ‘mythology for the modern scientific world. The students in year 10 were challenged but engaged, wrote essays and presented their ideas on what they learnt to parents, other students, and guests from Macquarie University and teachers. Certainly the feedback from both students and those at the presentations suggest that this is a course for the future.

Young Scientist Competition

A number of Year 10 students entered the “Young Scientist” Competition. This allowed students to further develop their skills in scientific thinking, creativity and problem solving by building upon their science fair projects from Year 9. Three students received certificates of high achievement – Jessica Lee, Colleen McConnell and Emily Hockey-Levy.

50th school reunion

On the Thursday 12th September thirty two former students from the class of 1963 arrived at Riverside for their 50th school reunion. A three course luncheon was prepared by our year 11 hospitality and year 10 food technology students. The ladies were entertained by the school string group and the school choir delighted the guests with a rendition of the school song. The information technology students prepared a display of historic photos from that year, organised and conducted tours of the school and obtained great stories of days gone by to be used in our 80th Anniversary Celebration in 2014.

Graduating class of 1963
Significant programs and initiatives

Student Welfare

The welfare team aims to provide meaningful learning within a secure and supportive environment. There is a strong school-wide commitment to ensure that school is a positive, happy and fulfilling experience for our students. The school has high expectations of students and staff work closely with our community to promote wellbeing and resilience.

The welfare team consists of the Head Teacher Welfare, a Year Adviser for each cohort, two deputies, an international student contact person and school counsellor. A youth welfare worker commenced one day a week in term 4. The team meets every week to discuss current issues and positive solutions.

The welfare team communicates with the school community through a weekly welfare bulletin. The team works in cooperation with the Learning Support Team and the counsellor to identify and address students’ needs and initiate positive and proactive change. Individual students have personalised learning plans. The youth worker provides additional support two days a week. In addition the Aboriginal Liaison Contact officer, Home School Liaison officer and variety of outside agencies support the work of the welfare team. Also, a group of voluntary TAFE trained mentors from RAISE provide additional individual support for 10 students on a weekly basis as part of a two term program.

Across all year groups, various programs were successfully implemented including peer support training, *Techno-mean* an anti-cyberbullying program, *Back-off* self-protection program, presentations by the Police Youth Liaison Officer, *Tell them From Me* pilot online survey about bullying and year camps to equip students with the understanding and the skills they need to handle the many challenges at school and life after school.

The school runs two highly successful anti-bullying strategies, the AB (anarchy to belonging) project which entails explicit teaching about meanness and the Solve-It interview process which involves a no blame approach to solving initial reports of meanness and the peer support program.

The smooth transition of year 7 students is assisted by the peer support program which involves two days of training for all year 9 students and a further half day program, delivered to the selected peer leaders. These leaders are selected by Peer Support Training teachers and the year 9 Year Adviser based on how well they have displayed the skills required for effective peer support leadership. Peer leaders were then assigned to a group of 13 year 7 students. The peer support program is instrumental for development of key skills in resilience, assertiveness, decision making, problem solving and leadership opportunities.

To support this transition, 2013 saw the inaugural year 7 evening barbecue for parents to meet teachers in a relaxed environment. This was immediately followed by a welfare forum where the welfare team had an opportunity to outline the school’s welfare policies, answer parent questions and introduce the key team members.

Tell Then From Me Survey

Riverside participated in a Department of Education and Communities pilot of the *Tell Them From Me* student survey. This measures factors that are known to affect academic achievement with a particular focus on student wellbeing, engagement and effective teaching practices. It is a 35 minute online survey, completed by a further 180 secondary schools in the pilot. This data provided ‘pilot norms’ as referred to in the following tables.

Riverside data is from the 745 Riverside students from years 7 to 11 who completed the survey between 14 Aug. 2013 and 27 Aug. 2013. This is a participation rate of over 90%. This quick feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them has provided us with valuable information to inform future whole school programs.

Some of the survey highlights are provided below.

Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

- 84% of students had positive relationships. The NSW pilot norm for girls is 78%.
Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.

- 69% of students reported a high sense of belonging. The NSW pilot norm for girls is 58%.

While our results are above NSW norm our welfare team will focus on the Year 9 dip and implement additional strategies to improve a sense of belonging in our school.

Students with positive behaviour at school

Students do not generally get in trouble at school for disruptive or inappropriate behaviour.

- At Riverside, 96% of students had positive behaviour; The NSW pilot norm for girls is 86%.

Our school is particularly proud to see that our positive behaviour program is making a difference in the lives of our students.

**Learning Beyond the Bell (LBB) Program**

The *Learning Beyond the Bell* program facilitated by Ms Hristofski, the Learning and Support teacher (LAST) began this year. This after school program provides a quiet, structured environment where students can do homework or work on assessment tasks with the support of trained peer tutors from year 10 and 11, all of whom have particular expertise in specific subject areas.

Peer tutors support students to complete homework and tasks by helping, tutoring, providing friendships, giving feedback and making school someplace where students want to come each day.

The main goal of the *Learning Beyond the Bell* program is to instill good work habits, organisational skills, and a sense of accomplishment in every student.

**Aboriginal education**

Our school is committed to improving the educational outcomes of all students, including Aboriginal and Torres Strait Islander students and aims to raise awareness about Indigenous Australia to all students. Individually, the students who identify as Aboriginal have Personalised Learning Plans which allow the girls to identify their personal goals and to review their progress on an annual basis. Whole school initiatives in the area of Aboriginal education have developed a deeper understanding and respect for the Aboriginal culture and community. Some of the programs are described below.

**AIME**

Riverside Aboriginal Students in years 9 -12 participated in the Australian Indigenous Mentoring Program (AIME). AIME provides students with the skills, opportunities, belief and confidence to finish school at the same rate as their peers and connects students with post Year 12 opportunities, including further education and employment. During the program a variety of successful Indigenous role models from a variety of fields inspired the students to strive to achieve their life goals.
The Other Election
Nicole Watts (year 11) was selected as part of the The Other Election program, showcasing over 500 indigenous adolescents delivering speeches as if they were the first indigenous prime minister. She also gave her speech to the school at an assembly. The Other Election provides support for indigenous students who have raised the bar in the face of adversity to offer a vision for the future filled with hope, positivity and greatness.

Indigenous Cooking Class
In October, Aboriginal Students: Skye Benson-McPherson, Jane Hill (year 8) Taymarra Hayward (year 9) and Tyra Sinclair (year 10) participated in an indigenous cooking Class with Aboriginal Chef Les McLeod who shared his secret recipes of cumquat muffins and wattle seed cookies. The students cooked these for a group of food technology students.

Year 7 Mathematics Project: Yarning Circle
During a unit based on measurement, year 7 students constructed a yarning circle which required using numeracy skills and cultural knowledge. Aboriginal culture has nurtured the practice of sharing stories and passed it down through the generations giving young people, elders and everyone in between: a voice. The yarning circle is a space that enables participants to share their journey, their knowledge and their experiences and enhances communication skills, leadership qualities and strengthens relationships.

NAIDOC Public Speaking and Debating Challenge
Riverside’s team of Aboriginal & non Aboriginal students entered the NAIDOC Public Speaking and Debating Challenge at St Ives North Public School. They spoke with confidence on the side of ‘That Aboriginal people deserve more say over crown land, mining rights.’ They spoke well and came second.

Metropolitan North Regional AECG Achievement Awards
In partnership with Northern Sydney Institute TAFE & DEC, three staff and seven Aboriginal students were recognised for their dedication and commitment to promoting awareness and embracing Aboriginal culture, academics, sporting and community life.

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

To ensure the school’s commitment to our rich diversity and to anti-racism, an Anti-Racism Contact Officer (ARCO) is trained each year and it is that teacher’s role to educate, act as a mediator and mentor and promote acceptance and the peaceful resolution of conflict. The ARCO’s role is promoted within the school through posters and TV screens, which identify the ARCO and where he or she can be found within the school.

A continuing initiative in 2013 was the inclusion of an International student representative in the SRC, enabling this representative to be involved in all SRC activities and fund raising events, attending SRC roll group and meetings, and to provide a valuable conduit of information to further the inclusion and participation of international students at Riverside. Some of the highlights included attending the International Woman’s Day Breakfast and the SRC Leadership workshops.

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

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

14
The ESL teachers were further supported through continuing professional development in the form of network meetings and courses, as well as training to support the English Fundamentals course. These initiatives highlight the importance of providing ESL support for the many students who make up this diverse cohort, as well as Riverside’s ongoing commitment to supporting students’ language needs.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys.
- Faculty evaluation – library.
- Monitoring of progress towards achieving outcomes at staff meetings, P&C meetings, staff development days and the executive conference.

School planning 2012—2014: progress in 2013

School priority 1
Curriculum and Assessment in Literacy

Outcomes from 2012–2014
Improved student performance in achieving proficiency in literacy

Evidence of progress towards outcomes in 2013:

- Class programs show the use of a diverse range of strategies to differentiate class tasks.
- Most lessons included writing for an extended period across all faculties.
- Innovative technology was trialled.
- Teachers shared stories of using technology successfully at staff meetings.
- Teachers identified students who require support and accessed the advice of the learning support team and experts to program for explicit teaching.

- There is evidence of data analysis driving teaching and learning and practices shared at staff developments days.
- Teachers identified areas for student direction (Quality Teaching model) when programming for assessment particularly in stages 4 and 5.
- Quality assessment tasks include literacy outcomes for writing.

Strategies to achieve these outcomes in 2014

- Increase use of SMART2 data (HSC and NAPLAN) to drive teaching and learning practice, particularly in strategies to improve writing with a focus on audience and sentence structure.
- Conduct staff professional learning sessions to explore and share a variety of Quality Teaching (QT) practices with a special focus on Intellectual Quality.
- Continue to implement a technology infrastructure and professional learning program which supports innovation in the use of technologies.

School priority 2
Curriculum and Assessment in Numeracy

Progress towards achieving this outcome has been limited in 2013 due to a specific focus on improving writing. This decision to focus on writing was based upon NAPLAN results 2012.

Outcomes from 2012–2014
Improved student performance in achieving proficiency in numeracy

Evidence of progress towards outcomes in 2013:

- Improvement of teachers identifying the numeracy in their key learning area largely through project based learning across faculties.
- Wider implementation of computer based resource, Mathletics, as a learning tool for students to improve their accuracy and recall of number facts. Results for Mathletics are included in year 7 reports.
Strategies to achieve these outcomes in 2014:
- Increased use of SMART2 data (HSC and NAPLAN) to drive teaching and learning practice, particularly in strategies to improve in number.
- Conduct professional learning in identifying the numeracy demands within KLAs.
- Cross-faculty planning of activities in faculty meetings using mathematics teachers as ‘experts’ or providers of professional learning.
- Embed numeracy strategies into all programs.

School priority 3
Student Engagement and Attainment

Outcomes from 2012–2014
All matched students achieving 60% expected growth by 2014 with a focus on students at proficiency level (Bands 5 and 6); and
Develop and implement a curriculum model that uses a strong foundation of wellbeing skills to support student creativity and innovation.

Evidence of progress towards outcomes in 2013:
- Core values promoted & visible in documentation.
- Increased levels of communication between staff & parents.
- Professional learning of executive staff in Quality Teaching framework was highly rated.
- A GATs team formed to revise policies and procedures and implement changes.
- GATs action plan implemented and policy published.
- Underachievers and senior GATs students regularly attended interviews with their mentors.
- Increased numbers of teachers attended significant conferences and quality professional learning activities resulting in ‘best practices’ in classrooms.
- Success stories publicised in newsletter.
- Regular segment of celebration occurred at all assemblies, especially of achievement of personal best.
- More Currents articles written by students telling of their pathways to success.
- Students evaluated mentoring programs and peer support programs highly.
- Programs for the Australian Curriculum have extended outcomes and differentiated assessments to engage our high performing students.

Strategies to achieve these outcomes in 2014:
- Embed teaching programs with Quality Teaching (QT) teaching elements requiring professional learning for all staff in this model.
- Continue to develop teacher expertise in quality individual and group feedback to students, in particular through marking guidelines and explicit assessment criteria.
- Develop a school culture of celebration that recognises excellence in creativity.

Professional learning
In 2013, staff engaged in a variety of professional learning experiences delivered through whole school programs as well as courses offered by Northern Sydney Region and private providers. The focus continued on utilising the skills of staff to enhance teaching and learning practice with a focus on differentiating the curriculum. Staff meetings in terms 2 and 3 were organized into workshops covering topics including 21st century skills, use of technology in the classroom, creating strategies to support students with learning difficulties and strategies for high performance learning.

A team of teachers was selected to participate in the Northern Sydney Regional Project: Differentiation for High Performance Learning. This team was responsible for developing programs and units of work incorporating Australian Curriculum outcomes and strategies to develop high order thinking skills in students. Ms Tracey Warzecha and Ms Renae Lidman (science and English faculties respectively) developed and then presented at regional level, highly engaging
and challenging programs that the students reported as a success.

Ms Warzecha was selected by the Australian Curriculum Studies Association to present at the Biennial Conference 2013 in Darwin, NT. The focus of the conference was "Unchartered territory? Navigating the new National Curriculum." Ms Warzecha’s presentation was titled "Thrive or Survive: A Sustainability Project for Suburban High Schools". It was to showcase the school experience in implementing the cross-curricular priority: sustainability.

Riverside teachers joined in a partnership of local high schools to develop units of work for the Australian Curriculum as well as sharing and development of teaching resources. This partnership will continue in 2014.

**The Cragg Centre: A flexible working space for staff**

A new facility, the Cragg Centre was officially opened in November. The Cragg Centre is a flexible working space for teachers to access quality advice and support to design, implement and evaluate programs. The Cragg Centre provides access to professional learning support, expertise, tools and resources to support teachers to meet the educational needs of all students. The Cragg Centre provides a place where teachers can:

- identify the additional learning and support needs of students;
- analyse data to develop high quality educational programs;
- program for the learning and support needs of students;
- utilise resources to support students with additional learning and support needs; and
- evaluate interventions for successful student learning outcomes.

The Cragg Centre will support teachers to:

- improve student performance in literacy and numeracy by addressing the diverse learning and support needs of all students;
- increase student academic performance with a focus on student engagement through personalised learning and support; and
- improve student outcomes through a focus on enhancing professional learning communities by staff parents/carers and non-school based personnel working collaboratively.

The Cragg Centre was named after Mrs Audrey Cragg who began at Riverside in 1934 when she was 12 years old. Many members of her family including sister and daughters attended Riverside. Currently her granddaughter Ms Kirralea Gordon is a teacher at the school.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school.

The school introduced “Start Strong” interviews conducted with Year 11 students, parents and a member of the senior executive or the career adviser. This initiative developed from a staff professional development session looking at increasing the engagement of the community in the school’s implementation of the curriculum.

During the first half of term 4, Year 11 attended a camp on the central coast to support the students in making stronger connections with their peers and to set goals for their HSC year. This was followed by the ‘start strong’ interviews where parents could discuss their daughter’s progress and career aspirations. The parents booked online a 15 minute appointment. The types of questions asked included what long and short term goals the girls were setting, career-based questions along with welfare questions around balancing school work with exercise, adequate sleep and nutrition.
Overwhelmingly both students and parents found the process a positive one and many discussions led to further actions for students to pursue scholarships at university, make subject changes and take up advice about study patterns. Approximately 75% of Year 11 attended the interviews.

Furthermore, the feedback will lead to consideration of the timing of the year 11 camp, strategies to decrease the curriculum demands from year 10 to year 11 including a greater emphasis on academic writing in year 10 and taste testers of year 11 subjects in year 10 before subject selection processes begin.

Parents reported positively on the focus on goal setting for students at the beginning of their HSC year.

**Program evaluations**

**Background**

The purpose of the evaluation is to improve all that we do. It is a key element of continuous school improvement being the basis for informed planning and decision making. It leads to the implementation of sustained change and helps to build the internal capacity of a school to change and improve. Through the evaluation process schools demonstrate their accountability to the broader community. Evaluation is directed toward improving student learning outcomes and allows staff to focus on organisational improvement.

During 2013, the library completed a formal evaluation process. The focus area selected was the library’s support for the 21st century teaching and learning curriculum.

The evaluation team consisted of a deputy principal, three head teachers and two classroom teachers. The review process used a range of tools including teacher and SASS staff interviews, online teacher, student and parent surveys and library and classroom observations.

**Findings and conclusions**

**Parent Survey**

The importance of the library was recognised for its role in nurturing reading, providing a quiet study space and for providing a supportive environment. Some of the services offered by the library were not identified by the parent survey; services such as access to magazines and newspapers, scanning, private study rooms and librarian assistance with student research.

The ability to provide access to leading edge technology was identified as a very important goal.

**Student survey and interviews**

The two main purposes identified for use of the library were the borrowing and reading of books for pleasure and as a place to complete assessment tasks, both as an individual and in a group.

Students also identified that they felt supported in the library and that the library staff worked to develop and maintain positive relationships with students. For many students the library was a safe place to meet and relax away from the hustle and bustle of the playground.

Students identified the provision of iPads / tablets as being the top equipment priority for the library to assist them with assessment tasks. The other major identified priorities were the provision of recent release books and DVDs and a quiet place to read/view them.

**Staff survey and interviews**

The main uses of the library were the supply of audio-visual material for use in class and the use of the upper library space as a computer access point.

Teachers identified that their use of the library was limited by their time constraints, booking clashes, the limited number and speed of the computers in the library and the inflexible spaces that limit the potential for group-work.

Teachers rated the library in its current configuration is “somewhat capable” to support 21st century teaching and learning.

**Future directions**

The two major needs identified that would allow the library to meet 21st century teaching and learning concern technology and flexible spaces.

Technology needs identified are portable computers and audio-visual equipment that would allow internet access and collaborative work for small group work and the viewing of online and student produced audio-visuals. This included the provision of chrome computers and data projectors.
Flexible spaces (including furniture) will allow for small group-work (a key aspect of Project Based Learning) and as a presentation space for large groups. This may involve increasing the area of the library through outside covered spaces or new buildings.

About this report

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

Belinda Kelly, Principal
Katarina Nikoletich, Deputy Principal
Greg Tunnock, P&C President
Lucy Burke, Student Representative

School contact information

Riverside Girls High School
Huntleys Point Road
Gladesville, 2011
Ph: 981642 64
Fax: 9816 5409
Email: riversideg-school@det.nsw.edu.au
Web: www.riversideg-schools.nsw.edu.au/
School Code: 8243

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: