

Riverside Girls High School

Annual Report



2016

RIVERSIDE
GIRLS HIGH SCHOOL

8243

Introduction

The Annual Report for 2016 is provided to the community of Riverside Girls High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

The annual report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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School background

School vision statement

Riverside Girls High School is a community passionate about learning where academic excellence is achieved through inspired teaching. We are proud of our traditions and community connections. We empower students for future success by building their confidence, independence, creative and critical thinking skills. Students are nurtured, guided, inspired and challenged. Our community consultation identified key statements about our school:

- High expectations : excellence in learning;
- A school of outstanding opportunity;
- Expert teachers inspiring students;
- Where you connect, where you belong;
- Your school – your community;
- Proudly educating generations of Riverside Girls.

School context

Riverside Girls High School was established in 1934 and currently has an enrolment of 950 students, including 50% students from a non-English speaking background. We are a proud comprehensive girls' school. With its central location on a major arterial road, Riverside draws students from over 23 primary schools.

The school has a strong tradition of academic excellence. Students are articulate and passionate about having a voice which they achieve through public speaking, debating, leadership opportunities, involvement in school teams, the Amnesty International group and through involvement in the community.

Riverside is a school of outstanding opportunity. Extension programs are offered to gifted and talented girls. There is a strong musical and performance program involving a band, string ensemble, choir, drama and dance groups and a school musical every two years.

The highly skilled, dedicated staff work collaboratively and are committed to reflective practice as part of their professional learning. Student wellbeing programs are underpinned with positive psychology principles. The school is well resourced with technology, including five computer labs and the BYOD program.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process are indicated below.

The Learning Domain

The school focussed on wellbeing; curriculum and learning and assessment and reporting:

- Riverside is a school where positive teaching and learning environments are based on learning relationships and respectful interactions between all students and staff. There has been great progress in using the wellbeing model more broadly across the school when talking about learning, in particular the whole school AB project being used to provide the expectation of classroom excellence based on belonging. Students indicate they are engaged and wish to contribute to their community. Teacher ratings of student engagement are higher than that of the students, indicating that perhaps compliance is clouding teacher judgement and that assessment feedback can be better used to inform planning for particular student groups and lead to improvements in student growth for years 7 – 9.
- Curriculum innovation includes alliances with other schools and building on industry and university links to plan for the needs of students moving into a world where creativity and critical thinking are valued. A shift to content acquisition being aligned with design thinking and cross–curricular problem based learning is increasing the relevance of tasks to the real world. This is an area for further development.
- The school has progressed in increasing the rigour and purposefulness of assessment. Evidence based teaching practices using problem–based learning in STEM and also visible thinking routines to develop students' skills in elaborating their arguments are strategies for improving student outcomes. Teachers are becoming familiar with using the clusters of the literacy continuum. This has increased the explicit teaching of literacy and more literacy outcomes being included in assessment tasks. There is a collective, school wide responsibility for the specific teaching of literacy.

Overall the school identified that we are:

- Sustaining and growing for the elements: learning culture; wellbeing; curriculum and learning; assessment and reporting.
- Delivering for the element: student performance measures.

The external validation panel commented that the the school's self–assessment is consistent with the evidence presented in the elements; however, in the element of Assessment and Reporting the evidence indicates the school is operating at the Delivering stage.

The Teaching Domain

There was significant progress in effective classroom practice; data skills and use and collaborative practice:

- The explicit systems for collaboration and feedback to sustain quality teaching practice have had the greatest impact of all happenings at Riverside in 2015/16. There are a number of school teams where evidence based practice are shared and the number of teachers participating in local school alliances and networks has increased. Teachers are working together and learning from one another with a significant amount of professional learning delivered by team members. This has led to the embedding of initiatives across the school to achieve the processes of the school plan.
- The school leadership team demonstrates instructional leadership with each executive promoting the sharing of best practice at faculty meetings and through the presentation of workshops at staff meetings and staff development days. They are also driving links with businesses and universities to show the relevance of the classroom practice to life after school and to active citizenship.
- Importantly, our staff is developing their own evidence–based practice and sharing this with the whole staff with an increased focus on data analysis of work samples and student focus groups for feedback. Teachers are taking responsibility for changes in practice to achieve improved school performance, in particular in explicitly teaching reading skills and of vocabulary for improved writing.

Overall the school identified that we are:

- Excelling for the element: professional standards.
- Sustaining and growing for the elements: collaborative practice; learning and development.
- Delivering for the element: data skills and use and effective classroom skills.

The external validation panel commented that the the school's self–assessment is consistent with the evidence presented in the elements; however, in the element of Effective Classroom Skills the evidence indicates the school is operating at the Sustaining and Growing stage.

The Leading Domain

In the domain of leading, our priority has been leadership.

- The effectiveness of the implementation of our key strategic directions have been due to a strong foundation of leadership capacity building, with more staff involved in leadership roles and showing initiative to become involved in areas new to them. There is the building of a purposeful leadership culture. Teachers are raising their hands to be involved and to guide the direction of the school's use of resources. They are engaged with business organisations and our community members who see that opportunities for students to excel post school will require innovative thinking in curriculum delivery. More of the school community is committed to the school's strategic directions and practices.
- Our school is recognised as excellent in our leadership in STEM education across the state.

Overall the school identified that we are:

- Excelling for the element: leadership.
- Sustaining and growing for the elements: school planning, implementation and reporting; school resources and management practices and processes.

The external validation panel commented that the the school's self–assessment is consistent with the evidence presented

Our self–assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework>

Strategic Direction 1

Empower learners for success

Purpose

To set students on the road to future success by developing their passion for learning through rich tasks that involve inquiry, challenge and that have impact in the real world. Students are active, self-motivated learners; confident risk takers who flourish in both independent and collaborative learning contexts. They are motivated to achieve their personal best.

Overall summary of progress

The school has continued with the position of Head Teacher Curriculum who works in collaboration with the curriculum and leadership teams to support strategic directions of the school. The 21st century learning space has been established with flexibility for independent, small group and whole class work practices.

STEM

STEM principles have continued to be applied across the Science, Technology and Applied Studies (TAS) and Mathematics faculties. This provides STEM enrichment opportunities for all students within every class. There has been a focus on incorporating more technology in Science lessons and programs, more challenged-based problem solving in Mathematics and a huge focus on Design Thinking in TAS. There has been a whole school focus on developing cross-curricular assessment links targeting Year 7 which will act as a template for Stages 4 and 5.

Two cross-curricular STEM units are fully embedded into three faculties' programs and assessment for Years 8 which are reported upon per semester. Literacy in science focused on the use of Argumentation, which developed students' skills to highlight linking evidence with claims in justification. Visible Thinking routines have been incorporated to show evidence of thinking in problem solving. This will support the development of sustained argument across all faculties. A Robotics course for Stage 4 students was successfully piloted using Lego Mindstorm and 3-D printing and coding have continued to be expanded into the junior Technology and Applied Studies (TAS) programs.

Design Thinking

In Technology and Applied Studies we embarked on an Entrepreneurship and Innovation unit of work titled 'The Next Big Thing', with all Year 7 and Year 8 students using a Design Thinking methodology where students worked collaboratively to design either a service, system or product to meet their identified need. To support teachers and students through this process we linked with the University of Technology Sydney, ran a design thinking workshop for 20 Year 8 students who were to become class mentors.

Forty-five Year 9 students, participated in the inaugural pilot program of the Young Change Agents. As a result of increased self confidence and guidance in communication and presentation skills, two Young Change Agent groups were invited to participate in a pitching competition held at the Business School, University of Technology Sydney. These two groups supported through the Atlassian foundation also attended the Coder factory to further develop their ideas generated in the program. Students attended many extra-curricular, career-focused, industry and university STEM opportunities and there was an increased interest in competing in competitions outside the school. There has been an increased focus on STEM careers and the Future You expo showcased past students now in STEM-related fields.

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Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> increase the proportion of students in HSC with two or more Band 5–6 results to 50% 	<p>56% of students achieved two or more Band 5–6 results.</p> <p>Staff engaged in using RAP data to inform teaching practice</p>	<p>TPL – staff engaged in professional learning through workshops delivered at school through external providers \$9085</p>
<ul style="list-style-type: none"> 65% or greater number of students achieve expected growth in writing in NAPLAN 	<p>Assessment tasks across all faculties includes literacy outcomes. Language of clusters in the Literacy continuum is used in the marking rubric for these various tasks. . Students are taught these skills explicitly .</p> <p>Teachers provided feedback and examples of student work using visible thinking routines. This was conducted during the teacher professional learning afternoon in term 4 and at staff meetings. Student work samples and feedback demonstrated an understanding of the impact these routines can have on developing thinking skills.</p>	<p>Professional learning was provided by the school Literacy Team. This occurred at staff meetings and on professional learning afternoons. Feedback and student work samples were provided by team members and representatives from all faculties.</p> <p>\$500</p>

Next Steps

STEM

There will be a Maths–driven STEM cross curricular project and the school will seek further career, industry and university STEM opportunities and target Year 10 students to select and value computer programming– based subjects and engineering. The Robotics program will be rolled out all Year 8 students during Information Communication and Technology classes in 2016.

Design Thinking

In 2017 , supporting the work done in Stage 4, students are embarking on a "Pitching" skills program to build student confidence of oral presentations. Engineering Studies will established in response to student and parent interest. Assessment and reporting. For this to be assessed as sustaining and growing, Riverside will complete more assessment mapping across years and use formative assessment more frequently. More student reflection on their learning including peer and self assessment will be introduced.

Assessment and Reporting

A new Student Learning Profile will be finalised and incorporated into student reports. This will be used to frame discussions between students and teachers and for Parent Teacher Interviews lead by students between parents and teachers to showcase growth and success in their learning.

Learning Coach Project

This project will focus on Year 7 where a classroom teacher will be assigned as a coach to encourage a confident transition to high school, enhance learning and develop students' skills as successful learners.

Strategic Direction 2

Inspire quality teaching and excellence in professional learning

Purpose

To further develop, through on-going professional learning, inspiring teaching and innovative practice, a culture of high expectations, collective efficacy and collaboration.

Overall summary of progress

Staff at Riverside Girls High School have continued to develop strong links within and across faculties. 2016 saw even greater consultation between teachers across various faculties in the development of learning tasks; engagement in professional dialogue; and implementation of various teaching practices. This was confirmed by the external validation panel who also identified this as a strength.

In 2016, English focused on the whole school, 400 year celebration of William Shakespeare with a Shakespeare Day involving studies of plays across all years, medieval jousting and students and staff wearing period costume. Year 7 performed at an evening production of *A Midsummer's Night Dream* to the community. The Science, Maths and PE faculties have engaged in evaluation of the Stage 4, cross discipline F.I.T.T. (Frequency Intensity Time and Type) Principle project and have collaboratively developed a new PE assessment task embedding the Literacy continuum. Similarly, an evaluation of the Post Earth Pioneer (PEP) Stage 4 cross-faculty STEM project was conducted and the three faculties re-designed assessment tasks and course material. These collaborations are facilitated with priority in professional learning of cross curricular groupings.

Teachers across all faculties continued to engage in professional learning opportunities based on STEM principles. This enabled staff to create tasks that assessed a range of learning outcomes. Connections with institutions, including the University of Sydney, University of Technology Sydney (UTS) and Western Sydney University (WSU), enabled teachers to provide unique learning experiences for our students.

There has been a continued pedagogical shift across the school in line with design thinking. All staff engaged in Design Thinking workshops delivered by the TAS faculty. Stage 4 students were involved in Design Thinking workshops co-run with selected TAS students. In Design Thinking, the process and thinking are valued almost more than the final product. In assessments, there is a wider use of student choice, learning logs and student designed marking rubrics. Peer and self-assessment are becoming integral to this shift. A growth mindset is supported in mathematics with texts being replaced with open ended tasks that have no one answer, encouraging risk taking to solve problems. Student responses in problem solving sections of tests, stage 4 Science, demonstrate a significant improvement in attempts and more 'working out' evidence in the space provided. When formative feedback was provided to year 10 science students during their Independent Research project, student outcomes improved greatly.

The TAS faculty's leadership in Design Thinking has developed to include an enhanced digital technologies focus which has revived enthusiasm for professional learning. Teachers have responded positively to learning from industry experts such as IT coders from the Atlassian group. The teachers are explicitly teaching computational thinking through programming for example, Scratch, Arduino Esplora boards, Python, HTML and CSS. Robotics has been introduced in a new robotics room with fifteen sets of Lego Mindstorms robotics kits supported by P & C funds. Students are asking more challenging questions about their design process.

With the formation of a Visible Thinking team in 2016, professional learning has inspired many teachers to incorporate routines into their daily classroom practice and programming. This team also deliver presentations within the Lane Cover River Alliance professional network.

A Design Thinking methodology was used to engage students from Years 7 to 10 in gaining empathy around their thoughts and feelings regarding assessments and assessment processes at school. The results of this will help teachers in designing future assessment opportunities for students to ensure maximum engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of teachers seeking accreditation at highly accomplished and lead levels	PDPs – Teachers identify leadership aspirations. Participation in NS–EC aspiring leaders program and Lane Cove River Alliance professional learning sub– committee	Teacher Professional Learning \$16 199
Value added results for the HSC and NAPLAN match similar schools	Improvement in value added results in HSC NAPLAN PL through the Literacy Team to improve on student writing. Internal pre and post work samples identified an improvement.	Included in above

Next Steps

Many experienced staff are still chose not to formally pursue this level of accreditation in 2016. The leadership team, through the Professional Development Program (PDP) will identify staff interested in attaining Highly Accomplished or Lead accreditation. More staff will be encouraged to respond to expressions of interest for relieving positions in the school. Staff will be encouraged and supported to participate in our partnership of schools North Sydney Entente Cordiale (NS–EC) Aspiring Leaders Program.

Riverside continues to be a Department of Education **STEM** Action School for 2017. The six teachers across Science, Technology and Maths continue to lead STEM professional learning across the state with an extension of Riverside's mentoring school base in regional NSW and metropolitan Sydney. There will be the formation of a Numeracy team to emulate the success of the Literacy team in raising the standards of numeracy across all faculties and for all students.

TAS will continue to implement a **Design Thinking** methodology to drive student learning around Entrepreneurship and innovation, robotics, engineering systems and wearable electronics and create projects with electronic circuits and seek further professional learning through links with industry, particularly mentoring in coding .Faculties are keen to offer professional learning in STEM principles to local primary schools in our Lane Cove Alliance and NS–EC networks.

The **Visible Thinking** team will continue to develop a 'Culture of Thinking' across the school and professional networks such as the Lance Cove River Alliance and the North Sydney Entente Cordiale. More staff will join the team and embed more routines into everyday teaching practice.

For **Data skills and use** to be assessed as excelling, more professional learning will be dedicated to data analysis to build the confidence of teachers across all faculties to use student performance measures, including work samples, pre and post sampling, surveys and student focus group feedback in their planning for learning. There will be a focus on the Numeracy Continuum in professional learning to analyse NAPLAN data and student performance to address success for the 2020 HSC Minimum Standards.

Strategic Direction 3

Build a school wide culture of proactive, purposeful leadership

Purpose

To empower members of the learning community to take the initiative to lead and/or contribute to projects and partnerships that improve student learning outcomes.

Overall summary of progress

Staff continued to represent the Department of Education at a range of events. A significant relationship continued with the University of Sydney through the STEM Enrichment Academy and University of Technology Sydney through their 'Hatchery' initiative and their design thinking and entrepreneurial focus. The head teacher of curriculum delivered lectures and held workshops in STEM at the University of Sydney, Faculty of Education and is a STEM mentor to new STEM academy teacher recruit and continues as a board member of the Academic Advisory Committee of the STEM Teacher Enrichment Academy. Teachers are pursuing and then engaging in opportunities in the community and in industry to improve student outcomes.

Riverside teachers continued to participate in our partnership of local high schools, the Northern Sydney Entente Cordiale, to refine units of work for the Australian curriculum; incorporate literacy strategies into programs as well as the sharing and development of teaching resources and best practice. The number of teachers across KLAs actively engaged with this community of schools group has increased.

A new alliance was established with Riverside Girls joining the Lane Cove River Alliance (LCRA) along with Hunters Hill High and nine primary schools. Professional learning across the schools focussed on sharing expertise in gifted and talented education students. This culminated in a joint professional learning day held in term 3, that involved all teachers from these schools participating in workshops organised and delivered by teachers.

The Country City Alliance (CCA) continued to connect communities with cultural, religious, geographical and socio economic differences in New South Wales schools. Its goal is to facilitate educational interactions that help build a society that is cohesive and mutual respectful of all cultures. Students and teachers presented at the state CCA Conference. Connections with other schools and agencies were also explored. Staff and students indicated that they are willing to visit remote schools to build on Riverside's culture of collaboration in 2017. This will facilitate stronger curriculum links especially with respect to the Australian Cross Curriculum Priority: Engagement with Aboriginal and Torres Strait Island culture and Histories.

All teachers have a whole school role and there is an increase in job sharing. Each head teacher leads or is a member of the team leading the processes to impact on student learning: STEM, Visible thinking and enhancing learning through language. Student leadership opportunities have grown. The opportunities for them to engage with industry as a result of teacher leaders networking include Honeywell Software Studio, Atlassian and Microsoft.

Students were encouraged to take on leadership roles to initiate change or raise awareness either as members of the SRC or working collaboratively alongside members of the SRC. Junior leaders co-ordinate and prepare guest speakers for assemblies. The school Multicultural Day also occurred in 2016 with ideas presented by the students to build on the significance of this day and explore possibilities to include the community in future days. The number of Riverside students in the Max Potential leadership program in Ryde, has increased. Participants in this program from another boys' school presented their community projects at a student assembly, further increasing interest in participation in this community leadership project for 2017.

Year 10 students, were invited to co-design a STEAM program, using Design Thinking methodology, with the UTS Hatchery. This was called "STEAMPunk Girls". Fostering strong leadership connections between staff and students was a key consideration in engaging them in a Design Thinking opportunity to unpack assessments and assessment procedures in the 7-10 TAS curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> The percentage of students and staff involved in purposeful leadership roles increases 	<p>Lane Cove River Alliance – building partnerships and engaging in cross school KLA professional learning</p> <p>Design Thinking – Young Changes Agents–Students and teachers trained to lead future workshops including a partnership with our identified remote rural school</p> <p>Internal Business Manager position created for term 4 increased community consultation and building teacher capacity.</p> <p>Sentral implementation team provided opportunities for teachers to lead training and support</p>	<p>Community Consultation / Business Manager \$2836 Sentral \$10 500</p>
<ul style="list-style-type: none"> Half the staff has clearly defined roles in a succession program involving shadowing and job sharing. 	<p>PDP process identified the need for further professional learning in this area though more early career teachers investigated and took part in shadowing</p>	<p>Internal arrangements and TPL \$2500</p>

Next Steps

The CCA partnership will continue in 2017. We have identified a sister school in remote NSW and will develop exchange programs for students and have an executive on the board of directors of the alliance. Staff will provide workshops using video conferencing and present at the 2017 Rural and Remote conference. All networks will continue to be resourced through professional learning funds.

Riverside will continue as a STEM Action School for the Department of Education. Six teachers, as curriculum leaders, will be sharing their expertise, developed through leading STEM education at Riverside, to schools across the state to implement this pedagogy. At Riverside, the timetable matrix will be adjusted to allow for STEM units to be taught three periods in succession; reports will include reporting on STEM assessment tasks; there will be further cross-curricula projects and increased opportunities for students to engage with industry.

School resources will be used flexibly and succession planning will play more of a role in curriculum decisions and leadership development. Teachers will continue to be perceived as resources to be used strategically and their skills shared as part of success plan. The school will continue with EOIs for all leadership positions. .

Management practices and processes: For this to be assessed as sustaining and growing, constructive feedback will be sought via internal communications survey. Riverside students to continue links with University of Technology Sydney Hatchery called "STEAMPunk" to be launched in May 2017

Key Initiatives	Impact achieved this year	Resources (annual)
<p>Aboriginal background loading</p>	<p>Strategic Direction 1:</p> <p>All students have an Individual Learning Plan and are making progress across the literacy continuum and numeracy framework. Teachers released to implement these and attend AECG meetings and other courses.</p> <p>Strengthen support for Aboriginal students at key transition points: 100% retention of Aboriginal students to senior pathway.</p> <p>Third year of membership of AIME, an educational program using mentoring to support Indigenous students through high school and into university or employment at the same rate as all Australians. Additionally, funding is used to employ a tutor for senior indigenous students.</p> <p>Support students to access opportunities presented to all students</p> <p>Principal executive member of the CCA (Country City Alliance)</p> <p>More Aboriginal students were confident to lead assemblies with Acknowledgment/Welcome to Country.</p>	<p>Teacher relief \$1723</p> <p>Norta Norta \$6689.91</p> <p>Resources for students \$774.55</p>
<p>English language proficiency</p>	<p>Strategic Direction 2:</p> <p>Literacy Team developed professional learning opportunities to address key areas for improvement</p> <p>ESL teachers continue to support students through classroom interventions.</p> <p>Professional Learning for early career teachers</p>	<p>0.2 allocation</p> <p>Professional Learning \$5976</p>
<p>Low level adjustment for disability</p>	<p>Strategic Direction 1:</p> <p>Teacher professional learning in literacy and behaviour management. Teachers provided with specific strategies to support students e.g. adjustments to tasks.</p> <p>Learning Beyond the Bell – peer tutors to assist student learning and social development and purchase of resources.</p>	<p>Resources and testing \$6267</p> <p>Teacher resources \$2899</p> <p>Teacher relief \$2837</p> <p>\$19 000</p>
<p>Socio-economic background</p>	<p>Strategic Directions 1 & 3:</p> <p>Greater communication with families and monitoring of students achievement to work collaboratively to develop learning plans that improve student outcomes (Sentral)</p> <p>Opportunities identified for all students to participate in activities including university links</p> <p>Teachers resource development and professional learning to support students</p>	<p>SD 1 & 3 \$29 540</p> <p>SD 2 \$9172</p>

Support for beginning teachers	Strategic Direction 2: Mentoring; class observations; developing resources.	\$3035
Targeted student support for refugees and new arrivals	Strategic Direction 3: Tutoring provided to support student in HSC year of study	\$887
STEM Enrichment	Strategic Directions 2 and 3: Riverside consolidates "Action School" status. Members of STEM Team presented at conferences around the state and mentored schools new to STEM.	\$6321
Visible Thinking	Staff trained in Visible Thinking routines. They developed resources including a website and provided professional learning to all teaching staff	\$3000
Literacy	Literacy Team provided professional learning to staff on the Literacy continuum. Teachers developed assessment criteria based on the clusters. Teachers shared developed task criteria and marking rubrics at staff development afternoons.	In school

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	0	0	0	0
Girls	947	923	901	923

There was an increase in the number of students enrolled in 2016. This is due in part to the school creating stronger links with the community and local primary schools including our involvement in the Lane Cove River Alliance.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	96	96.2	95	94.6
8	94.4	93.7	94.4	94.9
9	93.5	94.6	92.6	93.4
10	92.5	92.7	92.5	91.9
11	94	92.4	93.1	94
12	95.4	91.5	92.7	94.4
All Years	94.3	93.6	93.4	93.8
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

The school's strong wellbeing focus encourages and stresses the importance of school attendance and student outcomes. The Wellbeing Team regularly reviews students experiencing a decline in attendance and puts in place strategies to support the student and family. The school consults with outside agencies to provide additional support if required.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0.5	0
TAFE entry	0	0.5	11
University Entry	0	0	82
Other	0	0	0
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

There was a slight increase in the number of Year 12 students studying a; types of Vocational Education and Training VET courses in 2016. Business Services was introduced at school and student successfully completed the Preliminary course.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of students in Year 12 attained a Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	44.8
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	1.2
School Counsellor	0.8
School Administration & Support Staff	11.37
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. The Aboriginal composition of the school workforce is currently 0%. This is based on information available to the school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

Professional Learning has a strong focus in the school's three year plan.

All teachers participated in professional learning opportunities in 2016. These ranged from professional learning experiences delivered through whole school programs as well as courses offered by North Sydney network and private providers. The focus continued on utilising the skills of staff to enhance teaching and learning practice to meet the school's Strategic Directions.

Teachers participated in cross school professional learning workshops through the Lance Cove River Alliance. The focus of this professional learning day was on catering to the needs of Gifted and Talented students. The North Sydney Entente Cordiale (high school alliance) encouraged members of the leadership team to share knowledge and resources to enhance student learning outcomes.

The school's partnership with the University of Sydney's STEM Teacher Enrichment Academy continued with teachers' expertise delivering professional learning to new STEM teacher recruits to the Academy. This has empowered teachers to see themselves as educational leaders and several have sort promotional positions. In addition, the DoE designated Riverside as a STEM Action School, as one of three in metropolitan Sydney and seven across the state. Teacher expertise has been recognised as STEM leaders, mentoring eight schools in both regional NSW and metropolitan Sydney.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	982 728.55
Global funds	771 144.12
Tied funds	419 534.74
School & community sources	926 434.76
Interest	23 387.47
Trust receipts	209 501.42
Canteen	0.00
Total income	3 332 731.06
Expenditure	
Teaching & learning	
Key learning areas	309 062.56
Excursions	209 971.49
Extracurricular dissections	203 605.74
Library	18 874.35
Training & development	19 611.19
Tied funds	277 803.73
Short term relief	210 680.30
Administration & office	345 531.58
School-operated canteen	0.00
Utilities	141 878.60
Maintenance	58 096.18
Trust accounts	259 094.96
Capital programs	83 087.94
Total expenditure	2 137 298.62
Balance carried forward	1 195 432.44

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

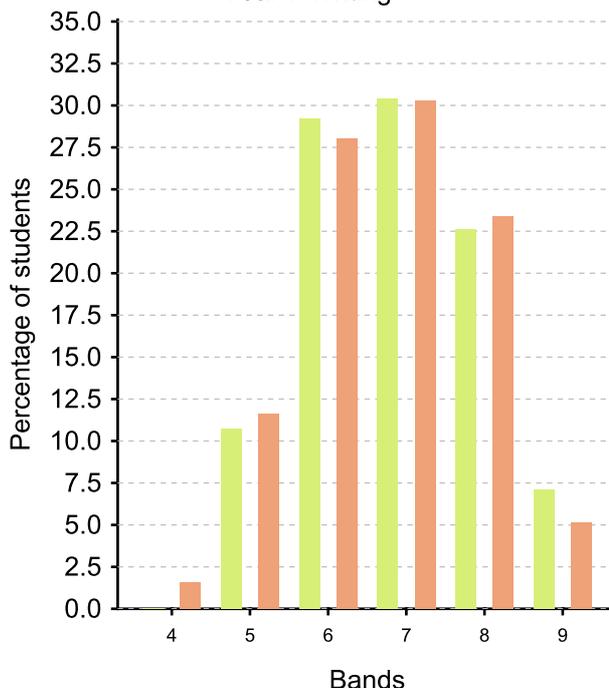
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The overall performance of Year 7 students in the literacy components of NAPLAN were strong. Over the last three years there has been an increase in student performance in Bands 7, 8 and 9 in reading, with a twenty-one percent increase in the number of students achieving a Band 8. Band 9 reading performance remains consistent with previous years.

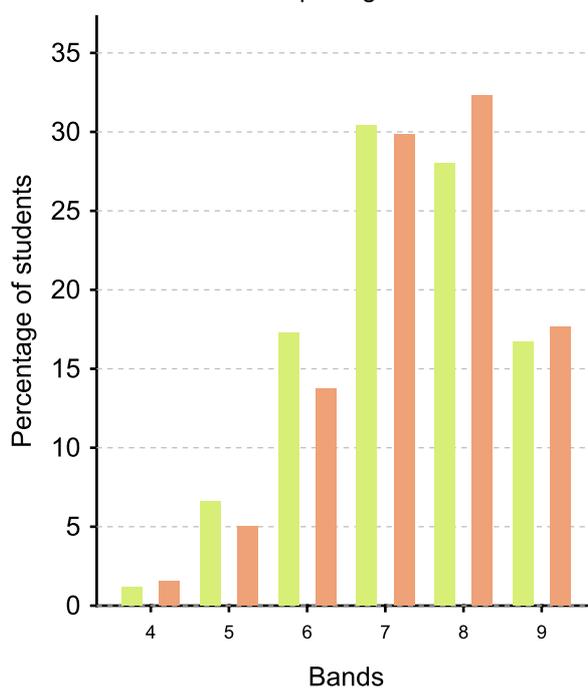
Year 7 performance in writing was significantly better than the State in Bands 7, 8 and 9 with a dramatic increase in the percentage of students achieving a Band 9. Equally Grammar and Punctuation was also above the State average in Band 7, 8 and 9 with a significant percentage of students achieving a Band 8. Year 9 students' performance in bands 9 and 10 were above State average in all aspects of literacy.

There was a significant increase in the number of students achieving a band 10 in Grammar and Punctuation and a dramatic increase in the percentage of students achieving a Band 10 in reading and Band 8 in writing. The success in writing and reading is due to continued support initiatives introduced by the school leadership team and supported by faculties.

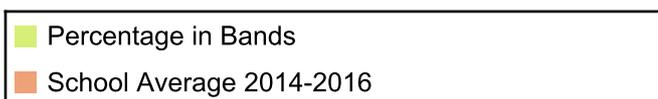
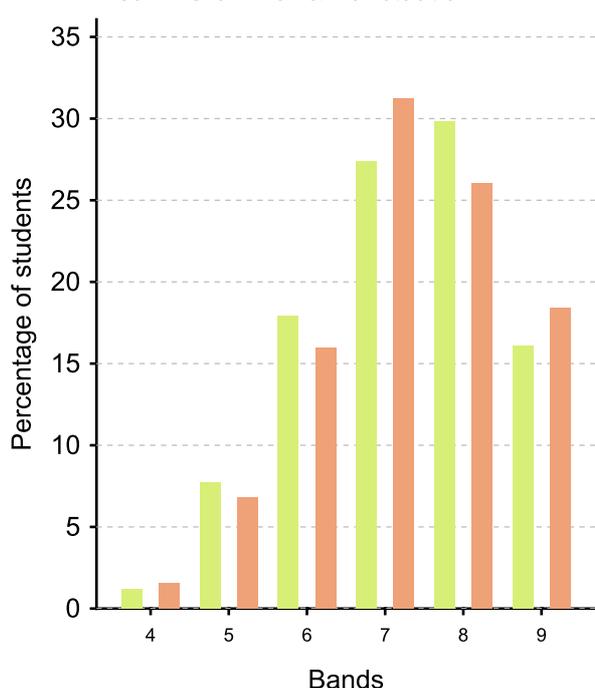
Percentage in bands:
Year 7 Writing



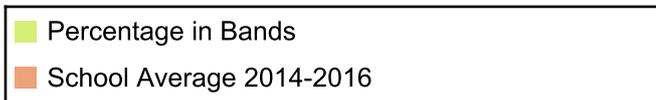
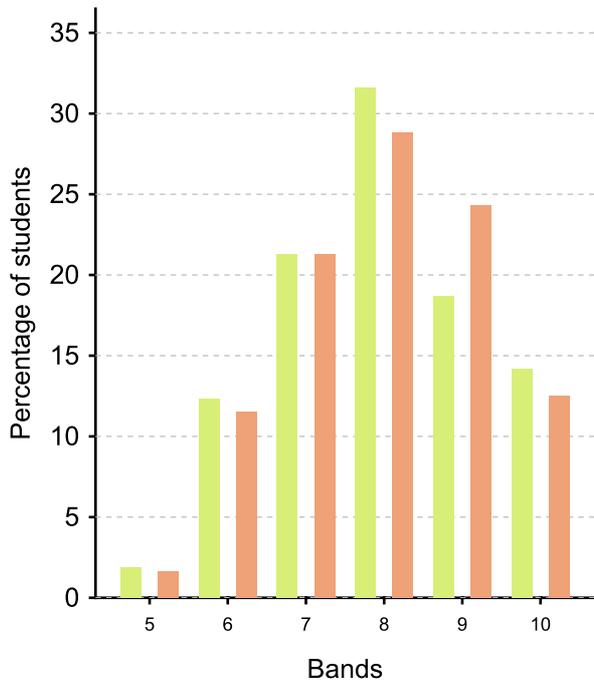
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 7 Grammar & Punctuation

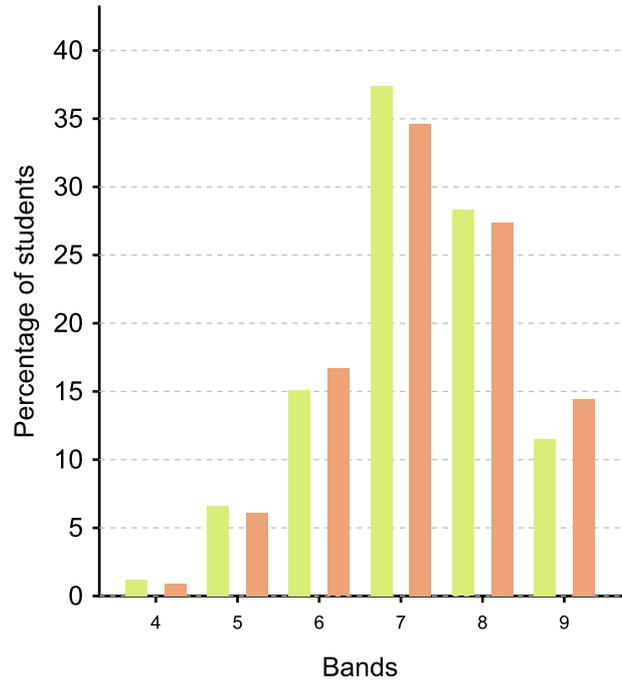


**Percentage in bands:
Year 9 Reading**

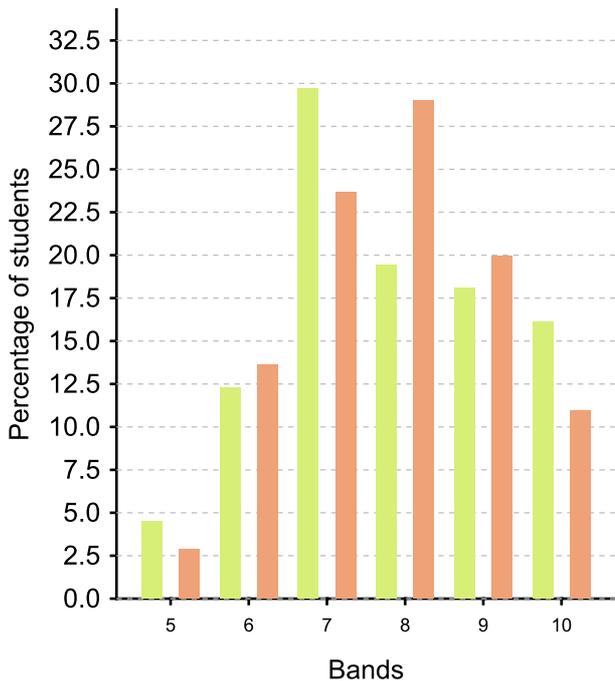


7 and 9 in the Data, Measurement, Space and Geometry and Number, Pattern and Algebra components. This can be attributed to ongoing professional learning in numeracy across the school.

**Percentage in bands:
Year 7 Numeracy**



**Percentage in bands:
Year 9 Grammar & Punctuation**



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data..

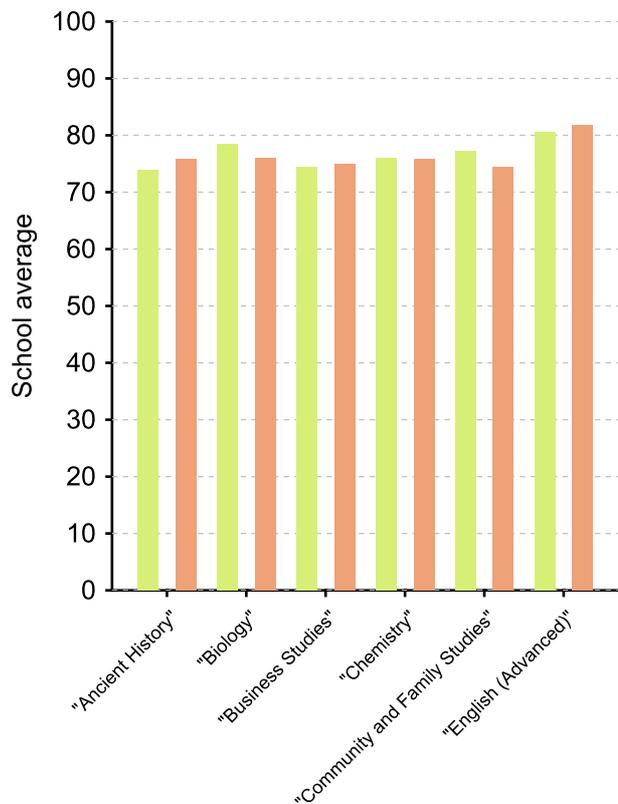
Thirty-three percent of Year 7 Aboriginal students at Riverside Girls High were in the top two bands for spelling, grammar and punctuation, writing and numeracy. There were no Year 7 Aboriginal students in the top two bands for reading at the school.

There were no Year 9 Aboriginal students in the top two bands for reading, writing, spelling, grammar and punctuation or numeracy. Development of strategies through professional learning and additional support for students is targeted for 2017.

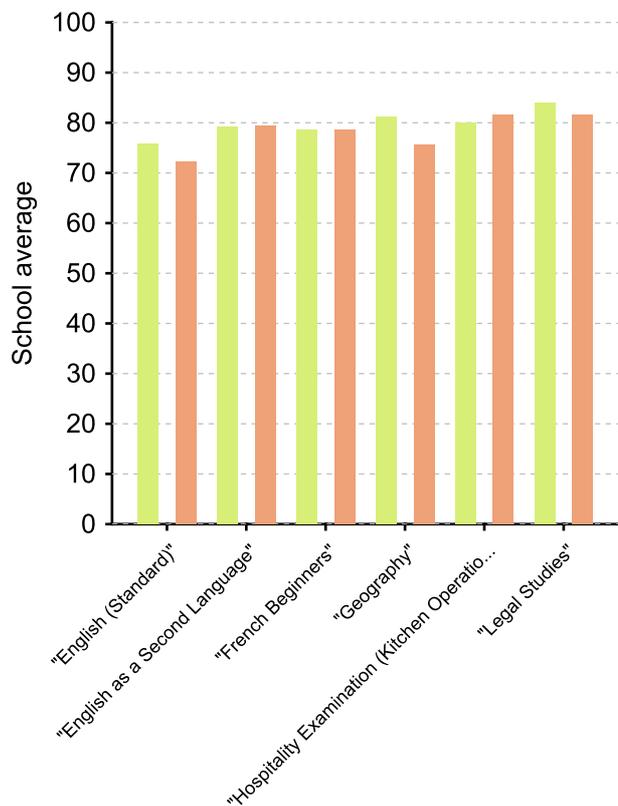
Year 7 students performed significantly above State average in Bands 7 and 8 in numeracy overall, with an eleven percent increase in students achieving a Band 9. There was a five percentage increase in the number of Year 9 students receiving a Band 9 in numeracy with a slight reduction in Band 10 compared to the previous three years. However, significant percentage increases were also shown in students performance in both Year

Higher School Certificate (HSC)

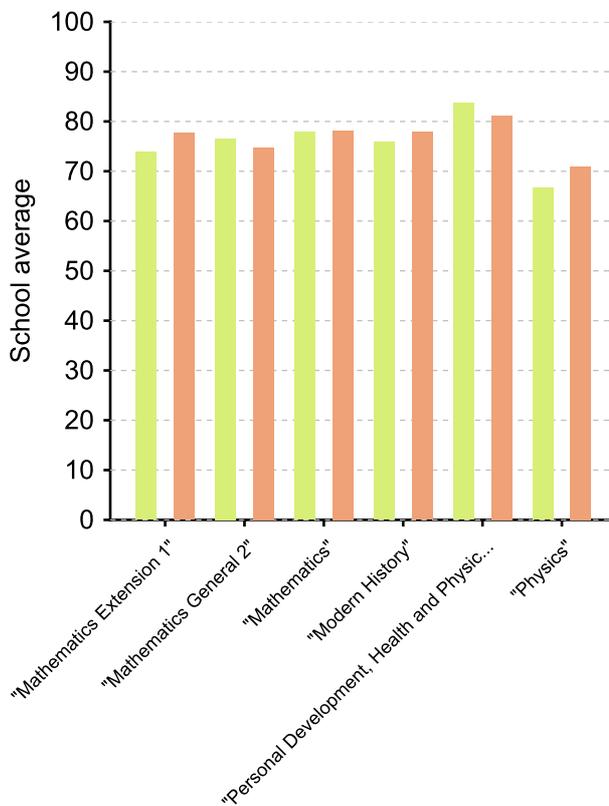
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



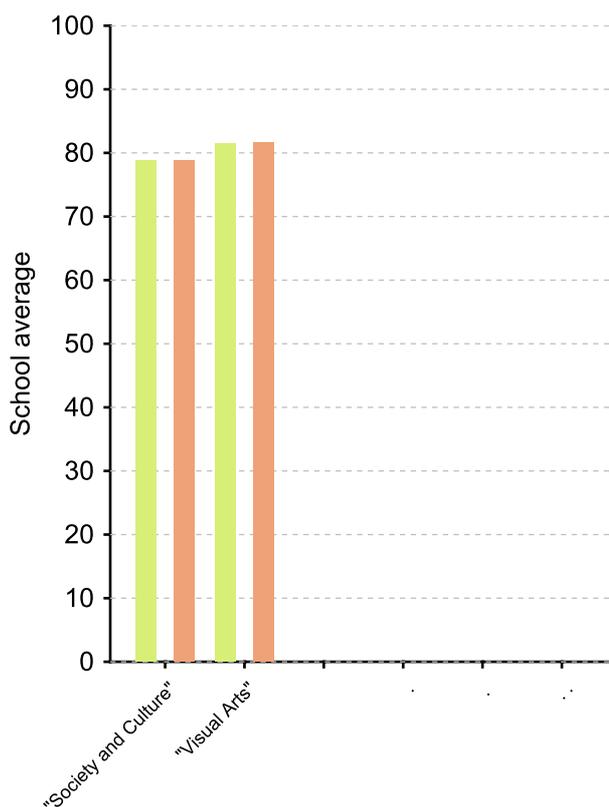
■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Riverside Girls achieved outstanding results across all courses studied. This was seen through the number of students achieving an ATAR of 90 or above. An ATAR of 98.95 was achieved by our top performing student in the 2016 HSC. Many students achieved personal best results in a range of courses. Some areas of note:

- 1st place in the state in Korean Heritage and VET Business Services
- 3rd place in state for VET Hospitality
- Extension 2 English had 50% of students gain Band E4 for their Major work
- English Standard gained there 1st Band 6, with over 38% of cohort receiving Band 5
- In PDHPE, 13 students of the 27 achieved a Band 6, with 63% gaining either Band 5 or 6
- HSC Dance ran for the first time with 50% of cohort band 5
- Over 60% of students studying English as a Second Language gained a Band 5 or 6
- Over 62% of students studying Geography achieved Band 5 or 6, with extended response 15% above state mean
- Over 80% of students in Legal Studies achieved Band 5 or 6 with students performing above state mean is essays
- Society & Culture running for the first time, nearly half the cohort achieved Band 5 or 6 with exceptional achievement in their Personal Interest
- Project with 40% of students scoring the top band
- Business Studies over 36% of cohort gained a Band 5 or 6 Biology where 64% of cohort gained Band 5
- Modern History significant improvement in performance of previously identified underperformers Mathematics &
- General Mathematics performed above the state average

In 2016, Riverside conducted the Tell Them From Me survey in both March and October with the participation of almost every student. The combined results from the survey highlighted the success and relevancy of programs run within the school. 74% of all students reported a high sense of belonging, and 87% of our students indicated that they had positive relationships within the school community, both of which were well about the state averages, with a slight improvement on 2015 figures.

Also well above the state average was the number of students indicating they had high levels of optimism, as well as the students who feel they have positive teacher–student relations.

This data has enabled us to plan for the future and ensure that our pre–existing mental health and wellness programs are extended in coming years. Data in 2015 indicated a decline in satisfaction from year 9 students. We have put into action a Wellbeing Camp for Year 9 from 2017. This will allow us to provide additional support and learning experiences for this year group. Riverside continues to provide camps to year 7 and year 11 students. Year 8 was also targeted as a group needing more interaction with the teacher body and Parents and caregivers were invited to one Friday morning tea a term with a focus that enabled parents and caregivers to interact and ask questions of year adviser, Deputy Principals, Principal and faculty members. This also provided them with the opportunity to meet parents and caregivers of other students within their daughter's year.

Students whose academic reports indicated they were working consistently in all subjects even if they did not always place at the top of every class were invited by their year advisers to Recognition lunches at the end of each semester to reward in order to further encourage their success.

Policy requirements

Aboriginal education

The 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 for all students and staff. Whole school initiatives in the area of Aboriginal education have developed a deeper understanding and respect for the Aboriginal culture and community.

Students who identify as Aboriginal have Personalised Learning Plans. These plans were devised in consultation with their parents and teachers, allowing the students to identify their personal goals and to review their progress on an annual basis.

The school continues to thrive with its partnership with AIME, which provided Aboriginal students which opportunities to engage in activities and courses offered by universities. This included free tutor sessions after school and outreach sessions run at Sydney University. This enabled our students to receive ongoing mentorship support. A spokesperson from AIME also attended one of the final year award assemblies to acknowledge country.

Tutoring was organized for senior students through the Norta Norta program which provided subject specific tutoring. This program will continue in 2017.

Multicultural and anti-racism education

Riverside has a rich and culturally diverse school community with 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, there is an Anti-Racism Contact Officer (ARCO) and it is that teacher's role to educate, act as a mediator and mentor and promote acceptance and the peaceful resolution of conflict.

A continuing initiative in 2016 is 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.

An initiative driven by students was the continuation of an annual Multicultural Day. This day not only included international dress and food but provided students with the opportunity to share a deeper understanding of each other's culture background. Riverside Girls is developing partnerships with other school across the state to build on both school and community understanding of people from other cultural

backgrounds.

Other school programs

Riverside Girls High School continued its commitment to providing students with opportunities to participate in a range of activities. Listed below are a few highlights.

Technological And Applied Studies (TAS)

- Introduction of "Entrepreneurship and Innovation" unit of work in Year 7 & 8 Information and Communication Technologies (ICT) classes focusing on Design Thinking.
- Twenty Year 8 students attended Design Thinking Facilitator course at the University of Technology Sydney, Hatchery.
- All Year 7 and 8 students participated in Design Thinking Bootcamps.
- Parents and staff participated in a Design Thinking Bootcamp facilitated by the TAS staff.
- Introduction of "Robotics" in Year 8 ICT and Year 9 and 10 Information and Software Technology (IST) classes.
- Teacher initiated the "Young Change Agent" program with Year 9 students where they developed a social enterprise.
- Two Young Change Agent project groups confidently pitched ideas in a Pitching Competition at UTS Business School.
- Continued to foster industry/community partnerships: Atlassian supported staff and students to build capacity in HTML/CSS coding, Social Enterprise and Design Thinking opportunities. "IAG" User experience designers worked with TAS staff to develop expertise in delivering Design Thinking opportunities to our students.

STEM (Science, Technology, Engineering and Mathematics)

- Leading STEM education, Riverside Girls High School (RGHS) secured a \$20 000 STEM Action Schools grant.
- University of Sydney featured RGHS in a film promoting excellence in STEM education for national & international exposure.
- NSW Education Minister Piccolli visited school to see STEM in action.
- RGHS featured in Financial Review as bucking the national trend in underperformance in the STEM
- 4 well-attended STEM Parent Forums with a hands-on Design Thinking Bootcamp, students showcasing Entrepreneurialism & Riverside Girls growth of STEM.
- 146 Years 8,9,10,11 and 12 STEM-faculty students embraced extra-curricular opportunities with Women in Engineering, Young Change Agents, STEAM Punk, Surveying Aus, University of Technology Sydney- The Hatchery, University of Sydney, University of NSW and with Atlassian & Microsoft, equating to 296 STEM extra-curricular student experiences.
- 2 Year 8 cross curricular projects F.I.T.T. & P.E.P. successfully delivered.

- All Stage 4 students exposed to coding & Design Thinking.
- 891 students across all years attended Science, Mathematics & IT related excursions within their curriculum; equating to over 1,100 STEM curricular student experiences.
- 2 Year 10 students awarded Certificates of Excellence in the senior Young Scientist competition.
- Year 10 student selected as a facilitator for University of Sydney Science camps & activities.
- Several students attended University of NSW Engineering & STEM camps in their holidays.

- Digital Media short film festival.
- Participation in Hunters Hill Young in Art exhibition.

Music

- Ryde Eisteddfod – Orchestra performance, 2nd place.
- MECCA Performing Arts Night Music & Art Soiree.
- Music Camp.
- Hunters Hill Ryde Community Services – Chinese New Year performances.
- Hunters Hill Council Seniors Morning Tea – String ensemble performance
- Young in Art – music performances.
- String Quartet performance at the Reopening of Gladesville Library.
- Orchestra workshop on Year7 Orientation Day.
- Orchestra performance at school assembly Term 4.

Drama

- Arts Alive Drama Festival – Riverside had two performance pieces in the Festival at the Seymour Centre; The year 10 Drama class performed a playbuilt piece on the relevance of Shakespeare and some year 9 Drama students performed a physical piece based on a sleepover. The year 10 Drama class performed this same piece at Shakespeare by the River.
- Year 11 Drama held a showcase evening after a very successful year, showcasing their individual and group performances, and their design projects
- New course programs were taught in Drama classes.
- Students had many opportunities to see excellent pieces of theatre including Onstage at the Seymour Centre, The Dumb Waiter and Zoo Story at Belvoir Street Theatre and Much Dell Arte About Nothing.
- Students in years 11, 10 and 9 were selected to participate in the state Drama Camp.

Dance

- The co-curricular dance companies successfully auditioned for and participated in the Sydney North Dance Festival, Granny Smith Festival and the Ryde Schools Spectacular.
- Dance Ensemble's dance item was selected for the State Dance Festival.
- Talented dance students were selected to perform in the Schools Spectacular – 12 in the Combined Dance and 2 Featured Dancers.

Visual Arts

- Inaugural Screamfest – Year 10 Photography