

Riverside Girls High School

Annual Report



2017

RIVERSIDE
GIRLS HIGH SCHOOL

8243

Introduction

The Annual Report for **2017** 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.

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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. 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.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

The Learning Domain

The school focused on well-being; 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 well-being 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; well-being; curriculum and learning; assessment and reporting and student performance measures.

The Teaching Domain

There was significant progress in effective classroom practice 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 2016/17. 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 continued to increase. 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 delivering in effective classroom practice and data skills and use; sustaining and growing in the elements of collaborative teaching practice and learning and development and excelling in professional standards.

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 and school resources and management practices and processes.

Our self-assessment 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.

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 and critical thinking into Science lessons and programs as an inquiry-based approach, more challenged-based problem solving in Mathematics and a huge focus on Design Thinking in TAS. There has been a whole school focus on showcasing assessment and engagement for 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. One unit involves a non-STEM faculty. Students have developed their collaborative skills through explicit teaching and participation in expert consultative teams. Peer and self-reflection have been embedded into assessment tasks. Literacy in science continued its focus 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 and enhanced performance in justification-style examination questions across all faculties. The Robotics program was rolled out to all Year 8 students in Information and Communication Technology classes in 2017 to engage their interest and understanding of coding principles. Evaluation of the program by staff and students indicated its success, as a result the program will continue in 2018 with Robotics focus in Year 7.

All Year 8 ICT students participated in the CSIRO "Bebras" computational thinking challenge, which also became a teaching and learning focus in order for students to further develop skills in understanding principles of coding and developing teacher confidence. Year 9 and 10 IST course, focused on developing coding skills of students using software languages such as Scratch, Arduino and MAAS thinker shields, Python, HTML and CSS. Thirty Year 10 students participated in the Raise Mentoring program to promote IT careers for women.

A student e-portfolio has been embedded into Year 8 Technology: Mandatory course showcasing students' work samples in critical thinking, creativity, extended writing and challenge. Students have engaged in Entrepreneurial challenges to solve real world problems using the Design Thinking process. Engineering Studies students have completed their first Preliminary Course.

A Korean-Australian inter-cultural project engaged STEM and a non-STEM faculty in developing a quasi-hologram aligning Mathematics, Science and Visual Arts for Year 8 students.

Design Thinking

The Technology and Applied Studies teachers used 2017 as an opportunity to consolidate teaching and learning practices around the delivery of the Entrepreneurship and Innovation unit of work titled 'The Next Big Thing'. Students embraced the opportunity and found innovative solutions to problems perceived in our local community, which they presented to parents during the STEM morning tea events.

Ten, Year 7 students, presented Design Thinking at the Powerhouse Museum Creators Conference while our "SteamPunk Girls" participated in promotional panel presentations with the University Technology Sydney and Industry partners. Our Year 9 students participated in the Science and Engineering Challenge where they completed many challenges against other students across the State. 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 STEM Newsletter has showcased past students

STEM-related fields.

Learning Coach Project.

The Learning Coach project was implemented successfully across Year 7. This project addressed the need for a successful transition of Year 7 students into high school and established an extraordinary quality learning relationship between each class and one of their subject teachers. Very positive feedback has occurred from the students and parent community.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> increase the proportion of students in HSC with two or more Band 5–6 results to 50% 	TPL – staff engaged in professional learning through workshops delivered at school through external providers \$	<p>% of students achieved two or more Band 5–6 results.</p> <p>Staff engaged in using RAP data to inform teaching practice</p>
<ul style="list-style-type: none"> 65% or greater number of students achieve expected growth in writing in NAPLAN 	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>62.8% of students achieved above expected growth.</p> <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>

Next Steps

STEM

Preliminary investigations will begin into establishing an 'i-STEM' style elective for Year 9. The school will continue to seek further career, industry and university STEM opportunities and targeted Year 10 students will be encouraged to embrace the rigor of the more challenging STEM subjects in senior school.

Design Thinking

The Pitching Skills program to build student confidence of oral presentations. scheduled for 2017 had to be postponed until 2018 and will be a focus of the Entrepreneurship and Innovation unit of work. The ICT program will be redesigned in 2018 to also incorporate building the learning power of students while promoting a growth mindset.

Assessment and Reporting

Year 9 students will engage in SMART goal-setting to lead discussion at Parent Teacher evenings. Students will formally engage in reflection on their learning. The new 'Commitment to Successful Learning' profile will be incorporated into semester reports; effort will be noted on a continuum. 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. Assessment should refocus on formative assessment.

Learning Coach Project

This project will continue for Year 7 to enhance the learning relationship between students and their designated classroom teacher/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. 2017 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.

In 2017, English continued their celebration of William Shakespeare with 'Shakespeare by the River' evening where Year 7 performed A Midsummer's Night Dream for the community. 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), University of NSW and Western Sydney University (WSU), enabled teachers to provide unique learning experiences for our students.

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 particularly in Working Scientifically.

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 continuance of a Cultures of Thinking team in 2017, professional learning has inspired many teachers to incorporate routines into their daily classroom practice and programming.

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 activity were used to pilot, the co-designing of the assessment practices in Year 10 Textiles and Design Students. This project was developed by a the Head Teacher TAS who participated in the North Sydney Entente Cordiale (NS-EC) Aspiring Leaders Program. Further investigation should be undertaken in 2018 to promote student agency in other aspects of the school curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of teachers seeking accreditation at highly accomplished and lead levels	\$6750 LDI funding. Staff meetings and Professional Learning afternoons.	Teachers participating in Leadership Development Initiative. Additional Staff have identified to participate in the 2018 LDI program. 5 Staff have indicated their interest to participate in the 2018 Highly Accomplished Teacher program.
Value added results for the HSC	\$7260 PL funding	Continuation of NAPLAN PL through Literacy Team

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and NAPLAN match similar schools	Teacher collaboration and Staff meetings	to improve student writing. Establishment of Team to target strategies to improve individual student results to meet minimum standards. Results are on par with SSSG / State

Next Steps

Though many experienced staff chose not to formally pursue this level of accreditation in 2017, several teachers indicated their interest in seeking accreditation at the Highly Accomplished or Lead level. The leadership team, through the Professional Development Program (PDP) will support these teachers 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. This Direction is still a priority of the school. The 2018–2020 School Plan will direct the progress of this priority.

Riverside continues to be a Department of Education **STEM** Action School for 2018. The six teachers across Science, Technology and Maths continue to lead STEM professional learning. 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 as well as implement strategies to develop students abilities to learn independently and manage projects. A focus on student agency and the need to give students a voice, choice and support the actioning of student decisions.

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, and is a STEM mentor to new STEM Academy teacher recruits 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.

Faculties have engaged in professional learning to plan and prepare for the implementation of the new Senior Syllabuses in Science, English and HSIE in 2018.

The Country City Alliance (CCA) State Conference was held at Riverside to connect communities with cultural, religious and professional learning opportunities. The group was impressed by the quality of our Musical and Dance performance groups. Staff and students visited our country partner, Wee Waa High School to facilitate stronger curriculum links especially with respect to the Australian Cross Curriculum Priority: Engagement with Aboriginal and Torres Strait Island culture and Histories. Our students used their design thinking skills to conduct empathy exercises with students from Wee Waa High School and Narrabri Public School. A successful funding grant application allowed for the planning of a combined Young Change Agents event to be held between Riverside Girls High and our City-Country Alliance school Wee Waa High School. This will involve a combined total of 40 Year 9 students in a social enterprise design thinking project in 2018.

Most teachers have a whole school role and there was 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, Cultures of Thinking and enhancing learning through language and literacy. 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 number of Riverside students in the Max Potential leadership program in Ryde, has increased.

Year 10 students involved in "STEAMPunk Girls" program were involved in promotional activities arranged by the University of Technology Sydney and their industry partners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• The percentage of students and staff involved in purposeful leadership roles increases	\$2350 Internal staff meetings	State CCA conference SRC regional level membership

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> The percentage of students and staff involved in purposeful leadership roles increases 		<p>North Sydney Entente Cordiale leading KLA meetings</p> <p>SASS identified for aspiring leader and higher duties positions</p> <p>SRC presenting initiatives to executive team for implementation.</p>
<ul style="list-style-type: none"> Half the staff has clearly defined roles in a succession program involving shadowing and job sharing. 	\$12850 Professional Learning	<p>Participation of Executive and aspiring leaders at executive conference.</p> <p>Increased Staff participation in whole school teams.</p> <p>Staff presenting at Professional Learning afternoons.</p>

Next Steps

This Direction is still a priority of the school. The 2018–2020 School Plan will direct the progress of this priority.

The CCA partnership will continue in 2018. 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.

Riverside will continue its partnership with The University of Sydney's STEM Teacher Enrichment Academy. 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 exploration of STEM and non-STEM learning opportunities and increased opportunities for students to engage with industry. Riverside students to continue links with University of Technology Sydney Hatchery.

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.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2935 RAM Aboriginal Background funding	<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>Fourth 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>
English language proficiency	\$14280 RAM Equity English Language Proficiency funding 0.2 additional allocation	<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>
Low level adjustment for disability	\$30775 RAM Equity Low Level Adjustment Disability Funding 2 teachers tutoring Learning Beyond the Bell	<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 Support Team processes examined to improve support structures.</p> <p>Establishment of Executive Wellbeing Team to review students requiring support. Additional LaST and SLSO support.</p> <p>Learning Beyond the Bell – peer tutors to assist student learning and social development and purchase of resources.</p>
Socio-economic background	\$14535 RAM Equity Socio-Economic Background funding	<p>Strategic Directions 1 & 3:</p> <p>Greater communication with families and monitoring of students achievement to work collaboratively to develop learning plans that</p>

Socio-economic background	\$14535 RAM Equity Socio-Economic Background funding	improve student outcomes (Sentral). Careers Advisor mentors students including providing opportunities beyond High School eg identified for all students to participate in activities eg TAFE and University visits and information sessions at school. Teachers resource development and professional learning to support students
Support for beginning teachers	Teacher Relief \$27606	Strategic Direction 2: North Sydney Entente Cordiale Beginning Teachers Program. Mentoring; class observations; developing resources. Relief for Head Teachers/Mentors. Reduced teaching load for permanent beginning teachers. Release time for beginning teachers to meet as a group to collaborate on teaching practice.
Targeted student support for refugees and new arrivals	\$ 484 Grant	Strategic Direction 3: Tutoring provided to support student in HSC year of study
STEM Enrichment	\$5696 STEM Action School Grant \$ 897 School Funded	Strategic Directions 2 and 3: Relieving HT Curriculum led team to develop programs and presentation material. Riverside consolidates "Action School" status. Members of STEM Team presented at conferences around the state and mentored schools new to STEM.
Visible Thinking		Cultures of Thinking / Visible Thinking team development of resources to promote critical thinking skills in students. Presented t LCRA cross schools development day. Team includes teachers from all KLAs.
Literacy	\$2255 releasing teachers to work on project	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. Each KLA represented on the team.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	0	0	0	0
Girls	921	901	921	954

There was an increase in the number of students enrolled in 2017. 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, curriculum and co-curricular programs.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	96.2	95	94.6	94.6
8	93.7	94.4	94.9	93.1
9	94.6	92.6	93.4	94.3
10	92.7	92.5	91.9	93.4
11	92.4	93.1	94	92.6
12	91.5	92.7	94.4	95.3
All Years	93.6	93.4	93.8	93.9
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

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	1.27	0
TAFE entry	0.68	0.64	13
University Entry	0	0	79
Other	0	0.64	8
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

There was a slight increase in the number of Year 12 students studying types of Vocational Education and Training VET and TVET courses in 2017. Business Services was introduced at school in 2016 and student successfully completed the HSC course. VET Hospitality continued to be a popular choice with students as part of their overall pattern of study for the HSC. All students completing VET courses in Year 12 chose to sit the HSC exam.

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
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	46.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	11.77
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 had a strong focus in the school's three year plan. The professional learning team organised and delivered professional learning sessions for Staff Development Days and four after school sessions. The focus for each session was directed by the School Plan and included workshops on literacy with a focus on student writing; visible thinking; design thinking; student expectations regarding their learning profiles; cross curricular syllabus STEM links ; strategies to better engage with our community; year 7 syllabus sharing for Purposeful Learning so teachers

can experience what and best practice in ways of assessing student learning.

All teachers participated in professional learning opportunities with . 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. More teachers identified their desire to undertake professional learning to enable them to work towards Head Teacher and Deputy Principal positions.

Teachers participated in cross school professional learning workshops through the Lane Cove River Alliance. The focus of this professional learning day was on catering to the needs of students with specific learning needs as well as providing teachers from each school the opportunity to highlight effective teaching and learning practices. The North Sydney Entente Cordiale (high school alliance) encouraged members of the leadership team to share knowledge and resources to enhance student learning outcomes. Beginning teachers were supported by Head Teachers and Mentor Teachers and engaged in professional learning opportunities targeted for them. They also participated in the North Sydney Entente Cordiale Beginning Teacher Program held over four non consecutive days.

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. Riverside continued to be recognised by the DoE as a STEM Action School; 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. This lead to these teachers working with a range of faculties within the school to develop STEM principles in their own programs.

SASS professional learning focused on the transition to the department's new administrative and financial systems (LMBR) and the updating of school processes required to facilitate this change. All SASS were involved in the implementation of the PDP processes. The SASS team were also involved in local high school network meetings.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

In May 2017 Riverside Girls High School transitioned to the Department's new SAP finance system.

The high balance carried forward is due to savings to upgrade the school grounds and building upgrades. Also there was limited spending in 2017 whilst learning the new system.

Receipts	\$
Balance brought forward	1,195,432
Global funds	417,930
Tied funds	221,438
School & community sources	433,384
Interest	17,890
Trust receipts	43,495
Canteen	0
Total Receipts	1,134,137
Payments	
Teaching & learning	
Key Learning Areas	108,910
Excursions	56,584
Extracurricular dissections	93,702
Library	13,760
Training & Development	2,837
Tied Funds Payments	223,762
Short Term Relief	42,496
Administration & Office	151,112
Canteen Payments	0
Utilities	53,916
Maintenance	12,612
Trust Payments	49,129
Capital Programs	117,871
Total Payments	926,691
Balance carried forward	1,402,879

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,541,799
Appropriation	1,983,127
Sale of Goods and Services	106,342
Grants and Contributions	445,886
Gain and Loss	0
Other Revenue	0
Investment Income	6,444
Expenses	-1,230,089
Recurrent Expenses	-1,230,089
Employee Related	-545,082
Operating Expenses	-685,007
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,311,710
Balance Carried Forward	1,311,710

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	8,190,814
Base Per Capita	140,814
Base Location	0
Other Base	8,050,000
Equity Total	255,559
Equity Aboriginal	5,887
Equity Socio economic	33,000
Equity Language	105,354
Equity Disability	111,318
Targeted Total	157,416
Other Total	107,691
Grand Total	8,711,479

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

All students at Riverside Girls High School participate in NAPLAN testing.

The overall performance of Year 7 and 9 students in the reading, grammar and punctuation components of NAPLAN were strong, and generally above state average and on a par with similar schools group (SSG).

There was a slight decrease in the number of students achieving in Band 10 in writing. Though the majority of students achieved a Band 9 or 8. Writing has been targeted by the school as an area for improvement and prioritised in the new School Plan.

The positive performance of students in the reading component was due in part to a school wide approach to reading. The English faculty have integrate 'wide reading' on a regular basis in junior English classes. Teachers model good reading practice which has also had a positive effect on how students view reading.

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	0.6	10.1	32.5	30.2	22.5	4.1
School avg 2015-2017	0.9	10.6	30.3	30.7	22.6	5.0

Percentage in Bands:

Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	1.8	4.1	7.7	27.8	43.8	14.8
School avg 2015-2017	1.5	5.3	11.3	30.4	36.6	15.1

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	0.6	3.0	16.8	34.1	26.4	19.2
School avg 2015-2017	1.2	5.2	19.3	34.0	27.3	13.1

Percentage in Bands:

Year 7 - Grammar & Punctuation

Band	4	5	6	7	8	9
Percentage of students	1.8	5.9	11.2	37.3	28.4	15.4
School avg 2015-2017	1.7	5.5	15.5	34.2	26.9	16.1

Percentage in Bands:

Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	3.0	16.3	23.7	36.3	16.3	4.4
School avg 2015-2017	5.7	14.6	27.1	34.5	13.5	4.7

Percentage in Bands:

Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	0.7	6.7	20.7	43.0	21.5	7.4
School avg 2015-2017	0.9	10.0	20.7	35.6	22.0	10.9

Percentage in Bands:

Year 9 - Grammar & Punctuation

Band	5	6	7	8	9	10
Percentage of students	3.7	6.7	15.6	39.3	23.7	11.1
School avg 2015-2017	3.2	11.2	22.1	32.2	20.3	11.2

In Numeracy the majority of students achieved in the top three bands. A similar percentage of students achieved a Band 10 in both components of the Numeracy exam.

In Data, Measurement, Space and Geometry 76% of students achieved in the top three bands. 73.2% of student achieved in the top three bands in the Number, Pattern and Algebra component. Teachers have identified the types of questions student did not perform as well in and have prioritised these. to assist students in addressing these to meet Minimum Standards. This data will also assist teachers in ensuring that these types of questions are explicitly taught as part of a whole approach to Numeracy and not in isolation.

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	0.6	2.4	20.2	28.0	29.2	19.6
School avg 2015-2017	0.9	4.3	17.0	33.8	29.4	14.6

Percentage in Bands:

Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	0.0	7.5	19.4	35.8	25.4	11.9
School avg 2015-2017	0.4	6.4	23.8	30.4	25.7	13.2

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students.

In years 7 and 9 only one student participated in NAPLAN testing. By studying results achieved in each component and analysing responses to individual questions, the Learning and Support Team have identified areas to address and have included these in the student's Individual Learning Plan.

Higher School Certificate (HSC)

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

Overall students performed relatively well in the 2017 HSC. This was seen through the number of students achieving an ATAR of 90 or above. An ATAR of 99.5 was achieved by our top performing student. Many students achieved personal best results in a range of courses. Overall 26% of students achieved Band 6s

and 26% achieved Band 5. Some areas of note include:

- 5th in the state for Society and Culture
- 6th in in the state VET Hospitality
- 14th place in the state in Biology
- Major art work selected for Art Express
- 50% of students studying HSIE subjects of Ancient History, Legal Studies, Burliness Services and Society and Culture achieved a Band 5 or 6. With 45% of students studying Economics, Geography and Modern History achieving a Band 5 or 6.
- 65% of students studying PDHPE achieved either a Band 5 or 6. The majority of these students achieved a Band 6 This is an increase of 9 % over the past two years.
- 100% of student studying Music 2 achieved a Band 5 or 6
- Extension 2 English course students performed well with the majority achieving results in the top two bands.
- 52% of students studying Biology achieved in the top two bands
- 45.4% of students studying Earth and Environmental Science achieved in the top two bands
- 44.4% of students studying Chemistry achieved in the top two bands
- 50% of all students studying Mathematics 2U achieved a Band 5 or 6.
- 23.8% of students studying Mathematics General 2 achieved in the top bands

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	81.2	77.1	68.1	76.3
Biology	78.5	78.1	70.9	76.7
Business Services Examination	79.6	77.7	73.9	79.6
Business Studies	74.2	75.7	68.2	75.0
Chemistry	75.0	76.6	72.1	76.2
Community and Family Studies	73.7	77.2	70.7	74.6
Dance	73.5	82.9	80.7	73.5
Design and Technology	74.6	77.3	72.6	74.6
Drama	81.0	79.7	75.5	80.1
Earth and Environmental Science	81.0	78.3	73.6	78.3
English (Advanced)	81.4	83.4	77.6	82.0

English (Standard)	70.6	73.0	65.6	71.6
Geography	79.2	76.2	70.7	76.7
Hospitality Examination (Kitchen Operations and Cookery)	83.5	75.8	71.5	82.2
Legal Studies	81.7	80.4	72.1	81.7
Mathematics	77.6	79.1	73.2	77.4
Mathematics Extension 1	66.1	82.4	81.0	74.6
Mathematics General 2	69.0	74.2	63.6	73.3
Modern History	78.1	77.4	69.6	78.9
Music 1	86.1	85.3	79.7	80.2
Personal Development Health and Physical Education	83.7	74.9	67.7	81.0
Society and Culture	82.7	81.1	76.4	80.7
Textiles and Design	71.6	82.8	75.2	77.1
Visual Arts	80.8	82.9	77.7	81.2

Through analysis of the HSC data, teachers and faculties have identified specific areas that need to be addressed to continue improving student achievement. This includes a breakdown of individual student and course performance in HSC questions and extrapolating student responses to map a pattern of achievement over past years. This data will assist with informing future strategies to improve overall student performance.

Faculties have identified the need to review how they mark and assess student achievement. Head Teachers through Executive meetings discuss and compare common areas that can be improved. In 2018 a focus on sustained writing will support faculties in addressing writing across the senior school. The well-being team along with the assessment and reporting and professional learning teams will look into providing opportunities for staff to collaborate across faculties; seek outside support and work with our Entente Cordiale partner schools.

Parent/caregiver, student, teacher satisfaction

The **Tell Them From Me** (TTFM) survey was conducted twice in 2017. The first in March and the second in September. Close to 80% of students completed this survey.

The student **Tell Them From Me** (TTFM) survey indicated that the school had a high rate of participation in extracurricular activities at Riverside. These activities included art, drama, or music groups or membership of a school committee. The school reported that 32% of students were involved in some form of the above mentioned extracurricular activities. The state norm for this is 24%. This result indicates that students want to be involved in extracurricular activities and as a result, the school will continue to provide these and other opportunities. Riverside encourages students to initiate their own extracurricular activities with the support of teaching staff.

Overall students felt accepted and valued by their peers and by others at school with 74% of students indicating that, they had a high sense of belonging. The state norm for girls is 62%. Students in the junior school, year 7–10 had a particularly positive sense of belonging mainly in part to the strong well-being structure and well-being team. Students in the senior year were slightly lower than the overall state average. This has indicated to the school that a review of support structures for senior students' needs to be investigated.

The results for students with positive relationships in the school was also relatively high. Students indicated that they had friends at school they can trust and who encourage them to make positive choices. This supports the school's Positive Psychology framework. Students recorded high results regarding positive behaviour at school. Students generally do not get in trouble at school for disruptive or inappropriate behaviour. At Riverside, 99% of students had positive behaviour. The NSW Govt norm for these years is 87%. Again, these results support the school's Positive Psychology framework and AB Project.

Student motivation is an area that the school has identified that needs addressing. Overall, student interest and motivation in their learning reflected the state norm or in the case of years 8 and 9, below the state norm. Intellectual engagement was overall slightly above the state norm; however, the school has identified this as a focus for 2018–2020 school plan.

In 2018, an action research project investigating Student Agency and Voice will help determine factors that enable students to take more of an active role in their learning and set goals for success. The school assessment and reporting team will investigate various ways of assessing student progress so students are active participants in their learning. This will involve students participating in a Design Thinking workshop, where they generate strategies to be reported to the rest of the school – staff, students and parents. e-Portfolios set up in years 7 and 8 will enable students to work with their Learning Coaches in setting goals and reflecting on their learning so they can provide a profile accessible to staff and parents.

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.

Parent and carers participation in the TTFM survey was generally low on both occasions. The results did indicate that the school did provide parent input on areas including School Plan and development or review of school policies. Parent and carer attendance at student achievement assemblies, , extracurricular activities including the school production, graduation assemblies and end of year presentation assemblies was high. The school provides five parent teacher nights. for various years. This is so the teachers, students and parents can engage in a three way discussions on student progress. The school ran a Year 7 BBQ Parent Teacher evening to foster positive relationships between all stake holder.

Morning teas continued to run during the year. Each morning tea had a focus. The most popularly attended ones were those with a STEM focus. Parent and carers were regularly invited to the school where data on NAPLAN, the minimum standards and Tell Them From Me survey were discussed.

Various information evenings were held during the year. Parents were provided with the opportunity to comment on these and ask questions.

The P and C meetings provided Head Teachers and teachers leading programs in the school to the opportunity to present these initiatives and programs. The P and C is represented on the School Finance Team. This team includes two senior students.

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.

Multicultural and anti-racism education

Riverside has a rich and culturally diverse school community with 48% 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 2017 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.