



# 2020 Annual Report

Riverside Girls High School

# RIVERSIDE

---

## GIRLS HIGH SCHOOL

8243

# Introduction

The Annual Report for 2020 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.

## School contact details

---

Riverside Girls High School

Huntleys Point Rd

Gladesville, 2111

[www.riversideg-h.schools.nsw.edu.au](http://www.riversideg-h.schools.nsw.edu.au)

[riversideg-h.school@det.nsw.edu.au](mailto:riversideg-h.school@det.nsw.edu.au)

9816 4264

## School vision

Riverside is a school that enables young women to become creators who will positively shape their world.

This will be achieved by using the skills and strengths developed as active learners and as caring citizens. The school has high expectations of every student and staff member and expects commitment to effort and growth.

Purpose: to challenge young women so they are prepared to forge their own futures in a world that is changing dramatically yet full of opportunity for creative and critical thinkers.

To ensure teachers are excited to come to school every day knowing that they are valued and supported in their professional development. They see themselves as the facilitators of future design thinkers.

## School context

Riverside Girls High is a comprehensive public high school for girls, population 900 students, 50% with a language background other than English.

Since 1934, when established as a domestic science school, the school's motto has been FACTA NON VERBA (deeds not words). Students are actively engaged in many programs and initiatives that provide them with the skills to make a significant contribution to the school and to the broader community.

The graduates of Riverside are confident, independent and creative young women. There is a whole school focus on growth, developing personal strengths and improvement of future focused skills including creative and critical thinking, collaboration, design thinking and the extensive use of technology.

The school consistently achieves excellent academic results. The 2018 highest ATAR was 98.5. The school is one of seven DET STEM Action Schools and a partner of the University of Sydney's STEM Enrichment Academy.

Student wellbeing programs are underpinned with positive psychology principles. The AB project involves promoting a culture of 'belonging', of high expectations of student commitment to learning and building positive learning relationships with teachers. The school community supports the 4Rs as primary values - respect, responsibility, resilience and reflection.

Riverside is a school of outstanding opportunity - there is a strong musical and performance program and a wide range of sports available. Students are articulate and passionate about having a voice and acting as change agents. Some opportunities include Mock Trial and membership of a committed Amnesty group. Service learning and building interrelationships with rural communities are also important.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### INQUIRE

#### Purpose

To continue to build teacher capacity to challenge students to extend their ideas, demonstrate their thinking and support this with evidence and argument

Students and teachers will ask the questions that lead to deep learning and understanding. Students will develop their critical thinking skills and be more engaged in learning as they recognise it has purpose in their world. Teachers add rigour to learning and students will choose courses that extend their knowledge.

All students will master the key skills in writing and in numeracy to solve complex problems.

#### Improvement Measures

Internal data measures such as work samples and observations are used to track progress of each student

Literacy and numeracy increase in proportion of students in the top two NAPLAN bands

Data. Student interest and motivation results improve in Tell Them from Me survey

#### Progress towards achieving improvement measures

##### Process 1: Rigour (SEF:T:C)

Implement a whole school approach to embed effective differentiated teaching and assessment practices to ensure all students are challenged and all adjustments lead to improved learning.

Provide a broad range of purposeful enrichment, extension and extra-curricular programs to provide challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their potential.

Evaluation	Funds Expended (Resources)
<p>In 2020, we were able to engage in significant professional learning on Curriculum Differentiation, facilitated by Dr Ruth Phillips, that will continue into 2021 with a focus on curriculum and assessment and expand to include a focus on developing middle leaders. The staff survey on differentiation (done collectively in KLAs) indicated that teachers needed time to plan and collaborate, professional learning and opportunities to share resources. In 2021, we will continue to work with Ruth but the current initiative will include a leadership initiative to strengthen practice.</p> <p>While the Enrichment Program was expanded at the start of 2020, many activities were not able to continue due to COVID-19 guidelines.</p>	\$12,000

##### Process 2: Critical Thinking/Creative Thinking/

##### Design Thinking/social entrepreneurship

Explicitly teach students skills for critical thinking and collaboration, to enable student engagement in learning, the ability to think flexibly, to communicate well and to work in teams.

Provide opportunities for students to think creatively, innovate, solve problems, demonstrate initiative, consider ethics and use their creative abilities.

Evaluation	Funds Expended (Resources)
Activities such as the Young Change Agents \$20 BOSS program, which focusses on developing enterprise learning, we able to continue under	

## Progress towards achieving improvement measures

COVID guidelines. The development of these skills will continue to be a focus in the 2021-2024 Strategic Improvement Plan.

### Process 3: Literacy and Numeracy (SEF:L:SPM) (SEF:T:DS&U)

Develop and implement collaborative practices to effectively use data to determine students' current achievement and skill development in literacy and numeracy and design appropriate interventions, including early identification of students who may not meet HSC Minimum Standard in Literacy and Numeracy and strategies to move students from the middle bands into the top two bands for NAPLAN reading, writing and numeracy.

Evaluation	Funds Expended (Resources)
Students continued to be supported to achieve HSC Minimum Standard in Literacy and Numeracy in 2020. The improvement of reading and Numeracy will be a focus for improvement throughout the 2021-2024 Strategic Improvement Plan.	

## Strategic Direction 2

### EMPOWER

#### Purpose

To enable students and teachers to show initiative and make decisions in a trusting and inclusive environment. To cultivate mindsets and capabilities needed to identify and respond to new opportunities and problems in a changing world.

Students become active participants in their learning, leading to increased interest and motivation. They take charge of their learning, and responsibility for their learning. They are willing to face a challenge and be given a chance to surprise and to show their capabilities and their creativity.

Teachers are empowered to be innovative and to use data frequently to reflect on practice so that they can gain higher levels of accreditation and improve practice.

#### Improvement Measures

Value added data

Parent and student feedback on student ePortfolios

Data. Student interest and motivation results improve in 'Tell Them from Me' survey

#### Progress towards achieving improvement measures

##### Process 1: Curriculum and Assessment

Formative Assessment/Feedback (SEF:T:DS&U), (SEF:L:A)

Review current assessment practices.

Implement feedback, peer and self-assessment strategies to provide data to drive learning to ensure students access support, extension and enrichment.

Use evidence of learning, including a range of formative assessments to inform teaching, adapt practice and meet learning needs of students.

Evaluation	Funds Expended (Resources)
The planned whole school professional learning needed to support this project and develop consistency of practice was not able to continue throughout 2020 due to COVID-19 guidelines. There are pockets of practice throughout the school of sound practice in this area. This will continue to be a focus in the 2021-2024 Strategic Improvement Plan.	

##### Process 2: Data Driven Practice

Analyse student learning and wellbeing data to know students and know how they learn. Reflect on student progress using a range of small and big data sources at key points throughout each year.

Use assessment and data in an ongoing manner to inform learning and teaching across all domains of potential: intellectual, creative, social-emotional and physical.

Use financial data for faculties to better track budgets and use Scout data to improve financial practice.

Evaluation	Funds Expended (Resources)
The analysis of external data sources and Tell Them From Me data was used as part of the situational analysis to inform the 2021-2024 Strategic Improvement Plan. There was an investigation into ways of better supporting	

## Progress towards achieving improvement measures

faculties to track budgets and a change to the way funds were allocated to faculties was implemented.

### Process 3: Student self-reflection/student agency

Student learning is data driven. Report outcomes reflect student progress and students, parents/carers and teachers have a clear understanding of what is required to enable students to move forward with their learning. Students are setting learning goals and a coaching approach is used for learning goal setting and reflection.

Investigate e-portfolio and three way PTS conferencing

Evaluation	Funds Expended (Resources)
The format of reports has been the subject of ongoing review. In 2020 for Semester 1, the reporting format changed to reflect online learning and learning from home modifications. The parent/interviews were conducted by phone and this method of feedback proved to be highly successful with survey feedback indicating that many parents found this method of interviews preferable to a face to face model. This model of parent teacher feedback has continued into 2021.	

## Strategic Direction 3

### CONNECT

#### Purpose

To create avenues of connection within the school and the broader community.

Staff and students and the school community will build positive relationships through meaningful, solution focused communication and collaboration. The school culture is built on a foundation of trust and a celebration of diversity.

Each member of the RGHS community will feel supported, valued and respected and participate actively in school opportunities.

#### Improvement Measures

Sentral Data

Survey Data

Staff and student leadership interest and participation

Parent and community involvement

Staff, student and parent knowledge of systems and processes

Staff, Student, Parent and Community recognition

#### Progress towards achieving improvement measures

##### Process 1: Wellbeing (SEF:T:DS&U), (SEF;L;W)

Implement a whole school approach to embed evidence-based practices to support students' wellbeing and engagement in learning. Clearly communicate expectations for behaviour and learning to ensure understanding by all staff, parents, students and the broader community. Establish a strategic and targeted program of interventions to promote positive wellbeing for students including topics of interest to parents.

Evaluation	Funds Expended (Resources)
<p>The recommendations of the review, conducted in 2019, into the Stages and Merit systems were implemented. The school funded an additional 0.2 Youth Worker resulting in students being able to access additional support 4 days per fortnight.</p> <p>The structure recommended from the review into Learning Support and Wellbeing conducted in 2018 was revisited to streamline communication and triage systems for wellbeing referral and action.</p> <p>We engaged in a partnership agreement with Relationships Australia to support wellbeing resulting in the implementation of a range of programs including all members of the wellbeing team completing Mental Health First Aid Training.</p>	<p>Professional learning funds for teacher release for Mental Health First Aid Training.</p> <p>Funding to Reach Community for 4 days per fortnight Youth Worker.</p>

##### Process 2: Communication/Collaboration/Transition/interest to parents and relevant to student

##### Partnerships/indigenous communities (SEF:L:MP&P)

Seek opportunities for collaboration and partnerships between students, parents, carers and families, the broader community, business, Primary and Secondary schools and other education and training providers to bring mutual benefits and maximise student engagement and achievement.

Engage in a Year 6 to adult transition plan to inform and support continuity of learning for all students at transition points, to ensure all students are on a pathway towards continued success in further

## Progress towards achieving improvement measures

**Process 2:** education, training or employment, and acquire the skills to make informed learning and employment decisions throughout their lives

Utilise a wide range of technologies to improve communication of events - social media, website, email, Sentral, as well as evening information sessions, co-organised with the school and P&C, on topics of interest to parents and relevant to student

learning and wellbeing.

Evaluation	Funds Expended (Resources)
<p>Hunters Hill Council proved to be a valuable partner during 2020 through the Youth Summit initiative. The projects that involved students investigating issues of waste-free lunches, litter, waste separation and recycling were able to continue. This partnership will continue into the next planning cycle and include the development of a Reconciliation Action Plan. We were unable to engage in activities with partner Primary schools due to Covid-19 guidelines.</p> <p>SchoolBytes continued to be implemented to streamline payments and incursions and excursions.</p>	

**Process 3: Leadership development / PDP/teacher collaboration (SEF:T:PS); (SEF:T:L&D)**

Develop an effective induction system and mentoring for ECT

Provide opportunities for all teachers to engage in leadership development to increase leadership density across the school.

Reinvigorate the PDP process to align goal setting, observations and collaborative practice, resulting in a professional learning community focused on sustained and measurable whole school improvement

Evaluation	Funds Expended (Resources)
<p>All staff completed their Professional Development Plans online in 2020 and we were able to use this data to plan for professional learning needs going forward and for the Situational Analysis. This process will be expanded in the following planning cycle to include the provision of PDP Hubs, enabling teachers to work collaboratively on their goals. A leadership development aspect has also been incorporated into the Differentiation Project for 2021.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$4895	All students have an Individual Learning Plan and are making progress across the literacy continuum and numeracy framework. Engagement with AIME was not possible this year due to COVID-19 guidelines.
<b>English language proficiency</b>	\$151,297	Employment of EAL/D teacher 1.0 FTE to teach EAL/D classes and provide and provision of professional learning to staff regarding teaching strategies to support student literacy. Specific timetabled tutorials supported Stage 6 students. Stage 5 restructured English classes continued to provide support to improve student learning outcomes.
<b>Low level adjustment for disability</b>	\$161,596	Employment of 0.7 FTE Learning and Support Teacher (a further 0.1 FTE was paid for from school funds). SLSOs were provided with targeted professional learning to assist with supporting students with various learning and care needs. Provision of Learning and Support Plans for identified students.
<b>Socio-economic background</b>	\$34,995	An additional 0.4 FTE Youth Worker employed to support student wellbeing and learning. Youth Workers worked in partnership with the Wellbeing team to ensure student support met specific student needs. Students were supported in subject specific activities.
<b>Support for beginning teachers</b>	\$33,337	Release time was provided for all teachers support with funding. Professional learning time was provided for teachers seeking accreditation at proficient to learn about and engage in the process. Additional time was provided for teachers to work with a teacher mentor on areas such as programming, assessment, report writing and development of consistency of teacher judgement.
<b>Professional learning</b>	\$64,235	The majority of professional learning throughout 2020 took place virtually due to COVID-19 guidelines. Professional learning funds were expended on improving teacher practice in differentiation and related programming and teacher release, teacher release for wellbeing professional learning and program reviews.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	0	0	0	0
Girls	954	907	852	853

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	94.6	94.6	95	94.4
8	93.1	94.1	92.1	94.6
9	94.3	90.6	93.2	93.2
10	93.4	92	89.6	93.2
11	92.6	94.2	91.7	93.8
12	95.3	92.3	93.4	93.3
All Years	93.9	93	92.5	93.8
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## 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	6
TAFE entry	0	0	4
University Entry	0	0	80
Other	0	0	10
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

---

24.14% of Year 12 students at Riverside Girls High School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

---

98.1% of all Year 12 students at Riverside Girls High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	41.7
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	10.88
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	1,599,426
<b>Revenue</b>	10,222,401
Appropriation	9,557,689
Sale of Goods and Services	95,832
Grants and contributions	562,694
Investment income	6,186
<b>Expenses</b>	-10,159,226
Employee related	-9,030,862
Operating expenses	-1,128,364
<b>Surplus / deficit for the year</b>	63,175
<b>Closing Balance</b>	1,662,601

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.

## Financial summary - Equity loadings

---

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	287,024
<b>Equity Total</b>	326,033
Equity - Aboriginal	4,895
Equity - Socio-economic	34,955
Equity - Language	151,297
Equity - Disability	134,886
<b>Base Total</b>	8,228,500
Base - Per Capita	204,837
Base - Location	0
Base - Other	8,023,663
<b>Other Total</b>	336,799
<b>Grand Total</b>	9,178,356

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.

## 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 My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

---

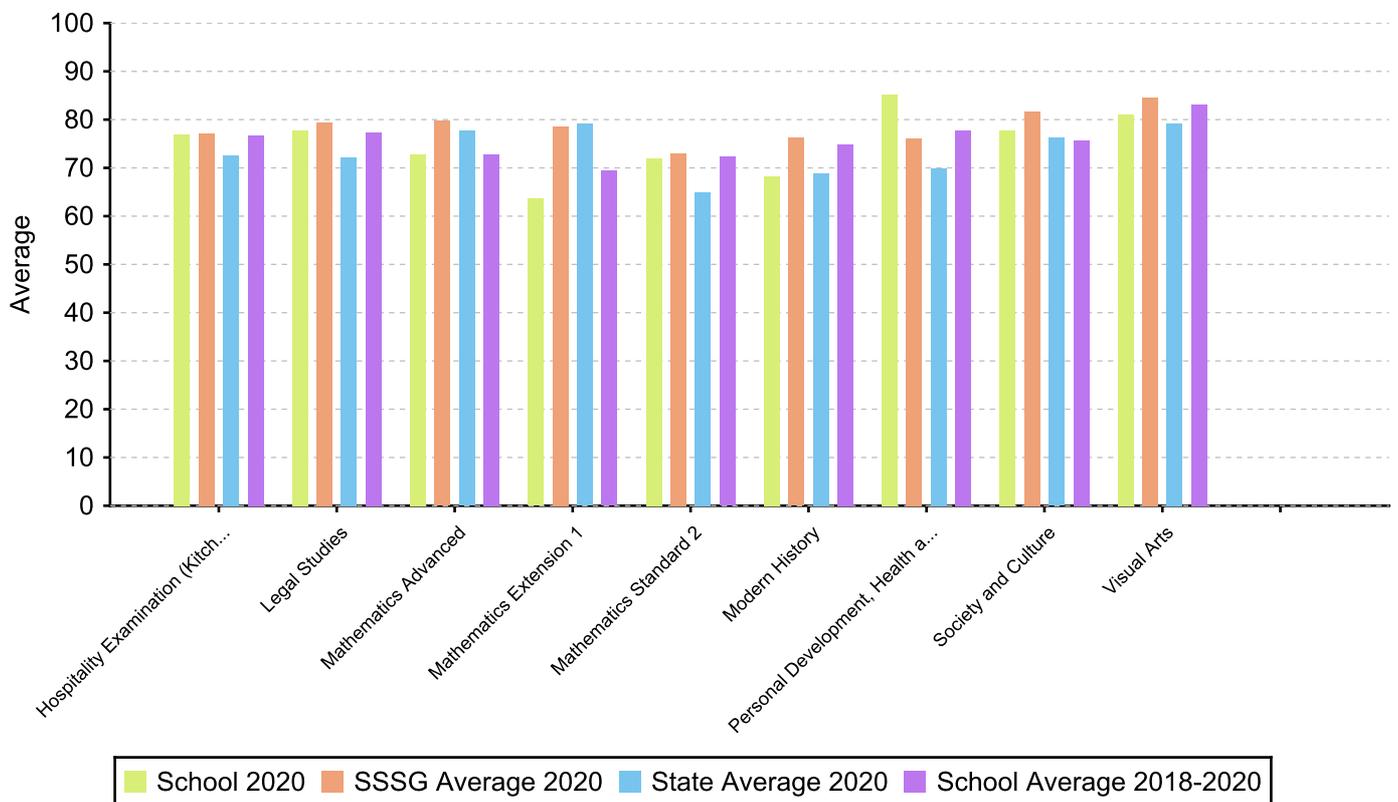
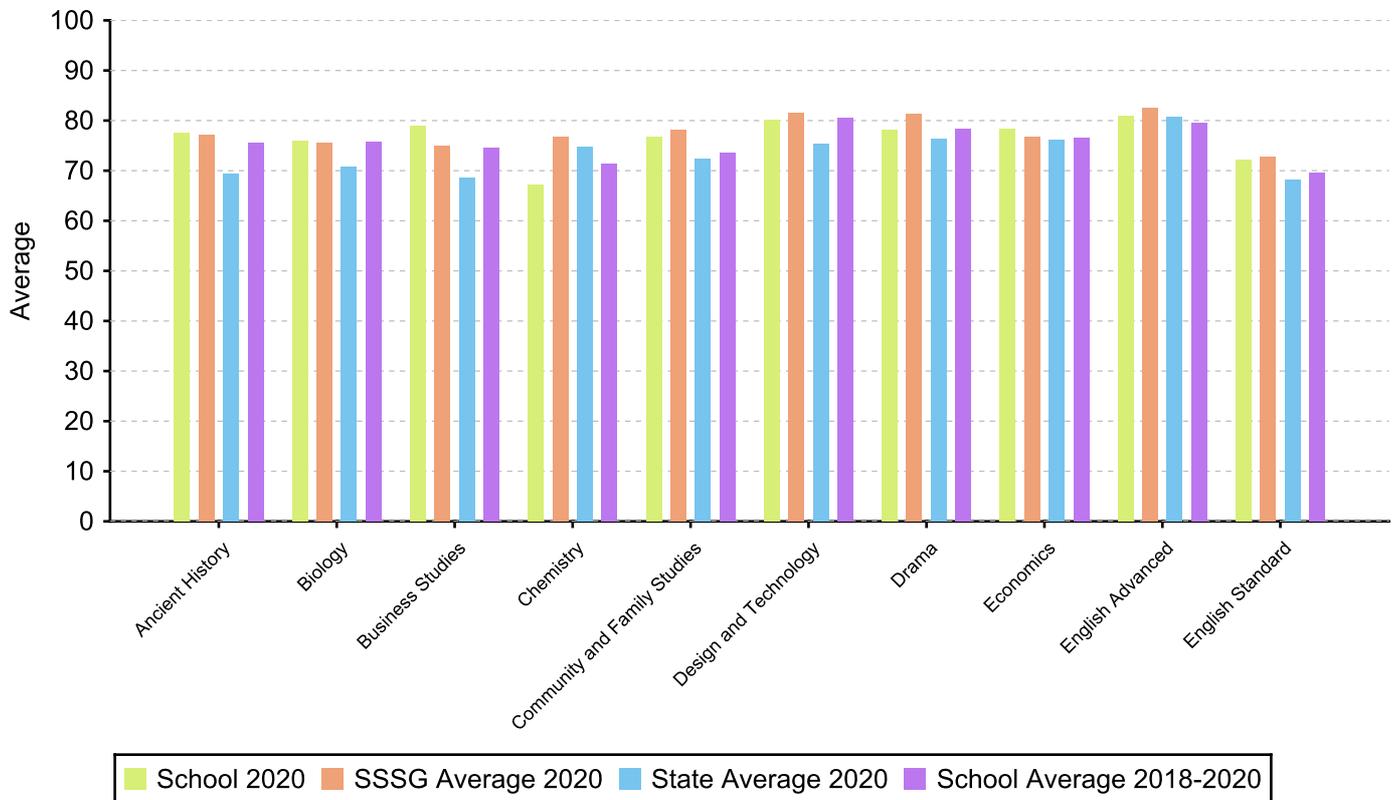
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

# School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	77.6	77.2	69.4	75.6
Biology	76.0	75.5	70.8	75.8
Business Studies	79.0	74.9	68.6	74.5
Chemistry	67.1	76.8	74.8	71.3
Community and Family Studies	76.8	78.2	72.4	73.5
Design and Technology	80.1	81.6	75.4	80.6
Drama	78.2	81.4	76.4	78.3
Economics	78.3	76.7	76.1	76.5
English Advanced	80.9	82.4	80.8	79.5
English Standard	72.2	72.8	68.1	69.6
Hospitality Examination (Kitchen Operations and Cookery)	76.9	77.1	72.5	76.8
Legal Studies	77.8	79.4	72.1	77.4
Mathematics Advanced	72.8	79.8	77.7	72.8
Mathematics Extension 1	63.6	78.6	79.1	69.4
Mathematics Standard 2	72.0	73.0	64.9	72.3
Modern History	68.2	76.2	68.9	74.8
Personal Development, Health and Physical Education	85.2	76.1	69.9	77.8
Society and Culture	77.7	81.7	76.2	75.7
Visual Arts	81.1	84.6	79.2	83.1

## Parent/caregiver, student, teacher satisfaction

In 2020, 719 (of 860) students completed the Tell Them From Me Survey between 28 Jun 2020 and 02 Jul 2020, which included ten measures of student engagement.

The school mean for Drivers of Student Engagement were above the NSW Govt Norm in all four areas (Quality Instruction, Positive Teacher Student Relationships, Positive Climate Learning and Expectations for Success).

In terms of Equality of Engagement Outcomes, when examining data for students who are interested and motivated, in Year 12, a very small proportion of students in the mid SES group indicated that they were interested and motivated (compared to the other two groups). This same discrepancy was found when looking at students that value schooling outcomes. A significant decline in students valuing schooling outcomes can also be seen in Years 9 and 10 in the low SES group. In terms of intellectual Engagement, RGHS were below NSW Govt Norms in all three areas (students who are interested and motivated, Effort and students who are appropriately challenged)

In terms of the students who are institutionally engaged, Riverside Girls High School students were above NSW Govt Norms in three of the four areas (Students with Positive Attendance, Students with Positive Behaviour at School, Students with Positive Homework Behaviours). Looking at Students that Value schooling Outcomes, we below the NSW Govt Norm.

In terms of students with a positive sense of belonging, in all year groups except Years 9 and 11, students with a low SES reported a significantly lower sense of belonging. This data was reviewed in a staff meeting in August 2020, in light of the curriculum review, to determine what measures could be put in place to address student engagement in Stage 5 in the next planning cycle.

The 2021 People Matter Survey showed a response rate of 28% (compared to 55% in 2020. 26/93 respondents in 2021) and Wellbeing, Health and Safety was up 1% compared to last year (60%)

The most favourable outcome improvements from 2019 were in Inclusion and Diversity aspects with increases in the following areas: *I can speak up and share a different view to others in my organisation, Senior managers listen to employees, Senior managers model the value of my organisation, I am confident that my organisation will act on the results of this survey.*

Feedback was sought from parents at various points throughout the year including an end of year survey that asked questions in which students and parents were asked similar questions like *What are your best hopes for your daughter in her remaining years at Riverside Girls High School?*, *What is one change that we could make at Riverside Girls High School that would have the biggest impact on your daughter(s) learning and wellbeing?* and *What is the best thing about Riverside Girls High School?*. The girls were also asked similar questions. The final question was *Anything Else?* One parent responded as follows: *I love how strong Sarah is and that she is given a voice by her teachers. Her passion hasn't been diminished and she's turning into an awesome young adult. I'm very happy she's been at Riverside her whole Secondary life. Thank you*

# Policy requirements

## Aboriginal Education Policy

---

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

---

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

---

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.