

# 2022 Annual Report

Riverside Girls High School

# RIVERSIDE

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## GIRLS HIGH SCHOOL

8243

# Introduction

The Annual Report for 2022 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 Strategic Improvement 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

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## School vision

At Riverside Girls High School, the whole school is committed to a culture of high expectations, challenging every student and teacher to continue to learn and improve every year. We strive to develop confident, independent and creative young women.

## School context

Riverside Girls High School is a comprehensive public secondary school for girls located in Huntley's Point on the north shore of the Parramatta River, with a population of 640 students, 51% with a language background other than English and 35% of these students requiring some level of EAL/D support. There are a small proportion of students (approximately 0.1%) who identify as having an Aboriginal background.

There is a strong extracurricular program, providing opportunities in Sport, Creative and Performing Arts, Technology, Debating and Public Speaking and Social Awareness, engaging students in initiatives that provide them with the skills to make a significant contribution to the school and to the broader community.

The school's staffing entitlement in 2022 is 49 teaching and 9 non-teaching staff. The school employs a full-time Business Manager and Technical Support Officer from school funds. The Executive Team of 12 consists of three Senior Executive and nine Head Teachers. Within the Executive Team, five members have served in their substantive position for more than 10 years and the remainder of the team have been in their current position for three years or less.

A significant proportion of the teaching staff have been at the school in excess of five years while 15% are early career teachers.

A comprehensive situational analysis has been conducted which has informed the development of the 2022-2026 Strategic Improvement Plan. Students, staff and parents were involved as part of the consultation, with much of the information being gathered via surveys. Through the situational analysis we have identified areas to focus on in the plan.

We will continue the focus on differentiation, incorporating a middle leadership initiative, to ensure all students are challenged and engaged in their learning and each KLA is building leadership density and the capacity to lead both improvement to teacher capacity and classroom practice. Teacher professional learning will also focus on deep analysis and use of data to monitor improvement in student learning and strengthen HSC and Reading and Numeracy results, explicit teaching and improvement in accountability and practice in delivering quality curriculum and assessment, including consistency of teacher judgement.

The school is committed to improving the ways in which we work collaboratively within the school community and how we engage with external partners to inform and support continuity of learning at transition points for all students.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To ensure all teachers effectively use data to understand appropriate levels of progression for each student, are consistent in their judgements of student achievement and know how to best adjust their practice to drive improvement in learning for all students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading and Numeracy
- HSC Attainment

### Resources allocated to this strategic direction

**Integration funding support:** \$455,222.00

**English language proficiency:** \$102,586.31

**Low level adjustment for disability:** \$134,567.16

### Summary of progress

#### Reading and Numeracy

##### Wide reading in English lessons (remove dot points when the information is completed)

Students were guided in reading and comprehension for 10 minutes at the beginning of every English lesson. This took place throughout 2022. Students reported a high level of satisfaction and mindfulness with this approach to embedding a culture of reading for pleasure. The English faculty led the initiative of wide reading, encouraging students to bring their own book from home. All English lessons in Years 7-10 begin with 10 minutes of quiet reading. This initiative was supported by the revised and improved Riverside Action Literacy Project. The impact of this initiative has been to improve students' engagement with literature. Teachers have used this initiative as the opportunity to lead students to appropriate, interest-based books that reflect their areas of interest. It has improved student reading, through practice, as well as complimenting student wellbeing by providing 10 minutes of mindfulness each day. There has been an increase in the number of students requesting specific authors through the library.

In 2023 we will continue to embed this initiative into 7-10 English programs with a school commitment to making reading normal.

#### Literacy Project

##### THE STREAM - writing for pleasure

This was an initiative of a teacher who was keen to create an opportunity for students with a passion for writing. There were participants from Years 7-11 who met once a week to develop a piece of writing, in any style of any theme, under the guidance and mentorship of one HSIE teacher. The focus was on writing for fun. Formal feedback was not provided, only feedback on the applicability of the topic for students of all ages. The project was supported by all staff and culminated in the publication of a book, a compilation of the polished student works. The Stream was entirely a student publication (printing was funded by the P&C) - design, layout etc, and was launched to the school community, including parents, in a formal event.

The Stream will diversify into 2023 with further media being added to the publication options such as video.

#### HSC Attainment

##### Focus on formative assessment and feedback

Assessment - Consistent Practice Team led staff professional learning in explicit teaching and using LISC to improve student engagement with their learning.. Cross-KLA team members led the initiative within faculties to embed LISC into programs. Use of exemplar work samples to drive improvement of student performance. Staff engaged positively and proactively with this initiative. We will continue to evaluate and improve our integration of LISC into classroom and assessment practice. LISC are visible in most classrooms and are embedded into programs, as well as assessment and

wider PL activities. LISC was demonstrated through professional dialogue in informal situations, demonstrating widespread staff engagement with this strategy. LISC has been shared with the parent community and will continue to underpin all quality teaching and learning at Riverside.

In 2023, this focus will continue to be embedded into classroom practice and reflected on for further use and improvement.

### Analysis of RAP data to lead improvement in HSC results

Analysis of RAP data was led by the Data Team who created a template to lead the analysis of HSC data within faculties. The team identified areas for improvement and 'where to next' with explicit teaching and learning in Stage 4, 5 and 6 programs. Development of consistency of teacher judgement for all teachers, through professional learning in the use of performance band descriptions. Faculty teachers worked collaboratively to understand and maintain consistency of teacher judgement. We worked on developing teacher expertise in making connections between different data sources to build up a rounded picture of each student, and monitoring and reflecting on the progress of every student, to identify strengths and gaps in learning. As a result the school performed above state average in 20 subjects, achieved two all-rounders; 2nd in Extension English, 9th in Advanced Mathematics and 4th in Russian Continuers..

To move towards achieving our progress measure we will continue to engage in professional learning around analysis of HSC data and participate in Northern Suburbs Entente Cordiale (NSEC) HSC Success Workshops for each faculty.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>NAPLAN TOP 2 BANDS - Reading</b>  increase the proportion of students achieving in the top 2 bands for NAPLAN <b>Reading</b> to be at or above the school's lower bound system negotiated target of 36.2%.	<ul style="list-style-type: none"> <li>• 31.37% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating progress toward the lower-bound target of 36.2%.</li> </ul>
<b>NAPLAN TOP 2 BANDS - NUMERACY</b>  Improvement in the percentage of students achieving in the top 2 bands <b>numeracy</b> to be at or above the school's lower bound system-negotiated target of 39.8%.	<ul style="list-style-type: none"> <li>• 30.72% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating achievement of the lower-bound target of 39.8%..</li> </ul>
<b>EXPECTED GROWTH - READING</b>  The percentage of students achieving expected growth in NAPLAN <b>Reading</b> to be moving towards the school's lower bound system-negotiated target of 74.6%.	<ul style="list-style-type: none"> <li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>
<b>EXPECTED GROWTH - NUMERACY</b>  The percentage of students achieving expected growth in NAPLAN <b>Numeracy</b> to be at or above the school's lower bound system-negotiated target of 65.6%.	<ul style="list-style-type: none"> <li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>
<b>HSC TOP 2 BANDS</b>  The percentage of HSC course results in the <b>top two bands</b> to be moving towards the lower bound system negotiated target of 48.7%.	<ul style="list-style-type: none"> <li>• 46.75% of students attained results in the top two bands demonstrating progress toward the lower bound target.</li> </ul>

### HSC TOP 3 BANDS

The percentage of HSC course results in the **top three bands** to be moving towards the lower bound system negotiated target of 80.0%.

- 76.35% of students attained results in the top three bands demonstrating progress toward the lower bound target.

## Strategic Direction 2: Curriculum and Assessment

### Purpose

To create inspiring, empowering learning experiences so that each individual embraces challenge, becoming self-motivated learners, and learning progress is optimised for all students across the full range of abilities.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Differentiation of Curriculum and Assessment
- High Expectations and Consistent Practice

### Resources allocated to this strategic direction

**Professional learning:** \$67,108.56

### Summary of progress

#### Differentiation of Curriculum and Assessment

At the Staff Development Day 2 we had a focus on High Potential and Gifted Education (HPGE) - *Raising the Bar*. Jillian Wyatt (Teaching Quality and Impact) delivered the HPGE taster to consolidate prior knowledge in curriculum differentiation. This included an examination and implementation of the DoE Differentiation Tool into teaching and learning programs. Staff worked together in faculty groups to develop and embed explicit HPGE strategies into units of work with samples presented to Principal at the end of the day. The purpose of the training was to raise expectations, understanding and best practice of staff in HPGE programming through embedding extension strategies, colour coding and cross-curriculum planning. Stage 4 and 5 HPGE Coordinators were established to support whole school best practice and planning of HPGE. The impact of this initiative has been the uptake of teachers in formulating more visible HPGE learning strategies and an increase in the number of students enrolled in external competitions such as Plain Speaking, Debating, Mock Trial and The Stream (writing). Stage 4 and 5 meetings are now held to share teaching strategies and create a culture of professional collaboration. 50% staff have completed the UNSW Mini-COGE to further support best practice. As a result of the HPGE focus in the school, the school attracted a cohort of high calibre year 7 students for 2023 which is also linked to improving school's reputation and appeal in the community through the HPGE enrolment process.

In 2023 we will continue to evaluate and improve our practices in HPGE.

#### High Expectations and Consistent Practice

##### EXPLICIT TEACHING - Learning Intentions and Success Criteria (LISC)

In 2022 the SIP Team used What Works Best (2020) to introduce LISC to the staff to develop a common language of high expectations and explicit teaching. Staff professional learning led to peer mentoring relationships within and across faculties to develop understanding and confidence to embed LISC into classroom practice. Practical strategies were applied, such as the installation of mini whiteboards in very classroom as the "LISC whiteboards". Faculty and professional learning time was committed to provide staff with the opportunity to develop their skills in the application of LISC. The impact of this initiative has led to improved staff confidence and capacity in explicit teaching and assessment and parent feedback stated that the introduction of LISC has improved student confidence in what they are learning and how they are required to demonstrate that learning.

In 2023 we will continue to improve our practices in explicit teaching.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>CURRICULUM</b> Self assessment of the element of 'Curriculum' to be moving towards the	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Curriculum.</li></ul>



level of Excelling as measured by the School Excellence Framework.	
<b>HIGH EXPECTATIONS AND EXPLICIT TEACHING</b>  Self assessment in the themes of 'High Expectations' and 'Explicit Teaching' to be moving towards the level of Excelling as measured by the School Excellence Framework.	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of High Expectations and excelling in the theme of Explicit Teaching.</li> </ul>

## Strategic Direction 3: Collaborative Partnerships

### Purpose

To engage all teachers in collaborative practice to improve teacher quality and wellbeing. To provide a continuum of support to students and families by engaging partner primary schools, tertiary providers and external agencies to improve learning, engagement and wellbeing.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborations Inside School
- Collaborations Outside School

### Resources allocated to this strategic direction

**Socio-economic background:** \$31,362.13

**Aboriginal background:** \$4,388.62

**Student support officer (SSO):** \$96,058.00

### Summary of progress

#### Collaborations Inside School - Primary Enrichment Program

In 2022 the Transition Team developed a 5-week high school enrichment course to provide a taster for HPGE students in local primary schools. All local primary schools were invited to send two HPGE students to Riverside (every Wednesday) to participate in the cross-KLA learning opportunity. Members of the Transition team delivered mini lessons to this group of students. Parents were invited to the closing ceremony to share the final presentation put together by each group of students. Parent verbal feedback was very positive. All primary school principals were supportive and facilitated the successful implementation of the program.. Success criteria was based on student and parent satisfaction - the students all provided very positive feedback about the experience and stated that they enjoyed visiting Riverside each week and participating in the extension activities. The program also provided the opportunity to enhance collaborative practice at Riverside. To this end, staff feedback was very positive. This initiative will continue in 2023.

#### Collaborations Outside School - Sport Coaching

In 2022 the Community Links Team developed a 10-week coaching program for Year 5 and 6 students at Gladesville Public (GPS). The program was developed and delivered by Year 9 and 10 PASS students to develop their leadership and coaching skills. The Riverside students traveled to GPS during PASS lessons and led a range of sport programs. The program received positive feedback from students, staff and parents. Our success criteria was based on student and parent satisfaction - the students and parents all provided very positive feedback about the experience. This initiative will continue in 2023.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>ATTENDANCE</b> The percentage of students attending school more than 90% of the time to be above the school's lower bound system-negotiated target of 83.7%.	• The number of students attending greater than 90% of the time or more has decreased by 16.37%. This data has been impacted by the public health orders in place at the time of harvesting.
<b>WELLBEING</b> Tell Them From Me data (advocacy, belonging, expectations) to be moving towards the lower bound system	• Tell Them From Me data indicates 68.45% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

negotiated target of 73.4%.	
<p><b>TRANSITIONS AND CONTINUITY OF LEARNING</b></p> <p>Self assessment in the theme of 'Transition and Continuity of Learning' to be moving towards the level of Excelling as measured by the School Excellence Framework.</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Transition and Continuity of Learning in the element of Learning Culture.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$455,222.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Riverside Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around curriculum adjustments</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$31,362.13</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Riverside Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborations Inside School</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> equitable access for all students to engage in the curriculum and extra curricular activities. resourcing of materials to support students in having equitable access to the curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to support families financially so that they can engage in all school activities. employ an SLSO to support identified students.</p>

<p>Aboriginal background</p> <p>\$4,388.62</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Riverside Girls High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborations Inside School</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal families engaging in the PLP process with authentic conversations taking place. teaching of Aboriginal Culture and History embedded into teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to build upon relationships already evident in the school community and incorporate rich and authentic cultural experiences within whole school.</p>
<p>English language proficiency</p> <p>\$102,586.31</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Riverside Girls High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> student progress showing high growth on the EAL/D learning progressions, with the majority of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to capitalise on teacher confidence and their capacity to design integrated units that reflect the needs of EAL/D learners. the identified next step is to transfer this practice across all key learning areas (KLAs). ongoing professional learning will identify language and cultural demands across the curriculum. personalised and targeted professional development will be provided to</p>

English language proficiency \$102,586.31	each teacher in the form of mentoring, co-teaching and co-planning
Low level adjustment for disability \$134,567.16	<p>Low level adjustment for disability equity loading provides support for students at Riverside Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning support team, the school will continue to provide additional support for identified students.</p>
Professional learning \$67,108.56	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Riverside Girls High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations and Consistent Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• HPGE taster course</li> <li>mini COGE taster courses</li> <li>• professional learning around learning intentions and success criteria.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> targeted professional learning focused on the school's three strategic directions led by the executive to ensure that professional learning is aligned with the school's Strategic Improvement Plan.</p>
COVID ILSP \$97,546.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>COVID ILSP</p> <p>\$97,546.00</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and/or numeracy</li> <li>• providing intensive small group tuition for identified students who were...</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. provide additional in-class support for identified students to continue to meet their personal learning goals. student progress will continue to be monitored through the Learning Support Team, with suitable adjustments made to ensure student success and growth in the classroom.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Riverside Girls High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborations Inside School</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• developed and delivered small evidence-based strategies to build students wellbeing, resilience and pro social behaviours in consultation with the school welfare team.</li> <li>• developed and delivered small evidence-based strategies to build students wellbeing, resilience and pro social behaviours in consultation with the school welfare team.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> individualised, sustainable support to meet student needs. proactive, preventative strategies employed to support students. created community connections through external agencies to support school wellbeing programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to employ the student support officer. consolidate programs implemented in 2022. to build the capacity of the student support officer to meet the more complex needs of targeted students.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	0	0	0	0
Girls	852	853	822	711

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	95.0	94.4	94.8	88.2
8	92.1	94.6	90.2	89.4
9	93.2	93.2	91.7	87.8
10	89.6	93.2	91.3	89.4
11	91.7	93.8	91.6	88.1
12	93.4	93.3	92.0	89.4
All Years	92.5	93.8	91.9	88.7
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with



previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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	0.1	0.1	0
TAFE entry	0.1	0	0
University Entry	0	0	85
Other	0	0	0
Unknown	0	0	6

## Year 12 students undertaking vocational or trade training

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17.24% of Year 12 students at Riverside Girls High School undertook vocational education and training in 2022.

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

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98.6% of all Year 12 students at Riverside Girls High School expected to complete Year 12 in 2022 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)	9
Classroom Teacher(s)	37.3
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	10.68
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,940,167
<b>Revenue</b>	10,104,871
Appropriation	9,268,699
Sale of Goods and Services	92,737
Grants and contributions	670,543
Investment income	25,180
Other revenue	47,712
<b>Expenses</b>	-10,049,733
Employee related	-8,712,044
Operating expenses	-1,337,689
<b>Surplus / deficit for the year</b>	55,138
<b>Closing Balance</b>	1,995,305

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	455,222
<b>Equity Total</b>	272,904
Equity - Aboriginal	4,389
Equity - Socio-economic	31,362
Equity - Language	102,586
Equity - Disability	134,567
<b>Base Total</b>	7,749,139
Base - Per Capita	207,728
Base - Location	0
Base - Other	7,541,411
<b>Other Total</b>	498,835
<b>Grand Total</b>	8,976,100

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

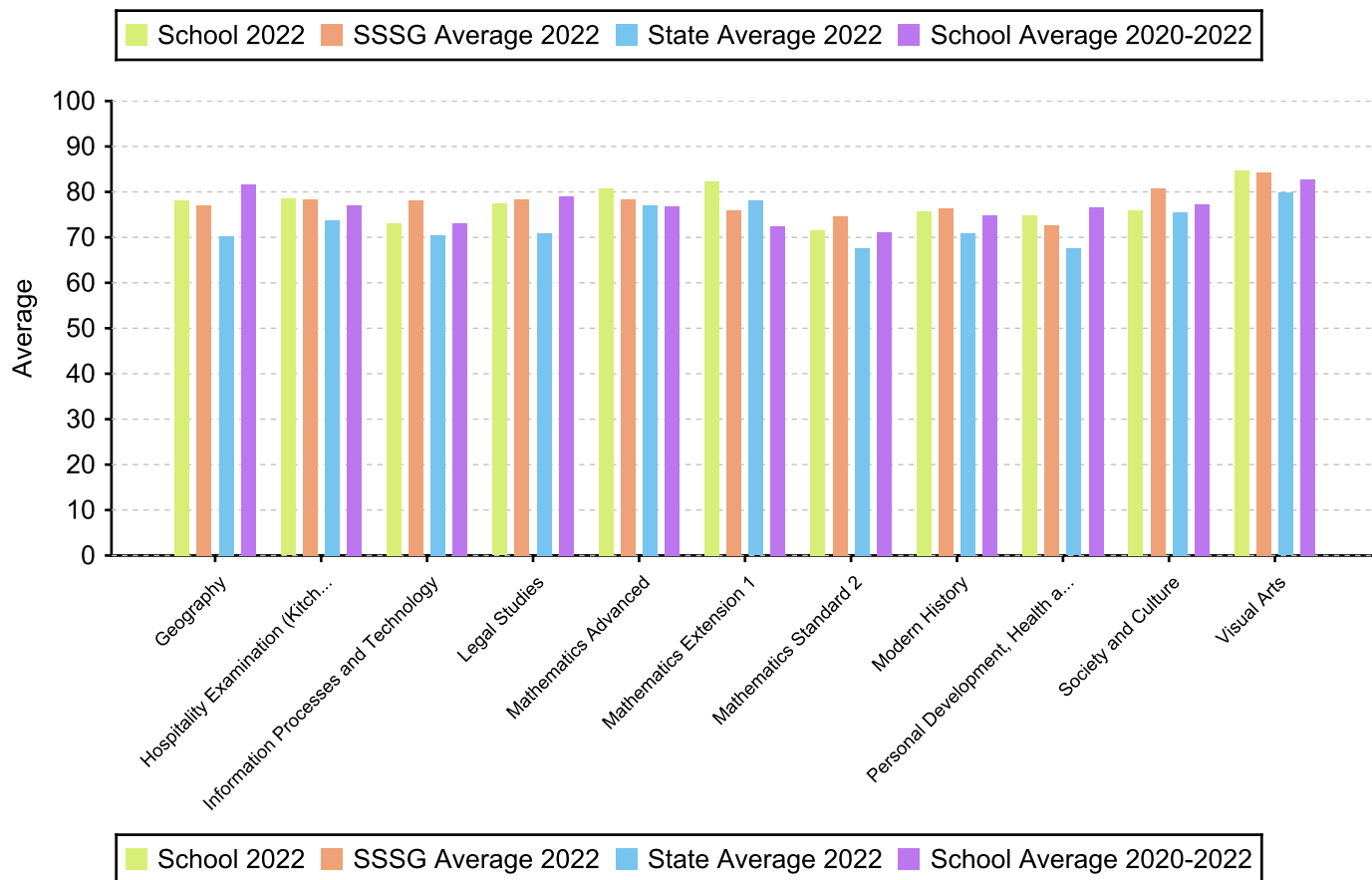
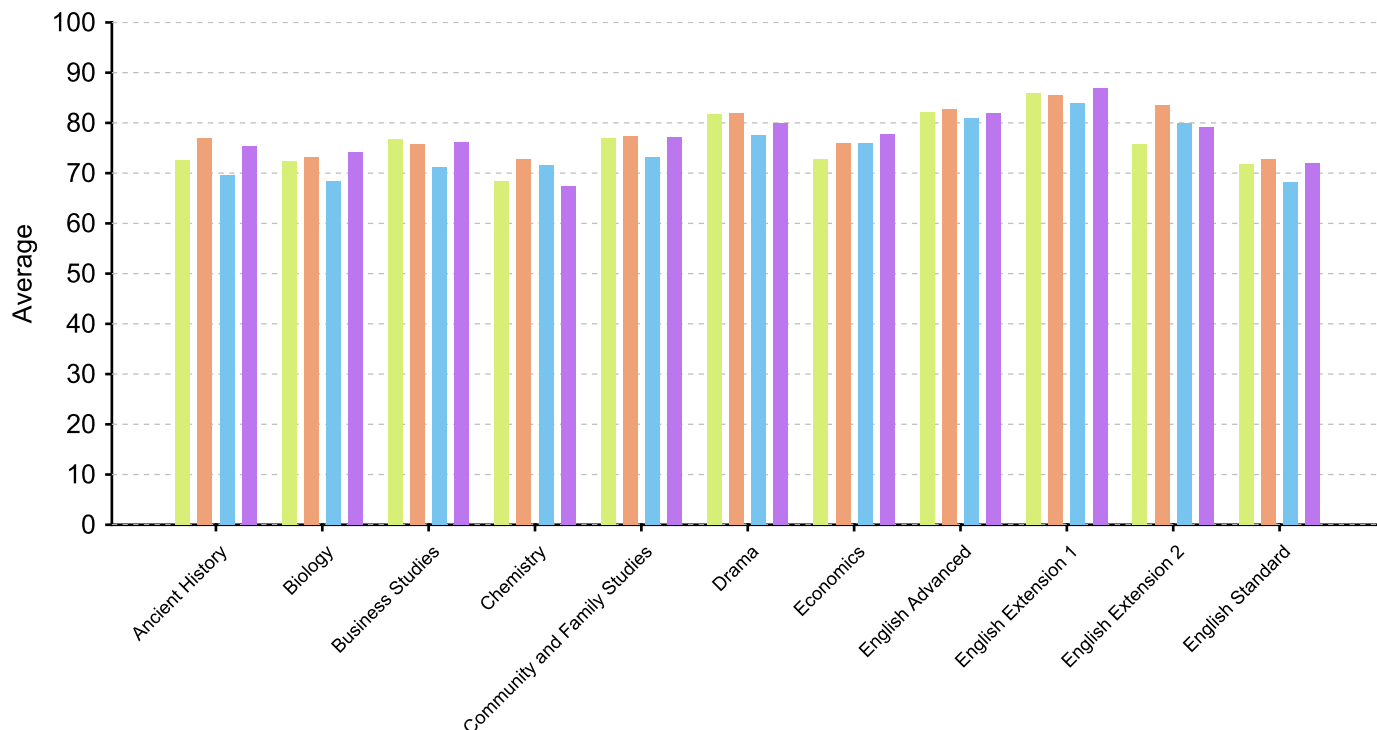
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

## 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 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Ancient History	72.6	77.0	69.6	75.3
Biology	72.3	73.2	68.5	74.2
Business Studies	76.7	75.9	71.2	76.1
Chemistry	68.3	72.8	71.7	67.3
Community and Family Studies	76.9	77.4	73.2	77.2
Drama	81.8	82.0	77.5	79.9
Economics	72.8	75.9	76.0	77.8
English Advanced	82.1	82.7	81.0	81.9
English Extension 1	85.9	85.5	83.9	86.8
English Extension 2	75.8	83.5	79.9	79.1
English Standard	71.7	72.8	68.1	71.9
Geography	78.2	77.1	70.2	81.6
Hospitality Examination (Kitchen Operations and Cookery)	78.5	78.3	73.7	77.0
Information Processes and Technology	73.1	78.1	70.5	73.1
Legal Studies	77.4	78.4	70.8	79.0
Mathematics Advanced	80.7	78.5	77.1	76.8
Mathematics Extension 1	82.3	75.9	78.0	72.4
Mathematics Standard 2	71.6	74.7	67.6	71.2
Modern History	75.7	76.3	70.9	74.9
Personal Development, Health and Physical Education	74.9	72.6	67.5	76.5
Society and Culture	75.9	80.8	75.5	77.4
Visual Arts	84.7	84.3	79.8	82.8

## Parent/caregiver, student, teacher satisfaction

The Parent/caregiver, student and teacher satisfaction report is compiled using anecdotal as well as formal reporting mechanisms, including the Tell Them From Me surveys and one-on-one staff and student surveys with the Principal. There is a high level of staff satisfaction with the school culture and "feel" with many staff commenting that they love working at Riverside, as reflected in their longevity of service at Riverside, and would recommend it to all families in the community. Staff, student and parent/caregiver feedback suggests that they are happy with the school, with the school's reputation and appeal in the local community improving, as indicated by the registration of 180 students at the school's Open Day this year, as well as the number of Principal Tours being requested. A number of staff members have students at local schools. They report increased interest and "buzz" around Riverside. There has also been an increase in participation in sports, co-curricula activities, homework and interest/motivation coming out of Covid and many students are joining extra-curricula activities, including ICT Explorers Club, Writing Club, Physics Club, the school musical, Wizard of Oz, as well as music and dance ensembles as a result of the restrictions imposed by Covid. We had 40 students register for the High Potential and Gifted Education Program. This is very popular with families and has broadened our appeal for out of area enrolments.



# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.