2022 Annual Report

Riverstone High School

8907

Introduction

The Annual Report for 2022 is provided to the community of Riverstone 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.

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School vision

Riverstone High School is a vibrant and innovative community that is committed to quality teaching and learning for all in a fully comprehensive co-educational setting.

Personal responsibility in delivering excellence (PRIDE) underpins all that we do in supporting, encouraging and challenging every member of our school community to reach their full potential as active and informed global citizens.

School context

Riverstone High School has provided a quality public education for its previously semi-rural community for nearly 60 years. Students are drawn from a wide socio-economic spectrum, with many having a multi-generational connection to the school. With a current enrolment of 500 students and a staff of 65, the school is experiencing substantial growth as residential developments rapidly expand within the local area.

The school enjoys strong ties with our traditional partner primary schools: Riverstone, Schofields, Marsden Park and Vineyard; most of whose students progress to Riverstone High School. 2021 saw the opening of two new partner primary schools; Galungara and Northbourne; although with small transition cohorts in their foundation year, enrolments progressing to Riverstone High School are increasing.

A significant capital works program was completed in early 2020, and has transformed existing facilities into future focused learning spaces. Significant work has been funded at a school level to improve learning spaces, not included in the scope of the capital works project, in order to provide equity of access to quality learning spaces for all students across the whole school.

At the start of 2021, Riverstone High School welcomed its first senior cohort in 21 years, with Year 11 commencing stage 6 study as part of the Nirimba Collegiate Recalibration. The addition of Year 12 in 2022 has restored Riverstone High School to a fully comprehensive co-educational setting, which has been a long standing goal of the local community.

Education provision includes a Support Unit of 6 classes for students with mild intellectual and multi-categorical disabilities.

The cultural demographic of the school has expanded significantly over recent years, with 35% of students now representing a language background other than English. 56 students identify as Aboriginal or Torres Strait Islander.

Throughout 2020, a situational analysis and extensive consultation with stakeholders was undertaken to identify priorities for the 2021 - 2024 Strategic Improvement Plan. As a result of this process, our three strategic directions are:

- Student growth and attainment,

- Leading and learning, and,

- Strong and sustainable connections.

Student growth and attainment will be improved through the explicit teaching of literacy and numeracy, and supported by a focus on increased attendance.

Leading and learning will be enhanced by the use of innovative pedagogy to provide curriculum, and staff collaboration for strong instructional leadership.

Strong and sustainable connections will be supported through a focus on wellbeing, and the ongoing development of transition pathways.

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that our students show measurable growth in literacy, numeracy and attendance.

Staff will engage in deep data analysis and targeted professional learning in order to develop explicit teaching practices, ensuring the delivery of rich learning experiences to meet the identified needs of all learners.

(Reference: NSW DoE Strategic Plan 2018-2022

Goal 5 - All young people have a strong foundation in literacy and numeracy.)

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.

- Explicit teaching of literacy and numeracy
- Improving attendance

Resources allocated to this strategic direction

Integration funding support: $54,944.00
Professional learning: $37,966.59
Aboriginal background: $10,000.00
Low level adjustment for disability: $243,895.32
English language proficiency: $50,391.02
Socio-economic background: $5,000.00

Summary of progress

Explicit teaching of literacy and Numeracy

At Riverstone High School 100% of the executive staff participated in targeted professional learning with the Area Literacy Specialist. Close analysis of 2022 internal and external data sources led to the identification of Reading Comprehension as a whole school focus area. All school executive staff indicated that the professional learning was valuable and has increased their skills/confidence to embed reading comprehension strategies into teaching and learning programs. Impact on student learning will be evaluated in 2023 through pre and post-testing. The result of engaging the Area Literacy Specialist has been increased confidence across the school executive to lead data-driven literacy strategies. In 2023, the Area Literacy Specialist will lead professional learning with all staff and the school executive will continue to drive a targeted, reading comprehension strategy through all KLAs.

The Professional Learning funding source was utilised to prepare all staff for the implementation of the ALARM learning strategy. All staff recognised the value in implementing ALARM, and 85% reported that they felt confident to implement the strategy into teaching and learning programs. All faculties across the school have implemented ALARM with their Stage 5 & 6 classes. The impact of this has been the increased quality of student responses in the HSIE & Science faculties. Students have a clearer understanding of directive verbs and the percentage of students responding in the top two bands (common grade scale) has increased by 10%. Head Teachers presented on their faculty's implementation of ALARM at their final year reviews as part of the PDP process. In 2023, the language of ALARM and appropriate scaffolds will be embedded into all the Stage 5 assessment tasks.

In 2022 Numeracy Team leaders were identified and planning has commenced around a whole school numeracy strategy. Limited progress has been made with this activity due to staffing issues, personnel changes, and the deep focus on reading across all faculties. Throughout 2023, the Numeracy team will conduct a review of current strategies and plans, as well as conduct analysis of internal and external data sources. By the end of 2023 the team will have identified a clear focus and direction for a whole school numeracy strategy to be implemented in 2024.

Improving Attendance

Analysis of Sentral Wellbeing data identified late arrival as a significant issue across all year groups. In response to this, Year Advisers were provided additional support with monitoring attendance through a change to the weekly meeting structures (attendance as an agenda item each week). Additionally, socio-economic funding was used to implement targeted wellbeing programs that aimed to increase attendance and student connection with school. The result of the wellbeing programs was a 15-20% increase in attendance for targeted students in each year group. Of the 20 students

involved the PCYC Fit for Life Program, 90% attended every session, in turn increasing their overall attendance rate. Breakfast club has also supported targeted students to increase their attendance at school by 50%. Evaluation of data has led to the creation of a whole school attendance monitoring role in 2023. This staff member will review and refine whole school processes around the monitoring of attendance and lateness and lead whole school improvement programs/strategies.

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
The proportion of students achieving expected growth is improved to meet the system negotiated lower bound targets of 57% in reading.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
The proportion of students achieving expected growth is improved to meet the system negotiated lower bound targets of 57.6% in numeracy.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
The proportion of students achieving in the top 2 bands is improved to meet the system negotiated lower bound targets of 12.1% in reading.	• 5.4% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target of 12%.
The proportion of students achieving in the top 2 bands is improved to meet the system negotiated lower bound targets of 10.3% in numeracy.	• 4.76% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target of 10.3%.
The proportion of students achieving above 90% attendance meets the system negotiated lower bound target of 62.6%.	• 46.78% of students achieved above 90% attendance indicating progress is yet to be seen toward the lower-bound target, however, this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.
The achievement of students in equity groups is trending towards that of other students in the school.	• The achievement of students in equity groups is trending towards that of other students in the school.

Strategic Direction 2: Leading and learning

Purpose

Our purpose is to ensure that our students experience innovative pedagogy initiatives that promote engagement and the achievement of personal best.

Staff will engage in targeted professional learning to refine skills in collaborative practice and instructional leadership in order to deliver a broad curriculum pattern that meets the needs of all learners.

(Reference: NSW Department of Education Strategic Plan 2018-2022

Goal 3 - Every student, every teacher, every leader and every school improves every year.)

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.

- Curriculum provision using innovative pedagogy
- Collaboration for strong instructional leadership

Resources allocated to this strategic direction

Per capita: $12,904.00
Professional learning: $20,000.00

Summary of progress

Curriculum provision using innovative pedagogy

At Riverstone High School, 100% of Stage 4 and 5 students participate in a project based learning initiative referred to as Pride Projects. Staff surveys indicated that reducing the number of projects created each year from 4 to 2, would be more effective within the time constraints. In response to this feedback, the process has been streamlined so that projects are conducted over a semester, and staff are required to submit 2 projects a year. All staff have completed the Pride Projects Professional Learning Modules and, with Head Teacher support, all staff have indicated they feel confident to plan and develop a Pride Project. Student led projects have increased by 50% this year which has enriched the program and developed student leadership capacity. A meaningful public product was produced by 80% of projects at the end of each semester. In 2023, the goal will be to increase the scope of the student exhibition. Parents and key community groups will be invited to view the public products and share in student learning. Increasing staff knowledge of the General Capabilities through professional development, may also be an area of focus next year.

Collaboration for strong instructional leadership

Initial planning has occurred at a senior executive level for the implementation of an Instructional Rounds initiative called Teaching Buddies. A Head Teacher, Teaching & Learning has been employed in an above centrally identified position to lead the program in 2023. Mentor teachers are yet to be identified. Limited progress has been made around this activity due to staffing constraints. It is anticipated that the Teaching Buddies program will continue in 2023 with a focus on effective classroom practices.

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
Increased student engagement reported in Tell Them From Me survey data.	• Tell Them From Me data indicates 33% of students are intellectually engaged and find learning interesting, enjoyable, and relevant.
Increased use of technology reported in teacher observation and student exit survey data.	• Students in Years 7-10 use technology in at least one of their five lessons everyday. 100% of Stage 6 students use a school issued laptop during all theoretical lessons.

HSC attainment baseline data is established.	• Baseline data to be established upon analysis of the first HSC cohort.
Aboriginal student HSC attainment baseline data is established.	• Aboriginal student HSC attainment baseline data to be established upon analysis of the first HSC cohort in 2022. At Riverstone High School, 100% of Aboriginal students completed course requirements for Stage 6 in 2022.

Strategic Direction 3: Strong and sustainable connections

Purpose

Our purpose is to improve learning and wellbeing outcomes for students by building strong and sustainable connections across a wide range of partnerships.

Staff will actively develop community links that provide increased opportunities for students and families to connect, succeed and thrive, both within and beyond school.

(Reference: NSW DoE Strategic Plan 2018-2022

Goal 2 - Every student is known, valued and cared for in our schools.

Goal 6 - All young people finish high school well prepared for higher education, training and work.)

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.
- Wellbeing
- Transition pathways

Resources allocated to this strategic direction

Socio-economic background: $15,000.00
Aboriginal background: $53,344.50

Summary of progress

Wellbeing

Student attendance on Multicultural day was significantly higher. The community was able to be involved in the day by providing food items and costumes for the cultural performances. Attendance at the Cultural Concert included 50 families who supported their child and celebrated their cultural background. Informal surveying of students indicated they enjoyed Multicultural Day and the opportunity to share their heritage with the school community and would like to see this as an annual event on the school calendar.

Future plans for Multicultural Day based on analysis of data could include; increased stalls / activities, inviting the community (primary schools, parents, local associations etc) into the school to be involved and expansion of the event time frame (run into the afternoon / evening).

Transition Pathways

Student surveys indicated most students felt prepared to start high school after attending the Orientation Day. Approximately 95% of the students who attended the orientation day enrolled at Riverstone High School. All staff involved responded positively to the survey item "this event has showcased PRIDE" and many teachers commented that the communication and organisation of the day was a strength.

Transition programs at Riverstone High School have largely focused on student engagement and experience. Next year, the wellbeing team will focus on including parents in the transition process through open days and increased parent information sessions. Other transition points, such as 10-11 and learning beyond school, should be priorities in the next school planning cycle.

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
The proportion of students reporting positive wellbeing indicators is	Tell Them From Me data indicates 45% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging

improved to meet the system negotiated lower bound target of 63.2%.	at school).
Increased proportion of parents reporting higher engagement levels based on Tell Them From Me survey data.	Tell Them From Me data indicates that engagement with parents has remained approximately the same from 2021 to 2022. For the category item "Parents are Informed" and "Parents feel welcome" the school mean was above the NSW government norm.
Increased proportion of students remaining at Riverstone High School for stage 6 study.	The proportion of students remaining at Riverstone High School to study Stage 6 has remained approximately the same from 2021 to 2022.
Students engaged in further education, training or work post-school is increased from baseline.	42% of Year 12 students engaged in further education. 23% of Year 12 students entered the workforce post-school.

Funding sources	Impact achieved this year
Integration funding support $54,944.00	Integration funding support (IFS) allocations support eligible students at Riverstone High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching of literacy and numeracy **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • consultation with external providers for the implementation of reading strategy • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** all eligible students demonstrating some progress towards their personalised learning goals. Classroom teachers were upskilled regarding student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms. **After evaluation, the next steps to support our students will be:** 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 personalised learning and support plan reviews to ensure funding is used to specifically address each student's support needs.
Socio-economic background $502,842.69	Socio-economic background equity loading is used to meet the additional learning needs of students at Riverstone High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching of literacy and numeracy • Wellbeing • Transition pathways • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff in explicit reading strategies to support student learning • staff release to increase community engagement • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** increased classroom teacher knowledge of contextual evidenced-based strategies to incorporate into teaching and learning programs providing a consistent framework school-wide. **After evaluation, the next steps to support our students will be:** to continue to engage the literacy and numeracy specialists both internally and externally to support the achievement of targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will appoint an administration coordinator to focus on improving attendance rates.
Aboriginal background	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Riverstone High School. Funds under this

| $63,344.50 | 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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Explicit teaching of literacy and numeracy
 • Wellbeing

Overview of activities partially or fully funded with this equity loading include:
 • employment of additional staff to deliver personalised support for Aboriginal students
 • employment of specialist additional staff (AEO) to support Aboriginal students

The allocation of this funding has resulted in the following impact: greater awareness and understanding among staff in relation to the Aboriginal Education priorities. The Aboriginal Education Officer role has allowed for programs for students where they can celebrate and nurture their culture resulting in a greater sense of belonging.

After evaluation, the next steps to support our students will be: to support the Aboriginal Education team with additional time to deliver differentiated and personalised support to Aboriginal students through the development of authentic and relevant Personalised Learning Pathways that will be used by all classroom teachers to support goal achievement of Aboriginal students. |
|---|---|
| English language proficiency

$50,391.02 | English language proficiency equity loading provides support for students at all four phases of English language learning at Riverstone High School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Explicit teaching of literacy and numeracy

Overview of activities partially or fully funded with this equity loading include:
 • employment of additional staff to support delivery of targeted initiatives

The allocation of this funding has resulted in the following impact: EAL/D students are becoming more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.

After evaluation, the next steps to support our students will be: the provision of additional EAL/D support in the classroom and as part of differentiation initiatives, as well as additional staffing to deliver intensive support for students identified in the beginning and emerging phase. Staff will also engage in EAL/D Progression specific professional learning. |
| Low level adjustment for disability

$243,895.32 | Low level adjustment for disability equity loading provides support for students at Riverstone High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Explicit teaching of literacy and numeracy

Overview of activities partially or fully funded with this equity loading include:
 • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students |

Low level adjustment for disability $243,895.32	• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • 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 **The allocation of this funding has resulted in the following impact:** the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Teaching and learning programs incorporate contextually relevant evidenced-based reading strategies. **After evaluation, the next steps to support our students will be:** to further expand the impact of the learning support team, the school will provide additional support for identified students through the development of personalised learning and support plans and the employment of trained student learning support officers.
Professional learning $57,966.59	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 Riverstone High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching of literacy and numeracy • Collaboration for strong instructional leadership **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing **The allocation of this funding has resulted in the following impact:** increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results. **After evaluation, the next steps to support our students will be:** personalised and targeted professional learning in the form of mentoring with individual faculties.
COVID ILSP $273,760.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing teaching staff to support the administration of the program **The allocation of this funding has resulted in the following impact:** the majority of the students in the program achieved significant progress towards their personal learning goals. **After evaluation, the next steps to support our students will be:** continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning

COVID ILSP $273,760.00	and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	183	219	258	294
Girls	161	184	238	274

Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.8	91.1	85.6	81.4
8	83.8	87.7	84.8	75.2
9	82.9	85.7	81.5	74.5
10	77.3	86.4	77.4	72.8
11			78.2	76.5
12				79.2
All Years	83.5	88.0	82.0	76.3
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			83.6	80.0
12				83.9
All Years	88.2	89.8	85.7	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

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	6	2	9
Employment	3	1	7
TAFE entry	3	0	1
University Entry	0	0	12
Other	76	0	0
Unknown	0	0	2

Year 12 students undertaking vocational or trade training

14.71% of Year 12 students at Riverstone High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

63.9% of all Year 12 students at Riverstone 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)	8
Classroom Teacher(s)	35.85
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	15.68
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[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
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 **Actual** ($)
Opening Balance	1,168,372
Revenue	10,255,428
Appropriation	10,145,506
Sale of Goods and Services	20,728
Grants and contributions	81,047
Investment income	8,147
Expenses	-9,310,917
Employee related	-7,747,875
Operating expenses	-1,563,042
Surplus / deficit for the year	944,510
Closing Balance	2,112,882

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	54,944
Equity Total	860,474
Equity - Aboriginal	63,345
Equity - Socio-economic	502,843
Equity - Language	50,391
Equity - Disability	243,895
Base Total	6,974,528
Base - Per Capita	136,629
Base - Location	0
Base - Other	6,837,899
Other Total	1,294,742
Grand Total	9,184,687

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 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.
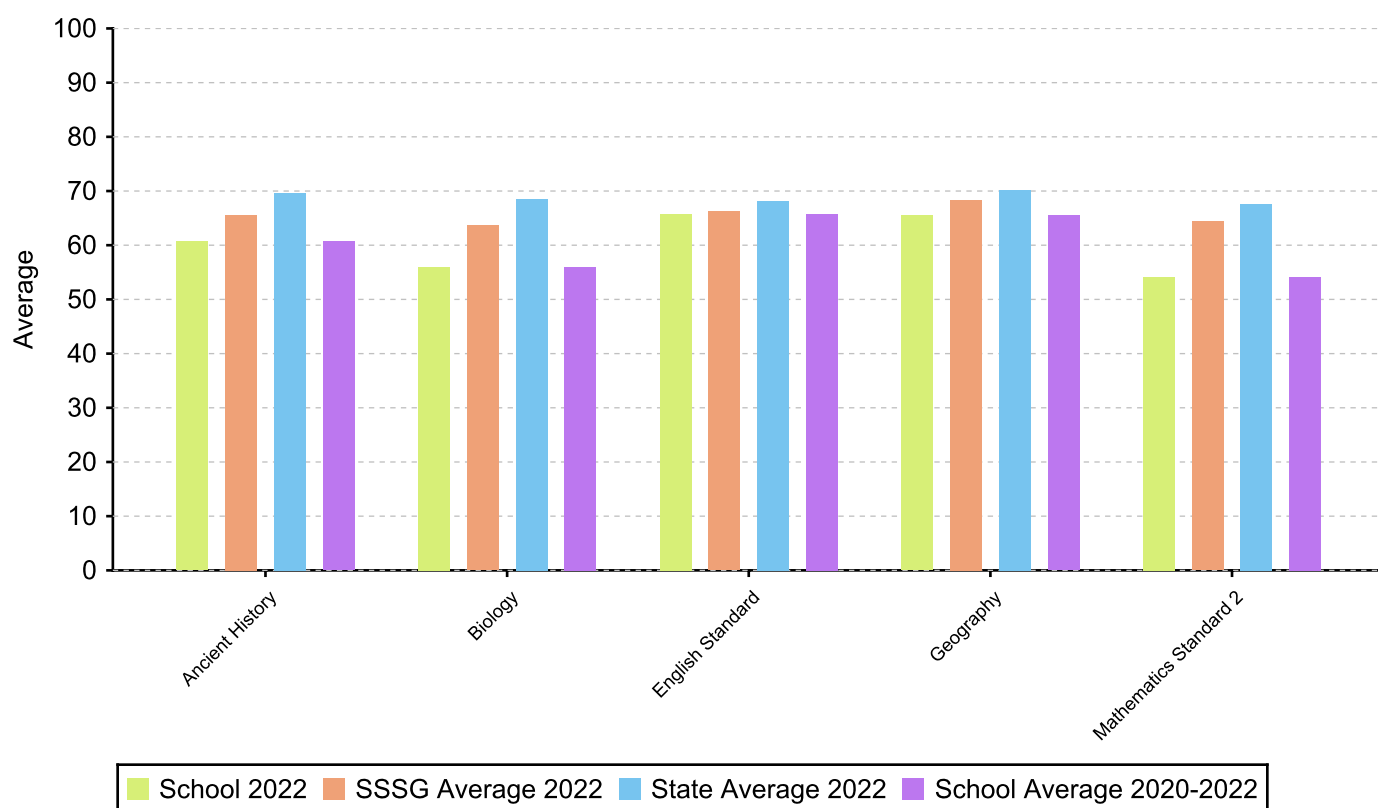
Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	60.7	65.6	69.6	60.7
Biology	56.0	63.6	68.5	56.0
English Standard	65.7	66.2	68.1	65.7
Geography	65.5	68.4	70.2	65.5
Mathematics Standard 2	54.1	64.4	67.6	54.1

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2022 Riverstone High School once again participated in the 'Tell Them From Me' survey.

The student survey asks questions about factors that are known to affect academic achievement and other outcomes. It aims to help improve the learning outcomes of students. The survey is designed to measure, assess and report insights at the school and system levels. The focus of this survey is on student wellbeing, engagement and effective teaching practices.

The survey indicated that students at Riverstone High School are engaged and motivated and also found learning interesting, enjoyable, and relevant to their everyday lives. When responding to the item "how important are each of the following skills for your future job or career plans?' the highest student responses across all year levels were

- Communicating with others
- Working as part of a team
- Problem solving

These responses reflect our commitment to ensuring that students at Riverstone High School are prepared for life beyond school and see relevance, and find deep significance in their learning. At Riverstone High School, students across all year groups believe concepts are taught well in class and lesson time is used efficiently. They also reported positive student-teacher relationships at a rate higher than the NSW state average.

The parent survey allowed the school to gauge parent's perceptions of their children's experiences at home and at school. The survey results indicated that parents felt their child was supported by the staff at Riverstone High School. Parents responded that their child was encouraged to do his or her best work and that the teaching staff take an individual's needs, abilities and interests into account in the classroom. In addition to this, parents affirm that their children feel safe at school and they believe behavioural issues in the classroom are dealt with effectively and in a timely manner.

Parents felt the school communicated with them effectively through newsletters, SMS, email, the school app and the parent portal. The majority of parents responded positively when asked if they would recommend Riverstone High School to local parents of primary aged children. Parents acknowledged the school as a culturally safe place for students. Parents also acknowledged that reports indicated how to best support their child's learning.

Teachers also participated in the survey during Term 3. Staff once again indicated that Riverstone High School was an inclusive school with excellent access to technology for both staff and students. Staff also indicated they enjoy the opportunity to work collaboratively with colleagues towards achieving increased student engagement. In the survey, staff communicated a strong belief that school leaders are supportive during stressful times and provide useful feedback to improve teaching. Overall, the information from the survey also gave the executive team a greater insight into areas of further support and professional development for staff.

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 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

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.

Riverstone High School 8907 (2022)