



**2009/2010**

# **Annual Report**

**RIVERSIDE COMMUNITY SCHOOL**

*Adventist Christian Schools WA Ltd*

## **Contents page**

<b>School Overview and History</b>	<b>3</b>
<b>School Mission &amp; Motto</b>	<b>4,5</b>
<b>Professional engagement</b>	
Staff Attendance	6
Staff Retention 2007 – 2008	6
Teacher Qualifications	6
Teacher participation in professional learning	7
<b>Key Student Outcomes</b>	
Student attendance	8
NAPLAN	8,9
Resources	10
School enrolments	10
Temporary overseas students	11
Pastoral care	12
Spirituality at Riverside	12
<b>Teacher Satisfaction</b>	<b>13</b>
<b>Parent and Student satisfaction</b>	<b>14,15, 16</b>
School Improvements	17
School Concert	17
Excursions & Incursions	18
<b>And Finally</b>	<b>18</b>

# School Overview

Riverside Community School is a co-educational day school catering for Kindergarten to Year 7. While some Year 7 students move on to local High Schools, the majority of students completing primary school at Riverside attend Carmel Adventist College, our sister school in the Hills area.

Riverside Community School population is small by design and philosophy. The School has a warm and friendly family atmosphere.



Riverside Community School is a place where students, teachers and parents can develop values, character and personality based upon love for God, unselfish concern for others and personal self-respect. The educational activities are designed to provide opportunities for all students to achieve their maximum development, intellectually, spiritually, socially and physically.

Riverside is part of a worldwide Christian Education system (Adventist Christian Schools) which operates 5 846 schools with a total enrolment of over one million students worldwide.

Across Australia there are over 60 Adventist schools educating over 12 000 students, providing a network of resources to give your child an education of the highest quality in an ideal learning environment.

# History



The School was established in 1927 as a single teacher school and was situated in McMillan Street, Victoria Park at this stage. In 1945 the school transferred to Hordern Street just around the corner from its current location. In 1963 new rooms were built on the current site to cater for the Primary School while the Hordern Street site housed the High School.

During the 1980's the Junior High School outgrew the Hordern Street premises and was amalgamated with the Senior High School at Carmel.

## MISSION

Riverside Community School  
strives to provide a nurturing Christian environment  
where children are valued as individuals and encouraged  
to reach their full potential in every aspect of their education.  
As an integral part of the community, Riverside aspires to develop  
citizens of integrity & social conscience, compassion & care, joy &  
contentment.

Riverside intends to foster a friendship with God that will be  
the foundation for an abundant life.

## VISION

To provide a school where every child is challenged and cared for;  
where children are smiling;  
and where they are encountering God each day...  
and loving it.

## MOTTO

**DO** the Right Thing;  
**LOVE** Mercy;  
**LIVE** humbly with God.

## Our Motto Reflects the Important Values of Australia:

### Do the Right Thing

**Responsibility** – Be accountable for your actions; Resolve differences in constructive, non-violent and peaceful ways; Contribute to society add to civic life; Take care of the environment.

**Respect** – Treat others with consideration and regard; Respect another person's point of view.

**Freedom** – Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control; Stand up for others.

**Honesty and Trustworthiness** – Be honest, sincere and seek the truth.

**Integrity** – Act in accordance with principles of moral and ethical conduct; Ensure consistency between words and deeds.

**Doing Your Best** – Seek to accomplish something worthy and admirable; Try hard; Pursue excellence.



### Love Mercy

**Care and Compassion** – Care for self and others; Treat people the way you would like to be treated; Be unselfish in your thoughtfulness and kindness.

**Understanding, Tolerance and Inclusion** – Be aware of others and their cultures; Accept diversity within a democratic society; Include others and be included by others.

**Fair Go** – Pursue and protect the common good where all people are treated fairly for a just society.



## Live Humbly With God

The values above are wonderful values that are universally accepted as good and worthwhile. They describe good citizens that really make a difference in this world.

We believe that a humble, daily trust and relationship with God will nurture the very best values to live by, and bring peace, joy and love into every aspect of life.

“But the Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.” Galatians 5:22

Therefore at Riverside, we take time each day to encounter God. We read the Bible to discover more about God. We pray, we sing, we learn, we laugh, we take some quiet moments to think.

We also expect our students to behave well, not only doing the right thing, but also doing the compassionate thing. We encourage caring, and unselfish service to others.

We encourage each of our students to do their best, to reach towards excellence and challenge themselves both in their areas of personal strength and areas of challenge.

Respect, responsibility and inclusion are behavioural and attitudinal expectations.

Our teachers take the Motto seriously both personally and professionally. We aim for excellence in our teaching skills and we take the time to care about our students on an individual basis.

Our staff begin each day with a worship time. This helps to unite us in our responsibility and mission. It is also a way in which we can walk humbly with God, as we ask for His wisdom, love and guidance.



## **Professional Engagement**

### **Staff Attendance**

The number of days taken by full-time teaching staff for sick, bereavement or personal leave during 2009/2010 Financial year was 32 days. This does not include time taken for other work related activities such as curriculum release and professional development. This gives the staff a 96% attendance percentage.

### **Staff 2009 - 2010**

Mrs Karyn Stanton has been at the school for an 11 year period. Mrs Stanton is School Principal and she teaches in the Learning Centre as well as teaching Years 5 – 7 one day per week.

Mrs Ellison joined the staff towards the end of 2009. She is currently teaching Years 5 – 7. Mrs Fulwood moved from the school mid-year 2009.

Mr Rabe joined the staff team in July, 2009 and left in July 2010. He is teaching Years 3 & 4. Mrs Hebbard joined the staff in 2010, also teaching Years 3,4, and has increased her load in July 2010.

Mrs Fehlberg is joining our teaching team once again for one day a week in the last half of 2010.

Miss Chong has been at Riverside for more than three years. She is teaching Years 1 & 2. The school added a classroom in 2009.

In 2009, Mrs Ellis joined the staff. She is our Librarian and she also teaches Years 1 and 2 for one day a week.

Mrs Hort joined the staff team at the beginning of 2009. She continues to teach Kindy and Pre-Primary.

Mrs Whyte is our Teacher Aide. She works in the Junior classrooms. She has been with the school for a number of years.

### **Teacher Qualifications**

All of our teaching staff are WACOT registered. Their qualifications are as follows:

<b>Qualifications and Roles of Teaching Staff Full-time and Part-time staff (July 2010)</b>			<b>WACOT Number</b>
Karyn Stanton	Principal Teacher Years 5-7	M.Ed (TESOL) B.Ed Prim.	32004318
Gaewyn Ellison	Teacher Years 5-7 October 2009 -	B.Ed Prim	33002025
Damien Rabe	Teacher Years 3,4 July 2009 – June 2010	B.Ed. Prim	33073778
Jenny Hebbard	Teacher Years 3,4 Jan 2010 -	B.Ed Prim	
Raeanne Fehlberg	Teacher July 2010 -	B.Ed Prim	32041248
Wennie Chong	Teacher Year 1,2	B.Ed Early Childhood	32062880
Tanya Hort	Teacher Years Kindy / Pre-Primary	B.Ed Early Childhood	32033908
Jannine Ellis	Librarian / Teacher Yrs 1,2	B.Ed	32061894
Louise Conway	Language Teacher Years 3-7	M.A. (Hons) – French & Spanish PGCE - Languages	33072568
Brad Flynn	Chaplain	B.Sc (Human Movement) Grad. Dip. Ed	N/A

## **Teacher participation in professional learning**

To assist in enhancing student achievement of outcomes and educational development in the classroom each teacher is encouraged and expected to participate in Professional Learning Seminars each year.

In 2009/2010 staff participated and attended Professional Learning Seminars that were in part conducted by Adventist Christian Schools (WA), ECU and AISWA.

Listed below are some of the learning areas for which teachers have attended Professional learning courses attended during this time period:

- Literacy Intervention and assessment
- Maths
- Autism
- Bible Curriculum
- Unit planning with the new WA syllabus
- Adding the special character of Christianity in all areas of teaching
- Chaplaincy and pastoral care
- Resilience
- Positive Psychology
- Grammar Magic
- Social Emotional Learning
- Early Years Learning Framework
- School Drug Education and Road Aware
- Indigenous Education
- Dealing with People in Education
- Apple Computers
- Athletics
- Science

At Riverside we greatly value Professional Learning and encourage staff to continue to grow and develop their teaching skills. For the school year of 2010, Riverside has budgeted \$4,000 for teachers' professional learning, and \$15,158 for curriculum development release time. The message is loud and clear – we value and value professional and curriculum development.



## Key Student Outcomes

### Student attendance 2009

In accordance with Government requirements, the school maintains records of student attendance.

During 2009, the attendance rate was approx. 94%. Absenteeism was generally due to illness and extended overseas holidays. We have a number of families who have strong cultural and family ties overseas. Sadly some of our students needed to return to their home countries for periods of time due to illness and death in their close family. We also have families that believe that there is value in extending their children's life experiences by overseas travel. Families on extended holidays or travel time take school work with them to ensure that student learning continues.

### NAPLAN

In 2009 schools across Australia took part in the NAPLAN tests.

At Riverside our class numbers are small, which results in large variations of average scores when one or two students experience learning difficulties. Each student is valued and respected for who they are, rather than what they can do. Once a learning need is identified we do all we can to work with the student and family to encourage sustained progress over time. In late 2009 we commenced a Learning Support Service to better meet the needs of our students.

To maintain the privacy of individual students, individual class results will remain confidential.

### Students Reaching and or exceeding Benchmarks – 2005 - 2009

Learning Area	2005	2006	2007	2008	2009
Numeracy	100%	100%	94% * (17 out of 18 students)	94%* (15 out of 16 students)	88%*^ (22 out of 25 students)
Reading	94% * (17 out of 18 students)	87% * (13 out of 15 students)	94% * (17 out of 18 students)	75%^ (12 out of 16 students)	84%*^ (21 out of 25 students)
Spelling	94% * (17 out of 18 students)	100%	83% * (15 out of 18 students)	100%	88%*^ (22 out of 25 students)
Writing	94% * (17 out of 18 students)	93% * (14 out of 15 students)	89% * (16 out of 18 students)	88% (14 out of 16 students)	92%*^ (23 out of 25 students)
Grammar	N/A	N/A	N/A	88% (14 out of 16 students)	84%*^ (21 out of 25 students)

\*Please note that students with learning difficulties and ESL are included in the testing. Out of the 25 students sitting the test at Riverside, 10 were ESL, and 3 have been given educational assessments to better understand their specific learning difficulties.

^The literacy results in 2009 show a small number of students with diagnosed literacy needs which the school is working hard to support.

Please note that Published NAPLAN results on the My School Website included 3 Year 7 students who did not attend Riverside at the time of the testing.

### School Means in 2009

	School mean	West Australian Mean
Numeracy – Yr 3	373	381
Numeracy – Yr 5	440	475
Numeracy – Yr 7	549	538
Reading - Yr 3	379	398
Reading - Yr 5	458	483
Reading - Yr 7	570	536
Writing – Yr 3	379	403
Writing – Yr 5	467	479
Writing – Yr 7	548	531
Spelling – Yr 3	348	392
Spelling – Yr 5	449	478
Spelling – Yr 7	572	530
Grammar – Yr 3	380	400
Grammar – Yr 5	462	484
Grammar – Yr 7	571	531

### Comments:

The results are varied, however, there are no surprises. All students took the test. Those with diagnosed learning needs and a number of ESL students were all part of the student group taking part in the testing. With small numbers of students (only 25 in all) the averages give little significant information. What is important is that each student is supported to further their learning. Teachers were already aware of the needs and continue to support the students that struggle in the areas of literacy and numeracy. As a school we do look at individual results to see if there is more that we can learn to give diagnostic support in meeting students needs. We also have some very bright students. We endeavour to challenge them and encourage them to further their skills and aim towards excellence.

There were features of the NAPLAN tests that many educators feel were less than ideal. A number of features gave little opportunity for students in the average to below average range the opportunity to demonstrate their learning growth. Quite high reading skills were needed to complete the numeracy, spelling and grammar tests.

Although there are criticisms of the test, we consider the concept of nationwide testing valuable. Although averages give very little helpful information, individual students results are monitored carefully. The results are simply one of many varied assessments that we conduct to track student development. All students are required to sit the tests for this reason.

## **RESOURCES**

New Literacy and Numeracy resources have been purchased to aid teaching practice. In 2009 we received AISWA grants for Literacy (\$3,500) and Numeracy (\$3,750). Again in 2010 AISWA has generously provided Literacy (\$3,500) and Numeracy (\$3,750) grants. This money has been and is continuing to be used to enhance the teaching program. Some of the money is used to provide teachers and teacher aides to give individual and group assistance, and also for the purchase of teaching and assessing resources.

### **Numeracy**

In 2009 the numeracy funding allowed us to purchase hands-on equipment that supports the development of numeracy concepts. It also enabled the school conduct some fine-tuned assessments to more fully understand the students' needs.

In 2010 the numeracy funding has enabled the school to purchase hands-on materials especially for use in our Learning Centre and for use in home-based games. A parent evening encouraged parents to use games to help establish good number concepts. The funding also has given us the opportunity to provide learning Support teaching time and time to assess students and work with teachers in planning to meet learning needs.

### **Literacy**

In 2009, the funding allowed the school to conduct fine-tuned assessments of students targeted as having literacy needs. This then enabled the school to provide a school wide literacy program that is motivating and tailored to meet specific needs, both in meeting needs and challenging strengths. We called the program "Words Alive".

In 2010, our literacy funding has afforded us the opportunity to purchase resources to support our grammar magic initiative and also to purchase Springboard into Comprehension, a resource that spans our levels of literacy and supports our commitment to teach comprehension strategies that research has shown to be essential for a good understanding of what is read. The funding also added to our commitment to give extra support for students who learn literacy at a different pace or style. Extra funding was given by AISWA during 2010 which assisted the school to purchase a new reading scheme.

We are very grateful to receive funding for our literacy and numeracy projects. The school has also poured a great deal of money into these learning areas. There has been a great commitment to meeting student learning needs by providing Learning Centre three mornings per week. In our Learning Centre students from Years 3 – 7 who are working at a level different to their grade level, are given extra learning support.

## **SCHOOL ENROLMENTS**

Enrolments	Kindy	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
June 2008	8	9	12	7	10	8	3	7	4
June 2009	5	6	12	14	11	11	11	4	5
June 2010	9	9	9	12	16	13	11	9	3

Total Students June 2008 –

8 Kindergarten students and 60 students from Pre-Primary to Year 7

Total Students June 2009 –

5 Kindergarten students and 75 students from Pre-Primary to Year 7

Total Students June 2010 ( those commencing in Semester 2)

9 Kindergarten students and 82 students from Pre-Primary to Year 7

### **Temporary Overseas Students**

One special feature of our school is that we have some students visit our school from overseas for short time periods ranging from 1 – 10 weeks. We enjoy their visits as they add to our cultural understandings and give our students a wider view of the world.

In Term One of 2010 we had a class of 20 students attend our school. They were from a school in Beijing, China. They joined in our school whilst studying an intensive English Course. Our Senior students became buddies with them and we shared some lessons by having mixed groups. This was a wonderful time for our own students to learn from another culture and gain experience in leadership, compassion and communication skills. We look forward to another group coming from China in 2011.

In Term Three, 2009 we had five students visit from Japan. It was wonderful to get to know them and share cultures. We are looking forward to a number of visiting students from Japan in Term 3, 2010.

At Riverside we greatly value the many cultures that are represented in our student body. Below are listed are just some of the cultural backgrounds of our 2010 students:

Vietnam; Ireland; India; Aboriginal (Mardu); Aboriginal (Noonga); New Zealand; Mauritius; Indonesia; Canada; Papua New Guinea; Egypt; Croatia; Turkey; Romania; Italy; Philippines; Botswana; Brazil; China; Thailand; South Africa; Myanmar; Malawi; America; Zimbabwe; Malaysia



## **PASTORAL CARE**

Each child is valued at Riverside. We put a lot of thought and energy into getting to know our students and helping them to feel loved and important. One aspect of our pastoral care is our chaplaincy program.

In 2009, Pastor Brad took over as School Chaplain. He is currently at the school three days a week. He spends time with students in classes, small groups and on an individual basis. He teaches a Resilience Program based on Positive Psychology, and helps to develop teamwork and leadership in Sport and other school programs. He is conducting Rainbows groups for students going through trauma and grief. He has also taught a one term unit designed to develop healthy responses to frustration in boys. Pastor Brad leads the Student Council and supports staff and school families.

Pastor Brad, along with chaplains from other schools operated by Adventist Christian Schools WA, played an important role, both in planning and implementing a combined Senior Class camp with the theme of TEAM. He also assisted with the annual Year Seven Camp in February, 2010.

Pastor Brad has supported students in a leadership program with World Vision. We believe that those students will continue to help their fellow students to look beyond their own lives and reach out to help others. Much work is currently being done to further develop our pastoral care program and to move on to intentionally increase student resilience and self esteem.



## **SPIRITUALITY AT RIVERSIDE**

A core objective of Riverside Community School is to support children in their Spiritual growth. We want to help them experience the fullness of God's love for them, which leads to a sense of security and well-being in all circumstances – the good and bad of life. Our Bible curriculum, chaplaincy program, discipline policy and academic curriculum are all infused with the knowledge that God is Creator; He loves each individual and wants to be a close and faithful friend to each person. He helps us to grow personally, socially and academically. He is our Saviour and He has promised eternal life.



Our Bible Curriculum is called Encounter, because it has as its primary objective that each student encounter God, as Friend, Guide and Saviour. We plan as a school to give each student many opportunities to get to know more about God. Over the 2009 and 2010 school years much work has been done to revitalise and refocus our Bible Curriculum to ensure that best teaching practice and great thought, care and creativity goes into planning and implementing our Encounter lessons.

In Term One the school conducted a series of assemblies which we called our “Encounter Week”. Pastor Terry Johnson told amazing stories to our children. He had every child listening. He encouraged the students to realise that God sees our hearts and He loves us. He finished the week with an amazing story from World War Two that highlighted the incredible courage of many Christians in Bulgaria as they chose to stand up for others and make a difference.



## **Teacher Satisfaction**

The high level of staff satisfaction during 2009/2010 was made apparent through the willingness of teachers to put in hours beyond those expected. A positive working atmosphere amongst staff was apparent. Extra-curricular activities include; Active After School Communities (AASC), Year 7 Leadership camp, Adventist Christian School Sports Carnival, Church Services, our Musical Production and our arts and technology program.



I love the family atmosphere at Riverside. I enjoy teaching and feel as though I am supported in my professional development. It is great to be a part of a worldwide school system with such positive values and vision. I have found the parents to be supportive. The students are a delightful mix. I also love the mix of cultural backgrounds. This brings a very special flavour to our school. I realise that I do put in a lot of time into my work, however seeing the children grow and glow as they make progress makes it all worthwhile.

*Name Withheld*

***Current Staff Member***



## **Parent and Student Satisfaction**

Riverside is growing. Many have come to Riverside because they have heard about the school from their friends.

We do value parent feedback and endeavour to improve our school program by listening and responding to our school families. Below is a sample of comments recently made in a parent survey when asked about the school.

### ***When asked to list Riverside's strengths parents wrote:***

- Warm and Friendly.
- Results and efforts towards the goals of success and to know God.
- Certificate Results are good.
- Feedback from teachers.
- Weekly newsletters.
- After School Sports Program to encourage active, healthy lifestyle.
- Staff members are all well liked.
- The presence of teachers around the school is wonderful.
- Playground, the teachers!, security.
- The new playground is going to be fantastic.
- The care shown by teachers to my children.
- Personal level of interaction between child and teacher, and parents and teacher.
- The location, it's a Christian school.
- Small and personal.
- Teachers are fun, know how to sing and do lots of cool things. They love Jesus and teach the kids all about Him.
- Christian atmosphere, approachable teachers, safe environment.
- My children are happy attending this school. The teaching staff are dedicated and caring. Given the limited resources I am amazed at what they are able to achieve.
- Child feels comfortable.
- Academic achievement.
- Secure environment, friendly personnel, children like to go to school.
- They give more homework.
- Decisive action from School Council when dealing with recent problems.

*Names Withheld*



**Of course we must continue to improve. Some parent suggestions given in 2009 for improvement included. *Where the school has made some effort towards making these improvements – comments are in italics:***

- Children should be given more verbal explanation on their subjects and parents should be well informed more frequently about the growth aspects of children. – *Although verbal explanations and modelling are given extensively, there will always be times when some students don't seem to understand. It is important that parents contact teachers when this occurs. In this way, both parents and teachers are working together. We have formal interviews at the end of Semester Two. There are three written reports each year. In addition to these planned events parents are always welcome to make an appointment to speak with their child's teacher. Communication between school and home is vital!*
- Too much homework. No time for us as parents to relax after a days work. I would appreciate more work done at school rather than us at home acting like teachers. – *There is an incredible diversity of parent opinion about homework. The majority see it as their opportunity to get involved with their child's learning. Benefits of homework also include the one to one attention children can have with a parent. This is most necessary when developing foundational skills or if extension is needed. Homework is also a good habit to establish. It builds goal setting and self-management – very important life skills. If you feel you cannot support your child with homework it is important to speak with your classroom teacher. Regular homework is a policy of our school – 15 – 20 min. a night up to Year 2 and 20 – 30 min. a night from Year 3. Regular homework does positively impact learning. There is no doubt that today's families are busy. Your teacher can suggest a number of pleasant and fun ways to achieve homework goals.*
- Some of the buildings are getting old. Maintenance could improve these buildings. *This is an area in which we are striving to improve.*
- A cricket pitch in the middle of the oval.
- Uniform and detention slips to be taken home when necessary. *Parents are notified when there are behavioural issues that are not improving within the normal discipline procedure.*
- A bit stronger discipline – more awareness of what is happening in the playground. – *We have two teachers on duty each recess and lunch period. Students are withdrawn from play if they are found to be breaking school rules.*
- More aide time for all classes. – *In Semester 2, 2010 we will be employing two extra teacher aides part time.*
- More interpersonal relationships with relatives of students. – *Our Home and School organises a number of social events for our school families. We have parent evenings and our teachers are available for interviews upon request. In 2010 we conducted a parent advisory to give parents more say and involvement in setting directions for our school. In both 2009 and 2010 we commenced the year with a Welcome Dinner. Much is done to involve and encourage student families.*
- More human resources and a canteen that is open more often. *We work hard to give as many human resources as we can afford. This is often supplemented by wonderful volunteers. Our canteen is open one day a week due to the kindness of a volunteer. We value those people who are willing to give of their time, skills and efforts.*

- School uniform – winter uniform does not adequately keep younger children warm in winter. - *We have a warm jacket that can be bought to wear over both the formal and the sport uniform.*
- When do you have worship with the children and prayer? –*Every classroom begins the day with worship, including prayer. In fact staff also have worship each morning before the children arrive. Each Wednesday we have Chapel, which includes songs, prayer and a worship talk.*
- Continued communication between staff and parents. – *A newsletter is sent home each week with a lot of information.*
- More personalised learning outcomes for students – *We teach students, not topics, so although we do plan according to the curriculum we do try to meet the diverse needs of the students in our classes. In 2010 we have begun a Learning Centre which caters for some additional support for students with learning needs outside of their grade expectations.*
- Addressing gutter and puddle problems in main basketball court area. *Gutters are being addressed periodically, however the puddle problem is not so easily fixed. It would require a very expensive resurfacing job.*
- Please keep the class sizes small. – *We cannot guarantee small class sizes, though often it is the case. The cost of teachers has risen enormously in the last few years, well beyond any fee increases. We will always do our very best to offer the individual care and commitment to each student and family in our care.*

*Names Withheld*

***As you can see, some of these suggestions are already being acted on, however they are all being considered.***



***Another question asked was how parents promoted the school:***

- I tell everyone.
- You give help to struggling parents.
- I talk positively to all that ask.
- I tell my work colleagues and friends that it is a great small, Christian school.
- I tell anyone who asks how good it is.
- Word of mouth.
- I speak positively of it when I am discussing my children's education.
- By giving it a positive light when talking to outsiders.
- I tell my friends.

*Names Withheld*

***One parent's comment:***

***"My daughter is new to the school and my wife and I have been very impressed with the school***

***The things I am most impressed about:***

- *Size of classes and students getting attention*
- *Excursions*
- *Amount and type of homework- good stretch for child*

***It makes it a lot easier for a parent when their child enjoys school and our does.***

***Keep up the good work..."***



## Parent Advisory 2010

Another initiative taken in 2010 has been to give parents an opportunity to be a part of a Parent Advisory.

***Here are some of the comments made at the meeting held in March.***

What does your family love about Riverside?

- The chaplain;
- Caring staff;
- Great families and friends;
- They help children achieve their potential;
- Multicultural;
- Teachers are approachable;
- We know most people;
- It is a nice school;
- My girl can spell now;
- Individual care of students;
- We get responses quickly;
- It is flexible;
- Staff are easy to approach;
- Friendly teachers;
- It is fun to learn.

What would your family like to see more of?

- Socials
- Discipline
- Enforcing school rules
- Perhaps a “rule of the month” in the newsletter and at chapel
- General maintenance
- Maths
- Grammar
- Teaching methods and resources
- Interactive sessions with teachers
- Challenging homework
- Extra coaching on weak areas.
- Parent / Children Workshops where families have to book in – perhaps with grammar / Spelling / Math / Number skill focus
- Computer Skills



## **STUDENT FEEDBACK**

At Riverside we value the opinions and responses of our students. They are listened to and where possible included in some areas of school development. Some of the comments from our students in a survey are listed below.

- The school's strengths are the education program and the teachers.
- I like the strong Adventist community
- In this school we get to learn more about God and to be respectful
- I think the belief of God makes the school special and the amount of attention we get.
- I think it's good that our school is small because then I know everyone and we can all get along.
- I like the friendliness
- I like my friends and in this school we learn about God.

***Students' names withheld.***



## **School Improvements 2009/2010**

### **National School Pride**

Thanks to the Australian Government 's Building Education Revolution, Riverside Community School was granted \$75,000 to upgrade the Pre-Primary play area with new outdoor learning equipment, extended play area, fences and storage. Our school added \$20,000 to this funding and we are thrilled with the new learning area. The shed has freed up some extra learning spaces within the school which are being used effectively. This project is completed and is being used with great enthusiasm.



### **Building Education Revolution - P21**

Riverside Community School has been granted \$850,000 to construct a multi-purpose hall. This will be a wonderful addition to our school facilities. We will be able to use it for performances, indoor play, assemblies and class activities. This hall will also be available for use by community groups. The building should be completed by the end of 2010. Construction is currently well underway. This will be used for our end of year concert and we hope also for Term Four assemblies.



### **School Concert - 2009**

A lot of effort goes into our annual school concert. In 2009 students from Kindergarten, Pre-Primary and Year One and Two enchanted family and friends with a creative look at the Christmas story. Every student in the class played an important role in this delightful presentation.



Years 3 – 7 presented the musical “Peace Child”. The musical was a whimsical and slightly comical version of the true story from the 1960s when Don Richardson and his wife entered an area of Western New Guinea to share the gospel. Our students represented the two tribes and the Peace Child conveyed the message of Jesus gift to each of us. Students helped to design and make costumes and choreography.



### ***Information Technology***

Riverside has stepped into the arena of IT with the purchase of 24 lap tops and three interactive whiteboards in our classrooms. The lap tops are being used for research, presentation, media topics and for learning programs such as Mathletics. The interactive whiteboards allow teachers to be more creative in their lesson presentations. This leads to more effective learning for students.

### ***Excursions and Incursions***

Learning in and from the community is a great addition to our school program. Classes have been to listen of the West Australian Orchestra in the first half of 2009 and again in 2010. There have been visits to Scitech, Perth Museum, Kalamunda History Village, Whiteman Park and Kings Park.

Years 5 – 7 took part in a three day camp at Point Peron with the senior classes of Brookdale Adventist School, Carmel Adventist College Primary and Landsdale Gardens Adventist Primary School. This was a wonderful opportunity for students to learn teamwork and having a go at new and challenging activities. A similar camp will be held in September 2010.

Students have presented four church services. Each service has involved public speaking, drama, choral music and creative movement. Students were also involved in planning these services.

Visitors to the school also add to the program each year. In 2009 and 2010 we have had Constable Care visit to teach the children. Western Power also presented “Shock Proof”.

A number of sporting groups have come to teach the children aspects of their sport. A bike education program was conducted in Term Three of 2009. Students took part in a two week swimming program in November 2009. We have also had football and basketball clinics.



### ***Finally***

The last year has been full and wonderful. Each child is precious to us, and we will continue to endeavour to touch lives, grow citizens, inspire learners and sprinkle our students’ lives with wonderful memories, lifelong values and skills.

Our motto is: “Do the right thing, Love mercy, and Live humbly with God.