



2010

Annual Report

RIVERSIDE COMMUNITY SCHOOL

Adventist Christian Schools WA Ltd

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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 2010 was 19.5 days. This does not include time taken for other work related activities such as curriculum release and professional development. This gives the staff a 98% attendance percentage.

Staff 2010

Mrs Karyn Stanton has been at the school for an 11 year period. Mrs Stanton is School Principal and taught 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 taught Years 5 – 7.

Mr Rabe joined the staff team in July, 2009 and left in July 2010. Mrs Hebbard joined the staff in 2010, teaching Years 3,4. She increased her teaching load in July 2010.

Mrs Fehlberg is joined 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 taught Years 1 & 2. school added a classroom in 2009.

Mrs Ellis is our Librarian and she taught Years 1 and 2 for one day a week.

Mrs Hort continued to teach Kindy and Pre-Primary throughout 2010.

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:

Qualifications and Roles of Teaching Staff Full-time and Part-time staff (July 2010)			WACOT Number
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	33066054
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 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
- Tribes Communities
- Psychology
- Explicit teaching

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 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 2010

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

During 2010, the attendance rate was approx. 91%. Absenteeism was generally due to illness and a number of 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 2010 schools across Australia took part in the NAPLAN tests.

At Riverside our school 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 2010 we offered Learning Support Service to better meet the needs of our students.

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



Student achievement in bands (2010 – no Year 7 data published due to only 3 students in this cohort)

Learning Area	Band 1-2	Band 3-4	Band 5-6	Band 7-8	Band 9 +
Numeracy	2008 Year 3 – 10%	2008 Year 3 – 70%	2008 Year 3 -20%	2009 Year 7 – 14%	
	2009 Year 3 – 18%	2009 Year 3 – 64% Year 5 – 40% Year 7 – 29%	2009 Year 3 – 18% Year 5 – 50% Year 7 – 43%		
	2010 Year 3 – 12%	2010 Year 3 – 53% Year 5 – 11%	2010 Year 3 – 36% Year 5 – 66%		
Reading	2008 Year 3 – 30%	2008 Year 3 – 30%	2008 Year 3 -40%	2009 Year 5 – 20% Year 7 – 14%	2009 Year 7 – 14%
	2009 Year 3 – 27%	2009 Year 3 – 36% Year 5 – 30% Year 7 – 29%	2009 Year 3 - 36% Year 5 – 50% Year 7 – 43%		
	2010 Year 3 – 13%	2010 Year 3 – 53% Year 5 – 33%	2010 Year 3 – 42% Year 5 – 55%		
Spelling	2008 Year 3 – 30%	2008 Year 3 – 60%	2008 Year 3 – 10%	2009 Year 7 – 28%	2009 Year 7 – 14%
	2009 Year 3 – 54%	2009 Year 3 – 18% Year 5 – 10% Year 7 – 29%	2009 Year 3 – 27% Year 5 – 50% Year 7 – 28%		
	2010 Year 3 – 18%	2010 Year 3 – 53% Year 5 – 44%	2010 Year 3 – 30% Year 5 – 44%		
Writing	2008 Yr 3 – 0%	2008 Yr 3 – 90%	2008 Yr 3 – 0%	2009 Year 5- 10% Year 7 – 28%	2009 Year 7 – 14%
	2009 Year 3 – 27%	2009 Year 3 – 45% Year 5 - 20% Year 7 – 14%	2009 Year 3 – 27% Year 5 – 70% Year 7 – 43%		
	2010 Year 3 – 18%	2010 Year 3 – 59% Year 5 – 22%	2010 Year 3 – 24% Year 5 – 66%		
Grammar	2008 Yr 3 – 40%	2008 Yr 3 – 40%	2008 Yr 3- 10%	2009 Year 5 – 10% Year 7 – 0%	2009 Year 7 – 29%
	2009 Year 3 – 36%	2009 Year 3 – 27% Year 5 – 30% Year 7 – 29%	2009 Yr 3 – 36% Year 5 – 60% Year 7 – 43%		
	2010 Year 3 – 18%	2010 Year 3 – 47% Year 5 – 22%	2010 Year 3 – 36% Year 5 – 66%		

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

^The literacy results in 2010 show a small number of students with diagnosed literacy needs which the school is working hard to support.

School Means in 2010

NAPLAN Results	2009 School Mean	2009 WA Mean	2010 School Mean	2010 Similar schools Mean
Numeracy – Yr 3	373	381	407	387
Numeracy – Yr 5	440	475	493	481
Numeracy – Yr 7	549	538	too small a sample	-
Reading - Yr 3	379	398	426	405
Reading - Yr 5	458	483	446	480
Reading - Yr 7	570	536	too small a sample	-
Writing – Yr 3	379	403	390	412
Writing – Yr 5	467	479	456	480
Writing – Yr 7	548	531	too small a sample	-
Spelling – Yr 3	348	392	379	390
Spelling – Yr 5	449	478	442	480
Spelling – Yr 7	572	530	too small a sample	-
Grammar – Yr 3	380	400	384	405
Grammar – Yr 5	462	484	460	492
Grammar – Yr 7	571	531	too small a sample	-

Please note that although there was too small a number of students to publish Year 7 results, the two students who had been at Riverside from Early Childhood had above average results in all areas of testing.

Comments:

The results are varied, however, there are no surprises to teachers as conduct regular assessments to diagnose learning strengths and challenges. 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, the averages give little significant information. What is important is that each student is supported to further their learning. Teachers are 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.

It was wonderful to see that our students have made a greater rate of improvement than similar schools in Writing and Numeracy over the last three years (as noted on the My Schools website). These areas have been a point of focus. For the next two years, Reading will be our school-wide focus as we work with Edith Cowan University in the PALL program (Principals as Leaders in Literacy). We hope to see a greater rate of learning in Reading over the next two years.

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 student 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 2010 AISWA was generously provided Literacy (\$3,500) and Numeracy (\$3,750) grants. This money was used to enhance the teaching program. Some of the money was 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 2010 the numeracy funding 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 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, were 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.

We enjoyed a number of visiting students from Japan in Term 3, 2010. It was wonderful to get to know them and share cultures.

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.

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 2010 school year 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 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 and student 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:

- "It's been said, "You can't choose your family, only your friends." Well, at Riverside we are friends that have become family. We share our problems and laughs, holiday tips, health crises, birth, deaths and loves. We care about each other. Just like a family."
- "Riverside Community School is the best school. Has the best Christian Education."
- "The school feels more like a family as the students are very close to their teachers."
- 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. Through parent and teacher recommendations the following areas of school are being reviewed to ensure constant school improvement. These areas will become areas of focus for the 2011 Strategic Management Plan.

Reading Improvement – As we have such a high percentage of students with ESL backgrounds, Reading is extremely important. In 2010 grammar was a major focus. In 2011 and 2012, Reading will be the literacy focus.

Homework – With the diverse cultures represented in our school family, it is to be expected that the Homework expectations from homes will differ. In 2011, Staff will set up homework plans that give room for some flexibility in expectations, and with some recognition for varying levels of need. This will be done by offering layers of homework that build from basic compulsory tasks to optional strength-based learning challenges.

Discipleship – As a Christian school we would like to see each child grow Spiritually. Our Pastoral Care program which involves all areas of school life will be focused on children growing in their understanding of God, and their experience of His love and guidance in their lives.

Behaviour – Although the majority of students behave very well, staff have indicated a need to simplify and explicitly teach behavioural expectations in a positive and consistent manner. In 2011 a simple Code of Conduct will be implemented throughout the school.



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 child does.

Keep up the good work..."



Parent Advisory 2010

Another initiative taken in 2010 has been to give school families 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 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 was officially opened in December, 2010.



School Concert - 2010

A lot of effort goes into our annual school concert. In 2010 all of our precious students worked together to present “The Sign of the Seahorse” a musical adaptation of Graeme Base’s brilliant book of the same name. Every student in the school played an important role in this delightful presentation.



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 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 Woodman Point 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.

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 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. 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.”

