

2012

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.

Currently Riverside offers four thriving multigrade classrooms where students are challenged to learn, and nurtured to care – about their community, their family and friends and God. We are implementing the Australian Curriculum and we continue to offer Kindergarten to Year 7. In 2013 Riverside will also offer a three year old Kindy.

School Statement

Riverside is...

a small, caring school community, working with families to ensure that each child is nurtured and challenged to reach his or her full potential and experience and abundant life. By fostering positive relationships with God, and each other, we guide students to be citizens who do the right thing, show love and mercy, and live humbly with God.

MOTTO

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

VALUES FOR ADVENTIST SCHOOLS

Values are often described as the glue that holds a society together. In Adventist schools, values are also seen as a reflection of God’s character, and a way of learning to know God. Values are taught intentionally and incidentally across the curriculum and at all stages of education. There are 9 values clusters, each cluster being represented by a core value. Values for Adventist schools reflect a loving God, and are taken from 1 Corinthians 13. These values are motivated by the overarching value of love and are evident in acts of service.

L O V E	EXCELLENCE Live for God’s glory	... is patient ... always perseveres.	S E R V I C E
	COMPASSION Caring at all cost	... is kind ... keeps no record of wrongs ... does not envy.	
	HUMILITY Accepting my achievements without boasting	... does not boast ... is not proud ... is not easily angered.	
	RESPECT Thinking of and behaving well towards others	... is not rude.	
	INTEGRITY Living at peace with myself	... is not self-seeking ... rejoices with the truth.	
	JUSTICE Seeking the right	... is not self-seeking ... always protects.	
	DISCERNMENT Making wise choices	... rejoices with the truth ... does not delight in evil.	
	RESPONSIBILITY Owning my actions	... always protects ... never fails.	
	HOPE Living with joy because my future is certain	... always hopes ... always trusts	

Adventist Education: Christ-centred, Bible-based, Service-oriented and Kingdom-directed

Putting the values into every day at Riverside...

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.



Do the Right Thing

Love Mercy

Live Humbly with God

Professional Engagement

Staff Attendance

The number of days taken by full-time teaching staff for sick or personal leave during 2012 was 34.5 days. This does not include time taken for other work related activities such as curriculum release and professional development. This gives the staff a 96% attendance percentage.

Staff 2011

Mrs Karyn Stanton has been at the school for a 13 year period. She is currently School Principal. In 2012 she taught in the Learning Centre as well as teaching Years 3-4 one day per week and year 5-7 one afternoon per week.

Mrs Coulston joined the staff towards the end of 2010. She teaches Years 5 – 7.

Mrs Hebbard joined the staff at the beginning of 2010. She teaches Years 3,4.

Miss Chong has been at Riverside for more than four years. She teaches Years 1 & 2.

Mrs Ellis is our Librarian.

Mrs Hort continued to teach Kindy and Pre-Primary throughout 2011.

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

Ms Coote has worked part-time has an education assistant supporting students with special needs.

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
Alycia Coulston	Teacher Years 5-7 October 2010 -	B.Ed Prim	33080068
Jenny Hebbard	Teacher Years 3,4 Jan 2010 -	B.Ed Prim	33066054
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
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 2012 staff participated and attended Professional Learning Seminars that were in part conducted by Adventist Christian Schools (WA), ECU, AISWA and other learning institutions. 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
- PALL – Principals as Leaders in Literacy
- Strategic planning
- Autism
- Bible Curriculum
- English – Australian Curriculum
- Adding the special character of Christianity in all areas of teaching
- Chaplaincy and pastoral care
- Resilience
- Early Years Learning Framework
- Indigenous Education
- Apple Computers
- Mathematics
- Science
- PATHS
- Psychology
- Nature Education
- Bush Schools
- Emotional Resilience

At Riverside we greatly value Professional Learning and encourage staff to continue to grow and develop their teaching skills. For the school year of 2012, Riverside budgeted **\$4,800** for teachers' professional learning along with a large number of school-wide AISWA and ACSWA sponsored learning sessions, and **\$17,675** for curriculum development time in school. The message is loud and clear – we value and value professional and curriculum development.

Key Student Outcomes

Student attendance 2012

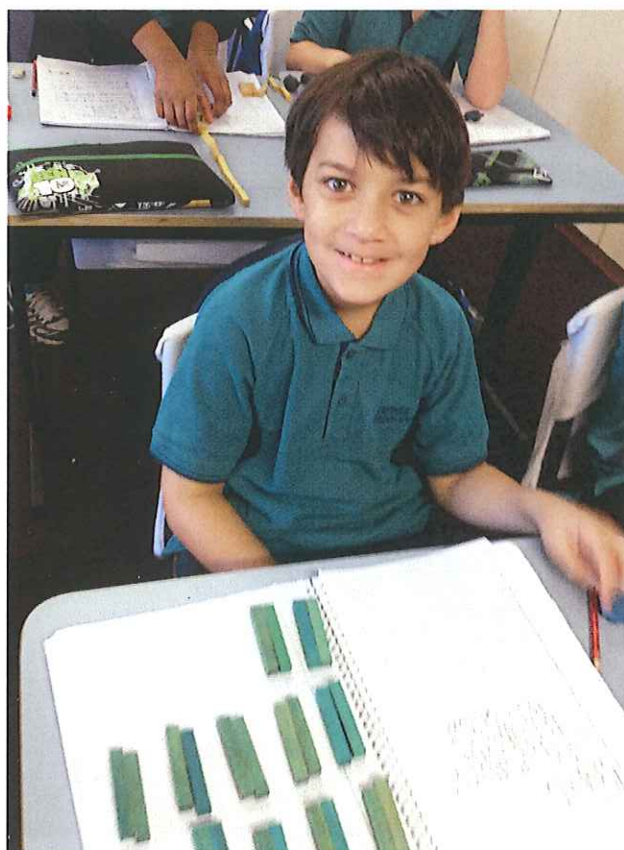
In accordance with Government requirements, the school maintains records of student attendance.

During 2012, the attendance rate was approx. 88%. We have a number of families who have strong cultural and family ties overseas and in the country areas of WA. Sadly some of our students needed to be absent 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 2012 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 2012 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

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 3 – 18%	2009 Year 3 – 64%	2009 Year 3 – 18%	2009 Year 7 – 14%	
		Year 5 – 40%	Year 5 – 50%		
		Year 7 – 29%	Year 7 – 43%		
	2010 Year 3 – 12%	2010 Year 3 – 53%	2010 Year 3 – 36%	2010 Year 5 – 22%	
		Year 5 – 11%	Year 5 – 66%		
	2011 Year 3 – 22%	2011 Year 3 – 11%	2011 Year 3 – 66%	2011 Year 5 – 18%	2011 Year 7 – 29%
		Year 5 – 18%	Year 5 – 63%	Year 7 – 14%	
			Year 7 – 58%		
	2012 Year 3 - 25.1%	2012 Year 3-66.6%	2012 Year 3-22.2%	2012 Year 5-6.8%	
		Year 5-33.3%	Year 5-50%	Year 7-37.5%	
			Year 7-62.5%		
Reading	2008 Year 3 – 30%	2008 Year 3 – 30%	2008 Year 3 -40%		
	2009 Year 3 – 27%	2009 Year 3 – 36%	2009 Year 3 - 36%	2009 Year 5 – 20%	2009 Year 7 – 14%
		Year 5 – 30%	Year 5 – 50%	Year 7 – 14%	
		Year 7 – 29%	Year 7 – 43%		
	2010 Year 3 – 13%	2010 Year 3 – 53%	2010 Year 3 – 42%	2010 Year 5 – 11%	
		Year 5 – 33%	Year 5 – 55%		
	2011 Year 3 – 0%	2011 Year 3 – 22%	2011 Year 3 – 66%	2011 Year 5 – 18%	2011 Year 7 – 14%
		Year 5 – 27%	Year 5 – 55%	Year 7 – 28%	
		Year 7 – 14%	Year 7 – 43%		
	2012 Year 3 - 33.3%	2012 Year 3 - 24.1%	2012 Year 3 - 33.3%	2012 Year 5 - 25%	
		Year 5 - 41.6%	Year 5 - 41.7%	Year 7 - 25%	
		Year 7 - 12.5%	Year 7 - 62.5%		

In analysing Year 5 Numeracy progress over time, 6 out of 7 students that have been enrolled at Riverside for at least two years showed a steep rate of learning including students with significant learning challenges. All students progressed.

In analysing Year 7 Numeracy progress over time, 4 out of 5 students that have been enrolled at Riverside for at least two years showed a steep rate of learning including students with significant learning challenges.

In analysing Year 5 Reading progress over time, 4 out of 7 students that have been enrolled at Riverside for at least two years showed a steep rate of learning including students with significant learning challenges.

In analysing Year 7 Reading progress over time, all 5 students that have been enrolled at Riverside for at least two years showed a steep rate of learning including students with significant learning challenges.

Learning Area	Band 1-2	Band 3-4	Band 5-6	Band 7-8	Band 9 +
Spelling	2008 Year 3 – 30%	2008 Year 3 – 60%	2008 Year 3 – 10%		
	2009 Year 3 – 54%	2009 Year 3 – 18% Year 5 – 10% Year 7 – 29%	2009 Year 3 – 27% Year 5 – 50% Year 7 – 28%	2009 Year 7 – 28%	2009 Year 7 – 14%
	2010 Year 3 – 18%	2010 Year 3 – 53% Year 5 – 44%	2010 Year 3 – 30% Year 5 – 44%	2010 Year 5 – 11%	
	2011 Year 3 – 0%	2011 Year 3 – 22% Year 5 – 54% Year 7 – 14%	2011 Year 3 – 77% Year 5 – 27% Year 7 – 28%	2011 Year 5 – 18% Year 7 – 58%	
	2012 Year 3 -22.2%	2012 Year 3 -57.5% Year 5 - 29.3% Year 7 -25%	2012 Year 3 - 28.9% Year 5 - 52.1% Year 7 - 62.5%	2012 Year 5 - 28.4% Year 7 - 12.5%	

In analysing Year 5 Spelling progress over time, 7 out of 7 students that have been enrolled at Riverside for at least two years showed a steep rate of learning including students with significant learning challenges. All students progressed.

In analysing Year 7 Spelling progress over time, 4 out of 5 students that have been enrolled at Riverside for at least two years showed a steep rate of learning including students with significant learning challenges.

Learning Area	Band 1-2	Band 3-4	Band 5-6	Band 7-8	Band 9 +
Writing Persuasive Writing -	2008 Yr 3 – 0%	2008 Yr 3 – 90%	2008 Yr 3 – 0%		
	2009 Year 3 – 27%	2009 Year 3 – 45%	2009 Year 3 – 27%	2009 Year 5- 10%	2009 Year 7 – 14%
	2010 Year 3 – 18%	Year 5 - 20%	Year 5 – 70%	Year 7 – 28%	
		Year 7 – 14%	Year 7 – 43%		
		2010 Year 3 – 59%	2010 Year 3 – 24%	2010 Year 5 – 0%	
		Year 5 – 22%	Year 5 – 66%		
	2011 Year 3 – 0%	2011 Year 3 – 33%	2011 Year 3 – 67%	2011 Year 7 – 43%	
		Year 5 – 45%	Year 5 – 45%		
		Year 7 – 29%	Year 7 – 27%		
	2012 Year 3 - 26.1%	2012 Year 3 - 44.4%	2012 Year 3 - 33.3%	2012 Year 5 - 16.7%	
		Year 5 - 22.4%	Year 5 - 70.3%	Year 7 - 37.5%	
		Year 7 - 25%	Year 7 - 37.5%		
Grammar	2008 Yr 3 – 40%	2008 Yr 3 – 40%	2008 Yr 3 - 10%		
	2009 Year 3 – 36%	2009 Year 3 – 27%	2009 Yr 3 – 36%	2009 Year 5 – 10%	2009 Year 7 – 29%
	2010 Year 3 – 18%	Year 5 – 30%	Year 5 – 60%	Year 7 – 0%	
		Year 7 – 29%	Year 7 – 43%		
		2010 Year 3 – 47%	2010 Year 3 – 36%	2010 Year 5 – 11%	
		Year 5 – 22%	Year 5 – 66%		
		2011 Year 3 – 33%	2011 Year 3 – 66%	2011 Year 5 – 18%	
		Year 5 – 27%	Year 5 – 54%	Year 7 – 58%	
		Year 7 – 29%	Year 7 – 14%		
	2012 Year 3 -33.3%	2012 Year 3 -33.3%	2012 Year 3 -33.3%	2012 Year 5 -25%	
		Year 5 -33.4%	Year 5 -41.7%	Year 7 -49.2%	
		Year 7 -0%	Year 7 -62.5%		

In analysing Year 5 Grammar & Punctuation progress over time, 4 out of 7 students that have been enrolled at Riverside for at least two years showed a steep rate of learning including students with significant learning challenges. 2 showed steady progress.

In analysing Year 7 Grammar & Punctuation progress over time, 5 out of 5 students that have been enrolled at Riverside for at least two years showed a steep rate of learning including students with significant learning challenges.

*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 2012 show a small number of students with diagnosed literacy needs which the school is working hard to support.

School Means in 2012

NAPLAN Results	2009 School Mean	2009 WA Mean	2010 School Mean	2010 Similar schools Mean	2011 School Mean	2011 All schools Mean	2012 School Mean	2012 All WA schools mean
Numeracy – Yr 3	373	381	407	387	431	398	386	384
Numeracy – Yr 5	440	475	493	481	477	488	479	477
Numeracy – Yr 7	549	538	too small a sample	-	540	544	529	535
Reading - Yr 3	379	398	426	405	451	416	390	407
Reading - Yr 5	458	483	446	480	458	488	486	482
Reading - Yr 7	570	536	too small a sample	-	526	540	502	538
Writing – Yr 3	379	403	390	412	429	416	384	407
Writing – Yr 5	467	479	456	480	439	483	479	470
Writing – Yr 7	548	531	too small a sample	-	498	529	481	521
Spelling – Yr 3	348	392	379	390	447	406	395	401
Spelling – Yr 5	449	478	442	480	411	484	497	486
Spelling – Yr 7	572	530	too small a sample	-	524	538	475	539
Grammar – Yr 3	380	400	384	405	467	421	372	408
Grammar – Yr 5	462	484	460	492	473	499	471	479
Grammar – Yr 7	571	531	too small a sample	-	507	532	505	545

Comments:

The results are varied, however, there are no surprises to teachers as conduct regular assessments to diagnose learning strengths and challenges. Those with diagnosed learning needs and a number of ESL students were 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.

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 below average range the opportunity to demonstrate their learning growth. In NAPLAN, average and above reading skills were needed to complete the numeracy, spelling and grammar tests. In our small cohorts, we have some students with identified learning challenges. School assessments track their progress to a more accurate level.

Although there are criticisms of NAPLAN, 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 2012 AISWA generously provided Literacy (\$3,800) and Numeracy (\$3,800) grants. The majority of this money was used to enhance the teaching program through the use of teachers and teacher aides giving individual and group assistance, and there were some funds used for the purchase of teaching and assessing resources.

Numeracy

In 2012 the AISWA Targeted Numeracy funding enabled the school to provide extra teacher and education assistant time for students experiencing difficulty developing their math facts. Teachers analysed data taken early in the year to find the greatest need with students experiencing difficulty in Maths. They identified that most of the students targeted had not yet established effective automatic skills in recalling and using basic math facts.

Literacy

In 2012, our AISWA Targeted Literacy funding has afforded us the opportunity to purchase resources and conduct professional learning sessions for staff and parents in supporting students to develop effective skills in decoding words with speed and accuracy. Teachers continued to study best practice based on current research and The Australian Curriculum. Targeted students in Early Childhood were given learning support in class based on their level of ability.

Funding from AISWA also increased hours available for teacher and education assistant to provide Learning Support to students in Years 3 – 7 assessed as not yet having skills within the range of their classroom. Through the development of specific literacy tasks which connected them to their class curriculum, some specialist teacher support and diagnostic testing, along with Education Assistant support, these students made observable progress.

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.

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
June 2011	11	11	10	8	12	12	11	11	5
June 2012	18	9	13	9	10	11	12	10	8

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

Total Students June 2011

11 Kindergarten Students and 80 students from Pre-Primary to Year 7

Total Students June 2012

18 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 2012 we had a class of 32 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 2013. Our students had opportunity to practice their Chinese language skills.

We also enjoyed some visiting students from Japan and Korea in Term 3 and 4, 2012. 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 2012 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; Singapore; South Africa; Myanmar; Malawi; Kenya; America; Zimbabwe; Malaysia; Myanmar

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.

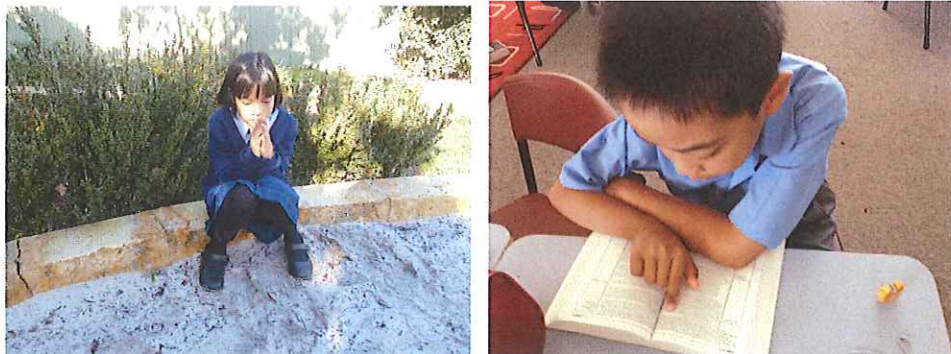
Pastor Brad has supported students in a leadership program based on student strengths. We believe that those students will continue to help their fellow students to look beyond their own lives and reach out to help others. Much work is currently being done to further develop our pastoral care program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

Pastor Brad was also the PATHS leader at Riverside. PATHS is a social emotional program of learning. Pastor Brad conducted a school-wide program which included special weekly talks at Chapel which linked the PATHS topic with Bible concepts and stories. He also supported teachers and students in classrooms for related activities and learning.



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.



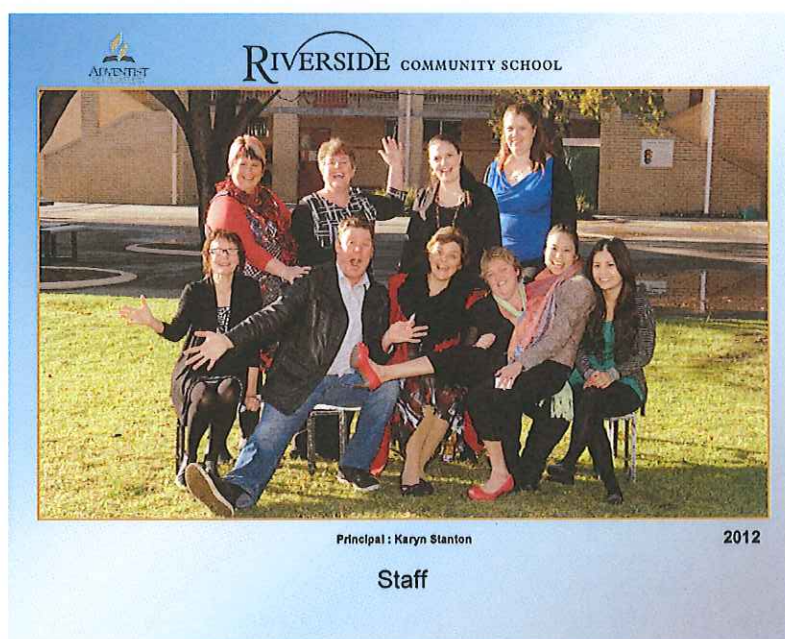
Our Bible Curriculum is called Encounter, because it has as its primary objective that each student encounter God, as Friend, Guide and Saviour. We plan as a school to give each student many opportunities to get to know more about God. Over the 2012 school year much work has been done to revitalise and refocus our Bible Curriculum to ensure that best teaching practice and great thought, care and creativity goes into planning and implementing our Encounter lessons. A number of students (34) requested additional Bible studies, an interest in learning more about baptism (24 students) and 16 students were involved in a discussion group with our chaplain, reading through two of Lee Strobel's books, Case for Creator and Case for Christ.



We were thrilled to celebrate one of our student's baptism. This was a delight!

Teacher Satisfaction

The high level of staff satisfaction during 2012 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), Adventist Christian School Sports Carnival, Church Services, Bush School, our Musical Production and our arts and technology program. The teachers at Riverside worked very hard as a school team to analyse student data and further improve classroom differentiation through the effective use and analysis of the data.



I know I have worked very hard this year, but I have not worked alone. Our staff are like a family, always ready to support and encourage each other. This carries through to the children. They know that all of the teachers know them and care about them. I enjoy teaching and feel as though I am supported in my professional development, both at my local school and in our School system also. Our students are a delightful mix of cultural backgrounds and personalities. Their parents are generally very supportive of what I do in the classroom. I am a teacher because I want to make a difference in children's lives. I am a Christian teacher because I really want my students to experience the joy, love and peace God offers them. Our staff team work to understand and develop each other's strengths. It is nice to be valued.

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.

An analysis of the parent perception survey indicates the following:

The school profile shows incredibly positive and reassuring results with no elements scoring below 3.3. *(a value of 2.5 would mean there were as many negative responses as positive responses. 3.3 is a strong positive result.)*

In fact the overall results for both parents and students have a very high mean, and a range of 3.5 to 3.8.

The highest survey category rating of these high ratings is over 3.7 for the following categories:

Christian Ethos

Positive Values Upheld

Satisfaction with Overall experience.

Recommend School to Others.

Such strong results indicate a very positive school atmosphere.

Student surveys gave “**Commitment to Christianity**” the highest rating (>3.8) - indicating that Riverside is providing students with support and modelling of a positive and consistent Christian worldview.

Parents reported “**Teacher/Students relationships**” and “**School Community Relationships**” highest (>3.7), indicating that Riverside is, to a large extent, begin true to its name, providing a positive healthy sense of community for both students and their families.



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.

What students and parents say about Riverside... (from 2012 Parent Survey)

Students Comments What do you say to your friends about your school?

1. It's fun, it's enjoyable, but it needs a little more taste. For example, it needs more fitness activities to help people in pre primary to grade 7 to practice for sports carnival. The students are very friendly to each other, very caring and nice.
2. It's nice and a very helpful school and we have fun learning and I would miss this school when I need to leave.
3. It's nice and a very helpful school and we have fun learning and I would miss this school when I need to leave.
4. They are really nice and fun
5. Well we laugh at random stuff and we have lots of fun. When we hear other students saying wrong stuff we tell them to think again.
6. Fun
7. I say to my friends that I like this school.
8. That it is a good school
9. I say to my friends that I like this school.
10. Safe, fun, awesome, enjoyable, interesting, neat, colourful, big, paradise, playful,
11. Fun, colourful, enjoyable.
12. I dot. No
13. Colourful, fun, enjoyable, fun to play with.
14. Fun, colourful, enjoyable, interesting.
15. Fun, colourful, enjoyable, interesting,
16. Learn to love your enemies
17. It is a good school.
18. That it is a good school and the principal is awesome the best, and that Miss Gould should work at the school.

Students Other comments

1. People can tell the difference between kids from public schools and kids from private schools. They like our uniform a lot.
2. Cool =p
3. My school is a great place and I have many friends... I LOVE MY SCHOOL!
4. It's a good school
5. This school is cool!
6. This school is cool!
7. This survey makes me feel good
8. Sometimes people pick on me.

Parent Comments What do you say to your friends about your school?

1. Excellent
2. It's a great school!
3. it's a great school, with caring teachers that are teaching more than just Maths and English.
4. Love it
5. Riverside is a Christian school.
6. EXCELLENT
7. This is a Godly School
8. The school is a good place for pupils to study well.
9. Will refer others
10. Good School , put your child in an Adventist School.
11. Excellent services and teaching with Christian values.
12. Small but Great!
13. Is a very good school we encourage them to come visit.
14. An Excellent School
15. The school provides a safe and caring environment. Staff are accommodating and hard working. Children are provided good playground equipment. Plenty of parking available for picking up and dropping off children safely.

Parents Other Comments

1. Personally I have not had any complaints re : Riverside Community School but have heard many positive comments from my sons friends and their folk . Thankyou Mrs Stanton and Teacher . God Bless
2. I encourage and congratulate the staff of riverside community school for their good work they are doing God Bless you.
3. Its great to be part of the school

Names Withheld



Of course we must continue to improve. Through parent and teacher recommendations the following areas of school were given focus in 2012 to effect constant school improvement.

Goals - Key Initiatives 2012
<p>1. Adventist Special Character</p> <p>1.1 Students to experience a number of different ways to connect with God - Bible; Prayer; Nature; Solitude; Music; Fellowship -Creative, high- quality Encounter Biblical Study units and lessons planned and delivered; Assemblies focused on connecting with God; Spiritual Survey of each child. Schoolwide emphasis on PATHS and Values through assemblies, based on Bible, spiritual growth and discipleship.</p> <p><i>Note: This initiative was given consistent focus throughout the year. The number of students responding with deep commitment in our Week of Worship testify to the effectiveness of this initiative.</i></p> <p>1.2 Enhance connection with local SDA Churches. -Present church services in local SDA churches - Victoria Park and Belmont.</p> <p><i>Note: A church service was presented at Victoria Park Church. There was very positive feedback about the message and the high level of student involvement - both in planning, artworks and presentation.</i></p> <p>1.3 Intentionally plan and implement classroom displays which demonstrate special character across the curriculum.</p> <p><i>Note: This will need continued focus.</i></p> <p>1.4 Use the nine values associated with 1 Corinthians 13 and add them one per week through the school Newsletter. Encourage children to memorise 1 Corinthians 13.</p> <p><i>Note: This will be need further emphasis for 2013 for a deep revelation of these values.</i></p>
<p>2. Improving Student Learning & Outcomes</p> <p>2.1 Data informed teaching -Use of standardized and diagnostic tests to inform and evaluate teaching and devise an effective longitudinal storage of students learning data through implementing further use of Maze and commencing use of e-Maze.</p> <p><i>Note: testing and data informed teaching were achieved, however eMaze was not launched. Longitudinal storage of results is not yet achieved.</i></p> <p>2.2 School-wide curriculum planning to standards - Continued-Schoolwide adoption of Australian Curriculum in English, Maths, Science and History</p> <p><i>Note: Ongoing.</i></p> <p>2.3 Emphasis on improved reading teaching - Move to use of synthetic phonics and the use of Sound waves across the school; Involvement in AISWA PALLS project (2 years); Learning Support provided to students with learning needs outside of classroom range.</p> <p><i>Note: Teachers are developing confidence, and the ability to differentiate. This will need to be an area of continued emphasis.</i></p>

Goals - Key Initiatives 2012

3. Improving the Quality of Teaching

3.1 Teacher-directed learning -staff develop outcomes based unit plans to guide teaching.

Note: Need to continue.

3.2 Explicit Teaching -Explicit Teaching resources -EMM and JEMM Math mastery (Yrs 3-7); CARS and STARS - Reading Comprehension strategies (Yrs 2-7); synthetic phonics ((K-2) - Diana Rigg, DIPL, Jolly phonics, Sound Waves

Note: EMM and Sound Waves are encouraging skill development.

3.3 Moving Learning from short term to long Term memory -Intentionally plan Spiral curriculum in greater detail - Lit & Num

Note: Ongoing.

3.4 Effective relationships between teachers and students

Note: Parent Survey indicates good success with this goal.

3.5 Move towards making personal learning plans for students tested at greater than 2 year difference to grade standard (above or below)

Note: This initiative has not yet been realized in its fullest sense.

3.6 Early Childhood classes to commence implementation of "Wild Space" methodology.

Note: This initiative was given consistent focus throughout the year. Ongoing.

3.7 School-wide adoption of Sound waves spelling program in addition to explicit teaching of spelling, punctuation and grammar rules.

Note: Teachers feel confident.

3.8 Incorporate Literature to enhance learning across the curriculum, with special emphasis on using literature to teach History.

Note: A number of books have been purchased to encourage and add value to History lessons.

3.9 Establish a Chinese Resource centre in Library.

Note: This initiative was achieved. We have a separate section in the library which includes many picture books and information books which celebrate Chinese culture, language, history and geography.

3.10 Continue to develop an effective LOTE program incorporating integration with student from Beijing, some whole school learning and classroom teachers learning with students.

Note: This initiative was achieved. It is also ongoing. Riverside has been awarded a grant for a special project involving schoolwide full day Chinese learning events which involve cultural and learning activities conducted in Chinese language immersion.

9. Organisational Culture & Capacity

4.1 Intentionally plan PL for greatest impact on student learning - most to be done as a whole staff, and others related to goals from Key Learning Area 3- Literacy prioritized.

Note: In 2012 there was a great deal of PL which was conducted with the whole staff team. This was effective in encouraging disciplined dialogue and collegial support amongst staff.

4.2 Support improvement in teaching quality - conduct annual teacher appraisals.

Note: Principal was fully appraised in 2013. Teachers went through appraisal process together, making professional and personal goals and supporting each other with those goals.

4.3 Encourage shared leadership by strength-based team roles for staff.

Note: This initiative was achieved. This had a positive impact on the staff. This is also an ongoing initiative.

Goals - Key Initiatives 2012

16. Resources, Finance & Facilities

5.1 Manage a balanced budget;

Note: This initiative was achieved.

5.2 Pray and trust that God will send the students that He wants to bless through our school.

Note: This initiative was achieved.

5.3 Purchase resources for on-going teaching of Chinese as a second language; Asian literacy; Chinese resource centre; Literature with History focus.

Note: This initiative was achieved. Ongoing.

5.4 Improve the storage of teacher resources to allow for more effective use. Teachers to become better acquainted with resources.

Note: This initiative was achieved. Teaching resources have been moved to a designated centre within school library.

5.5 Renew carpet, install whiteboards and refit spare classroom.

Note: This initiative was achieved. The 'spare' classroom will be used for Pre-Primary in 2013.

6. Communities

6.1 Improved communication with parents through newsletter, parent meeting and web site

Note: This initiative was achieved and is ongoing.

6.2 Family Worship experiences at school three times each term.

Note: Family Worship became Family Dinners held on Friday night twice a term.

6.3 Working in partnership with local Council in community events;

Note: This initiative was achieved. Principal attended Victoria Park Council for their Principal Liason meetings held at the Council Chambers. School participate in Harmony Day and Library events.

6.4 PALLS, ACSWA curriculum committee

Note: Principal completed PALLS program. ACSWA curriculum committee needs to be ongoing.

4. Information & Communication Technology

7.1 Increase effectiveness of use of Mathletics and Intrepica both for in-school and at-home learning.

Note: Ongoing - some teachers used these programs effectively with their Maths teaching, others left it for home learning. Principal highlighted online achievements in Newsletter in terms 1-3..

7.2 Investigate further effectiveness / innovative use of improved AISWA net internet use.

Note: Not achieved - needs further effort and expertise.

7.3 Guest speakers at staff meeting to encourage more effective ICT use in teaching.

Note: Mr Hansen gave invaluable support. B.Flynn also helped teachers and introduced animation to some students.

7.4 Student Management system - further and enhanced use of Maze and e-Maze.

Note: Held over for 2013 due to software issues.

7.5 Incorporate the use of Scootle and Curriculum Organiser in planning of new units.

Note: Needs further attention.

7.6 Receive Inservice in improved use of computers, both staff and student; interactive Whiteboards and other IT initiatives that present themselves (eg. iPad)

Note: Most teachers have improved use of IT to enhance learning. Ongoing.

Goals - Key Initiatives 2012

8. Governance, Strategic Leadership & Management

8.1 Strategic Plan reviewed annually, 2012 goals to be set before 2013 school budget approved

Note: This initiative was achieved. This has been an effective initiative.

8.2 2013 School Development plan to be drawn up after assessment of 2012 progress

Note: 2013 SMP was drawn up after reviewing 2012 initiatives. 2013 admin, staff and School Council to use new SMP to guide decision making and direction for 2013.

8.3 Annual report and regular KPI reports published to showcase the school's achievements and successes.

Note: This initiative was achieved. Ongoing.



Huijia School - Beijing

In 2011 we had 32 students from Beijing and two teachers join us at Riverside for Term One. We employed Australian teachers to support their learning of English. The Chinese teachers supported our LOTE program. Chinese students integrated with Riverside students and both language and culture was shared between the two groups. Chinese students were taught songs and a dram based on Rainbow Fish - which they performed at their graduation, and again in Beijing. Each Chinese student had a Riverside student to coach them in the drama. Chinese students presented to Riverside classes about their culture. They also spent time helping Riverside students practice a Chinese language version of the Rainbow Fish drama. The school from Beijing will send another groups to study at Riverside in 2013.



School Concert - 2012

A lot of effort goes into our annual school concert. In 2012 all of our students contributed to a Celebration Presentation which celebrated learning in Literature and the arts through a wide variety of items including choral reading, poetry, a movie premiere (filmed and acted by Riverside students), recorderitem , piano pieces, and a musical drama of Noah's ark. Every student in the school played an important role in this delightful presentation.

A number of awards were presented on the evening and our Year sevens graduated.



Information Technology

All classrooms now have Interactive Whiteboards, and teachers make use of the shared laptops. Students use Mathletics and Intrepica to enhance numeracy and literacy learning. Teachers are working towards harnessing the strengths of IT to improve learning. iPads are now being used in Chinese language lessons. They were also used in preparing animations for the School Concert.



Excursions and Incursions

Learning in and from the community is a great addition to our school program.

Years 5 – 7 took part in a three day camp at Ern Halliday Camp with the senior classes of Carmel Adventist College Primary and Landsdale Gardens Adventist Primary School. This was a wonderful opportunity for students to learn teamwork and have a go at new and challenging adventurous activities.

Students have presented a church service. This service involved choral music, creative writing, literature and visual art. Students were also involved in planning these services.

Visitors to the school also add to the program each year. In 2012 we have had Constable Care visit to teach the children.

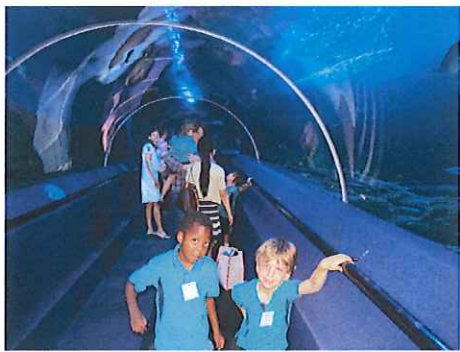
A number of sporting groups have come to teach the children aspects of their sport. We have also had football and basketball clinics.



Wild Cats Basketball Clinic



Constable Care



AQWA



Constitution Centre



Harmony Day Senior Centre Victoria Park



Perth City Farm



Perth Mint



Church Service Presentation Victoria Park SDA Church



Kings Park



Bush School



Senior camp - Ern Halliday



Book Week 2012



Family Camp at School



Chinese Resources



Week of Worship - Pastor Dave Edgren



Maritime Museum

Nature Learning - 2012

In 2012 Riverside put a great deal of emphasis in expanding and enhancing learning done in and with nature. A Wild Space was created for outdoor learning in our early Childhood classes. Year 3 and 4 participated in a pilot bush school program over six weeks. Students were given opportunity to worship in nature, and our Principal participated in an AISWA sponsored study tour to UK and Scotland learning more about effective nature based learning with particular attention to early Learning.



Artwork inspired by and using nature - M.Murua



Learning in the "Wild Space"

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."



