

RIVERSIDE

COMMUNITY SCHOOL

ANNUAL REPORT

2013



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School Overview



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 an 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.

Located at 27 Colombo Street, Victoria Park, Riverside Community School forms part of the City of Canning. The school is set in a beautiful tree-lined street and this same appreciation for the environment is continued within the playground.

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

Riverside Community School is a place where students, teachers and parents can develop values, character and personality based upon a love for God, an 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 Community School is part of a worldwide Christian Education system (Adventist Christian Schools), which operates 7,883 schools with a total enrolment of 1,758,737 students, 89,481 teachers in 115 countries. Across Australia there are over 50 Adventist schools educating over 13,000 students, providing a network of resources to give every 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 1980s the Junior High School outgrew the Hordern Street premises and was amalgamated with the Senior High School at Carmel.

During 2013 Riverside Community School extended the Kindergarten class to include Pre-Kindergarten to cater for 3 year olds. At the same time, the Pre-Kindergarten/Kindergarten classroom operated separately to the Pre-Primary class. The Pre-Primary class moved into and operated from Room 3. The remaining three classrooms operated as multigrade classrooms. In 2014, Riverside Community School will operate as a Pre-Kindergarten to Year 6 school.



Highlights

Early Years Dinner

To further develop the sense of community within our school, Riverside Community School held their first Early Years Dinner in our school hall. All parents of students in Pre-Kindergarten to Year 2 were invited to come along and enjoy a night of dining, relaxing and socialising. The event was very successful and well supported with 38 in attendance. Feedback from the families was very positive and appreciated, particularly those families new to the school. This event will be run again during 2014 to allow families the opportunity to connect and network as a community.



Week of Worship 2013

Our spiritual program for 2013 focused on Matthew 5:13-16, where each of the students were encouraged to flavour the lives of those they come in contact with by always using positive words

and actions and to be a light through the encouragement of others. Many of our students chose to have Jesus as a friend and to get to know him more while 1 student asked to receive Bible studies.

Home & School Committee

Our Home & School Committee became an active group again in 2013 with 5 volunteers. Several fundraising activities were held throughout the year: Mothers' Day flowers and Fathers' Day stall; photography competition; calendar art; canteen; and running school banking on a weekly basis. They also held several events for our school community: multicultural family dinner; morning tea for our annual orientation day; as well as a dinner-movie-camp night on our school oval. The funds raised were used to improve the Kindergarten classroom with the installation of new windows and an additional door leading out to the Kindergarten playground as well as new storage boxes, which have created much needed space for our growing number of Kindy students.



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		S E R V I C E
	Live for God's glory	...is patient ...always perseveres	
	COMPASSION		
	Caring at all cost	...is kind ...keeps no records 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		
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, Bibled-based, Service-oriented and Kingdom-directed.

Professional Engagement

Staff Attendance

The total number of days taken by full-time teaching staff for sick or personal leave during 2013 was 24 days. This does not include time taken for other work related activities such as curriculum release and professional development or leave without pay.

Staff Qualifications - 2013

All of our staff are TRBWA registered. Their qualifications and years of service at Riverside Community School are as follows:

Name	Role	Qualification	Years at Riverside	Teaching Experience	TRBWA
Megan Sketchley	Principal	M.Ed Primary B.Ed Primary	1	12	33087280
Alycia Coulston	Educator Year 5/6/7	B.Ed Primary	3	3	33080068
Dayle Mauga	Educator Year 3/4	B.Ed Primary	1	7	33063151
Wennie Chong	Educator Year 1/2	B.Ed Early Childhood	6	6	32062880
Tanya Hort	Educator Pre-Primary	Dip.T	5	24	32033908
Gee Gee Yeap	Educator Kindergarten	B.Ed Early Childhood	0.5	0.5	33088845
Jannine Ellis	Educator Librarian (PT)	B.Ed Primary	6	10 FT + PT	32061894
Jamie Chan	Educator Language (PT)	B.Arts Dip.Ed	0.5	4	33087196
Sharyn Macri	Education Assistant		1	N/A	N/A
Francene Whyte	Education Assistant	Certificate III – EA & Children’s Services	7	N/A	N/A
Sal Coote	Education Assistant (PT)	Diploma of Education Assistant	4	N/A	N/A
Kelcey Samball	Education Assistant (PT)	Certificate III		N/A	N/A
Roy van Moorsel	Chaplain (PT)	B.Ed Primary	2	5	32055063
Samantha McCutcheon	Receptionist (PT)		1.5	N/A	N/A

PT – Part Time

Staff Changes in 2013

Three staff left at the end of 2012 – the principal, chaplain and a bus driver. A new principal commenced the year in 2013 along with a new chaplain. At the beginning of 2013, a new Year 3/4 teacher was employed to replace the former teacher who needed to relocate due to her husband’s work. At the beginning of 2013, the Kindergarten and Pre-Primary classes commenced operation in separate rooms, thus allowing us to employ an Early Learning teacher for the Kindergarten class. Our Teacher/Librarian and three Education Assistants remained the same during 2013 with the addition of a fourth Education Assistant during the second half of the year to provide extra support in the area of special needs.

During 2013 none of the employed staff were of either Aboriginal or Torres Strait Islander composition.

Participation in Professional Development

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 2013 staff participated in the following Professional Learning Seminars that were, in part, conducted by Adventist Christian Schools (WA), ECU and AISWA.

- Quality Adventist Schools Framework
- First Aid
- Geography F-6
- Persuasive Writing
- Autism
- ESOS updates
- Legalwise Seminars
- Education Assistants as Literacy Leaders
- Administrative Leadership
- Mind Stretchers
- Certificate III in Education Support
- Play Amongst Beautiful Things
- Literacy – AISWA
- Numeracy – AISWA
- Nature Play Spaces
- PART (Predict, Assess and Respond to Aggressive/Challenging Behaviours)
- Early Childhood Education – AISWA
- Ping Jia (NAPLAN workshops)
- Marketing Schools
- Find Motor Skills Workshop
- Maggie Dent
- UK Study Tour of Early Childhood Centres – Nature Kindergartens (2 weeks)

At Riverside we greatly value Professional Learning and encourage staff to continue to grow and develop their teaching skills. For the school year of 2013, Riverside spent \$2100 on teacher professional learning. In addition to this a large number of school-wide AISWA and ACSWA sponsored learning sessions were attended by staff at little or no cost to the school.



Key Student Outcomes

Student Attendance in 2013

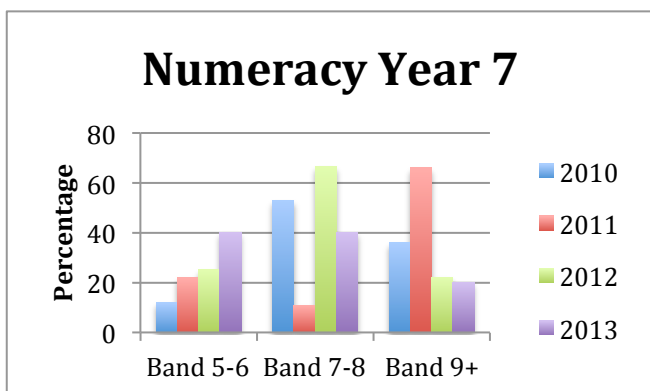
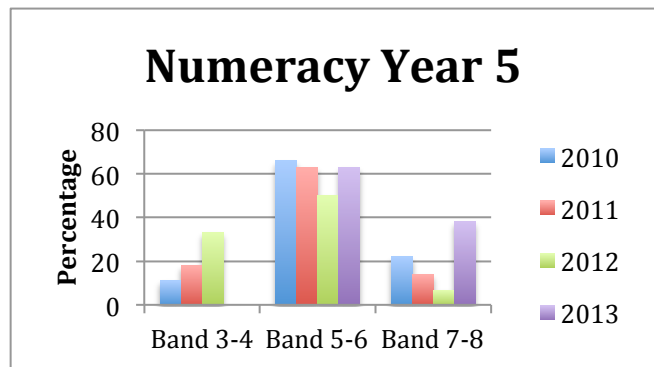
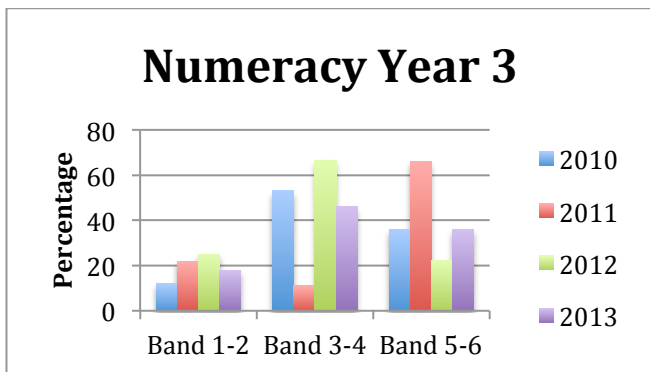
In accordance with Government requirements, the school maintains records of student attendance. During 2013, on average each student had 5 days absent during the year. We have a number of families who have strong cultural and family ties overseas, which results in time away from school. We also had 5 Indigenous students enrolled at our school, however due to their family situation, they found it difficult to attend school on a regular basis.

NAPLAN

The following performance data for Riverside Community School is based on 2013 NAPLAN assessment results. When reading the data, it should be noted that every child was tested, including those with diagnosed learning difficulties and students whose first language is other than English..

In summary, the following statistics give a background profile of the students tested.

Total Number Tested	24
Number of Year 3 students	11
Number of Year 5 students	8
Number of Year 7 students	5
Number of students new to the school (less than 12 months)	2(8%)
Number of students whose language background is other than English	7(29%)
Number of Indigenous students tested	2(8%)

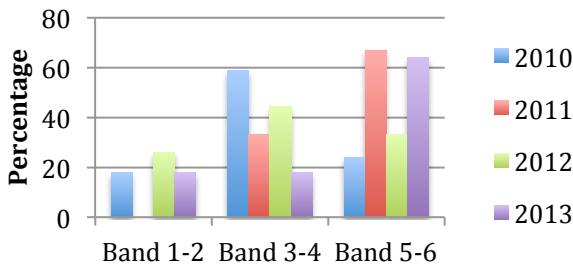


82% of Year 3 students scored above the minimum standard, with 18% scoring at the minimum standard for Numeracy.

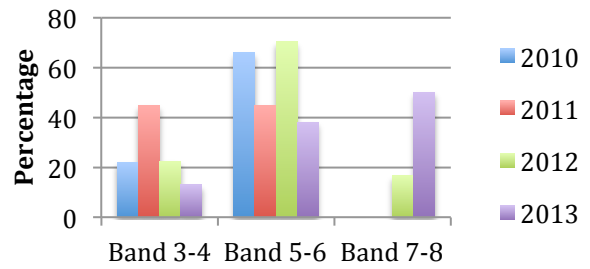
62.5% of Year 5 students have been at Riverside for at least 2 years and showed substantial improvement with an average growth of 2.5 bands in Numeracy. The remaining 37.5% of year 5 students scored above the minimum standards.

All Year 7 students showed substantial improvement with an average growth rate of 1.7 bands across the year group and all students scoring above the minimum standards.

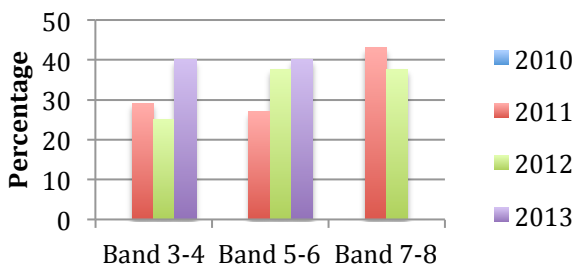
Writing Year 3



Writing Year 5



Writing Year 7

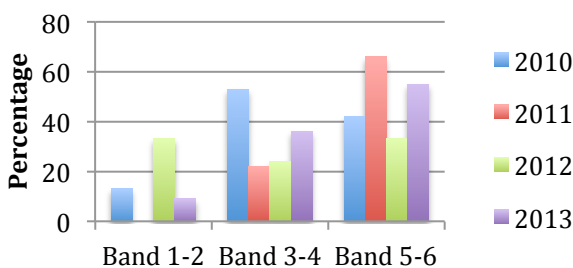


82% of Year 3 students scored above the minimum standard, with 18% scoring at the minimum standard for Writing.

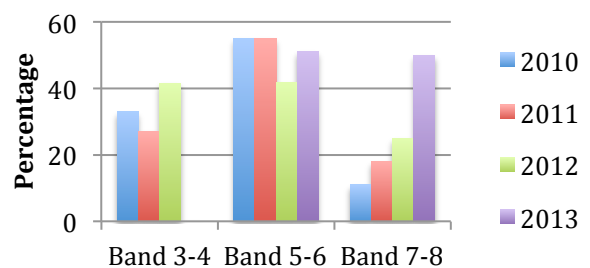
62.5% of Year 5 students have been at Riverside for at least 2 years and showed substantial improvement with an average growth of 1.6 bands in Writing. The remaining 9% of Year 5 students scored above the minimum standards.

All Year 7 students showed improvement with an average growth rate of 0.55 bands across the year group. 20% of students were above minimum standards, 40% were at the minimum standard and 40% were below the minimum standard.

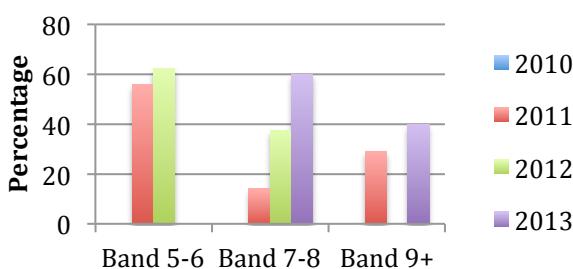
Reading Year 3



Reading Year 5



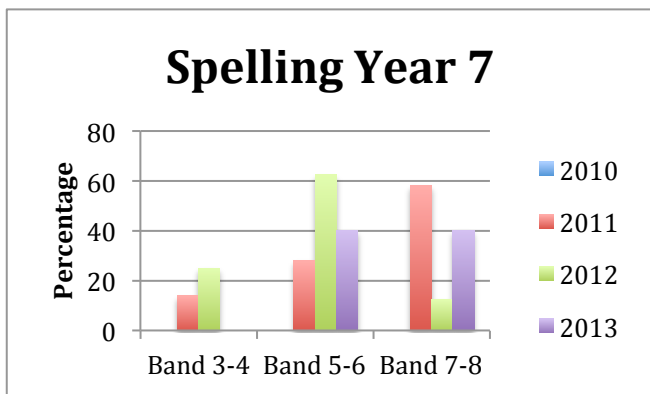
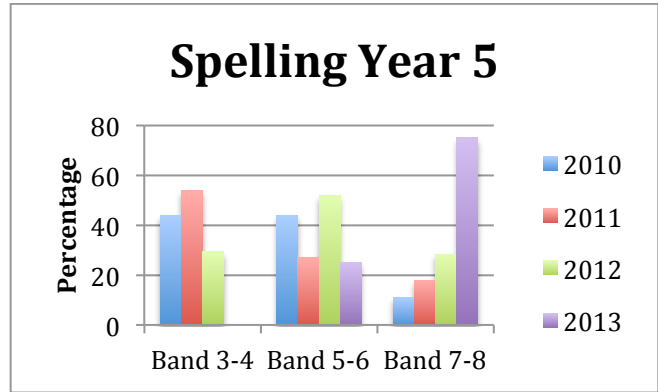
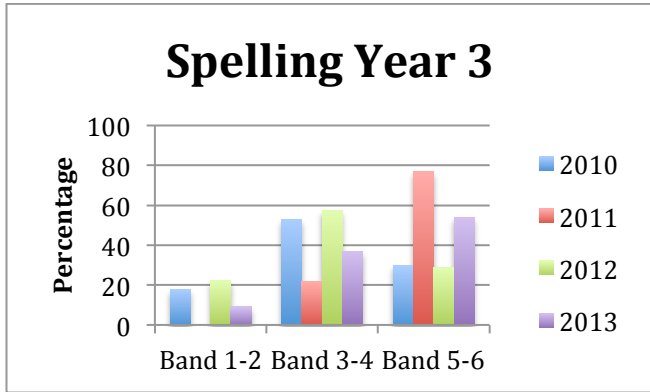
Reading Year 7



91% of Year 3 students scored above the minimum standard, with 9% of students scoring at the minimum standard for Reading.

62.5% of Year 5 students have been at Riverside for at least 2 years and showed substantial improvement with an average growth of 1.8 bands in Reading. The remaining 9% of Year 5 students scored above the minimum standards.

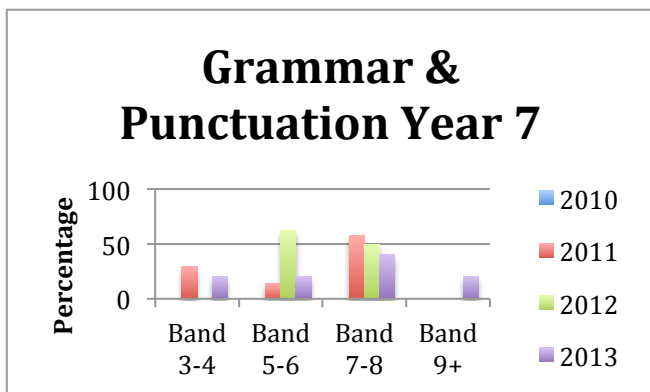
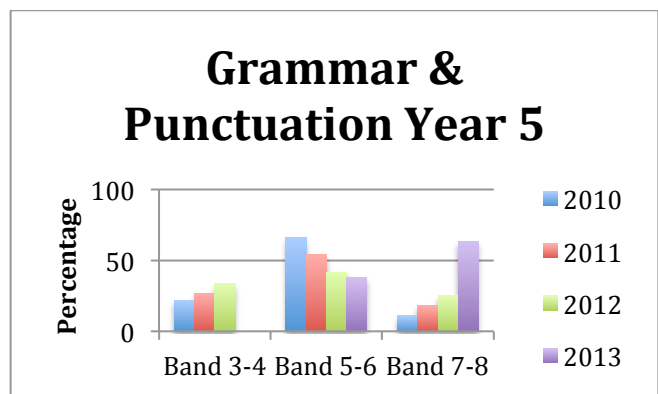
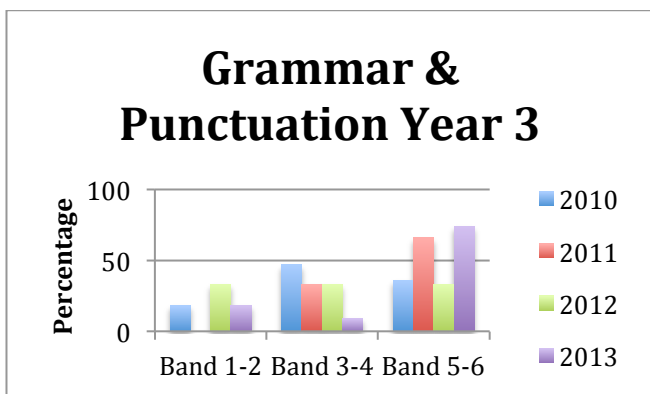
All Year 7 students showed improvement with an average growth rate of 0.6 bands across the year group. 80% of students were above minimum standards, and 20% were at the minimum standard.



91% of Year 3 students scored above the minimum standard, with 9% of students scoring at the minimum standard for Spelling.

62.5% of Year 5 students have been at Riverside for at least 2 years and showed substantial improvement with an average growth of 1.9 bands in Spelling. The remaining 9% of Year 5 students scored above the minimum standards.

All Year 7 students showed substantial improvement with an average growth rate of 2.2 bands across the year group. 80% of students were above minimum standards, and 20% were at the minimum standard.



82% of Year 3 students scored above the minimum average, with 9% scoring at the minimum average and 9% scoring below the minimum average for Grammar and Punctuation.

62.5% of Year 5 students have been at Riverside for at least 2 years and showed substantial improvement with an average growth of 1.6 bands in Grammar and Punctuation. The remaining 9% of Year 5 students scored above the minimum standards.

60% of Year 7 students showed improvement with an average growth rate of 1 band, with 40% of the students showing a fall in their growth of 1 band. 60% of students were above minimum standards, 20% were at the minimum standard and 20% were below the minimum standard.

Comments

It is good to see that there are less Year 3 and 5 students in the lower bands and more of these students achieving in the higher bands. Students showing in the lower bands had been identified by the teachers through regular assessments to diagnose learning strengths and weaknesses. Students with diagnosed learning needs and a number of ESL students participated in the testing. Teachers are aware of these needs within their classrooms and continue to support the students that are challenged in the areas of literacy and numeracy.

School Enrolments

	Pre-Kindy	Kindy	Pre-Primary	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Total
2009		5	6	12	14	11	11	11	4	5	79
2010		9	9	9	12	16	13	11	9	3	91
2011		11	11	10	8	12	12	11	11	5	91
2012		18	9	13	9	10	11	12	10	8	100
2013	11	12	18	5	13	13	6	9	6	5	98

A Pre-Kindergarten class commenced at the beginning of 2013 to cater for 3 year olds. Pre-Kindy students attend classes on Tuesdays and Thursdays. School enrolment numbers have been steadily increasing over the years. Discussions on how to better market the school have commenced and some projects already implemented. A goal has been set to further grow the school so that it runs single stream classrooms.

Temporary Overseas Students

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

In Terms 1 & 2 of 2013 we had two class of approximately 17 students each attend our school. They were from Beijing, China. They joined our school while studying an intensive English Course.

We also enjoyed having students visit us from Japan during Semester 2 of 2013.

At Riverside we greatly value the different cultures that are represented in our school body. Some of the cultural backgrounds of our 2013 students were: India, Aboriginal, Indonesia, Philippines, China, Thailand, Zimbabwe.



Pastoral Care and Student Welfare

The Chaplaincy program was able to continue at Riverside Community School in 2013 due to funding received from the Federal Government's Chaplaincy Program. Mr v. commenced the year as the school's new chaplain, working 3 days per week.

Mr v. was passionate about getting to know each of the students by the end of his first week and to further develop the spirituality of the school. The students responded positively to the time and effort that was put into getting to know each one of them on an individual basis.

Mr v. continued the work of increasing student resilience and self-esteem by meeting students on a weekly basis to work through resilience and anger management programs.

Mr v. worked with the chaplains from other schools to organise the senior school camp, plan and help run the first Combined Worship Day for all Adventist primary schools in the conference. Other programs that were run at the school by the chaplain included:

- Funky Hair Day – to raise awareness of others in need and to raise money for the Leukemia Foundation
- Fun Run – to raise the awareness of personal health and wellbeing and to raise money for school improvement
- 40 Hour Famine – to raise the awareness of cultural differences and servicing the needs of others and to raise money for those in need
- Public Speaking – small group discussions
- Etiquette – small group discussions
- Anger Management/Resilience – small group discussions

Mr v. continued to follow the PATHS program, embedding concepts from this program into the school's weekly Chapels and supported the teachers and students in their classrooms for related activities and learning.

Our Week of Worship was held in Term 3 with Pastor Nat. Tan being our guest speaker. Pastor Tan spoke to the students about how they can go about making their school, local community and the world a better place by being a light unto others and flavouring the world with kind words and positive actions. The students enjoyed Pastor Tan's talks and were able to adopt these concepts as part of their daily lives.

Feedback from the Annual School Evangelism Survey was positive with the following comments being provided:

The chaplaincy program in Riverside is fantastic and we would like to see this program retained.

The Chaplain has been doing a fantastic job. My children have interacted with him personally and love him. He has also called us as a family to let us know he is praying for us and expressed his willingness to assist us spiritually.

I think it is great. Keep it up.

It's good for the school, students and parents.

Thanks for everything you do.

Chaplaincy/student welfare is a fundamental of Christian education and certainly part of the reason we chose this school.

I do respect the vital role this department plays in engaging students in regards to their spiritual wellbeing. The chaplain is also bringing many attributes to the school, being there for boys is a role that is so important to me as a mother.

School Community

A School Satisfaction Survey was not conducted in 2013, however as part of our marketing project, will be conducted in 2014.

School Income

Income for Riverside Community School was received via the following breakdown:

