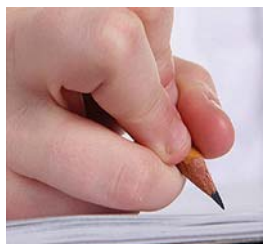
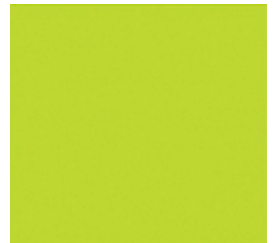
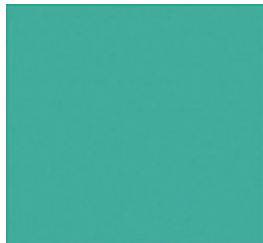
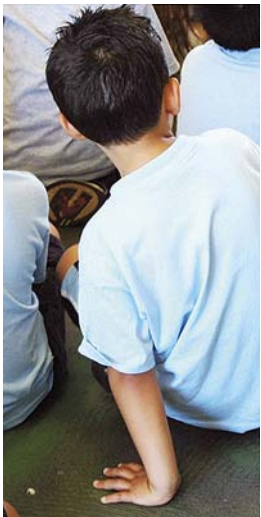
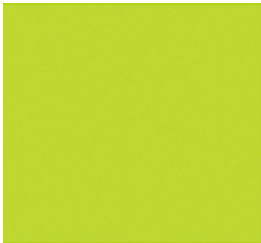


2008 Annual School Report Rivendell School

NSW Public Schools – Leading the way



Messages

Principal's message

Rivendell School has enabled students to access quality education programs throughout 2008.

Significant progress has been made this year in the development of collaborative problem solving strategies which have resulted in improved Individual Management Plans assisting students in transitioning to mainstream settings.

Highlights of this year have been in the area of improved technological access for both students and staff, as well as in the development of Professional Learning Programs for mainstream schools in managing students with mental health, emotional and behavioural issues.

The school has hosted a number of Regional, State Wide and International professional learning sessions, including interdisciplinary teams from Thailand and China. The feedback from participants involved in these sessions has been extremely positive.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Ross Black

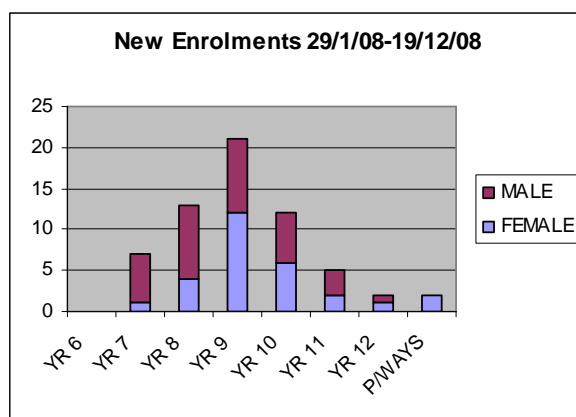
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

During the reporting time frame (29/01/08 to 19/12/08) there was a total of 96 students attending Rivendell School. This number consisted of 33 existing enrolments at the beginning of 2008 and 63 new enrolments throughout the year. The following graph provides a more detailed overview of this data.



* P/WAYS = PATHWAYS

Student attendance profile

Rivendell School for Specific Purposes (SSP) caters for a maximum of 63 students from years 7 to 12 with emotional, behavioural and psychiatric disorders.

Class sizes

The following table shows the number of students enrolled in each Rivendell program during the reporting period.

Rivendell Total Enrolments 29/01/08 to 19/12/08								
Program	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	P/W	Total
Lawson	4	10	10	9	5	3	2	43
Sulman	0	0	3	4	0	0	7	14
Walker	2	5	7	3	0	1	0	18
Yaralla	1	2	9	5	3	1	0	21
Total	7	17	29	21	8	5	9	96

The total number of students attending the Gna Ka Lun Learning Centre during 2008 was 156.

Structure of classes

The school operates five programs – Lawson, Sulman, Yaralla, Walker, and the Walker Unit.

In addition, the Gna Ka Lun Outreach Learning Centre program operates from Campbelltown Hospital at the adolescent acute unit.

Each program caters for specific student diagnoses and addresses student's individual needs. Classes have a maximum of seven students, with the exception of the Sulman Program, which caters for a maximum of 14 students.

The Gna Ka Lun Learning Centre at Campbelltown caters for a transient number of students, who are admitted to the Gna Ka Lun Unit for short periods of time.

Further details regarding these programs can be found in the "Significant Programs and Initiatives" section of this report.

Staff information

It is a requirement that the reporting of information for all staff be consistent with privacy and personal information policies.

Staff establishment

The following table shows the number of staff at Rivendell from 29/01/08 to 19/12/08.

Position	Number
Principal	1
Assistant Principals (Teaching)	3
Classroom Teachers (full time)	7
Teacher Release from Face to Face	1
Teacher Outreach	1
Specialist School Counsellor	1
School Learning Support Officers (SLSO) (full time)	9
School Learning Support Officers (SLSO) (.02)	1
Senior Administration Manager (SAM)	1
School Administration Officers (SAO) .04	1
School Administration Officers (SAO) .02	1
Total	27

In addition to Rivendell School staff, the following Department of Education and Training (DET) staff are also on site are:

- District Guidance Officer (1)
- Assistant Principal Granville Behaviour Team (1) and itinerant teachers (5)

Staff retention

There was no movement of staff during the reporting period.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008, the average daily attendance rate for staff, as determined by the Department, was 96.1%.

Teacher qualifications

All teaching staff must meet the professional requirements for teaching in NSW public schools.

The table below shows the qualifications of all teaching staff at Rivendell School.

Qualifications	% of staff
Diploma or equivalent	21
Degree	43
Postgraduate	36

Further information regarding staff qualifications can be obtained from the school office.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/2008
Income	\$
Balance brought forward	340 147.21
Global funds	111 602.85
Tied funds	40 006.00
School & community sources	807.56
Interest	23 696.86
Trust receipts	90 000.00
Canteen	0.00
<i>Total income</i>	<u>606 260.48</u>
Expenditure	
Teaching & learning	
Key learning areas	33 765.41
Excursions	0.00
Extracurricular dissections	0.00
Library	0.00
Training & development	748.13
Tied funds	30 803.34
Casual relief teachers	7 817.68
Administration & office	28 577.86
School-operated canteen	0.00
Utilities	9 188.91
Maintenance	1 867.43
Trust accounts	91 147.30
Capital programs	2 077.03
<i>Total expenditure</i>	<u>205 993.09</u>
Balance carried forward	<u><u>400 267.39</u></u>

Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Academic

NAPLAN (National Assessment Program – Literacy and Numeracy)

This year a total of 11 students in Year 9 sat the new NAPLAN tests over three days.

School Certificate

A total of 10 students sat for their School Certificate at Rivendell in 2008.

Higher School Certificate

This year a total of six students sat the HSC at Rivendell.

ESSA (Essential Secondary Science Assessment)

A total of nine students in Year 8 sat the ESSA test at Rivendell in 2008.

Arts

In addition to student involvement in performances through the school's Aboriginal Education program, the following opportunities were experienced by students:

- End of term concerts involving performances by individual and groups of students. These performances were planned and rehearsed during school Acting and Singing workshops. They involved the guidance and direction of the Rivendell Unit's music and art therapist.
- Musica Viva – the group Tigra Muna performed in Term One and the group B'Tutta performed in Term Three.

The students who participated in the above performances reported they enjoyed the opportunity and the experience which was of benefit both socially and educationally.

Sports

Each term statistics are collected and distributed from the Rivendell/SDEHS Fitness Testing Day. These figures illustrate to students whether their fitness levels have increased or decreased from one term to the next. Students learn how to measure their own fitness levels and are encouraged to set and achieve personal fitness goals.

Sports workshop report proformas were reviewed in 2008. Student's individual fitness testing data is now more easily recorded and shared between SDEHS and Rivendell teachers.

Fitness testing results demonstrated that of the students tested 50% showed an increased lung capacity and 70% had improved cardiovascular endurance.

Future planning in sport will involve encouragement of students to participate in lifelong physical activity, DVDs will be purchased for rainy days that are instructional and inspirational to assist students with sport goal setting and motivation.

Bandana Day

Our school has participated in the Annual CanTeen Fund Raising and Awareness Day since 2002. On Friday 31st October 2008, \$ 214.00 was collected from the sale of bandanas, pens and badge sets to Rivendell School students, staff and community.

Clean Up Australia Day

On Friday 29th February 2008, Rivendell School held its Clean Up Australia activities. It is the tenth year that Rivendell has participated in this community project. Seventeen staff members and nineteen students collected approximately 36 kilograms of non recyclable rubbish from around the historic buildings and their grounds.

Quilts

A cot quilt was designed and assembled collaboratively by students participating in the Craft and Textile workshop group. This project featured the CanTeen logos and was donated to that charity group.

RSPCA Cup Cake Day

A Year 12 Rivendell student from the Sulman Program participated in the RSPCA fundraising initiative "Cupcake Day" on Monday 18th August 2008. All monies raised from her homemade cupcakes were sent to the RSPCA. Students and staff supported the fundraiser. "Cupcake Day" raised the awareness of the work done by the RSPCA.

Annual Art Exhibition

The first Rivendell annual Art Exhibition was held from Wednesday 17th December to Friday 19th December. A wide range of student art works from Art Workshop Groups and across the wider school setting was exhibited.

The artworks were created using a range of materials and through different mediums such as paintings, drawings, sculptures and murals.

Five students from the Term 4 Art Workshop were paramount in curating the Art Exhibition. The Art Exhibition was hosted in the Walker Program Building and was visited by a number of staff members and students.

Numeracy

Counting On

This year the Counting On program was introduced into Rivendell. Counting On is a program for students in years 5-9 who have significant problems with numeracy. Two nominated staff members attended DET professional development seminars and were introduced to the Learning Framework in Number concept.

The program was then implemented by assessing four targeted students across the school, in years 7- 9. These results were then used to plan and conduct lessons for these students, utilizing resources that support the Counting On program. The fun and interactive activities effectively increased student engagement, understanding of numerical, mathematical concepts and enjoyment during numeracy lessons. The final assessments undertaken by the targeted students displayed improvements in numeracy levels.

Significant programs and initiatives

The Sulman Program

The Sulman Program is an innovative educational program for students in years 9-12 who have had longstanding problems with school attendance, despite extensive educational and medical intervention. Students plan vocational and educational pathways, with an option to review goals at varying stages of progress.

The Sulman Program achieved a 92.8% retention rate with all students enrolled, achieving their goals for that year. Parents and students attended a planning evening in September, and in conjunction with Careers staff from Sydney Distance Education High School, planned academic and vocational pathways for 2009.

During 2008, 13 students were enrolled in the Program. Program outcomes included:

- A student leaving at the end of term 3 to transition to permanent employment. This offer was as a result of a mandatory work placement as part of VET IT course
- One student returning to mainstream school to complete the High School Certificate in 2009

In 2008 Sulman students were enrolled in the following academic years:

- Year 9 – 3 students
- Year 10 – 3 students
- Pathways – 7 students

Rivendell is an examination site for HSC students. In 2008, 5 Sulman Pathways students sat for the following exams: English, Mathematics, Modern

History, Legal Studies and Visual Arts. All students have a planned study program and timeline to complete the HSC according to individual needs.

In 2008 significant results were achieved by senior students following a Pathways program of study in the following subjects to gain the Higher School Certificate.

- One student achieved performance band 5 for 2 Unit English Advanced
- One student achieved performance band 4 for 2 Unit Modern History
- One student achieved performance band 5 for 2 Unit Legal Studies
- Three students achieved performance bands ranging from 3 to 5 for 2 Unit General Maths
- One student achieved performance band 3 for 2 Unit English
- One student achieved performance band 4 for 2 Unit Visual Arts
- A former student who returned to mainstream school to complete the HSC achieved performance band 4 in 2 Unit English Advanced and performance band 5 in 2 Unit Geography and 2 Unit PD/H/PE

The Lawson Program

The Lawson Program caters for secondary students with depressive and anxiety disorders. There are three classes in the program, each class accommodating up to seven students from years 7 to 12 at any one time.

Students in the Lawson Program are able to continue their academic studies assisted by specially trained teachers and SLSOs. The objective is to work collaboratively with students, teachers, medical staff and families to provide a supportive environment for each individual, mirroring best practice with individual educational programs.

In 2008, students have been involved in a variety of activities designed to complement their academic program. Examples of these activities include:

- Videoconferencing lessons with Sydney Distance Education subject teachers
- Art/Music/Drama groups
- Careers sessions/Vocational Education groups

- TAFE courses
- Rivendell workshops and special groups
- Fitness/Sports groups
- Fitness testing with Sydney Distance Education High School PDHPE teachers
- Social Skills lessons
- Integration/Transition programs

The Walker Program

The Walker Program caters for secondary school students who have disruptive behavioural disorders and therefore experiencing difficulties managing their behaviour in a mainstream school setting. The Walker program consists of two classes, each with a teacher and SLSO, catering for a maximum of seven students in each class. It is a structured, intensive program designed to provide students with opportunities to learn and practice the skills necessary for them to manage their behaviour, behave appropriately in social situations and to be successfully reintegrated back into their mainstream high school.

All students have individual programs which are designed to meet their specific behavioural and academic needs. Students in years 7 and 8 work on individual academic programs which are planned and implemented by Rivendell staff, and are evaluated collaboratively with both Rivendell staff and the students' 'home school' personnel. Students in years 9 and 10 usually work on Distance Education programs.

The Walker program uses a cognitive behavioural approach to encourage students to take control of their behaviour, and to transfer the skills learned at Rivendell into their mainstream school setting. The length of stay for students in the Walker Program is approximately four to six terms.

Students in the Walker Program participate in formal and informal Social Skills lessons which form the basis of the integration back to their schools. The skills taught in these lessons have the aim of improving relationships, increasing self esteem, communicating effectively and providing strategies for appropriately dealing with anger.

In 2008, students have participated in excursions to a local café with Walker staff. Students were required to put their social skills into practice by waiting their turn, ordering from the menu and dining amongst other patrons.

As part of social skills development, social lunches are enjoyed in the Walker Program each

Friday. Students are involved working with Walker staff members to make lunch and Rivendell personnel are invited to come to the Walker Building to share lunch with other staff and students.

This year students participated in a number of gardening projects. Some students researched and planned for a variety of herbs and vegetables to be grown. A vegetable garden was established near the Walker building and the foods produced were used in the lunches on Fridays. Other students developed a succulent garden outside the Walker building and cared for this on a daily basis.

The Yaralla Program

The Yaralla program is designed to provide a supportive environment for secondary school students who suffer from a psychotic illness, Aspergers, or mood disorders.

The program has two classes, each with a maximum of seven students. Each student follows an individualised program which has been devised in collaboration with clinical and nursing staff. These programs comprise learning in the area of academic, personal management, integration/transition, vocational, leisure and transport.

The academic program can be sourced from Sydney Distance Education High School, the students' home school or, alternatively life skills programs may be implemented by the class teacher. Students receive support for their S.D.E.H.S. program through visits from subject teachers from Distance Education, phone lessons, video conferencing and student visits to the S.D.E.H.S site. In 2008, two students sat for the school certificate.

Students above the age of 15 attended a Horticulture course "Gardening Fundamentals" at the Telopea Centre at Ryde TAFE. All students established and maintained a garden bed and a vegetable patch near the Yaralla building. Two students also attended TAFE courses in Hair and Beauty, Digital Music and Fashion Design at North Sydney TAFE.

The "Healthy Living" program has continued in conjunction with workshop groups. In addition, programs have been devised by the sports psychologist for the student's individualised needs to integrate healthy living skills with education.

Students also attend Social Skills, Protective Behaviours, Psycho-education ("HYPE") and Art and Music Therapy. These programs complement the academic curriculum.

The Walker Unit

The Walker Unit Learning Centre program is a new educational facility situated in the recently completed building (2008) at the Concord Centre for Mental Health at Concord Hospital. Two formal learning spaces have been allocated to the Learning Centre, with the possible use of other rooms for tutorial and social skills activities.

To date, one teacher and a SLSO have been appointed to work in the new facility. Professional Development for teachers and SLSO has been undertaken in preparation for the commencement of the Walker Unit Learning Centre program. NSW DET Principal Education Officer (PEO's) and School Education Director (SED) have been trained in the service delivery flow chart for the smooth transition of students accessing an Acute Unit Learning Centre program. The program is scheduled to commence in mid 2009.

The Gna Ka Lun Learning Centre

The Gna Ka Lun Learning Centre has been running since 2nd Term 2007

The program forms part of the Unit educational and group programs run at Gna Ka Lun, which caters for students' with acute mental health needs. The maximum number of students at any one time is ten students with an average length stay of 21 days.

During this period, adolescents are transitioned into schools (private and public), TAFE, or work options. This is enhanced by input from staff at Gna Ka Lun and regional staff in DET, such as PEO's and Counsellors in schools.

The number of students accessing the Learning Centre since January 2008 is 156.

Aboriginal Education

Staff and students commenced 2008 watching a telecast of the Prime Minister's Apology to the Stolen Generations. This telecast together with follow-up classroom activities resulted in a deeper understanding of contemporary issues. Contemporary issues were also highlighted through student involvement in Koori Art Expression projects and the Aboriginal Hip Hop Project.

During Term 3, Aboriginal performers provided students with educationally interactive sessions which reinforced traditional and contemporary views of indigenous culture.

Museum in a Box resources covering the topics of Food Technology, and Art and Performance were utilised by all classes during Terms 2 and 4.

Multicultural Education

Diverse cultural backgrounds are represented in the population of Rivendell's staff and students. The exchange of experiences and knowledge relating to a large range of cultures has been encouraged for students, staff and community members through:

- Studied languages (German, English, French)
- Participation in social skill activities, encouraging positive behaviours and attitudes towards anti-racism in the school and community settings.

Respect and Responsibility

Rivendell School's welfare practices, including areas of students learning, self confidence, self control, student safety and well being are an ongoing priority. The physical and emotional safety of all personnel at Rivendell is paramount and is reflected in our code of conduct. The school's anti-bullying and anti-racism policies are in effect. Students and their parents or carers are made aware of these policies upon enrolment at the school and are informed of the school's 'zero tolerance' policy with regards to bullying and racism. Awareness of these issues for students is delivered through the teaching of specific strategies for recognising and dealing with bullying and racism through social skills lessons.

Student surveys are conducted on a daily basis by the SLSO regarding the prevalence of bullying or racism in the school. Data shows that the incidence of bullying and racism had markedly declined throughout this year. To maintain this achievement, we will continue to closely monitor the instances of bullying and racist behaviour in order to enforce the schools 'Zero Tolerance' policy.

As part of the school's Sun Protection Policy, the use of hats is mandatory as part of the dress code. Students are required to wear hats when they are outside participating in sport activities and/or moving between buildings. The school has purchased hats for all current students and future enrolments.

Safe travelling to and from school is promoted for students travelling by taxi and car. All students who use taxi transport, approved by the Department of Education and Training (DET), to travel to and from school sign a 'Travel Contract' which clearly explains the acceptable behaviour expected from students when they are in the taxi. This behaviour includes appropriate communication with the driver and other students,

safe travel practices, and procedures to follow if there are problems or concerns relating to the transport. All independent travellers are made aware of the DET's guidelines when accessing public transport to and from school.

Workshops Technology

Email is now being used to distribute 95% of the Workshops Timetable lists to staff who are involved in the afternoon Rivendell Workshop program. Information about the Workshops i.e. availabilities, changes, procedures, etc. are also communicated via email. Staff were inserviced by colleagues from the Technology and Workshop Committees on how to access their email and attached timetables.

Cooking Workshop

The workshop is run in conjunction with Sydney Distance Education High School (SDEHS) This year the Teachers of the Cooking workshops have liaised with Food Technology teachers from SDEHS. These Food Technology teachers are now aware of what is being taught in the Rivendell Cooking Workshops each week. A report of the practical aspect of the students' work is sent to SDEHS at the end of each term to meet with the requirements of the component of the Food Technology course.

Reporting

Students studying PD/H/PE and Food Technology with SDEHS participate in Rivendell based workshops, focussing on these subject areas. Students' skills, attitudes and progress in these subjects are recorded on a regular basis and disseminated to the SDEHS once a semester.

Vocational Education

Rivendell has compiled a database of agencies that support the planning of post school options. Opportunities have been provided for students to explore career options. This has been a focus area for many senior students.

Seventeen students from Yaralla participated in a TAFE horticulture course on site at both Ryde TAFE and Rivendell.

One student attended a Digital Music course at Crows Nest TAFE.

Two students attended Makeup and Beauty course at North Sydney TAFE.

One student completed a work placement for the Preliminary VET IT course they were studying. Consequently, he was offered, and accepted permanent employment.

One student attended the TVET course Animal Care at Ultimo TAFE.

Workplace Learning/Work Education was implemented in years 9 and 10. 18 students used the Workplace Learning Logbook as part of a wider academic program. The Vocational Interest Profiles (VIP) was completed by 20 students in years 9 and 10.

The Rivendell teaching staff continues to plan and support a variety of pathways for Student Transition Plans. Rivendell is continuing to develop closer links with the careers department at Sydney Distance Education High School, with an aim to plan student's vocational pathways, with a particular focus on the years 10, 11 and 12.

Integration/Transition

Integration/transition is an essential part of the Personalised Learning Plan (PLP) of each student at Rivendell. The integration/transition process involves detailed planning in collaboration with the student, the team, family and the school involved with the student. Within this process, plans are devised regarding integration and management to enable successful transition for all participants. Further structures that offer support to all involved with integration/transition are feedback monitoring tools including relevant outcomes, student devised self control plans, future planning for increased integration days, briefing and debriefing sessions prior to and post integration days. As follow up, upon departure students are surveyed about the integration/transition process Rivendell has facilitated, and approximately six weeks later staff at the integration/transition settings are also surveyed.

In 2008 the Lawson and Yaralla Program protocols and procedures for integration were reviewed and consolidated to allow a consistent and uniform approach to planning and facilitating integration. These protocols and procedures were communicated to all Rivendell staff members.

Following on from 2007 staff suggestions for improved practices, the Integration Committee has begun to establish an integration package for all schools which details protocols and procedures for integration. An outline of the roles and responsibilities of key stakeholders has been established and included into the integration package. Furthermore a database of educational settings where Rivendell students have integrated/transitioned to, has been collated, with the aim of facilitating an information gathering afternoon at Rivendell for staff from these settings.

Further directions for integration/transition programs at Rivendell include:

- Development of an integration package for schools which details protocols and procedures, outlines support structures and follow up support offered for both students and integration/transition settings after a student has transitioned full time.
- Facilitation of a feedback and information gathering afternoon for staff from integration/transition settings.

During 2008, 54 students left Rivendell and transitioned to the following settings:

School	36
TAFE	7
Home/Distance Education	9
Work	2
Work Preparation	0

Staff Professional Learning

This year the Professional Learning Committee coordinated training based on targets identified through the school plan, staff interests, committee targets, DET guidelines and Rivendell Unit presentations.

The regular practices utilised for professional learning at Rivendell School such as the supervision process, debriefing, collegial discussions and team teaching continued.

The Teachers Aides Special new title is "School Learning Support Officers" (SLSO). This was introduced in Term 3. Part of the Professional Development for SLSO's this year has been the introduction of meetings for SLSO's. The meetings have tabled Professional Development in many areas such as, Interactive Whiteboard Operation, Engraving, Telephone/Office Skills, Strategic Communication and Role Responsibility Training. These meetings are held on a regular basis and benefit all SLSO's, including Casual Officers. An Executive Staff Member attends the meetings and reports back to the Executive's Meeting with any concerns or requests for training that may arise.

As in previous years staff are encouraged to access their professional learning in a number of ways, and are encouraged to share their experiences with the whole staff during staff meetings, designated professional learning sessions, and supportive supervision processes.

During 2008 staff participated in DET and independent professional learning opportunities

comprising of individual and/or group learning, both on and off the Rivendell site. The professional learning undertaken covered a wide range of topics, and Key Learning Areas (KLAs), all relevant to our school plan and committee targets.

In addition school staff investigated collaborative problem solving approaches to behaviour management, strategic language and school procedures.

These innovative methods impacted on staff understanding and implementation of the school's behaviour management procedures, resulting in improved outcomes for students.

Granville Behaviour Team

The Granville Behaviour Team is based at Rivendell High School. The team consists of five teachers and one Assistant Principal. All positions are itinerant.

The role of the behaviour team is embedded in the principle of prevention and/or early intervention in Granville District primary and secondary schools. The team aims to support teachers and students in the classroom and to assist in providing management strategies for a safe playground. The team provides a flexible delivery service, working with school Learning Support Teams, the referring teacher and other agencies. The team also provided Professional Learning to schools in a variety of ways, at class and whole school level.

In 2008, the team was able to deliver 92% of intake referrals for students across stages 1 - 5.

Progress on 2008 targets

Rivendell School has a three year Management Plan which outlines future directions for the school. The Management Plan is available on request from the school office. Every year staff review targets for the plan and work collaboratively to achieve them. This section of the report describes the progress made towards achieving the improvement targets set for 2008.

Target 1

To provide an educational facility at the Walker Unit, to be established in 2008 at Concord Hospital. The existing Walker Program at Rivendell School will be renamed to avoid future confusion between the two programs.

Our achievements include the following:

- Appointment of D.E.T Staff
- Role and key accountability statements for teachers and SLSOs developed
- Professional Development for teachers and SLSOs at Gna Ka Lun Learning Centre, in preparation for commencement of Walker Unit Learning operation
- DET, PEOs, and SEDs (statewide) in serviced on their role in the smooth transition of students attending Learning Centres in acute units attached to Rivendell School
- Collaborative planning with Walker Unit Health staff and Rivendell School re: allocation of Learning centre physical spaces and fittings

Future Directions

- The development of a data collection process and Personal Learning Plan proformas for students participating in an acute unit Learning Centre
- Ongoing review of the role statements for the Learning Staff Centre
- Purchase of classroom furniture, including computers, printer, photocopier and teaching resources
- Collaborative development of timetable with health to support the needs of students.

Target 2

Consistent documentation across the school, of student PLPs, IEPs and ITPs, with 'user friendly' transfer to other integration settings.

Our achievements include the following:

- All students' Personalised Learning Plans document their progress in all relevant academic and vocational strands.
- Collaborative planning and review with parents, students and medical and allied staff to monitor progress.
- Ongoing integration planning meetings, aimed at a smooth transition returning to mainstream schools or other settings is a planned process of handover with therapeutic staff and educators from both Rivendell and the integration setting.
- Satisfaction by teachers of the documentation package has been acknowledged through the supervision process and a staff survey.

- Consistent professional development on IMP's, Safety Plans, Self-Control Plans and Self-Management Plans assist the transition plans of students to other settings.

Future Directions:

Teaching Staff are working towards documenting all IEP'S online. Professional development in the area of IT is part of the 2009 School Plan. A staff survey has identified specific areas for development. Individual Management Plans and Safety Plans will be a focus.

Target 3

To continue to develop appropriate Social Skills programs relevant to student diagnoses, associated with the Rivendell treatment programs.

Our achievements include the following:

- Lawson Program
All three classes in the Lawson program have combined to take part in group lessons using the interactive whiteboard and prepared social skills lessons. In the classroom, Social Skills lessons are taught individually, incidentally and in small groups. Individual and incidental lessons are developed following discussions with the students' therapist and relate to strategies being worked on in each students Individual Management Plan.
- Sulman Program
Students in the Sulman program work on building social confidence through success in academic progress, as well as developing peer interaction through positive, assertive communication.. Programmed group lessons, as well as incidental learning experiences form the basis for developing social skills.
- Yaralla Program
Students in the Yaralla Program are involved in social skill activities to promote interpersonal communication skills. Emphasis is placed on using assertive language, including tone of voice, eye contact and body language when dealing with a range of people in a variety of situations. The use of the interactive whiteboard during timetabled social skills lessons has enhanced the learning experiences.
- Walker Program
Students in the Walker program participate in a variety of Social Skills lessons. Formal social skills lessons are taught in the classroom on a daily basis, as well as incidental, informal lessons on a needs basis.

Focus is placed on appropriate forms of communication, positive interaction skills, self esteem, as well as working on self control. Twice per week students participate in formal Social Skills lessons led by the Principal. The aim of these lessons is to prepare the students for integration to their mainstream school as well as to discuss any issues or concerns that may have occurred on integration, including the recognition of triggers or 'hot spots' and devising strategies to deal with these

Future directions:

- It was determined that Rivendell staff would benefit from specific training and development in order to assist students in particular areas of social skills training
- Social Skills will continue to be taught across the school with a focus on above areas relevant to each program
- The Social Skills Committee will continue to update resources and tailor individualised programs and activities on a program by program basis

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Educational and Management (Outreach) and Curriculum (Technology) areas.

Educational and management practice

Outreach

Background

Rivendell School is a unique setting where The Department of Education and Training and the Department of Health work side by side to assist students with strategies to reach their goals. Due to this close relationship, many avenues are opened in the way that Rivendell staff are able to provide professional development to a variety of personnel through an Outreach model of delivery.

Findings and Conclusions

- Rivendell School successfully hosted its 9th annual Outreach Day whereby 36 personnel from a variety of organisations attended to listen to key speakers and to provide opportunities for networking.
- The Outreach Days consistently receive positive feedback from all participants.
- This year a pilot program began whereby the principal of Rivendell School, the Specialist School Counsellor and a

clinical psychologist presented ideas on the '*Strategic Management of ED/BD Students in Mainstream Settings*' to teaching staff from around the region. Due to positive feedback, the program will be repeated each term, to enable teachers to gain a better understanding of these issues in mainstream schools.

- The Walker Program hosted its annual Information Morning Tea. Staff from the students' home schools attended the morning tea to tour Rivendell School and familiarised themselves with the program and strategies we put into place to support our students.
- Numerous staff from the four Rivendell programs are involved in providing professional development to other schools. This professional development takes the form of talks given at mainstream school staff meetings about ideas and strategies for student management and Rivendell teaching staff opening their classrooms for teachers from other setting to come and observe teaching practice. The collaborative approach to providing students with consistent management is further fostered through ongoing communication between Rivendell teaching staff and integrating schools. This is achieved by field visits and telecommunications.
- As Rivendell is an interdisciplinary setting, many opportunities are created to share ideas and information between both teaching and medical staff. Professional Development sessions are held each Friday afternoon by the medical staff and all Rivendell teaching staff are invited to participate.
- Professional development sessions are held fortnightly with all Rivendell School staff to ensure we are all using the same strategic language to meet the learning, social and emotional outcomes of the students
- One staff member is trained to be a PART (Professional Assault Response Training) trainer. The training offers strategies and ideas to enable staff to devise strategic management plans for their school settings and is offered once each term.

Future Directions

- Outreach days will continue to be run at Rivendell.
- The program 'strategic management of students in mainstream school settings' will continue to be offered on a term basis

- Rivendell School staff will continue to provide outreach support to mainstream school settings in the ways outlined above

Curriculum

Technology

Background

During 2008 there has been an increased focus and usage of technology across the school. The technology committee has directed the accomplishment of many targets this year, in accordance with the school goals.

Findings and conclusions

The use of the most current Department of Education technology is being ensured through our on-going participation in:

- The 21st Century Teaching Tools ICT project - this action enquiry project provides students and teachers with the skills associated with Interactive Whiteboards, video conferencing technology and the use of Web 2.0 applications
- Connected Classrooms Program – allows enhanced facilities for sharing resources and data collaboration. The technology can enable direct video links to allow virtual field trips, and provide a range of specifically designed tools for presentation and learning materials
- Computer co-ordinator information days- Attendance of three members from the technology committee to update on Department of Education topics and issues such as regional support, new programs, hardware requirements and software applications
- Professional development sessions- ensures our students are accessing current technology. Our staff attend professional development sessions off site as well as regular timetabled events within the school.
- The introduction of Connected Classroom equipment- This has been a major focus for staff, with changes to the email system to allow more effective communication.

To enhance classroom activities students have been involved in:

- video conferencing for IST and Mathematics
- computer skills workshops: Digital photography
Game Maker
Stop-motion animation groups
- interactive whiteboard activities
- web 2.0 blogs
- storyboarding using Comic Life
- Distance Education has increased access to on-line educational programs through moodle in many subjects and students have had increased involvement with these initiatives

Technological purchases made in 2008 included: a digital camera; tripod; photocopier and laminator. Installations continued for a television screen for video conferencing, an interactive whiteboard, screen and projector equipment, as well as computers and a printer at Gna Ka Lun. Investing In Our Schools grant which was granted in 2007, was finalised with cabling, accounts verified and a plaque purchased.

Parents, staff and students were consulted regarding the implementation of technology in the school and the overall results were positive.

Future directions

The Technology Committee intends to steer the school towards further development in:

- Connected Classrooms Project (whiteboard lessons; videoconferencing; and Web 2.0 technologies such as blogging, podcasting and wikis)
- Reviewing and upgrading the school's website
- Staff professional learning opportunities in new technologies, and translation of these skills to teaching and learning in the school environment
- Establishment and maintenance of a school fileserver

School development 2009 – 2011

Targets for 2009

Target 1

To consolidate the establishment of the Walker Unit at Concord Hospital and at Gna Ka Lun, and to further develop of educational service delivery in these acute unit models.

Strategies

- Role statements with key accountabilities outlined for educational and SLSO staff
- Establish communication structures appropriate for an interdisciplinary setting
- Develop structures to connect clientele to mainstream schools
- Design and implement student academic programs, where appropriate, in collaboration with home/integrating school and therapeutic staff
- Data collection and program evaluation

Our success will be measured by:

- Staff aware of role and responsibilities and planning on basis of key accountabilities
- Gna Ka Lun Educational Services Flowchart developed outlining process
- DET staff (eg PEO & DET Case Managers, SEDS, DGO's, School Counsellors) involved in process
- Personal Learning Plans, where applicable, reflecting academic component of the students' treatment program
- Individual Transitions developed and disseminated to appropriate personnel.
- Statistics to specify number of students accessing the learning centre and integration outcomes

Target 2

To continue to develop and extend the Rivendell Outreach Program and service delivery model.

Strategies

- Consultancy with other settings
- Development of professional learning packages, incorporating use of strategic language as a tool for behaviour management
- Promotion of service delivery through professional packages and consultation
- Staff in-services on development of relevant management plans in accordance with student needs
- To focus on professional learning for all Rivendell staff of behaviour management
- To regularly liaise with TAFE, to promote TVET courses and post school options for students exiting Rivendell
- Vocational Education Committee to promote all correspondence received from TAFE and other tertiary institutions

Our success will be measured by:

- Increased requests from mainstream schools for Professional Learning Services
- Number of participants and in-services given

- Staff competent in developing and implementing Individual Management Plans, Self-Control Plans, Self-Management Plans, Safety Plans, Risk Assessments and Risk Management Plans, where appropriate
- All staff have a professional learning plan, outlining in-services attended and level of confidence/competency planning behaviour management strategies of students transitioning to another setting
- More students enrol in TVET courses while completing the HSC. Students are more informed of options when planning vocational pathways
- Teachers more informed of options when assisting students plan vocational pathway

Target 3

To continue to develop technological advances for staff and students.

Strategies

- Develop, implement and sustain regular videoconferencing sessions
- Integrate interactive whiteboard technologies into a wide variety of lessons
- Implement whole school and focus group professional learning in technology
- Develop online learning resources
- Establish a school intranet

Our success will be measured by:

- Videoconferencing integrated into teaching and learning programs
- Interactive whiteboard technology implemented across various subjects
- Number of resources developed and student participation in these activities
- Use of intranet to enhance teaching and learning and to facilitate communication

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Ross Black Principal

Kim Bold Assistant Principal

Cheryl Bazzano Assistant Principal (.06)

Rachael Farah Assistant Principal

Katie Kershaw Relieving Assistant Principal (.04)

Lyn Fagan Senior Administration Manager

Dr Elise Lowick Community Representative,
Clinical Psychologist

School contact information

Rivendell School

**Thomas Walker Estate, Hospital Road,
Concord West NSW 2138**

Ph: 9743 1075

Fax: 9736 3784

Email: rivendell-s.school@det.nsw.edu.au

Web: www.rivendell-schools.nsw.edu.au

School Code: 5654

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>

.....