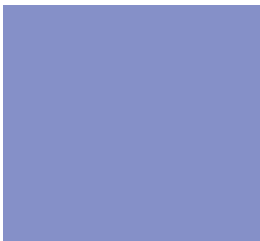


2009 Annual School Report Rivendell School

NSW Public Schools – Leading the way



Our school at a glance



Students

Rivendell School can cater for up to 75 students at any one time. Students are placed into classes according to the program in which they are enrolled. This includes seven classes and a tutorial program on site and two learning centres off site.

Staff

Rivendell has four executive staff, nine classroom teachers, an outreach teacher, a school counsellor, nine school learning support officers (SLSOs) and two administration staff. Rivendell is also the base school for a District Guidance Officer, the Assistant Principal for the Itinerant Behaviour Team and as well the five Itinerant teachers of Behaviour Disorders. (Details on page 3)

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

Significant programs and initiatives

Rivendell manages four programs on site. They are the Lawson, Yaralla, Sulman and Paterson programs. Rivendell also provides an educational program to two acute adolescent psychiatric units, the Walker Unit in the Concord Centre for Mental Health and Gna Ka Lun at Campbelltown Hospital.

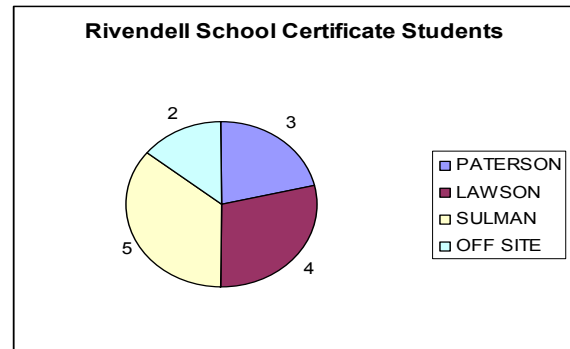
Student achievement in 2009

Higher School Certificate

Two students studied for their HSC via pathways and have successfully completed four of their subjects during 2009.

School Certificate

A total of 14 students across the school (including two from the Acute Units) sat for the School Certificate in 2009.



- 42% of students achieved a Band 4 in English
- 36% of students achieved a Band 3 in Maths
- 42% of students achieved a Band 3 in Science

Messages

Principal's message

This report celebrates the achievements of Rivendell School in 2009 and reflects the school's continuing success in enabling students to access quality education programs. Our improved student outcomes are the result of our high expectations, commitment to quality teaching and the strong supportive and collaborative relationship we have with families, mainstream schools, NSW Health staff and the local community.

The school strives to promote pride in self and school and provides a strong academic and welfare program that promotes in students a sense of achievement, well-being and responsibility. Some highlights of the year include the facilitation of a Learning Centre in the newly established Walker Unit at Concord Hospital and the continued development of interactive technologies across the school. It has been an absolute pleasure to have been a member of the interdisciplinary team and to have led Rivendell in achieving its goals for the past 20 years. Thank you to our whole school community for your contributions over this period.

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 a total of 99 students attended Rivendell School. This number represents 38 existing enrolments from the beginning of 2009 and 61 new enrolments throughout the year.

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

Rivendell Total Enrolments for 2009								
Program	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	P/W	Total
Lawson	4	5	3	11	4	0	0	27
Paterson	3	1	3	0	0	0	0	7
Sulman	0	0	1	2	0	0	1	4
Walker	0	0	0	2	1	0	0	3
Yaralla	1	1	5	9	1	2	1	20
Total	8	7	12	24	6	2	2	61

The total number of students attending the Gna Ka Lun Learning Centre during 2009 was 124.

Management of non-attendance

Rivendell delivers educational and therapeutic programs to engage students particularly those who are experiencing difficulties with anxiety based non-attendance. Consultation with clinical staff, family meetings and personalised learning programs all contribute to the successful management of non-attendance.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

Each Rivendell class may take up to seven students at any one time.

Structure of classes

Rivendell operates seven classes within four different programs all under the guidance of NSW Health. This includes the Walker Unit at Concord Hospital and Gna Ka Lun at Campbelltown Hospital. The school also operates three classes, within two programs solely as DET classes. Students access programs according to their designated diagnosis.

Staff information

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

In 2009 Rivendell school staff did not include anyone who identified themselves as being of indigenous background.

One permanent teaching staff member took up an interstate teaching position.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	3
Head Teachers	
Classroom Teachers	
Teacher of Emotional Disabilities	9
Outreach Teacher	1
Teacher of Reading Recovery	
Support Teacher Learning Assistance	
Teacher Librarian	
Teacher of ESL	
Counsellor	1
School Administrative & Support Staff (SASS)	11
Total	26

Teacher qualifications

All teaching staff 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
Degree or Diploma	54
Postgraduate	46

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:	30/11/2009
Income	\$
Balance brought forward	400 267.39
Global funds	118 580.75
Tied funds	15 735.45
School & community sources	500.00
Interest	15 573.59
Trust receipts	116 215.00
Canteen	0.00
Total income	666 872.18
Expenditure	
Teaching & learning	
Key learning areas	38 334.81
Excursions	0.00
Extracurricular dissections	0.00
Library	380.50
Training & development	492.30
Tied funds	18 851.10
Casual relief teachers	8 130.97
Administration & office	38 212.05
School-operated canteen	0.00
Utilities	6 573.53
Maintenance	2 926.15
Trust accounts	95 257.91
Capital programs	0.00
Total expenditure	209 159.32
Balance carried forward	457 712.86

Rivendell holds the funds for a number of Regional programs including some Student Welfare programs and the Families First project.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

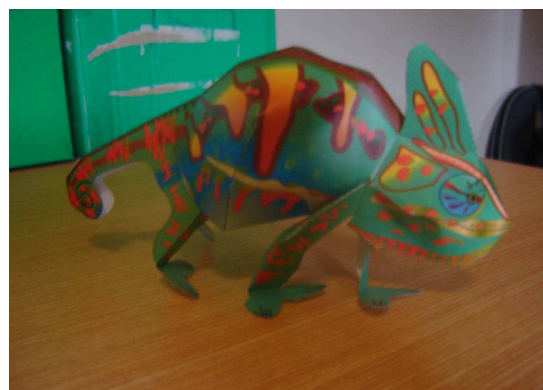
Sport

In 2009, gender specific fitness groups commenced focussing on the importance of participating in life long fitness programs. These groups were run by the sports psychologist on a

weekly basis. Students focussed on individual and group activities, while improving their fitness levels.

The increased availability of sporting equipment to the Yaralla and Paterson programs has offered students more opportunities during free time and structured lessons to develop their skills and fitness levels.

Arts



Rivendell School's Annual Art Exhibition was produced in a new format for 2009.

Over a course of six weeks, student's artworks were exhibited in the main school hallway, rotating new artworks every two weeks.

The artworks incorporated a variety of techniques including sculpture, painting and printing mediums. These artworks are a product of creative art workshops held in the daily workshop sessions. The feedback was extremely positive and both staff and students recognised the expressive talents and artistic efforts of the students.



Outreach

Rivendell School successfully hosted its 10th annual Outreach Day with 34 people attending from various transition organizations to listen to keynote speakers and utilise opportunities for professional networking. The program received positive feedback from participants and generated future interest.

Academic

Students who were attending Rivendell at the time of the National Assessment Program were given the opportunity to participate in the testing. Their results are reported by their mainstream school.

Significant programs and initiatives

Aboriginal education

Following on from the 2008 Stolen Generation Apology, and consistent with the English and Aboriginal Education outcomes, students engaged in specific study into the Stolen Generation. "The Burnt Stick" by Anthony Hill was a resource introduced to Rivendell School to compliment this study. Building increased knowledge and understanding of Aboriginal Australia and Aboriginal People for all staff and students is a continued focus area consistent with the Aboriginal Policy at Rivendell School.

During Term 4, Aboriginal youth performers provided students with interactive sessions which reinforced traditional and contemporary views of Indigenous culture.

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 members of the whole school community.

Students have studied languages from other cultures including German, English, French and Greek. All students have also participated in social skills activities that encourage positive behaviours and attitudes in relation to anti-racism in the school and community setting.

Respect and responsibility

Rivendell School's welfare practices focus on self confidence, self esteem, self control, self management, safety and total well being and all are ongoing priorities. The physical and emotional

safety of all personnel at Rivendell permeates all aspects of our programs and is reflected in our school's code of conduct.

The school has effective anti-bullying and anti-racism policies. Awareness of these issues for students is delivered through the teaching and learning of specific strategies for recognising and dealing with bullying and racism through social skills lessons.

Students work on being accountable for their individual actions towards themselves and others. The social skills committee has developed a group of resources on a variety of topics that can be implemented across programs. These topics include bullying, communication, friendship, self esteem and managing stress. All Rivendell staff have had professional development on this valuable and relevant resource. Members from the social skills committee have also used the interactive whiteboard to create social skills lessons on choices and outcomes in relation to life circumstances.

Cyber Bullying workshops implemented by a Police Youth Liaison Officer were delivered to all students. Staff firstly received a number of presentations on forms of bullying and then collectively decided upon an appropriate Cyber Bullying presentation and workshop for the students. All students from Rivendell took part in the Cyber Bullying workshops which were conducted over three sessions. The feedback was positive and staff and students found the information relevant and useful.

A 'Breaking Bullying' professional development course was attended by two members of the social skills committee and the resources from this course have been added to school's resources.

Workshops

This year 15 different afternoon workshops were offered to all Rivendell students. Juggling and circus skills workshop enabled students to develop skills in making and using juggling equipment and performing circus tricks.

The Cooking workshop provided students with the opportunity to prepare and present food in a professional manner.



Student's evaluations in relation to their interest level and the skills they gained from the afternoon workshops were overwhelmingly positive.

Vocational Education

Rivendell teaching staff strive towards maintaining academic programs that are relevant for student's future studies and/or employment. The school continually explores alternative pathways for those students requiring alternative options to mainstream schooling.

A database of agencies that support the planning of post school options has been compiled and is regularly updated by Rivendell staff.

Integration/Transition

Integration and transition are essential parts of the Personalised Learning Plan (PLP) of each student at Rivendell. The process of integration/transition involves detailed planning in collaboration with the student, the clinical team, the family and the school or transition setting to where the student is going.

Throughout the integration process feedback is provided on the progress of the student. These feedback sheets are reviewed and provide the basis for social skills workshops which target the specific needs of the student. Plans are continually revised and modified after reviewing the progress of the integration.

Upon exiting Rivendell, students and the transition setting are both surveyed about the integration/transition process and their feedback is used to refine and further develop the process.

Throughout 2009 the integration committee has continued to develop the integration package to be distributed to the schools. This package details the protocols and procedures for integration. Next year the committee would like to incorporate this into a presentation which can be emailed to the setting prior to the first integration meeting.

The Sulman Program

Sixteen students from Years 9 to 11 were enrolled in the Sulman Program in 2009 which is facilitated by two teachers who share the teaching role for three days each. The program consists of a part-time school attendance program and planned home work program and supports students who have difficulty maintaining regular full-time attendance at a mainstream school.

A number of students have successfully utilised the program to transition to other settings including:

- three students who have enrolled in TAFE to continue their studies in 2010 including one in a pre-apprenticeship course;
- two students studying at TAFE and also currently employed; and
- two students who have returned to their mainstream school to continue their HSC.

The Lawson Program

The Lawson Program caters for secondary students with depressive and anxiety disorders. There are three classes accommodating up to seven students from Years 7 to 12.

Students are able to continue their academic studies through a combination of their mainstream school curriculum and Sydney Distance Education High School (SDEHS). The collaborative approach involving students, teachers, medical and nursing staff, and families provides a supportive environment for the achievement of best practice and positive outcomes for all involved in the program.

In 2009, students were involved in a variety of activities designed to complement their academic program. Examples of these activities include:

- video conferencing lessons with Sydney and Karabar Distance Education High Schools
- art, music and drama groups
- group work e.g. discussion groups e.g. Mindfulness, Protective Behaviour and Hype (psycho-education) groups

The Yaralla Program

The Yaralla program provides a supportive environment for secondary school students who suffer from mood disorder, Aspergers or a psychotic illness.

The program has two classes, each with a maximum of seven students. Each student has a PLP which is devised in collaboration with an interdisciplinary team of clinicians and nursing staff. PLPs address integration/transition, academic, personal management, vocation and leisure areas. Individual Management plans and Self Management/ Control plans are also developed to support the individual needs of students.

The academic programs are sourced from SDEHS, the student's home school and/or from Rivendell School. Personal management includes social skills activities, Mindfulness and HYPE (psychoeducational discussion group), relaxation strategies and healthy living skills. Students also

attend activities and information sessions with a sports psychologist. Art and music therapy are also provided as well as a wide range of workshops.

During 2009, three students gained their School Certificate and one student achieved the Higher School Certificate via pathways. Students over the age of 15 years were also involved in a Horticulture course at Ryde TAFE. This year, eleven students received a Certificate 1 in horticulture from TAFE. In addition, one student successfully completed the TAFE digital music course which has led to further study in the music field and another student received a Certificate in an Automotive Skills course.

The Paterson Program

The Paterson Program caters for secondary students experiencing difficulties managing their behaviour in a mainstream school setting. The Paterson Program consists of two classes, each with a teacher and SLSO, catering for a maximum of seven students in each class.

Paterson is a structured, intensive program designed to provide students with opportunities to learn, improve and self manage their behaviour. Its aim is to achieve positive behavioural, academic, vocational and social outcomes. Through consistent management, students practise new skills and strategies and further their learning about self management.

For most Paterson students the long term goal is integration back to their mainstream school on a full-time basis.

Personalised Learning Plans (PLPs) are developed for each Paterson student. The PLPs target specific academic, behavioural and social needs. Reviews of these plans are ongoing and consist of self control plans, self management plans and individual management plans. These plans are evaluated collaboratively with both Rivendell and home school personnel.

Personalised Learning Plans and distance education programs are developed and accessed for Paterson students depending on the student's academic ability and stage of development.

The Paterson program uses a cognitive behaviour approach to teach and encourage students to take responsibility and control of their behaviour choices and management. The skills and strategies learned then become tools for students to utilise in their mainstream school setting. The length of stay in the program varies depending on the individual student however it usually ranges from four to six terms.

Students in the Paterson Program participate in formal and informal social skills lessons which form the basis of the integration plan back to their mainstream school. The aim of teaching and learning these skills is to support students to demonstrate:

- positive peer interactions;
- respectful interactions with staff members;
- increased self esteem and confidence;
- appropriate assertive communication skills; and
- safe and appropriate self management of stress and anger.

Opportunities to practise positive social skills are also made available to Paterson students through social lunches on Fridays. Students are involved with planning and preparing for this social activity.

Workshops also provide Paterson students with an opportunity to engage in an activity directly related to a specific interest area as well as interacting with students and staff from the other programs at Rivendell School.

One of the highlights of this year was the participation of students in a Hip Hop music workshop during Friday afternoons. During the workshops students had the opportunity to write original lyrics, mix beats, create sound effects and record original tracks using professional equipment. These workshops also support the social skills program by encouraging teamwork and building student's self esteem and confidences.

The Walker Unit

The Walker Unit Learning Centre forms part of the educational and group programs conducted at the Walker Adolescent Mental Health Unit, which caters for students with acute mental health needs. This unit is located in the grounds of the Concord Centre for Mental Health.

The learning centre commenced operation in late Term 2 after a five day induction training program for multidisciplinary team members. It is currently one class of up to seven students and is supported by a teacher and SLSO.

Two students were enrolled in Distance Education through SDEHS. One student achieved a first place in Year 11 Business Services (VET) and one student successfully completed three subjects towards a School Certificate. All students are supported by PLPs focussing on their individual strengths and needs.

Gna Ka Lun Unit

Rivendell School provides an outreach teacher to facilitate the learning centre at the Gna Ka Lun Adolescent Mental Health Unit which is attached to Campbelltown Hospital. The learning centre forms part of the groups program at Gna Ka Lun, which caters for students with acute mental health needs. The maximum number of students at any one time is ten and the maximum number of students the learning centre can cater for is seven.

The outreach teacher also assists in supporting the transition of students returning to school or transitioning to TAFE or work options. This is enhanced by input from the clinical and allied health staff at Gna Ka Lun and DET staff across regions.

Granville Behaviour Team

The Granville Behaviour Team consists of five teachers and one assistant principal. All positions are itinerant and the team is based at Rivendell School. It has a three year management plan which has driven the targets for 2009.

The role of the team is to support students with behaviour management difficulties in mainstream schools.

The role of the team is embedded in the principle of capacity building and providing early intervention to the primary and high schools in the Granville district. The intervention range is for students from Kindergarten to Stage 5. The team aims to support both teachers and students with a flexible delivery service.

One of the targets for 2009 was to have a holistic approach to supporting students. This was achieved by working with learning support teams, referring teachers, counsellors and other relevant agencies.

The team also provided professional learning to individual class teachers, executive and whole school staff.

In 2009, the Granville Behaviour Team was able to support 95% of cases from intake referrals and provided whole grade/school projects to four high schools and six primary schools.

Progress on 2009 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 2009.

Target 1

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

Our achievements include:

- the development of role and responsibility statements, based on key accountabilities, for all learning centre staff;
- the development of individual transition plans and their timely dissemination to relevant personnel; and
- the establishment of communication structures appropriate for an interdisciplinary setting.

Target 2

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

Our achievements include:

- an increase in the number of professional learning sessions developed and presented to mainstream schools;
- an increase in the number of students enrolled in TVET courses as part of their HSC; and
- all staff demonstrating improved skills in the development of individual student management plans and risk management plans.

Target 3

To continue to develop technological advances for staff and students.

Our achievements include:

- the provision of whole school and focus group professional learning sessions;
- the development of online learning resources; and
- the integration of videoconferencing and interactive whiteboard technologies across all programs.

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 2009 our school carried out evaluations of School Culture and Technology.

Educational and management practice

School Culture

Background

During 2009 the school began a significant shift towards preparing for the existing Principal's retirement and the appointment of a new school Principal in 2010.

As a result Rivendell staff and the school community saw a need to review the school's culture in order to effectively plan for future directions.

The survey consisted of thirteen questions about the school's culture and was distributed to staff, parents and students.

Findings and conclusions

Staff, parent and student responses indicated the school almost always or usually:

- understands and responds to the context of its community and fosters a sense of belonging and collective responsibility;
- recognises, values and supports the contribution of new members to the culture of the school;
- promotes improved student learning outcomes and has structures and strategies to recognise and celebrate achievement; and
- has school leaders who influence school culture to enable the achievement of the school's purpose

Approximately 20% of staff and parents recognise that the school could do better at:

- communicating its plans, policies, programs and practices; and
- recognising, valuing and supporting the diversity of its learners.

Future directions

In 2010 we will analyse our current practices and encourage open discussion about the school's purpose and the methods employed to achieve our goals and visions. We will also review the ways in which we communicate with the wider school community and the ways in which we

address the individual learning needs of our students.

Curriculum

Technology

Background

Technology was chosen as one of the areas for school development during 2009-2011. This decision was made because the school was being provided with new areas of technology such as the connected classrooms program, interactive whiteboards, the establishment of a school fileserver and the roll out of laptop computers for Year 9 students under the Digital Education Revolution – NSW.

The school also planned to update its website under the School Website Service program. We were interested to know how staff and students were managing the new technologies and whether they were having a positive impact on student learning outcomes.

Findings and conclusions

The connected classrooms and video conferencing technology have been well utilized by all staff. Weekly lessons have been delivered by Sydney and Karabar Distance Education High Schools and students reported a high level of satisfaction with this method of content delivery. In addition, the students took part in a state wide video conference with the author/illustrator Dave Hackett. Staff at Rivendell have also used video conferencing facilities to facilitate meetings with colleagues in remote locations.

This year Rivendell School became one of the first schools in the region to have a virtual fileserver, where the actual hardware is located off-site at Granville TAFE and Rivendell is connected to it by the internet.

All programs at Rivendell have now been connected to the fileserver. The introduction of the fileserver has led to many advantages. Staff and students now have access to their data wherever they go throughout the school. Information sharing has increased as school policies, school proformas, software, personalised learning plans and student management plans are now more accessible and available to all.

The updating of the school's website has begun with a review of the current content and layout. Staff and students from each of the programs across the school have submitted updated information about their program and new photos

of Rivendell have been taken for use in the website.

Future directions

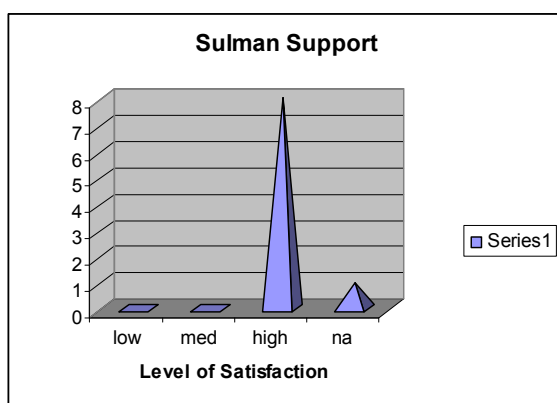
As a result of this evaluation the school will:

- formalise a professional learning plan for all staff to address their individual technology skill requirements so that the available technology across the school is better utilized;
- liaise with Sydney Distance Education High School regarding the inclusion of a wide range of subject areas to be included in weekly video conferencing across Stages 4 to 6; and
- continue to develop the school's website with input from all stakeholders.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the Sulman Program.

Their responses are presented below.



100% of parents reported being highly satisfied with the support that their child received in the Sulman Program and believed that their academic and emotional needs were being met.

100% of students felt confident that they would achieve their goals through their participation in the program.

All staff reported a high level of satisfaction with the structure and flexible curriculum delivery of the program which they reported greatly contributed to the attendance and retention of students in the program.

Professional learning

In 2009 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 continued. Staff are encouraged to share their professional learning experiences with the whole staff during staff meetings, designated professional learning sessions, team teaching and supportive supervision.

The School Learning Support Officers (SLSOs) participated in regular professional development meetings focussing on interactive whiteboard training, O.H.S. issues and role responsibility training.

This year 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 focussed on a wide range of topics and key learning areas. School staff continued to investigate and develop collaborative problem solving approaches to behaviour management, strategic language and school procedures. Increased staff understanding and implementation of the school's behaviour management procedures has resulted in improved outcomes for students.

School development 2009 – 2011

Targets for 2010

Target 1

To further develop the delivery of educational programs to the Walker and Gna Ka Lun acute units.

Strategies to achieve this target include:

- establishment of internet connections at both units so that students can access on-line learning modules from both Rivendell and SDEHS;
- classroom programming and practices to demonstrate Quality Teaching elements and identification and targeted support for individual students; and

- establishing efficient interdisciplinary communication structures to assist the educational and transition planning for individual students.

Our success will be measured by:

- all students from both acute units having access to the internet for educational purposes;
- classroom programming and practices demonstrating Quality Teaching elements and identification and targeted support for individual students; and
- regular interdisciplinary meetings held to better plan for improved student outcomes.

Target 2

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

Strategies to achieve this target include:

- establishing an outreach program committee comprised of executive, teachers and SLSOs;
- revising and updating the professional development packages provided through the outreach program; and
- developing strategic and systematic ways of promoting the outreach program to referring schools.

Our success will be measured by:

- the formation of the committee and documented minutes of meetings;
- the revision and updating of professional development packages; and
- the promotion and delivery of the Outreach Program to referring and non-referring schools.

Target 3

To embed information and communication technologies (ICT) in all classroom programs to improve student learning outcomes.

Strategies to achieve this target include:

- implementation of whole school and focus group professional learning in ICT;
- liaising with SDEHS to implement regular videoconferencing sessions; and

- integration of interactive whiteboard technologies into a wide variety of lessons.

Our success will be measured by:

- targeted students and staff receiving individual technology skills support;
- the number of students participating in videoconferencing sessions with SDEHS; and
- survey results of staff indicating an increase in knowledge and confidence in embedding ICT into teaching and learning programs.

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.

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Katie Kershaw, Relieving Assistant Principal

Cheryl Bazzano, Assistant Principal

Jason Giltay, Relieving Assistant Principal

Kim Bold, Assistant Principal

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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>