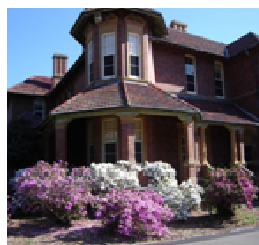
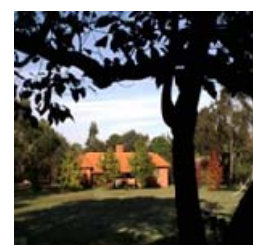


2010 Annual School Report Rivendell School

NSW Public Schools – Leading the way



Our school at a glance



Students

Rivendell School can cater for up to 58 students on-site and up to 17 students in our off-site learning centres.

Staff

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

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

Significant programs and initiatives

Rivendell provides educational programs across a variety of settings. Lawson and Yaralla are Health/DET programs and are on-site. Paterson and Sulman are DET programs and are also on-site. The Walker Unit is an off-site program facilitated in the Concord Centre for Mental Health. The Gna Ka Lun program is also off-site and is based at Campbelltown Hospital.

Student achievement in 2010

Higher School Certificate

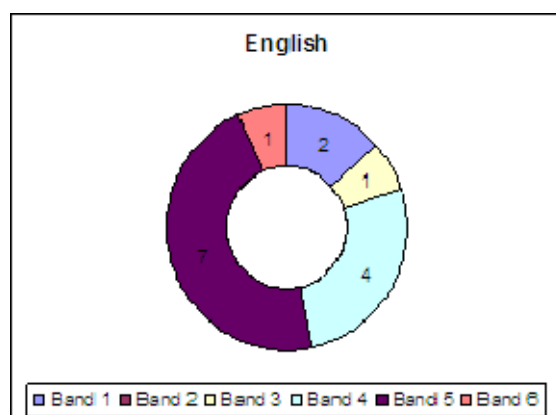
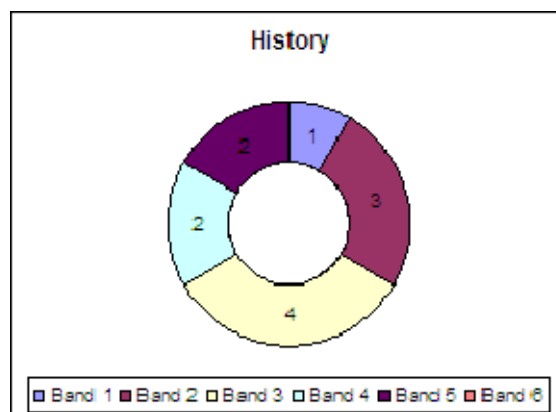
In 2010 there were three HSC students who achieved the following results in their specific subjects:

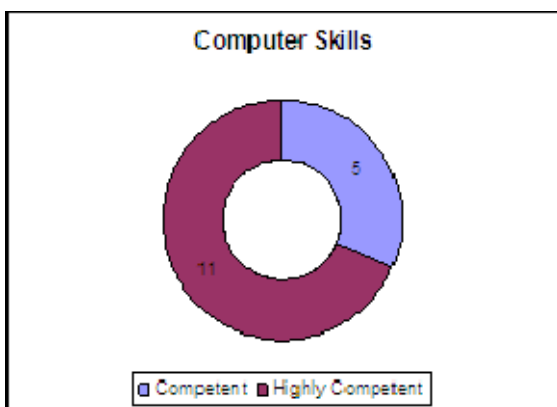
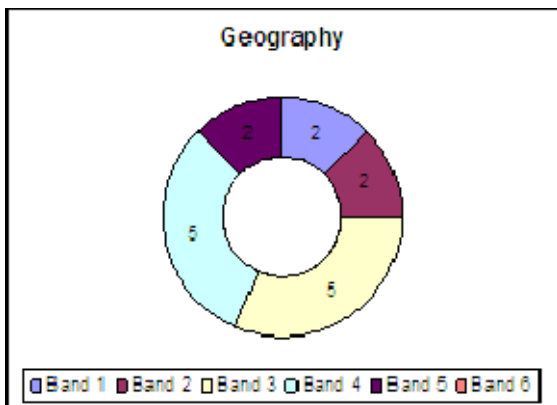
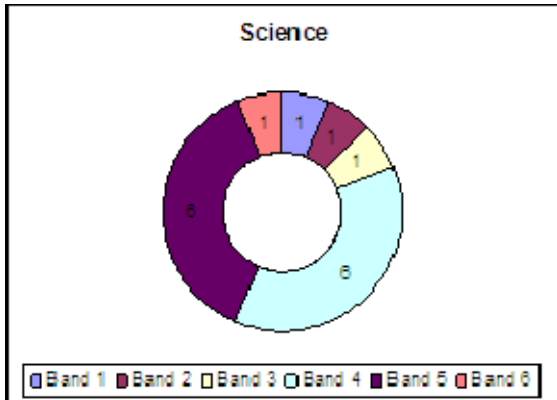
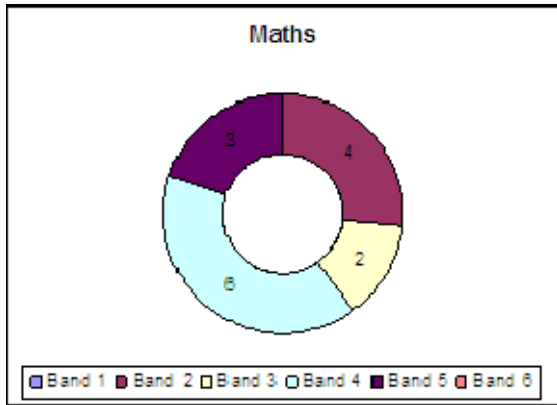
Subject	Results
English x2	Band 6 & Band 4
Studies of Religion x2	Band 5 & Band 4
Ancient History x1	Band 4
Senior Science x1	Band 4
Legal Studies x1	Band 5
Drama x1	Band 5
Visual Arts x1	Band 5
Society and Culture x1	Band 6

Two students gained their Higher School Certificate (HSC) in 2010 with one student continuing a Pathways program for 2011.

School Certificate

In 2010 there were 16 students who sat for their School Certificate in all or part of the core subjects. The following graphs show the results in each of the core subjects and the mandatory computer skills exam.





Messages

Principal's message

Rivendell School enjoys a strong collaborative partnership with families, Sydney Distance Education High School (SDEHS), mainstream schools, NSW Health staff and the local community. We are committed to providing an environment which is stimulating and challenging and which develops each student's resilience and well being. This is achieved through the provision of a balanced curriculum which meets each student's individual needs.

This report celebrates our achievements in 2010 and reflects the school's continuing success in enabling students to access quality educational programs.

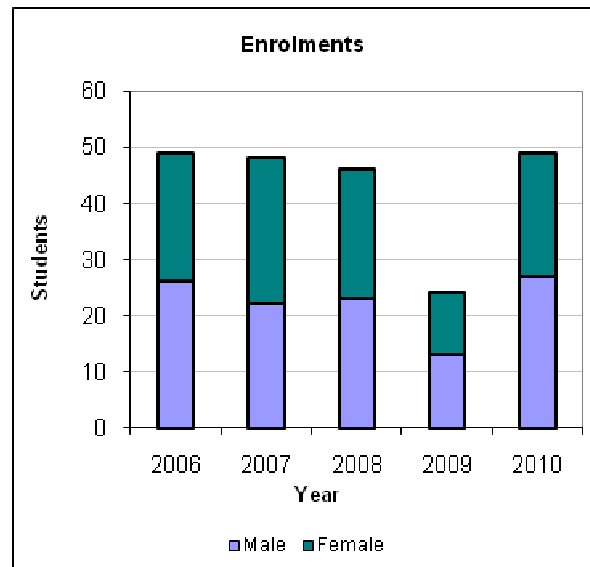
I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Anne Reddie

School context

Student information

Student enrolment profile



This data is taken from the number of students enrolled on a set day.

Management of non-attendance

Each student who is enrolled in Rivendell has a personalized learning plan (PLP) that addresses a number of areas including school attendance if relevant. A significant number of students who attend Rivendell experience anxiety based school attendance difficulties. Their attendance is managed in a collaborative manner with clinical staff.

Class sizes

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

Structure of classes

Students are placed in classes according to the program in which they are enrolled. There are three classes in the Lawson program, two classes in each of the Yaralla, Paterson, Sulman and Gna Ka Lun programs. There is one class in the Walker Unit.

Staff information

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

Staff establishment

Position	Number
Principal	1
Assistant Principal(s)	3
Teacher RFF	0.84
Classroom Teachers	7
Transition teacher	0.4
Outreach Teacher(s)	2
Supplementation	0.2
Itinerant AP Behaviour Disorders	1
Itinerant Teachers Behaviour Disorders	5
District Guidance Officer	1
Counsellor	1
School Administrative Staff	1.926
School Learning Support Officers	10
Total	34.366

The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2010 Rivendell School staff did not include anyone who identified as being of indigenous background.

Staff retention

There was no movement of staff during the reporting period.

Teacher qualifications

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

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:	30/11/2010
Income	\$
Balance brought forward	457 712.86
Global funds	125 324.62
Tied funds	38 594.64
School & community sources	0.00
Interest	22 336.04
Trust receipts	205 615.05
Canteen	0.00
Total income	849 583.21

Expenditure

Teaching & learning	
Key learning areas	34 811.80
Excursions	0.00
Extracurricular dissections	0.00
Library	246.46
Training & development	1 597.59
Tied funds	48 012.40
Casual relief teachers	15 371.92
Administration & office	35 725.81
School-operated canteen	0.00
Utilities	6 276.49
Maintenance	4 775.73
Trust accounts	136 484.50
Capital programs	0.00
Total expenditure	283 302.70
Balance carried forward	566 280.51

Rivendell holds the funds for a number of Regional programs including some student welfare programs. We also hold the funds for the Families First project. A full copy of the school's 2010 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 2010

Achievements

Arts



Students have access to a wide range of art experiences that incorporate both curriculum based programs and therapeutic programs. In 2010, students used a variety of mediums such as sculpture, painting and photography to produce artworks of the highest standard. Their works were displayed at our community functions.

Outreach

The Outreach Committee considered several changes this year with an aim to clarify and strengthen its rationale and aims. An example of these changes is a proposed name change from Outreach to Transition Committee to better reflect the work of the committee and to clearly link the committee's aims with the new role of transition co-ordinator at Rivendell in 2011.

The Rivendell Outreach Day for 2010 was very successful with five speakers providing transition information and ideas for 41 attendees. The opportunity to network and share transition approaches was appreciated by attendees and was reflected in the formal feedback survey. More Rivendell staff were able to attend than in previous years, providing a greater opportunity for positive transition outcomes for students across all programs. The speakers covered a broad spectrum of transition options including the Dunlea Centre (previously known as Boystown), three employment and training agencies with a focus on students in special education, and an experienced DET transition

teacher. The new school leaving age was a focus point throughout all presentations. The day provided a quality forum for the discussion of transition issues particular to special education settings.

Academic

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

Significant programs and initiatives

Aboriginal education

Throughout 2010 Rivendell students have engaged in a variety of enrichment and educational activities promoting awareness and increased knowledge about Aboriginal culture. Students enjoyed an Indigenous group performance, Beatty Clan Crew, which included music, dance and storytelling. All students engaged in three *Museum in a Box* displays, based on Aboriginal history, bush tucker, language and belonging. This was provided by the Australian Museum.

An Aboriginal Register was created to gather diagnostic assessment information and literacy and numeracy outcomes for Aboriginal students enrolled at Rivendell. This information will assist us with establishing and further developing relevant programs and resources in 2011 to work towards improving the learning outcomes for Aboriginal students.

One student participated in the NADOC Aboriginal Art Competition and was awarded 2nd prize receiving a money grant for future academic study.

The importance of including 'Welcome to Country' or 'Acknowledgement of Country' procedures at whole school and special events was emphasized this year. Students readily volunteer to read the acknowledgement of the traditional owners of the land.

During 2010, the Aboriginal committee members made contact with various Aboriginal agencies to plan for activities to incorporate into the 2011 Rivendell curriculum. These included 'Hands On' TAFE workshops, 'Aftercare' and schools who have successful Aboriginal educational programs.

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 through:

- an excursion to SDEHS for Harmony Day;
- an art excursion to Casula Powerhouse exhibition;
- Musica Viva song and dance cultural performance workshop;
- Paterson special lunches derived from a range of cultural recipes; and
- lessons addressing multiculturalism and racism themes.



Workshops

This year Rivendell combined with SDEHS to conduct a *Drama and Theatre Sports* workshop. The workshop proved to be very popular and resulted in some fine performances from students.

Wii Sports became a regular indoor workshop, combining students' love of computer games with a variety of sports. It was a great addition as the rainy weather has sometimes hampered outdoor sporting activities this year. New craft workshops were added this year which gave students the opportunity to learn a new skill and contribute to the making of an impressive gift for charity.

A wide variety of sporting opportunities were offered, including football skills, field sports, tennis and basketball groups. Activities were also offered with the Rivendell sports psychologist.

This year's art workshops were run by qualified art teachers resulting in many fine art displays around the school. Students also had the chance to demonstrate their talents in the regular acting, singing and pottery workshops facilitated by the Rivendell music and art therapist.

Vocational Education

Students' personalized learning plans are developed to consider future studies and/or employment and to explore alternative pathways for those students requiring a viable alternative to mainstream schooling. Rivendell has developed a data base of agencies and consultants to support this process.

A number of students participated in courses at their local TAFE:

- Two students participated in an office administration course.
- Two students completed a digital photography course and displayed their completed work at Rivendell.
- One student participated in a cafe bar course which included an operational cafe on site.
- One student participated in a practical child care course.

Staff have received regular updates on new TAFE vocational courses, developments in career education and professional development from a variety of agency staff.

Eleven students from the Sulman program attended a student-parent evening at the end of Term 3 to discuss their academic and vocational pathways for 2011. Representatives from SDEHS, OTEN and a specialist transition support teacher attended the evening.

Six students participated in work experience across a range of vocational areas including automotive, child care, cake decorating, retail and a repair workshop.

The Vocational Interest Profile (VIP) is a questionnaire highlighting students' interests and skills. The results are used to plan future subject choices and transition pathways. Forty-one students completed questionnaires this year.

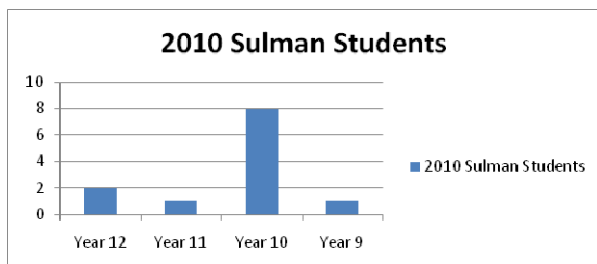
Closer links are being developed with the SDEHS careers department to facilitate a comprehensive academic and vocational plan. There will be a

continued emphasis on vocational education in 2011 to accommodate the increase in the school leaving age. One staff member has completed the transition training and will be given an allocation of two days per week to assist staff and students in planning post Rivendell options.



Sulman Program

The Sulman program supports students who have difficulty maintaining regular full-time attendance at a mainstream school. The program is facilitated by two teachers who share the teaching role. Part-time attendance at Sulman with a planned home work program supports students to achieve their goals. There were 12 students enrolled in the program in 2010 across Years 9 to 12. At the beginning of the year students, parents and teachers planned academic goals for the year. All students were successful in achieving their goals this year.



One student completed the HSC through a pathways program, combining studies both at SDEHS and Meadowbank TAFE and is planning to continue tertiary studies at TAFE in 2011.

Six students gained the School Certificate. One student has almost completed the Certificate of General and Vocational Education (CGVE) through OTEN. One student transitioned to Gynea TAFE during the year to continue her HSC studies.

Three students in Year 10 received medals for their academic achievements through SDEHS in the following subjects:

- History (Equal 1st place)
- French (2nd place)

- German (2nd place)
- English (3rd place)
- Visual Design (Excellence in Visual Design).

One student won a prize in the SDEHS School Magazine Writing Competition.

Transition planning meetings are regularly held with students and parents throughout the year. Next year, three Year 10 students are returning to mainstream schools to continue preliminary studies and six students are planning to return to the Sulman Program. Three of these students will enrol in TVET courses as part of their preliminary studies.

This year has seen an increase in attendance both at study days at SDEHS and on-site at Rivendell. Regular video-conferencing sessions for mathematics continued during 2010. This support has been reflected in the excellent results gained in the HSC.

The Sulman building experienced a significant internal refurbishment this year resulting in an improved learning environment for the students.



Paterson Program

The Paterson Program caters for two classes of up to seven secondary students experiencing difficulties managing their behaviour in a mainstream school setting. It is a structured, intensive program designed to provide students with opportunities to learn, improve and self manage their behaviour.

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 or a vocational pathway.

In 2010 computer programs such as Mathletics and Spellodrome have been introduced to enhance and support the learning needs of students and to further increase student engagement through improvement and awards achieved.

There was an emphasis on vocational education as part of each student's PLP. Students were involved in TAFE taster courses and completed TVET applications and practice interviews. Students also participated in work experience placements and individual CV writing lessons.

The 'Paterson Circle' was created this year as a forum for formal social skills lessons, discussions relating to integration, and to celebrate student success. Opportunities to practise positive social skills were also made available to students through morning breakfasts, team gardening activities and weekly social lunches. Students are involved with planning and preparing for these social activities.

This year a 'Blue Card' rewards system was introduced that allows students to achieve their own choice of rewards and an outing with staff for lunch. This rewards system also gives students the opportunity to plan their day and reflect on and improve behaviour throughout the day.

One of the highlights of this year was the participation of students in cartooning workshops. During the workshops students were given the opportunity to learn cartoon drawing styles and techniques. Finalised artworks were exhibited in the main school hall and students received positive feedback from staff and other students. The workshop also enriched the social skills program by encouraging team work.

In 2010, 10 students were supported in the Paterson program:

- 75% of students involved with integration successfully returned to a mainstream school.
- Two students attended work experience placements.
- Two students were accepted for a TVET course for 2011.
- One student attended a TAFE taster course.

Future directions for 2011 include:

- a focus on vocational pathways and supporting students through TAFE courses and work experience;
- evaluation of the behaviour management system; and
- restructuring of the academic program through SDEHS.



Yaralla and Lawson Programs

The Yaralla program has two classes which cater for students with a mood disorder, a psychotic illness or who are on the autism spectrum scale. The Lawson program has three classes which cater for students with depressive and anxiety disorders.

Both programs provide a supportive environment for secondary age students with up to seven students in each class.

The academic programs are provided by SDEHS, the student's home school and/or Rivendell School. Nursing staff also conduct programs for the students such as Mindfulness, HYPE (a psychoeducational discussion group), relaxation strategies, protective behaviours and healthy living skills.

In addition, students participate in activities and attend information sessions with a sports psychologist. Art and music therapy are also provided as well as a wide range of workshops.

During 2010 the Yaralla program conducted social skills lessons using the interactive whiteboard. Students responded well to these lessons and they will be continued in 2011.

With the support from the Rivendell nursing staff many Yaralla students have been able to participate in travel training, which has helped to increase their confidence.

In 2010 five students gained their School Certificate and three students completed TAFE outreach courses. The students enjoyed the different environment that TAFE offers and two of the students will continue studying at TAFE in 2011.

During 2010, 27 students were supported through the Yaralla program:

- Five students transitioned into other programs at Rivendell.
- 11 students have returned to their school to continue their education.
- Two students are continuing their studies at home.
- Two students will attend TAFE in 2011.
- Seven students will continue in the Yaralla program for 2011.

The Yaralla program has a number of initiatives it will pursue in 2011 including participating in a Horticulture course at Meadowbank TAFE. In 2010 Yaralla applied for funding to build a vegetable garden and, although unsuccessful, will reapply for funding in 2011.

During 2010, 35 students were supported in the Lawson Program:

- 19 students integrated successfully into a mainstream school and 2 transitioned to other programs at Rivendell.
- 11 students attended SDEHS study days.

In 2011, the Lawson program will trial a new student reward program. Students will still receive merits and gold cards for achieving classroom and integration goals, but an added 'coffee card' reward program will also operate. This program will focus on promoting consistent positive behaviour.

The program will assist students to work on a targeted goal with a more immediate reward outcome. Students will use a negotiated 'daily plan' instead of a weekly timetable. This will assist students to plan their study and break time more effectively, and will increase their ability to

self monitor and to be better organised in the classroom.

Walker Unit

The Walker Unit Learning Centre provides the educational component of Walker Adolescent Mental Health Unit. This unit caters for students with severe and enduring mental health needs. The unit is located in the grounds of the Concord Centre for Mental Health.

The Learning Centre currently operates with one class of up to seven students and is supported by a teacher and SLSO. Five students who enrolled in 2009 transitioned successfully in 2010 and one student completed their HSC.

During 2010 there were 14 new enrolments. A number of these students were enrolled in distance education through SDEHS and OTEN.

All students were supported by PLPs focusing on their individual strengths and needs. A number of students transitioned to other settings including mainstream and special schools, TAFE and individually supported programs.



Gna Ka Lun

The Gna Ka Lun learning centre is located at the adolescent mental health unit based at Campbelltown Hospital. The Rivendell outreach teacher works at Gna Ka Lun as part of the multidisciplinary team. The teacher liaises with students' mainstream schools to ensure continuity of education and positive re-integration upon discharge from the hospital.

Students are referred to Gna Ka Lun from Sydney and rural areas of New South Wales. Of the 108 students who accessed the learning centre in 2010:

- 74% attended a DET school
- 15% were enrolled in non-DET schools
- 11% were attending other facilities such as transition to work programs.

The majority of students were in Year 10 at the time of their admission to Gna Ka Lun.

Within the learning centre internet access was enabled this year with computers being linked to DET. This has enabled the students to remain in direct contact with their schools and conduct research for assignments and assessment tasks. Internet access has allowed the teacher to be able to access the Rivendell server and has contributed to improved communication with medical and school staff.

As part of the plan to continually review and improve the service delivery at Gna Ka Lun, a trial of allocating a teacher for two terms was introduced. This proved beneficial in providing continuity for the students, their schools and the medical team.

In 2011 Gna Ka Lun will be allocated a second outreach teacher and Rivendell's school counsellor will work as part of the Gna Ka Lun multidisciplinary team.

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 2010.

The team has achieved the following goals in 2010:

- All ISTB staff were involved in presentations at stage meetings/and or staff meetings in the areas of effective behaviour management, social skills, understanding ADHD, playground programs, bullying and autism.
- Staff delivered training modules on effective management to beginning teachers in primary schools.
- The LAMP program (year 2/3) was supported in four schools and parent involvement in the LAMP program continued in three schools.

- The *Essential Learning to a Successful Classroom* program was facilitated over 6 sessions to three schools.
- High schools were supported in the delivery of programs in social and emotional learning.
- Teachers were supported with more integrated resources and a broader range of learning tools.
- The team continued a holistic approach to assessment and review meetings.



Progress on 2010 targets

Target 1

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

Our achievements include:

- the establishment of internet access at both the Walker Unit and Gna Ka Lun;
- the development of PLPs for each student with a focus on student engagement. This has resulted in an 80% attendance rate; and
- the establishment of and school involvement in scheduled multidisciplinary meetings and case review meetings.

Target 2

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

Our achievements include:

- the establishment of a collegial working committee of school staff that has met 10 times throughout the year with meeting minutes being placed on the school server for access by all staff;
- professional development packages written, reviewed and updated. This includes an induction package for casual staff and new medical staff; and
- the facilitation of a successful Outreach Day with 41 people attending.

Target 3

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

Our achievements include:

- the facilitation of small group and whole school training sessions to address the professional development needs of all staff as identified through the technology survey;
- hosting 16 videoconferencing sessions over the course of the year which were accessed by approximately 80% of the targeted group of Year 10 students; and
- receiving feedback from staff after participating in ICT training sessions that indicated an increase in knowledge and confidence in embedding ICT into teaching and learning programs. This process will be continued in 2011.



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 2010 our school carried out evaluations of our school culture and our ICT curriculum.

Educational and management practice

School Culture

Background

In 2010 a new Principal began at Rivendell School and this resulted in some transitional changes to the overall functioning of the school.

The staff and school community agreed that it would be beneficial to review key points relating to school culture to assess the outcomes of this change.

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

Findings and conclusions

Overall, the findings from the survey responses were improved from 2009.

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 and celebrates achievement;
- supports a sense of ownership of the school by the school community;
- encourages the students to achieve their best;
- encourages everybody to be a continuing learner;
- caters for the learning needs of all students; and
- continually finds ways to improve what it does, and when necessary, makes important changes.

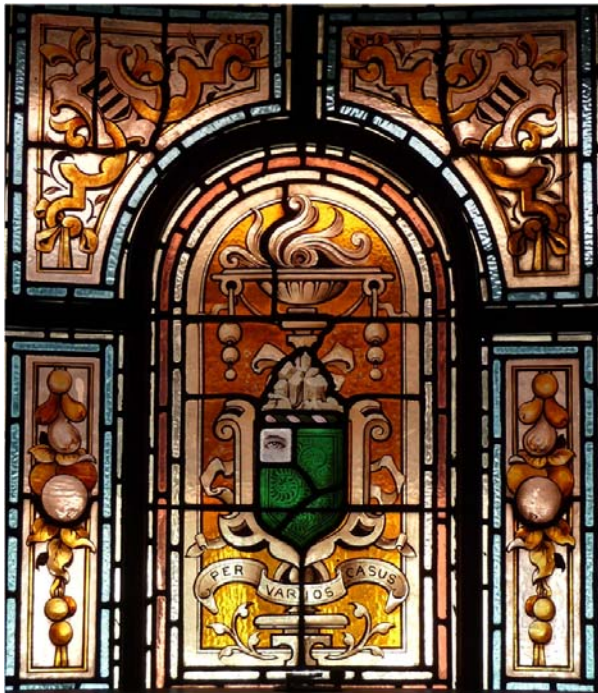
Approximately 10% of students report that the school could do better at:

- students supporting what is happening at the school;

- promoting student pride in the school; and
- recognising that school leaders can have a positive influence on school culture.

Future directions

In 2011 school staff will collaboratively work with the school community and continue to analyse our current practices. Together we will encourage open discussion about the school's purpose and the methods employed to achieve our goals and visions.



Curriculum

Information Communication Technology (ICT)

Background

ICT 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. This included the connected classrooms program, interactive whiteboards, the establishment of a school files server and the roll out of laptop computers for Year 9 students under the Digital Education Revolution – NSW.

The school had 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

During Term 2 the school updated its website through the DET school website service. Our new website now contains updated information on all of the Rivendell School programs as well as providing DET and Rivendell School policy information and access to our Annual School Reports. We also highlighted the artwork of our students by providing photo galleries of their works. In our most recent weekly report, the new website had a total of 533 page views for the week.

One of the major achievements in the technology area has been the establishment of school network and internet access at our two off campus sites, the Walker Unit at the Concord Centre for Mental Health and the Gna Ka Lun Learning Centre at Campbelltown Hospital. These locations now have DET network and internet access, including access to the Rivendell server. This has provided benefits to staff and students at both of these sites for learning, connectivity and productivity.

Videoconferencing sessions for students continued on a weekly basis from SDEHS. These lessons utilised the school's connected classroom technology in a new setting which allowed for a greater number of students to participate in the lessons.

Rivendell School received its S2 rollout allocation of Digital Education Revolution (DER) devices. The school now has a total of 14 DER laptops that are allocated to individual students and classrooms. The school is scheduled to receive a wireless internet network across the site to support the use of this new technology. This will consist of 5 wireless internet access points installed across the school during 2011. Preliminary work identifying the site of these access points and the equipment needed to complete the work was undertaken in Semester 2 of this year.

All programs facilitated by Rivendell have now been connected to the files server. The introduction of the files server 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, PLPs and student management plans are now more accessible and available to all.

A survey was conducted to identify areas of technology that required support through professional learning sessions. As a result, a variety of small group and whole school professional learning opportunities were presented during the year including sessions on Microsoft Office, email, the server, laminating, electronic whiteboard and videoconferencing.

The school continues to make use of its interactive whiteboard technology for social skills and curriculum lessons and for professional learning and training purposes.

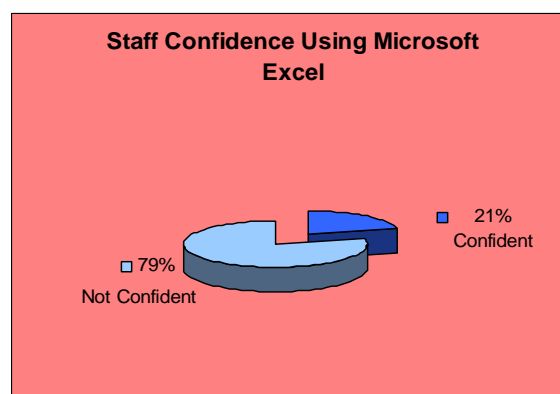
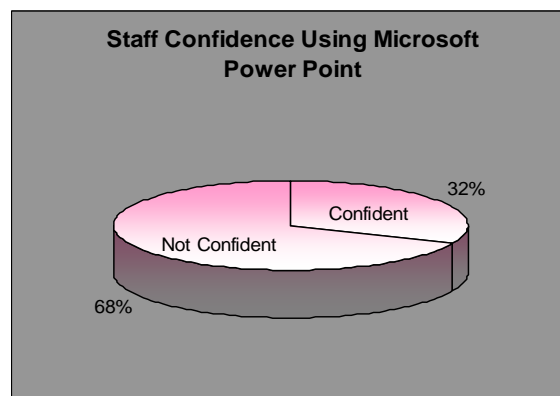
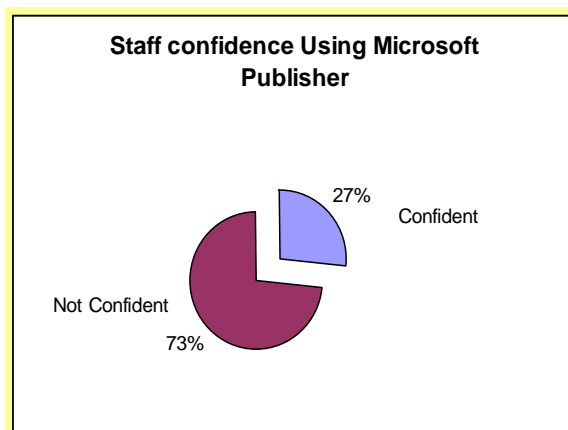
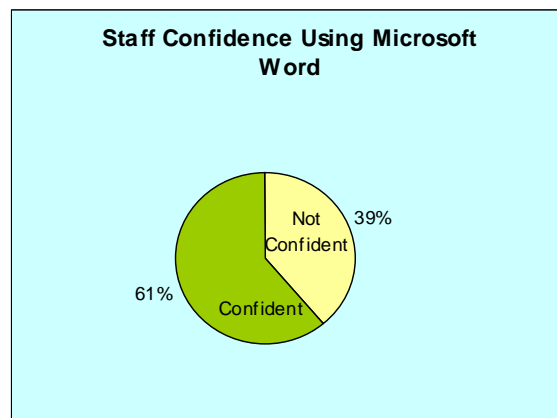
This year as part of the Building the Education Revolution (BER) program, Rivendell School refurbished the computer room by installing new computer desks and ergonomic chairs for student and staff use.

New computers were purchased for the executive staff, school counsellor, and the Gna Ka Lun and Paterson classrooms. A Nintendo Wii was purchased for use at workshops groups and as a negotiated reward for students.

Early in Term 1 a survey of staff was held to assess the confidence of the school staff in the use of a variety of technologies available across the school. The results found that:

- 95% of staff are able to send emails confidently;
- 58% of staff can set up a distribution list for emails;
- 100% of staff access the server on a regular basis;
- 21% of staff are not confident saving documents to various drives;
- 37% of staff have used the interactive whiteboard;
- 74% of staff members have not experienced setting up the interactive whiteboard; and
- 99% of staff would prefer further small group inservices to learn how to operate the interactive whiteboard.

Microsoft Office is software that is used extensively across the school. The following graphs represent the feedback from all Rivendell staff regarding their confidence levels in using the various components of this software.



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 SDEHS regarding the inclusion of a wide range of subject areas to be included in weekly video conferencing across Stages 4 to 6 (see Target 3); and
- continue to develop the school's website with input from all stakeholders.



Professional learning

In 2010 the Professional Learning Committee facilitated training for all staff based on targets identified by the school plan and DET guidelines. Professional development was accessed through Department of Health presentations, school presentations, DET, and outside agencies.

As part of the supervision process each staff member developed an individual professional learning plan. This plan reflected their interests and school responsibilities for the duration of the school plan.

The committee analysed information from this process and in doing so, targeted whole school and small group topic areas for staff development.

All staff were actively encouraged to further their professional development and share their experiences with staff by briefly presenting information about their professional development at staff meetings.

The professional learning completed throughout the year by staff covered a wide range of focus topics, curriculum, and teaching and learning areas. This has resulted in staff skills being improved in these areas, which has reflected in the school's operation and improved student outcomes.



School development 2009 – 2011

Targets for 2011

Target 1

To further develop the educational service delivery at the Walker Unit and Gna Ka Lun

Strategies to achieve this target include:

- establishing a second learning centre class at Gna Ka Lun;
- increasing Walker students' participation in the Rivendell workshops; and
- expanding the ICT resources to both units.

Our success will be measured by:

- the second class becoming operational in Term 1 2010;
- the number of Walker students attending Rivendell workshops; and
- students and staff accessing ICT resources in both units.

Target 2

To further develop the Rivendell Outreach Program

Strategies to achieve this target include:

- establishing an agenda for three professional development seminars and distributing this to schools;
- promoting the annual Outreach Day through the Regional SchoolBiz newsletter; and
- promoting professional development in the area of understanding and managing behaviour, to the schools accessing the Paterson Program.

Our success will be measured by:

- the delivery, attendance and positive feedback relating to the professional development seminars;
- an increase in the number of schools and agencies attending the Outreach Day and providing positive feedback; and
- targeted professional development to 50% of participating schools in the Paterson Program.

Target 3

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

Strategies to achieve this target include:

- continuing to implement whole school and small group professional learning in ICT;
- negotiating with SDEHS to expand the provision of videoconferencing lessons to our students by increasing the number of sessions and the number of subjects which provide lessons; and
- developing interactive whiteboard skills for all staff and students.

Our success will be measured by:

- survey results of staff indicating an increase in knowledge and confidence in embedding ICT into teaching and learning programs;
- the number of videoconferencing lessons provided and the number of subject areas covered; and

- the number of staff and students demonstrating skills in the use of interactive whiteboards.

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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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>

