

# Rivendell School

## Annual School Report

5654



# 2012

## Our school at a glance

### Students

Rivendell School is located within the historical Thomas Walker Estate at Concord West. It shares the site with the Department of Health's Rivendell Child, Adolescent and Family Unit and provides an education program for students from Year 7 to Year 12.

### Staff

Rivendell School has four executive staff, seven classroom teachers, two outreach teachers, a school counselor, ten school learning support officers (SLSOs) and two administration staff.

Rivendell is also the base school for the District Guidance Officer, two Assistant Principals Learning and Support, Assistant Principal Student Wellbeing and the Vocational Transition teacher. It is also the base school for the Regional Learning and Support staff. (Details on page 2)

### Significant programs and initiatives

Rivendell School provides the educational component to six different programs which cater for up to 80 high school students.

Two of these programs, Lawson and Yaralla, are on-site and cater for students who have been admitted to the Rivendell Child, Adolescent and Family Unit (Department of Health). Two of the programs are off-site. They are the Walker Unit (located in the Concord Centre for Mental Health) and Gna Ka Lun (located at Campbelltown Hospital). These four programs are all multidisciplinary programs where health and education staff work closely together to provide programs for adolescents with mental health disorders.

The other two programs are Paterson and Sulman which are on-site DEC programs. Students are referred by their school through the Department of Education and Communities Access Request procedure or by transfer from one of the health programs.

All programs have a major focus on successfully transitioning students back to a mainstream school, on to further study at a TAFE or university or into the workforce.



## Messages

### Principal's message

The 2012 Annual School Report provides our community with information regarding our programs, achievements, initiatives and evaluations. The report details the ways in which we care for and embrace our diverse student population, providing every student with opportunities to achieve their individual goals.

The aim of our school is to work as a team to provide a happy and safe working and learning environment. This environment provides opportunities for all students, staff and community members to strive for the best possible outcomes in all aspects of learning.

Our positive student outcomes are enhanced by the strong supportive and collaborative relationships we have with the NSW Health staff, mainstream schools, Sydney Distance Education High School (SDEHS), Meadowbank TAFE, Ostara, Rotary Club of Concord, community agencies and local business personnel, especially the Kokoda Cafe. As always, the ongoing support of our parents and carers is greatly appreciated.

Thanks go to our dedicated and enthusiastic staff for providing a quality educational experience for our students. Thank you to all the students who made a positive commitment to participate in the opportunities offered to them.

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.

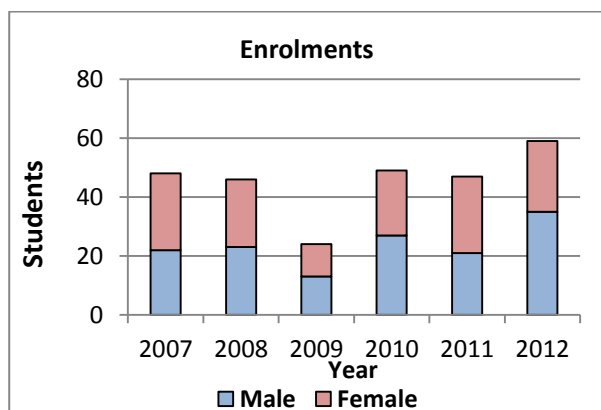
**Anne Reddie**

## School context

### Student information

The school can cater for up to 63 high school students on-site and up to 17 high school students in our off-site learning centres.

### Student enrolment profile



### Management of non-attendance

Each student has a personalised learning plan (PLP) that addresses a number of areas including school attendance. Attendance is managed in a collaborative manner with clinical staff.

### 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 Principals	3
Classroom Teachers	7
Outreach Teachers	2
Teacher RFF	0.84
Teacher Librarian	0.4
SSP Unique/Emergency	0.3
District Guidance Officer	1
Counsellor	1
School Administrative & Support Staff	11.822
Learning & Support Regional	4.02
SSP Teacher Student Wellbeing	0.3
Assistant Principals Learning & Support	2
Assistant Principal Student Wellbeing	1
SSP Teacher Vocational Transition	1
<b>Total</b>	<b>36.682</b>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2012 Rivendell School staff did not include anyone who identified as being of indigenous background.

Staff indicated in the blue shaded area are those whose base school is Rivendell but whose direct service is across the South Western Sydney Region.

All staff were retained 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	30/11/2012
<b>Income</b>	\$
Balance brought forward	598206.31
Global funds	130077.30
Tied funds	91077.96
School & community sources	10500.00
Interest	29624.30
Trust receipts	416016.41
Canteen	0.00
<b>Total income</b>	<b>1275502.28</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	26962.84
Excursions	0.00
Extracurricular dissections	10157.50
Library	0.00
Training & development	1936.38
Tied funds	62726.76
Casual relief teachers	4553.46
Administration & office	26651.12
School-operated canteen	0.00
Utilities	5302.53
Maintenance	10243.98
Trust accounts	169282.83
Capital programs	4551.26
<b>Total expenditure</b>	<b>322368.66</b>
<b>Balance carried forward</b>	<b>953133.62</b>

The school holds funds in trust for South Western Sydney Region and for Families First.

A full copy of the school's 2012 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 2012

### Achievements

#### Creative and Performing Arts

In 2012, Visual Arts was included in the workshop program for all students. The workshop aimed to develop a student's visual awareness and creativity through art making.

The workshops followed a thematic approach with students experiencing a range of art making techniques using a variety of media and art forms such as: drawing, painting, mixed media, collage, printmaking, claywork, papier mache sculpture and plasterwork. The themes included units on portraits, landscapes, still life and hands.

Students were encouraged to develop their individual ideas and expressive skills through observing people, animals and nature.

The workshops provided students with an opportunity to try different creative approaches to producing artworks.

Textiles and Design was also offered as a workshop throughout 2012. The workshop aimed to introduce simple design concepts and develop basic design skills. Textiles and Design fostered individual creativity and innovation and encouraged students to learn and practice a range of design techniques while working with a variety of materials such as wood, foam, felt, tulle, cotton and plastic:

- Term 1 and 2 focused on making home ware accessories.
- Term 3 focused on the use of recycled materials.
- Term 4 focused on items for a special occasion.

The workshop engaged students by providing them with the opportunity to hand make gifts and accessories.



#### Performances

In Term 2, Great Gamelans performed by Makukuhan portrayed a dynamic performance of Indonesian music and dance. Three musicians, dressed in traditional costumes, demonstrated a number of musical styles which focused on melodic percussion and rhythm using traditional Javanese and Balinese instruments. The students participated with, and listened to, exotic instruments. The performance consisted of a repertoire of both original and traditional musical pieces and featured an Indonesian masked dance that told the story of a brave and wise prince. It was a great experience for learning about Indonesian culture.

In Term 3, Tony Martin shared his enjoyment of Polynesian culture as Kia Kaha – the warrior within. Through his passion for dance and music he demonstrated the chant of the Haka, the skill of the Poi and his dexterity with entwining his body through 7 different hoops! Tony took the students on a journey using both traditional and contemporary dance, promoting an appreciation of other cultures.

In Term 4, The Song Company showcased the simple beauty and versatility of the human voice in an exciting performance that explored 1,000 years of song. Students listened to songs from many different languages, cultures and periods of time, performed using acapella singing.

## Sport

Rivendell School offered a wide variety of sporting experiences for students in 2012. The sports committee followed the PDHPE syllabus and focused on a particular sport and skill set for each term during workshop time. In Term 1 the focus was on invasion games. For Term 2, net games were our focus, developing tennis skills. During Term 3 the net games focus was on the skill set required for volleyball and newcombe ball. The focus for Term 4 was on developing the skills for cricket and softball. Throughout the year students engaged consistently and positively with each term's sport focus. The sports committee met regularly to discuss progress and issues with sport at Rivendell such as curriculum, sports resources and student engagement.

Organised sport also played an important role in developing and maintaining positive peer relationships.

## Academic

### RoSA

Seventeen students completed their Record of School Achievement. This was achieved through a combination of curriculum provided by SDEHS and Rivendell.

### Higher School Certificate

Seven students sat for ten Higher School Certificate subjects in 2012. Six students were following a Pathways Program and one student achieved the HSC. Their results are shown in the table below.

SUBJECT	RESULTS
English Advanced	Band 4
Biology	Band 3, Band 4, Band 4
General Maths	Band 4, Band 5, Band 6
English ESL	Band 4
Visual Arts	Band 5
TVET Retail Services	Pass
VET IT	Band 5
Chinese Background	Band 4
Studies of Religion 1 Unit	Band 3
Studies of Religion 2 Unit	Band 5

One student was successful in completing TVET Design Fundamentals, a non-examination subject at Enmore TAFE.

## Significant programs and initiatives

### School and community partnerships

The Rotary Club of Concord has given significant support to Rivendell School throughout 2012. Their first project was to support a cycling program, recently introduced into the Walker Unit.

Staff approached Cell Bikes, Stanmore, who with a generous donation from the Rotary Club of Concord, collaborated to provide equipment. Bikes, helmets and many accessories were purchased and this equipment is the basis for a cycling program to build skills, confidence and self-esteem. The school is very appreciative of the support from both parties. The local press attended the presentation ceremony.



In June, Rivendell School was one of the targets for The Rotary Club of Concord's Annual Golf Day. The Principal, Anne Reddie, was presented with a generous donation. This money was used to improve outdoor areas, which students, therapists and staff access for a variety of therapeutic withdrawal and work areas. Many visitors to the school, using the conference facilities also benefit from this improved space. Concord Rotary also presented Citizenship Awards at the end of year presentation ceremonies.

### RT 10 Program

During 2012 a pilot transition program was introduced into the school called the Rivendell Transition Year 10 (RT10) program. The program was targeted towards students who were at risk of leaving school prior to completing their Year 10 studies. These students were identified by schools in the Strathfield area. Six students were selected and they attended weekly integration

days to Rivendell School during Term 4 in 2011. During these integration days the students participated in orientation activities along with visiting Granville and Meadowbank TAFES. Of these six students five students commenced the RT10 program in 2012.

The focus of the RT10 program was to re-engage students with their learning and to prepare them for a vocational pathway. English, History, Geography, Work Studies and PDHPE were programmed by Rivendell teachers and students completed work in Maths and Science through SDEHS.

Outside agencies were involved in a variety of activities. During Terms 1 and 2, Personal Training Diploma students from Northern Sydney Institute TAFE conducted sports workshops. Max Employment and Ostara, assisted in Work Education lessons such as resume writing, interview skills and locating employment. MTC Work Solutions conducted 'Rock and Water' and 'Taming the Bull' workshops during Term 4, empowering students with self-management skills. Students responded positively to all of these interventions.

RT10 students attended the launch of the Geography Challenge website at Olympic Park. During this excursion they participated in many activities designed to increase their fieldwork skills. Students also attended a Social Justice excursion to SDEHS and an excursion to the Sydney Aquarium and WILD LIFE Sydney, which expanded on the evolution unit in Science.

As part of the program students were required to participate in TAFE courses at either Meadowbank or Granville TAFES.

### **Transition**

A major focus in all Rivendell programs is the students' successful transition to mainstream or alternative educational settings.

The Transition Coordinator works with students and staff from all programs to explore alternative pathways which support outcomes for the continuity of the student's education. Close links have been developed with TAFE, OTEN and other vocational settings.

Students from all programs except GKL participated in work experience. Each placement

was matched to the individual's interests and areas of skill. Thank you to the employers who gave their time and expertise to support Rivendell students.

Students' Personalised Learning Plans (PLPs) reflect the ongoing dialogue on future pathways including mainstream school, TAFE, OTEN and alternative settings.

Students have accessed TVET and Outreach "Taster" courses from TAFE in the greater Sydney area including Ultimo, Petersham, Enmore, Meadowbank, North Sydney, Ryde, Granville, Campbelltown and Macquarie Fields.

Staff participated in two professional learning sessions presented by the DEC School to Work Coordinator. Relevant information was then shared with parents at an information evening in Term 3.

Assistance from a number of agencies (Ostara, MTC Work Solutions, Youth Connections, TTW, and WISE Employment) enabled staff to promote student engagement in continued learning.



### **Aboriginal education**

The focus for Aboriginal education in 2012 has been to increase students' knowledge and understanding of contemporary and traditional uses of native bush foods. This focus was also included in the Food Technology workshops.

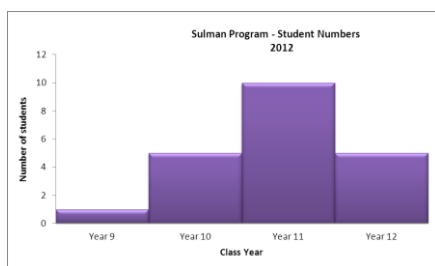
Resources from the Australian Museum and specialist food suppliers were utilized to involve staff and students in sensory and research activities which highlighted the diverse range of products available.

## Other programs

### Sulman Program

The Sulman Program implements academic programs for students in Years 9-12. Planning sessions together with both students and parents take place on a formal basis. Formal and informal reviews occur throughout the year with all relevant persons to ensure that the academic pathway best suits the needs of the student.

In 2012, 21 students were enrolled in the program.



The academic pathways in 2012 reflect the flexibility available for Sulman students to achieve their goals. Incorporated into these goals were opportunities to develop independence and social confidence through participation in curriculum based learning experiences off site. The school's Transition Coordinator role has been integral in researching the transition opportunities available, as well as supervising students attendance and participation.

Five students successfully completed their HSC across 6 curriculum areas. All are continuing on a Pathways Program.

Ten students successfully completed their Preliminary Pathways Program.

Five students completed Year 10 and one student is continuing a Year 10 pathway in 2013.

Five students transitioned out of Sulman during 2012. Their transition pathways included the Paterson program and TAFE.

Three students successfully participated in Work Experience placements in the fields of Retail and Child Care.

The choice of VET and TVET options for students continues to be popular. In 2012:

- Three students enrolled in VET courses (Retail Services, IT and Construction).

- Four students enrolled in TVET courses (Retail Services, Design Fundamentals, Business Administration and Radio Broadcasting).

The above courses, while crediting students with units towards the HSC, also provide a range of experiences in community participation.

Students also experienced 'Taster Courses' in First Aid, Music, Motorbike Mechanics, Café Bar and a Waiting Course.

The Sulman Presentation Evening was held in December to acknowledge students' achievements throughout the year, and to farewell those transitioning to other settings.



### Lawson Program

The Lawson program consists of three classes catering for students with anxiety and depression disorders. A student's academic program and transition pathway is planned at the pre-admission meeting in consultation with the student, their family and therapists. Their individual academic program is developed accessing resources from distance education schools, The Open High School, TAFE, OTEN, the student's home school and/or work programmed by Rivendell class teachers.

In 2012, students also had access to vocational programs, assisted by Rivendell's Transition Teacher. These included the ten week *Ostara Towards Employment Program*, TAFE 'Taster Courses' in Café Bar & Waiting, Hair & Beauty, and First Aid as well as work experience in the café/barista industry, retail, animal and veterinary service industry.

Lawson students were involved in a variety of activities which complemented their academic program. These included:

- SDEHS study day in Biology;
- SDEHS Big Day In excursion;
- individual lessons with a specialist Maths teacher at Rivendell School;
- practical construction on site with support from the SDEHS Construction teacher; and
- art and music therapy and group work in the areas of mindfulness, protective behaviours and psycho-education.

In 2012, 28 students were supported in the Lawson program:

- Five students achieved their Year 10 Record of School Achievement.
- Four students completed Certificate Courses at TAFE.
- Five students completed the *Ostara Towards Employment* 10 week program with follow-up support.
- One student continued a traineeship in retail.

In 2012, counteracting bullying and using effective assertive communication were the focus areas of individual and group Personal Development lessons. The students engaged in activities associated with the lessons and this focus led to many positive individual and group interactions between students across all programs. Students were recognised at the weekly assembly for their positive initiatives and achievements in this area.

Each Lawson class facilitated the running of the whole school assembly once per term. All students were involved in developing a theme for the assembly. Students created a PowerPoint presentation around the theme, participated in its delivery and the distribution of awards. This initiative has created opportunities for teamwork, confidence building and the development of leadership and interpersonal skills.



## Yaralla Program

The Yaralla program has two classes for secondary students with a mood disorder, a psychotic illness or who are on the autism spectrum scale. The program provides a supportive environment with up to seven students in each class.

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

Students participate in art and music therapy along with a wide range of workshops. During 2012 the Yaralla program delivered weekly Personal Development lessons on topics such as emotional recognition and regulation, helpful thinking and communication skills. These lessons were piloted in 2012 and will continue in 2013.

In 2012, 24 students were supported through the Yaralla program:

- Four students transitioned into other programs at Rivendell.
- Nine students have returned to school to continue their education.
- Two students received placements at other Schools for Specific Purposes (SSPs).
- Two students received placements in support classes in mainstream schools.
- Two students transitioned to TAFE.
- Five students remained in the Yaralla program and will continue their studies in 2013.



In 2012 the Yaralla program implemented a new student reward program, based on the 'coffee card' system used by other programs within Rivendell School. This program focuses on promoting consistent, positive behavior. Once the student's card is full, they enjoy a lunch out with the Principal.

### **Gna Ka Lun Program**

Gna Ka Lun (KGL) is an acute Adolescent Mental Health Unit based at Campbelltown Hospital. Located within GKL is a learning centre program staffed by two Rivendell School outreach teachers and the Rivendell specialist school counsellor.

The role of the Gna Ka Lun learning centre teacher is to liaise with each student's school to ensure a continuity of education and a positive return to school when discharged from the hospital. Weekly updates are emailed to the student's home school, focusing on the student's level of work output in the learning centre.

In 2012, there were 76 students who accessed the learning centre while they were patients in the GKL Unit.



## **Progress on 2012 targets**

### **Target 1**

Increase the number of students in Years 7 to 10 receiving the English and Mathematics curriculum delivered by Rivendell staff (versus distance education) from 0% to 10% by the end of Term 3, 2012.

The focus for 2012 was on the delivery of the English, History and Geography curriculum for Year 10 students and individual Mathematics tuition for students in Years 7 to 12.

Our achievements include:

- 62% of Year 10 students received their English, History and Geography curriculum from Rivendell; and
- the employment of a part-time Mathematics teacher who worked individually with all students.

### **Target 2**

Increase the percentage of eligible students completing a TVET or TAFE Taster course from 35% to 50%.

Our achievements include:

- 71% of eligible students commenced either a TVET or TAFE Taster course;
- 80% of these students completed their course; and
- 36% of these students will continue their TAFE studies in 2013.

### **Target 3**

Increase student attendance from 76% to 80% or more by 30 November 2012.

Attendance data for 2012 was collected for the five on-site programs which includes the Lawson Program. The majority of students in this program were enrolled on the basis of their anxiety based school refusal.

Our achievements include:

- Three out of the five programs achieving a student attendance rate of 82% or higher;
- Two classes in the Lawson program increasing their attendance from 76% with one class achieving 84% and one achieving 78%; and
- The two classes in the Yaralla program achieving a combined attendance rate of 92%.

#### Target 4

Increase the percentage of classroom teachers who will achieve *Professional Competence* in Element 5 of the *Professional Teaching Standards* from 75% to 85% during 2012

Our achievements include:

- 100% of staff achieving at the *Professional Competence* stage or above in Element 5 of the *Professional Teaching Standards*.

#### Target 5

Increase the percentage of staff who will achieve competency in the ICT component of their professional learning plan from 70% to 80% during 2012.

Our achievements include:

- 80% of staff achieving competency in the ICT component of their Professional Learning Plan; and
- the facilitation of ongoing ICT network meetings which feedback indicated increased the confidence and skill level of all staff.



#### School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan.

#### Evaluation of the Gna Ka Lun Outreach Service

##### Background

Gna Ka Lun (GKL) is an acute adolescent mental health unit based at Campbelltown Hospital.

It has a multidisciplinary team consisting of adolescent specific nursing, allied health, medical professionals and teachers. Students participate in a variety of daily activities including attending the learning centre for school.

The evaluation of the GKL Outreach Service carried out in 2011 indicated that improvements could be made in the following areas:

- communication with mainstream schools;
- transition plans; and
- improving schools understanding of the role of a learning centre within an acute mental health unit.

To address the areas of concern, the findings from the electronic survey were analyzed and a number of changes were made to the learning center's operations.

These changes included all schools received an initial phone call to inform them that one of their students had been admitted to the unit and to get the details of the staff member who would be the liaison person. This was followed up with an email explaining the role of the learning centre and requesting background information on the student.

Weekly emails were sent to the liaison person giving them feedback on the student's progress and keeping them informed of the possible discharge date.

On discharge, schools were provided with a discharge report rather than a transition plan. Transition plans are normally drawn up in consultation with all stakeholders and occur over a period of weeks. This is not possible in an acute mental health unit where students may be admitted for as little as a few days. The discharge report summarized the student's attendance and work output during their admission and provided information regarding the mental health professionals who would be take on the care of the student when they left GKL.

There was a concerted effort made to ensure that mainstream schools understood the context of an acute mental health unit. Schools were made aware that when students were admitted as patients to GKL, they participated in a variety of daily activities including individual and family

therapy and attending the learning centre for school, on advice of the therapist.

### Findings and conclusions

- 100% of education and health staff continue to report that the learning centre has a positive impact on student's mental health outcomes.
- 100% of education and health staff continue to report that the communication between all stakeholders is excellent.
- 83% of mainstream schools reported that communication overall was very good to excellent compared with 58% in 2011.
- 100% of the mainstream schools reported that the discharge report was helpful.
- 10% of the mainstream school responses indicated a lack of understanding of the role of a learning centre for students admitted as patients to an acute health unit compared to 80% in 2011.

### Future directions

The changes made to the operational procedures of the learning centre have shown to be successful in addressing the concerns reported in 2011. Rivendell staff will continue to survey schools upon a student's discharge to ensure that any concerns are addressed.



## Evaluation of the Rivendell Transition for Year 10 Program (RT10)

### Background

The RT10 program was introduced as a pilot program in 2012. This was in response to falling numbers in the Paterson Program and an identified need by mainstream principals of providing a program for students who were disengaging from education. The aim of the program was to prepare students to transition to TAFE and/or work.

An expression of interest was sent to the Strathfield School Education Group of principals in late 2010 and eight referrals were received. After interviews with the students and their families, six students were chosen for the program, and all completed an application to attend an early Stage 6 TVET course in their area of interest.

The program was delivered through a combination of:

- distance education;
- Rivendell delivered curriculum;
- attendance at TAFE for completion of an early Stage 6 TVET course and/or attendance at TAFE Taster courses; and
- work experience.

### Findings and conclusions

Before the program commenced, one of students found a placement in an alternative program. Of the remaining students:

- all completed the program;
- all achieved their Record of School Achievement;
- all completed a successful work experience placement;
- 3 students completed their early Stage 6 TVET course; and
- all students enrolled in Year 11 for 2013.

### Future directions

As this was a pilot program, there are no plans to facilitate it again in 2013. The success of

combining the delivery of curriculum by distance education and Rivendell will be trialed across all programs in 2013.

## Professional learning

In 2012 staff continuously worked on a school based project designed to demonstrate best practice in supporting students with complex needs in mainstream schools. This project was developed for the Department of Education and Communities initiative “Every School, Every Student”, directed by the national partnership, *more support for students with disabilities* agreement. As a result of this initiative, Rivendell School has designed a training package for mainstream school staff specifically targeted to assisting students requiring support in area of mental health.

In addition staff developed Personal Learning Plans to track their own learning and skill development. These plans were linked to the school plan and DEC guidelines. All staff participated in training sessions and days throughout the year covering a diverse range of topics and areas, both in education and management.



## School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

## School priority 1

### Outcome for 2012–2014

Improved student learning outcomes for all students in literacy and numeracy

#### 2013 Targets to achieve this outcome include:

- Increase the number of eligible students in Years 9 and 10 receiving the English, History and Geography and Mathematics curriculum delivered by Rivendell staff (versus distance education) from 62% to 70% by the end of Term 3, 2013.

#### Strategies to achieve these targets include:

- collaborating with Rivendell Health staff to introduce a timetable that prioritizes the delivery of discreet classes for Year 9 and 10 students;
- negotiating with SDEHS to provide support in the delivery of the above curriculums; and
- staff attending Strathfield SEG head teachers’ network meetings for professional development and access to teaching resources.

## School priority 2

### Outcome for 2012–2014

Improved engagement in learning

#### 2013 Targets to achieve this outcome include:

- maintaining the percentage of eligible students completing a TVET or TAFE Taster course at 71% or above in 2013 ; and
- increasing the number of students in the Sulman program achieving their attendance goals from 50% to 65% or more by 30 November 2013.

#### Strategies to achieve these targets include:

- introducing flexible schooling structures that support attendance at TAFE;
- increasing the use of ICT as an effective learning tool;
- developing individual attendance plans for identified students in consultation

with education and health professionals;  
and

- reward systems to support the success of the above strategies.

### School priority 3

#### Outcome for 2012–2014

Increased time in quality learning for students

#### 2013 Targets to achieve this outcome include:

- maintaining the percentage of classroom teachers achieving *Professional Competence* or above in Element 5 of the *Professional Teaching Standards* at 100% during 2013; and
- increasing the percentage of staff who will achieve competency in the ICT component of their professional learning plan from 80% to 87% during 2013.

#### Strategies to achieve these targets include:

- staff development days focusing on best practice for achieving the *Professional Competence* components;
- the inclusion of an ICT component in the individual professional learning plans of all staff;
- programming regular teacher meetings with distance education staff to reflect on student engagement and learning outcomes; and
- linking Rivendell teachers with colleagues in our local mainstream high schools to share their respective behaviour and curriculum development expertise.



### 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.

Anne Reddie, Principal

Cheryl Bazzano, Assistant Principal

Rachael Spitzer, Assistant Principal

Kim Bold, Assistant Principal

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The Rivendell Staff

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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>