

Riverside High School

2025 External School Review Executive Summary

DECYP is committed to supporting and improving the educational outcomes and achievements of our students. The purpose of External School Review is to support schools to raise student achievement and sustain high performance.

Acknowledgement of Country

We acknowledge Palawa as the traditional and continuing custodians of Lutruwita.

About the review



June 16-19, 2025



50 school staff



42 students



4 stakeholder groups

School context

Table 1: School context

Location:	354 West Tamar Road, Launceston
Year levels:	Year 7 – 10
Enrolment:	626.3 FTE
Year opened:	1962
Principal:	Jeanna Bolton
Year Principal appointed:	2022
First Nations enrolment percentage:	5.22%
Students with a disability enrolment percentage:	18.92%
Index of Community Socio-Educational Advantage (ICSEA) value:	1014
Full-time equivalent staff members:	74.08 FTE

Focus domains

In considering the school’s data, supporting documentary evidence, a presentation by the leadership team and input from Learning Services, the Review panel explored the following School Improvement Tool Domains to evaluate the school’s effectiveness towards raising student achievement and sustaining high performance:

- Domain 1 – Driving an explicit improvement agenda
- Domain 2 – Analysing and discussing data
- Domain 3 – Promoting a culture of learning
- Domain 5 – Building an expert teaching team
- Domain 6 – Leading systematic curriculum implementation
- Domain 7 – Differentiating teaching and learning
- Domain 8 – Implementing effective pedagogical practices.

Key affirmations

Key affirmations identify effective practice that has a positive impact on improvement.

Domain 1: Driving an explicit improvement agenda



Leaders are passionately driving a comprehensive school improvement agenda, with a strong and optimistic commitment from all staff and student leadership.

Domain 2: Analysing and discussing data



Leaders and staff analyse individual, cohort and whole school data to inform decisions and monitor School Improvement Plan targets.

Domain 5: Building an expert teaching team



Leaders support teachers to reflect on their practice and improve their teaching through learning walks and coaching conversations aligned to staff individual Performance and Development Plan goals focussing on the Lifting Literacy strategy and DECYP Pedagogical Framework.

Domain 6: Leading systematic curriculum delivery



Leaders and teachers explain with clarity the structures, processes, and artefacts in place to ensure alignment of the three levels of curriculum planning at Riverside High School.

Domain 7: Differentiating teaching and learning



Structures and processes for co-constructing learning plans are ensuring consistent classroom adjustments, as evidenced by feedback from teacher assistants and families.

Domain 8: Implementing effective pedagogical practices



Leaders recognise that continuous improvement in teaching practice is key to improving student learning.

Key improvement strategies

Key improvement strategies indicate the school’s priority focus areas in the next four-year strategic planning period.

Domain 2: Analysing and discussing data



Strengthen collaborative practices where staff collect, access, and utilise a broad range of data, to enable ongoing monitoring of progress and responsive teaching, to target student need.

Domain 3 – Promoting a culture of learning



Reinforce whole school supports that foster respectful relationships and implement evidence-informed wellbeing strategies to strengthen a positive, inclusive school climate.

Domain 5: Building an expert teaching team



Prioritise and monitor collaborative opportunities to apply professional learning and action improvement strategies to ensure consistency and precision in implementation.

Domain 6: Leading systematic curriculum delivery



Formalise the whole school approach to Common Assessment Tasks (CATs) and Rubrics, to ensure stronger alignment between the curriculum, teaching, learning, and assessment.

Domain 7: Differentiating teaching and learning



Clarify differentiated practices through a Multi-Tiered System of Supports (MTSS) to strengthen Tier 1 instruction, enabling all students to access appropriate learning opportunities and achieve success.

Domain 8: Implementing effective pedagogical practices



Systematically enact processes for delivering timely, actionable feedback to students to support reflection and clarify next steps in their learning.