

SCHOOL CONTEXT STATEMENT

Updated: 07/2017

School Name: RIVERDALE PRIMARY SCHOOL

School Number: 1427

Riverdale R-7 School is located in Salisbury Downs, approx. 17kms from the CBD. The school opened in July 1990. Within extensive school grounds alongside the Little Para River there are 12 classrooms, a resource centre and administration area built around a paved courtyard area; 3 houses on Riverview Drive that can accommodate 2 classes each and a Hall. OSHC currently occupies one of the houses, providing before and after school care in addition to vacation care. Seventeen students occupy a purpose built Disability Unit in 2 of the classrooms in the courtyard.

Enrolments have risen significantly in the last seven year, from 236 at the beginning of 2010 to 324 in February 2017. This has led to an increase in the number of classes, teachers and members of the leadership team. Staff work collaboratively with the adjoining Riverview pre-school.

The site learning plan reflects the focus on High expectations that underpins the development of powerful learners. Previously, in alignment with the Northern Adelaide Region's focus on comprehension, staff at Riverdale school explicitly taught comprehension strategies to improve student learning outcomes across all curriculum areas. This led to improved PAT-R and NAPLAN results. Whilst maintaining the work done on comprehension the focus has now moved to Numeracy. Much of the staff learning in this area has been done at a Partnership level with members of leadership and teaching staff attending a wide range of professional learning.

Riverdale School is a member of the Hollywood, Lakes and Gardens Partnership.

Other sites in the partnership are:

- Karrendi Primary School
- Mawson lakes primary school
- Parafield Gardens primary School
- Settlers Farm R-7 School
- The Pines School, CPC-7
- Parafield Gardens High School
- Lantana Pre-School
- Mawson Lakes Pre-School
- Parafield Gardens Child Parent Centre
- Riverview Pre-school
- Settlers Farm Pre-school

1. General Information

Part A

School Name	: RIVERDALE PRIMARY SCHOOL	
School No.	: 1427	Courier : Salisbury Plains
Index of Disadvantage	: Category 4	
Principal	: Thomas Harvey	
Postal Address	: 15 De Mille Street, Salisbury Downs 5108	
Location Address	: 15 De Mille Street, Salisbury Downs 5108	
District	: Salisbury Plains	
Distance from GPO	: 17 kms	Phone No. : 08 82817166
CPC attached	: NO	Fax No. : 08 82817178

			2013	2014	2015	2016	2017
February FTE Enrolment							
	Primary	Special, N.A.P. Ungraded etc.	16	16	16	16	17
		Reception	48	38	40	36	30
		Year 1	51	56	39	38	30
		Year 2	53	50	45	37	39
		Year 3	34	58	49	44	39
		Year 4	30	38	57	48	46
		Year 5	24	30	41	46	40
		Year 6	20	26	28	39	48
		Year 7	16	23	27	19	35
	TOTAL		292	334	342	315	324
Term 3 Census information							
October total FTE Enrolment			322	333	338	328	
School Card Approvals (Persons)			117	144	142	124	
Disabilities			49	50	56	37	
NESB Total (Persons)			41	35	43	32	
ATSI FTE Enrolment			10	17	16	17	

In the last few years there has been a trend for increased Year 8 enrolments at a neighbouring R-12 school. This has led to younger siblings also being enrolled. This resulted in an unexpected slight decrease in numbers at the beginning of 2016.

Part B

- Principal: Thomas Harvey
- Deputy Principal: Jill Moore
- Staffing :

Leadership team:

Principal 1.0

Deputy Principal 1.0

Counsellor 1.00

Senior Leader (including 0.2 AET) 0.6

Senior Leader Disability Unit 1.00

Business Manager

Student Support/intervention:

SSO hours to implement Quick Smart, speech programs and in class support

13 Classroom FTE Teachers

Specialist staff:

Resource Centre Teacher 1.0

NITT Physical Education/Health .08

NITT The Arts 0.6

NITT Japanese 0.8

STEM Lead Teacher 0.2 in conjunction with 0.2 technical support from EdComtec

ACEO 0.4

Business manager who manages a team of 6 permanent SSOs and a number of casual SSOs who work in the mainstream school and the disability unit.

Disability Unit: Senior leader - 0.8 teaching, 0.2 admin

Teachers 1.8

Grounds person 0.6

- **Website Address**

www.riverdaler7.sa.edu.au

- **OSHC**

The OSHC provider is now determined by a tender process in consultation with DECD and Riverdale School's Governing Council. Currently the provider is Childcare Australia Pty Ltd. The facility caters for students from Riverdale School and a number of neighbouring schools who are bussed in and out of the facility.

The OSHC Advisory committee, which includes the principal of Riverdale School maintains regular contact with the management and staff of OSHC to ensure contractual agreements are met.

- **Special Setting – Disability Unit**

The special setting was established in 1996 for students with vision and intellectual impairment. The entry criteria have been broadened to include students with disorders in sensory perception and communication (Autism) as well as intellectual and Downs syndrome.

Students are referred to the setting after consultation with the manager of the Disabilities Services and the special class placement process.

Although this unit caters for a specific group of 16 students, it is an integral part of the school with staff from across the school providing duty of care at recess and lunch times. The students participate in whole school events and many of the students are able to play in the yard unassisted at recess and lunch time.

A Senior Leader is appointed annually to manage the administrative requirements in the unit eg use of SSOs, student transport, liaising with service providers. This is done in consultation with the Principal.

2. **Students (and their welfare)**

- **General characteristics**

Whilst most students were born in Australia and live in families where English is spoken as the first language at home, Riverdale students come from diverse cultural backgrounds.

We have a small number of students from Laos, Chinese, Aboriginal, African, Vietnamese, Croatian and Serbian cultures.

39% of our students are recipients of school card and many live in a variety of family structures.

The identification of students with learning disabilities has meant that we have been allocated 0.9 for special education. Some of this is converted to SSO hours.

- (Pastoral) Care programs

Home group (class) teachers provide pastoral support for the students in their home-groups. Effective relationships between staff and students form the basis of a culture conducive to learning.

The school counsellor supports students and classroom teachers, providing opportunities for individual students and small groups to develop social skills, anger management skills and self-reflection skills. The counsellor has also begun a highly successful breakfast program which runs every morning 8.00-8.25am, with the help of other staff members.

- Support offered

Intervention and support operates in classrooms and through withdrawal where appropriate. Staff at RR7 are aware that the first point of intervention is in the classroom through quality and targeted teaching and learning. Intervention points for students performing below agreed standards are known and determine students' access to intensive, short term support. Students identified with a disability access support tailored to their needs, implemented by either the Sp Ed Teacher or one of our highly trained SSOs.

Students from Riverdale have been supported regularly by services from Adelaide North, including Social Work, Attendance and Behaviour coaches, and when needed, from Speech Pathology and Guidance.

- Student management

All students at Riverdale have the opportunity to be actively involved in programs that allow them to develop knowledge, skills and values which enable authentic participation in

- Decision-making
- Forming and maintaining positive relationships
- Selecting and managing resources
- Accessing information

The explicit teaching of decision-making, interpersonal and conflict-resolution skills, underpins school-wide programs.

Much work has been done in countering sexist and racist harassment to ensure that children feel safe and are able to focus on their learning.

Members of the school community have begun the 'Play is the Way' journey to support students managing their emotions and behaviour. Following professional learning for all staff in 2015 the program is being implemented across the school in a measured, structured way. Full implementation of the program will take a few years.

Riverdale staff and students are active in the process of school improvement. Our agreed direction is to "Develop Expert Learners" (TfEL Domain n3.1) and to teach students how to learn. We are undertaking consistent pedagogical approaches that allow a gradual release of responsibility for learning from the teacher to the student. This approach, embedded across the school, will ensure students graduating from RR7 do so as informed, resourceful and analytical learners.

- Student government

Student involvement in decision-making and leadership is important at Riverdale.

As well as conducting regular home group meetings, students at Riverdale are involved in committees and working groups as needed. The Action Team meets fortnightly with the school counsellor. It plays an essential role in the selection of resources and the formulation of the school policies and practices.

Students have been widely involved in Environment Forums, school and region based. Students have been acknowledged state-wide for their contributions.

3. Key School Policies

- Statement of Purpose

The school's vision: *"Riverdale staff and students engage in quality learning programmes in an environment promoting respect, excellence and understanding" is underpinned by the values:*

RESPECT , EQUITY, HONESTY & EXCELLENCE

And driven by the following agreed behaviours: calm interactions, frankness, compassion, listening, organisation, encouragement, patience and optimism.

2017 is a transitional year for Riverdale as we review our current practices and set new directions and priorities. We have developed six transformational areas for this year.

These are:

- Culture
- Learning
- Pedagogy
- Student Voice
- Community
- Behaviour

As a community we are working on describing our vision for each of these areas which will guide our work over the coming years.

4. Curriculum

- Subject offerings

Riverdale's quality teaching and learning programs are supported by:

- participatory decision-making structures which include staff, students and parents
- pedagogical approaches that incorporate collaborative learning, resource based learning and explicit teaching
- the maintenance of a success oriented learning environment.

Every child at Riverdale accesses a rich and balanced curriculum across the eight required areas of learning as determined by ACARA and the Australian Curriculum

English

Mathematics

The Arts

Science

Health and Physical Education

Society and Environment

Technology

Languages Other than English - Japanese

- Special needs

A special small setting caters for students with vision and intellectual impairment and Sensory Impairment (Autism). Collaborative, innovative, consistent and explicit teaching and learning approaches are used to ensure that:

- students manage their learning and the reporting of their achievements with full ownership and understanding
 - the focus is on the learner and the learning
 - students are able to take an active role in the school's decision-making
- Assessment procedures and reporting

Riverdale's monitoring of student learning is guided by the following Assessment and Reporting practices.

Purpose

The purpose of monitoring and reporting student achievement is to inform students, parents and staff about individual development and learning needs. Effective monitoring of student learning and interrogation of data ensures teaching plans are directly responsive to student needs.

Outcomes

- Staff will analyse a range of data to accurately inform re: student learning style and needs. Staff will access appropriate and progressive professional learning to support effective planning.
- Staff will be consistent in determining agreed standards.
- Students will learn to use processes to monitor and assess their learning. Students will use this information to identify their areas of strength and to set learning goals.
- Parents will use this information to support their children's learning and to make decisions about future learning.

Communicating Student Achievement

At any stage throughout the year, parents may request a meeting/interview regarding their child's learning. As well there is a school wide reporting process.

TERM ONE

February: Acquaintance Night, parent feedback via school newsletter

Parent/Student/Teacher interviews

TERM TWO

Mid year Report

TERM THREE

Optional interviews

TERM FOUR

End of year report

Sporting Activities

- Physical Education is taught by a specialist teacher from R-7.
- Governing Council and staff developed an out of school hours sports policy which guides participation in local competitions. Individual students participate in SAPSASA events and championships.
- Riverdale school fields a range of teams involved in interschool competition, eg touch rugby, netball, football.
- All students at Riverdale benefit from in-school coaching clinics in basketball, volleyball, cricket, football, soccer and badminton.
- A Sports day is held annually, where 4 houses compete for a successful team award and good sport award.

6. Staff (and their welfare)

- Staff profile

Because Riverdale R-7 School's focus is on life-long learning, the continued professional learning of staff is an integral part of our work. Our professional learning focuses on critical collaboration processes which are inclusive of all staff whether they are newly appointed, SSOs or were part of the original teaching staff. Collaborative Professional Learning Communities enable staff to develop and maintain positive working relationships and to pursue relevant learning experiences which, in turn, lead to improved student learning. These groups provide a forum for challenging current practice, critical reflection and trialing of innovative teaching and learning approaches.
- Leadership structure

The formal leadership structure is one principal, one deputy principal, a school counsellor, a senior leader in the area of Teaching and Learning, senior leader in the Disability Unit and Business Manager. However, the leadership of all staff is valued and actively developed. Staff at Riverdale are committed to school wide leadership and contributing to the wider educational community.
- Staff support systems

Staff participate in Professional Learning Committees that meet with a specific professional learning focus. In 2016-2017 the focus is Formative Assessment. Curriculum committees meet once a term in staff meeting time, but may meet outside these times.

Year level teams meet fortnightly on a night determined by each group. These provide an opportunity for teachers to discuss issues relevant to specific year levels.

Performance Development is a valued and rigours process at Riverdale School. Plans negotiated between staff members and their line manager are tailored to the staff members needs, ongoing and aligned with school priorities. Processes can include co-planning, co-teaching, modelling, observations, walk through and shared inquiry. The provision of feedback is targeted and constructive.

An active Staff Welfare group ensures that staff cohesion is maintained in an attractive and comfortable environment.
- Staff utilisation policies

Staff is deployed in ways which provide greatest benefit to students. Class sizes are monitored, student programmes are serviced and student welfare and care is addressed.

The Personal Advisory Committee provides advice and support to the principal in matters relating to staff deployment.
- Other

The groundperson supports the Environmental Education program as well as maintaining the school's grounds and buildings.

7. School Facilities

- Buildings and grounds

The school is set in spacious grounds which have a backdrop of huge River Red Gums and the surrounding parks near the Little Para River. The school grounds have been developed to complement this natural environment. The commitment

by staff, students and parents to establish beautiful grounds in the early years has been strongly supported by the on-going focus on environmental issues.

The modification of one of the buildings to meet the learning needs of students with vision and intellectual impairment has added to the quality of our facilities. Students, parents and staff are justifiably proud of their well-maintained facilities.

Extra security fencing is being erected during 2016. This will ensure the school buildings are more secure and less likely to be vandalised out of hours.

- **Cooling**
The buildings are fully air-conditioned (reverse cycle, also used for heating)
- **Specialist facilities**
Include the Computer Learning Centre which accommodates groups of 30, with each student having individual access to a computer. Each classroom is equipped with a Starboard. Pods of laptops have been purchased to support teaching and learning programmes, particularly in the middle and upper primary classes.
- **Student facilities**
Riverdale has a healthy foods canteen which is organised by 2 part-time managers.
The safe playing areas have plenty of shade from the tall trees and a shade port. There are two play equipment areas, one designed and selected by the students.
A native garden has been designed and planted by students and is a popular area for students to sit and garden in.
- **Staff facilities**
As well as the Computer Learning Centre, staff have access to computer workstations, Interactive Whiteboards, the Internet, and a scanner. Digital cameras are available in every room.

8. School Operations

- **Decision making structures**
As part of continuing staff involvement in active and informed decision-making, formal meetings have been restructured to reflect a commitment for full participation. All staff members (including part-time teachers, school support officers, teachers, principal and deputy principal) are included in staff meetings.
Staff are involved in at least one committee representative of the Site Learning Plan. These are led by staff members who drive the processes required to monitor, action and report on the targets set in the SLP.
- **Regular publications**
The comprehensive school newsletter is published each fortnight. Parent information booklets are updated each year. Homegroup newsletters are published by individual classes.
- **School financial position**
The school has a well documented and publicised budget process for managing the school's finances which seeks input from students, staff and parents. There is an incorporated account and the day to day management of the finances is the work of the Business Manager.
- **Special funding**
The school has budget lines which address the various grants provided for particular areas, eg. Early Years and behaviour support grants. These grants are received on an annual basis to provide additional support to benefit students.

9. Local Community

- Parent and community involvement

A detailed parent survey and annual reviews, together with continued critical reflection, have resulted in the refining of our shared decision-making practices. We have an active Governing Council, students as well as staff and parents represented on a variety of committees, and staff decision-making structures which enable active participation.

- Other local care and educational facilities

In 2006, Out of School Hours Care was introduced on the Riverdale School Campus.

The Riverview Pre-School is located right next to the Riverdale R-7 School and enables parents with pre-schoolers as well as school-aged children to deliver/collect children in the same area. The pre-school joins with the school for Sports Day, for story-telling in the Resource Centre and for some special events. Close liaison with the Pre-School enabled us to begin exploring additional ways of establishing meaningful links between the school and pre-school.

Students from Riverdale exercise a wide choice for their secondary schooling.

- Commercial/industrial and shopping facilities

Not far from Riverdale R-7 School is a large shopping centre, Hollywood Plaza, which houses Woolworths, Target, Coles, smaller stores as well as a post office, bank, newsagent and food mall.

The local library, dental clinic and community health centre are close to the shopping centre.