DECS sites are required to prepare an Annual Report for presentation to their school community each year. This report highlights the main events and achievements in the school during 2010.

**HIGHLIGHTS**

2010 saw us continuing our School improvement journey with a focus on *High Expectations* in all aspects of school life. Staff and students used the school values to underpin agreed behaviours and thus maintain the focus on building a positive learning community at Riverdale R-7 School.

Staff have been pro-active in developing quality teaching and learning programs leading to improved student learning outcomes.

- **Focus on High Yield strategies to support improved student achievement**
- All staff underwent rigorous professional development around Comprehension. This was facilitated by NAR curriculum consultants.
- Teaching staff continued professional development around writing, in particular narrative writing. This was supported by Jill Moore the Literacy co-ordinator.
- Attendance at T&D for early years teachers provided opportunities for shared learning and development of consistent approaches in literacy teaching.
- As a result of diagnostic testing in spelling a need was determined for a consistent intervention program targeting student’s phonological awareness. This led to the continued implementation of The MulitLit & Jolly Phonics programs across the school.
- Maintaining the Anger Management Programme based on the Taming Anger program resulted in identified students developing skills necessary to manage their behaviour more appropriately.
- A yard play program was successful in supporting identified students at lunch times.
- Staff participation in Primary Connections Science training and development as part of Primary Maths and Science Strategy

Building Education Revolution funding saw the completion of the Multi Purpose Hall, installation of shelters around the oval and the beginning of a garden. These have all enhanced learning opportunities for students. Students have been involved in many different activities throughout the year. These included

- **High Performing School Award** (Premier’s Be Active & Reading Challenges) for the third year in a row. The Challenges are supported by teachers incorporating activities into their daily planning and programming, ensuring success can be achieved by all students.
- Sporting clinics organised by Chris Rule (PE/Health teacher) including football, cricket, lacrosse.
- Purchase of soccer shirts and shorts for a school team, sponsored and donated by Coles at Hollywood Plaza.

- Student participation in SAPSA activities resulting in students qualifying for state athletics competition.
- Footsteps dance group running 5 weekly dance workshops culminating in a disco R-3 and 4-7
• **Sports Day**, now an annual event in Term 4 where we celebrate students’ sporting successes.
• Development of a water-wise garden involving students and parents. Funds were supplemented by BER and Coles
• Weekly Peer support activities supported students’ development of positive relationships across the school.

• **End of Year Concert** – for the second year parents and friends were invited to school to see and hear the items presented by each homegroup.
• **Year 7 Graduation**, the first one to be held in our new Multi Purpose Hall
• **2010 saw the trend of increased Enrolments & Retention continue.** We are maximising enrolments from Riverview Pre-School. 58 Reception students were enrolled in 2010. An intake of 20 Reception students at the beginning of Term 3 saw the establishment of a new class.

SELF REVIEW IN 2010
At Riverdale School Self review processes are used to determine areas of improvement and areas of need. Staff use the Diaf principles to gauge ‘where we are at’, ‘where do we want to be’ and ‘how will we get there’.

In June 2010 a Validation of Self Review processes occurred at Riverdale.
A panel comprising Dave Parker, Assistant regional director, Kevin McDonald PARC, Tricia Joseph Principal of The Pines JP visited Riverdale. The principal Kathryn Gilmour provided the panel with information about the school including data used by the school community to determine future directions and the success of intervention programs and the LaN diagnostic review recommendations.

The panel also met with groups of parents, SSO’s and teachers

Data collected and analysed included: Enrolment numbers, Student achievement data – NAPLaN results, Running records, school based testing, parent/student/staff survey.

The report was very affirming of the work being done at Riverdale and acknowledged that a rigorous self review process is in place.

**SITE IMPROVEMENT PLAN**
In 2010 comprehension became an identified focus area for all curriculum areas and learning programs. Data from NAPLaN and other student testing demonstrated the need for explicit teaching of comprehension skills.
All staff participated in T&D facilitated by regional curriculum consultants. The Principal attended the Principal as Literacy leader professional development program.

1. **STRATEGIC DIRECTIONS AND TARGETS**

**Strategic Direction 1: Literacy:**

• Students are proficient in the use and application of Literacy Skills in real life situations.
• Data informs practice across the school.

**Target/s:**

• NAPLaN scores in 2010 see students in Years 3, 5 & 7 scoring 5% higher in the 2 highest proficiency bands and 5% less in the lowest proficiency band
• NAPLan results in 2010 see 10% improvement in students in the Upper Growth band and 10% reduction of students in the Lower Growth band at years 5 & 7.
• By Term 4, 2010 60% of students in Years 4-7 will show ‘some evidence’ or full evidence of appropriate use of Punctuation & Grammar as identified in the outcomes on the Riverdale Literacy measuring tool.
• Running Records results in Term 4 reflect that 5% of students are at levels 1-5 and Riverdale students are represented in levels 21-26 20% more than the state average.
• 100% of staff involved in explicitly teaching literacy skills identified as priorities

**Strategies: (What did we do?)**

- Literacy Co-ordinator co-ordinates literacy committee. Worked with staff to develop consistency in expectations of outcomes during staff meetings and at pupil free day in 2010. Writing of ‘Common Agreements in Literacy’ Document.
Classroom based targets discussed in Professional learning Communities. Running Records Level 5 by end of Reception, level 15 by end of Yr 1, level 26 by end of Yr 2.

- Staff using assessment rubrics and NAPLaN marking tools on a daily basis.
- Students at risk identified by using data. Intervention programs targeted students who were 6 months or more below their chronological age.
- ESL teacher working with students, identifying areas of individual student’s needs and targeting these skills.

OUTCOMES:
NAPLaN literacy results in 2010 did not meet our targets. Through analysis of the results teachers identified areas where students continue to need explicit teaching and practise. These include grammar and spelling. The need for teaching of comprehension strategies became apparent in all year levels.

- The student growth between 2008 and 2010 remained below target, however 92% of Year 5 students and 74% of Year 7 students showed growth individually.
- Running records: Yr 1 – 35% of students Level 15 and above. Yr 2 – 20% of students achieved level 26
- 95% of students identified as requiring literacy support successfully completed the Multi-Lit program within a given timeframe.
- Whole school Literacy agreements in place leading to consistency of content across year levels.
- T&D focussing on progressive skill acquisition by students R-7 in phonics.

Future Directions:
- Interrogation of data at Yr level and individual student level by classroom teachers to determine focus areas and identify teaching strategies to better support student learning outcomes.
- Setting goals for individual students.
- Explicit teaching of grammar, spelling and comprehension strategies in all homegroups.

Wellbeing of staff and students demonstrated by: students managing their behaviour and staff responses to students are restorative and effective.

Target:/s:
- From end of Term 1, 2010 to end of term 4 2010 a reduction of 30% in incidences of violence and disruptive behaviours will be evident in EDSAS data
- Students in ‘Social Skills’ programme in 2010 reduce incidences of violence by at least 50% as evident in EDSAS at end of Term 4.

Strategies
- Students who required support managing their behaviour were identified through EDSAS data and observational data. A teacher was appointed 0.4 to run a Social skills program. Students worked individually and in small groups, learning and practising social skills and anger management skills.
- At the beginning of 2010 agreed behaviours and school values were shared with staff, students and families. These were used as the foundation for homegroup expectations and in restorative conversations with students.

OUTCOMES:
- Students in the Anger Management programme practised calming strategies and identifying triggers that resulted in violent behaviour. The group increased during the year to include students who needed support with social skills. Violent incidents reduced from 2009.
- Students who had been in the program in 2009 were put into a ‘maintenance’ program. 90% of the students who were successful in this programme had no further incidences of violence during 2010.
- Agencies such as Autism SA, Disability SA and Regional support staff supported individual students throughout 2010.

Future Directions:
- Supporting students to manage their behaviour by providing them with clear expectations and consequences for inappropriate behaviour.
- Provide opportunities for students to participate in decision making through homegroup meetings and committee meetings.

Strategic Direction 2: Wellbeing:- Citizenship, Behaviour/ Culture, Physical Wellness
- The adherence to agreed behaviours designs a culture conducive to excellence in learning and shared values.
Strategic Direction 3: Numeracy

- Students are confident in applying numeracy skills in real life situations.
- Students are proficient in the use of basic operations.
- Parents and students have access to accurate & relevant information about student numeracy skills.

Target:/s:

NAPLaN tests
- Increase in year 3 results by 3%
- 90% of students reach benchmark in year 5
- 85% of year 7 students reach benchmark in 2008
- Boys’ results show improvement from 2007 to 2008 by 5%.

Strategies:
- Staff continue to use strategies from ‘Big Ideas in Number’ T&D to improve students’ knowledge and skills in manipulating basic numbers.
- Sharing of activities and strategies occurred in staff meeting and year level meetings.
- Classes continued using the ‘Smart Kiddies’ computer program to provide individualised tasks for students.

OUTCOMES
- NAPLaN test results – All Year 3 students achieved at or above national Minimum Standard.
- Student growth for Year 5 and Year 7 students was lower than expected although 92% of Yr 5 students and 95% of Yr 7 students showed individual growth between 2008 and 2010.
- Explicit teaching of mathematical language and terminology was integrated into teaching and learning programs.
- Analysis of data resulted in comprehension becoming a focus area for numeracy.

Future Directions:
- Analysis of NAPLaN data to identify focus learning areas.
- The use of a measuring tool to determine progress of individual students, identifying focus areas for learning.

Strategic Direction 4: Information Technology

- 100% of staff use computers as a tool in daily school life.
- Students are competent and confident users of ITC.

Target:/s:

- 10% improvement in staff skills.
- Teachers integrate a variety of ICT’s into their daily programme.
- 10% improvement in students skills.
- Ratio of students to computers to at least 3:1.
- Increase in variety of ICT’s used in teaching and learning programs.

OUTCOMES:
- Anecdotal and observational data indicates an improvement in staff and student skills. Teachers using ICT Curriculum Guidelines to ensure sequencing of skills.
- Purchase and installation of Interactive Whiteboards in each classroom has enhanced and improved staff and student access to ICT as part of daily learning programs.
- Staff T&D has been provided in-house and by visiting presenters.
- All students have used ICT in their learning programs. These have included a range of age appropriate software, digital cameras and imaging software.

Future Directions:
- On-going staff T&D to promote use of IWB’s as integral part of teaching and learning programs.
- Explicit teaching of skills necessary for students to become confident and competent users of ICT.

What people think of us.
In 2010 The DECS parent, staff and Student Opinion Survey was used at Riverdale R-7 School.
The survey responses indicate that students are generally happy to come to school. Parents find the staff welcoming and believe that they are concerned about the welfare of the students. Questions were raised about behaviour management and support programs for students with special needs, prompting the realisation that as a staff we need to be provide our school community with more information in the form of newsletters, parent meetings and workshops.