# School Context Statement

**School Name:** RIVERDALE PRIMARY SCHOOL  
**School Number:** 1427

## 1. General Information

### Part A

<table>
<thead>
<tr>
<th>School Name</th>
<th>RIVERDALE PRIMARY SCHOOL</th>
<th>School No.</th>
<th>1427</th>
<th>Courier</th>
<th>Salisbury Plains</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Kathryn Entwistle</td>
<td>Postal Address</td>
<td>15 De Mille Street, Salisbury Downs 5108</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location Address</td>
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<tr>
<td>District</td>
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<td>Distance from GPO</td>
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<td>CPC attached</td>
<td>NO</td>
<td>Phone No.</td>
<td>08 82817166</td>
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<tr>
<td></td>
<td></td>
<td>Fax No.</td>
<td>08 82817178</td>
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<tr>
<th>February FTE Enrolment</th>
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<td>Year 7</td>
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<td>21</td>
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<tr>
<td>TOTAL</td>
<td>206</td>
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| October total FTE Enrolment | 233 | 247 | 286 | 306 |

| Male FTE | 129 | 138 | 166 | 175 |
| Female FTE | 104 | 109 | 120 | 131 |

| School Card Approvals (Persons) | 79 | 89 | 99 | 121 |
| NESB Total (Persons) | 38 | 32 | 30 | 35 |
| Aboriginal FTE Enrolment | 7  | 10 | 9  | 6  |
Part B

- Principal
  Kathryn Entwistle
- Assistant Principal
  Kathryn Gilmour
- Staffing numbers
  Principal 1.0
  Deputy Principal 1.0
  Counsellor 0.38
  Special Education 0.9
  Special Setting 2.2
  Resource Centre Teacher 0.6
  13 Classroom Teachers
  NITT Physical Education 1.0
  NITT Music 0.6
  ESL 0.2
  6 SSOs which includes 3 SSOs for special setting
  1 Groundsperson 0.4

- Website Address
  www.riverdaler7.sa.edu.au

- OSHC
  On Site

- Enrolment trends
  50% increase in Reception enrolments from 2009 to 2012.
  Increase of 2 classes (approx. 55 students) from mid 2009 to 2012
  Numbers increasing rapidly.

- Special arrangements
  The school is part of the Northern Region. Throughout its twenty two year history, Riverdale has been associated with innovative research and reform through Continuous School Improvement Project, DIAF self review, NSN, Innovative Links, Literacy & Numeracy Diagnostic process and school based Research and Reform.
  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).
  Although this unit caters for a specific group of students, it is an integral part of the school with staff from across the school providing duty of care at recess and lunch times. Staff, students and the governing council were actively involved in the establishment of this unit and continue to play an active role, through the Interaction Committee, in its operations.
• Year of opening
  1990
  Riverdale R-7 School commenced in July, 1990, with the official opening held in 1994. During 2000, celebrations marked the establishment of this school and the provision of quality education for ten years.

• Public transport access
  The 404 bus drops at the end of Universal Drive, a 4 minute walk from the school.

2. Students (and their welfare)

• General characteristics
  Although most of our students live in families where English is spoken as the first language, we have a small number of students from Polish, Laos, Chinese, Aboriginal, African, Vietnamese, Croatian, Serbian, Turkish and Palestinian cultures.
  37% of our students are recipients of school card and many others 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.
  Rather than being a homogenous community, Riverdale students come from diverse backgrounds.

• (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.

• 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 of highly trained SSOs.
  Students from Riverdale have been supported regularly by services from Adelaide Northern Region, including Social Work and ISBM, and when needed, from Speech Pathology and Guidance.

• Student management
  All students at Riverdale are 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.

Riverdale staff and students are active in the process of school improvement. 2012 sees phase 3 of our school improvement journey begin. 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, once 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 a feature of Riverdale.

As well as conducting regular home group meetings, students at Riverdale form approximately 10 Governing Council sub-committees and working groups (eg Canteen Management, Fundraising, Environmental Education and Wellbeing etc.). They play an essential role in the selection of resources and the formulation of the school policies and practices. To enable students to attend school committee meetings, staff, students and parent volunteers meet during the school day. Class teachers are released from their classes to convene these committees.

This approach to student voice enables more than one hundred and fifty students to participate on committees each year.

- Special programmes

Physical Education: - In 2012, staffing has been used strategically to introduce a specialist PE programme. There is a traditional style sports day held in 4th term. Recently Riverdale was acknowledged with the ‘High Performing School’ award in the Premier’s ‘Be Active’ challenge.

Student Voice – students from each homegroup participate in whole school committee meetings each Wednesday.

Music has been introduced as a specialist area in 2012. Students are active in writing and reading music, signing and using musical instruments.

Literacy support – through School Resourcing, Grants and Learning Assistance Program (LAP) managed by the Literacy committee.

Special Education - Co-ordinated through .9 staffing

Wellbeing:- the school has won a grant to implement a special programme of anger management to support the maintenance of a culture conducive to learning and happiness.

Youth Environment forums are a feature of our school that is part of the Salisbury Cluster

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.

Riverdale School was the first in the Region to engage in a Literacy & Numeracy diagnostic process. This provided us with numerous commendations for our existing practice and culture and identified direction for development.

- **School Priorities on our Site Learning Plan in 2012 are:**
  
  Our priorities in 2012 include Literacy, focussing on Compression and Spelling and Numeracy, focussing on measurement, chance and data. Collaborative planning using the Australian Curriculum rigorous performance development and professional learning support our work in these areas.

### 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.

- **English**
- **Mathematics**
- **The Arts**
- **Science**
- **Health and Physical Education**
- **Society and Environment**
- **Technology**
- **Languages Other than English**

- **Special needs**
  
  A special small setting caters for students with vision and intellectual impairment and Sensory Impairment (Autism). Students are referred to the setting after consultation with the manager of the Disabilities Services and the special class placement process.

- **Special curriculum features**

  Riverdale School was the first school in the Salisbury District to engage in the diagnosis of Literacy & Numeracy pedagogy, as part of our self review and Continuous School Improvement focus.

  Riverdale continues to use inquiry as basis for defining culture and working towards our vision as well as ensuring curriculum renewal and reform.

- **2012 classes comprise:**
  
  - (5X) R-1
  - (1x) 1-2
  - (3X) 2-3
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

Joint programmes
Riverdale is a member of the Northern Adelaide Region.
Links with Riverview Preschool – Morning and afternoon visits alternate Tuesdays to work in the Resource Centre.
Riverdale School is involved with Settlers Farm School, The Pines School, Mawson Lakes, Parafield gardens HS and PS and Salisbury Downs PS in an active cluster.
Riverdale School is represented on the Region’s Accountability and Continuous Improvement and Quality Teaching & Learning portfolios.

Sporting Activities
- Physical Education is taught by a specialist teacher from R-7.
- School 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 two touch football teams involved in interschool competition.
- Riverdale School is active in the Kanga Cricket association, fielding a Junior and Kanga team on Saturday mornings
- 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 and a coordinator in the area of Teaching and Learning. However, the leadership of all staff is valued and actively developed. We have had more than 11 teachers, six of whom are still at Riverdale, successfully apply for AST1. In 2006, Salisbury District’ first AST2 was appointed at Riverdale School. 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 alternate with full staff meetings. Curriculum committees meet every 3 weeks and are strategically aligned with the Site Plan.
Full staff meetings occur every fortnight on Tuesdays. These meetings are planned at weekly meetings of the Quality Assurance Committee (QAC) which is composed of representatives from each of the PLCs.

An ‘Induction Support Group’ meets very regularly in Term One to assist in the transition of staff to this school.

Performance Development is a valued and rigorous 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 Committee 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 erection of stage one of our school security fence was implemented in 2006 and stage three completed in term one 2008. The schools' hall, often utilised as a gymnasium, was completed in 2010.
  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 have added to the quality of our facilities. Students, parents and staff are justifiably proud of their well-maintained facilities.

- **Cooling**
  The buildings are fully air-conditioned (reverse cycle, also used for heating)

- **Specialist facilities**
  Include the recently upgraded Computer Learning Centre which accommodates groups of 30, with each student having individual access to
a computer. Each classroom is equipped with a Starboard and a number of computers linked to the school’s network.

- **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.

- **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 one of four staff teams which meet every alternate week. The other week is a full staff meeting which includes Professional Learning as well as decision-making about school-wide issues.

- **Site Planning**
  Staff are involved in at least one committee representative of the Site Improvement Plan. These are led by staff members who drive the processes required to monitor, action and report on the targets set in the SIP.

- **Regular publications**
  The comprehensive school newsletter is published twice a term. 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 level 3 school support officer.

- **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 assemblies, for story-telling in the Resource Centre and for any 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 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.

10. **Further Comments**

- Riverdale has been a source of frequent Professional Learning opportunities for colleagues from SA, interstate and internationally. Our unique student committee structures, participation in critical self review and commitment to building effective relationships has been shared widely. Students at Riverdale take an active part in these sessions, confidently discussing philosophies and strategies in place.