



CONTEXT STATEMENT



Government
of South Australia
Department for Education

2023

1. General Information

Riverdale Primary School is a category 3, Reception to year 6 school in the northern suburbs. The school is immersed in a beautiful natural environment and backs onto the Little Para River.

Riverdale Primary School is committed to continuous improvement in teacher pedagogy, learning outcomes for students and community involvement. This is embodied in our vision statement *'to inspire all students to develop a love of learning, achieve their personal best and build their emotional, social, and physical wellbeing, through strong partnerships with families, communities and agencies'*. All staff, students and community members are expected to embrace the values to foster an enjoyable and safe environment for continuous improvement and effective community involvement. The school values are Honesty, Equity, Respect and Excellence.

The school prides itself on offering a wide range of opportunities for students to excel in both curricular and extra-curricular activities within a supportive learning environment. Together with a focus on core learning in literacy and numeracy, the school places high importance on the physical and emotional wellbeing of all in the educational community. The schools' specialisations are in the Arts, Auslan and Health/Physical Education. In conjunction with a focus on 21st learning our school is committed to providing programs that cater for the needs of all individuals and groups.

Part A-School Details and Enrolment Data

School Name	RIVERDALE PRIMARY SCHOOL
School Number	1427
Location & Postal Address	15 De Mille Street, Salisbury Downs 5108
Index of Disadvantage	Category 3
Partnership	Hollywood, Lakes and Gardens
Distance from GPO	17 kilometres
Phone Number	(08) 8281 7166
Email Address	dl.1427_info@schools.sa.edu.au
Web Address	www.riverdaleps.sa.edu.au

FTE Enrolment	2017	2018	2019	2020	2021	2022	2023
Special, N.A.P. Ungraded etc	17	16	16	15	22	24	24
Reception	30	36	31	38	30	31	38
Year 1	30	27	30	32	38	29	26
Year 2	39	26	22	34	32	44	35
Year 3	39	34	23	26	29	36	42
Year 4	46	35	31	26	26	28	29
Year 5	40	43	28	32	24	22	27
Year 6	48	44	34	33	30	29	20
Totals	324	311	266	274	255	243	241

Enrolment trends In the last few years there has been a trend for a small decrease of students within the school. This stabilises the enrolment numbers to historical averages.

Part B – Demographic Data

School Data

* Total FTE Enrolment	241
* Students eligible for School Card	39%
* NESB Students (Non English Speaking Background)	14%
* ATSI FTE Enrolment	6%
* Students with One Plan	37%

Leadership Positions

* Principal	Adele Maughan
* Deputy Principal	Melissa McDonald
* Business Manager (SSO 3)	Sharon Wilton
* Wellbeing Leader	Rebecca Roberts
* Disability Unit Leader	Penny Symons

2023 School Structure

- * 9 classes
- * 3 disability unit classes
- * Specialist Teachers provide NIT in Physical Education and Health, The Arts/Auslan and STEM.
- * Student Services Officers work with all Students with a One Plan.
- * Funding has been provided for:
 - o (FTE 0.2) Autism Inclusive Teacher
 - o (FTE 0.8) Inclusive Education Teacher
 - o (FTE 0.2) Aboriginal Education Teacher (AET)

SSO Support Staff

* Business Manager	SSO3 and line manager for administration SSOs
* Administration Officers	Administration, finance administration, First aid, health care plans, communications, student enrolment and transfers
* Curriculum Support	One Plan, Literacy Intervention
* Resource Centre	SSO2 30hrs/week
* Groundsman	2 days a week

Other Support Staff

* Canteen Manager	Employed by the Governing Council
* Pastoral Care Worker (PCW)	Supports classes and students
* Aboriginal Community Education Officer (ACEO)	Supports Aboriginal students and their families

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 such as Arabic, Filipino, Sudanese, Cambodian, Afghan, Pakistani, Burmese, Punjabi, Indian, Mexican, Eritrean and Persian. With 14% of our students identifying as EALD.



The identification of students with learning disabilities has meant that we have put in place targeted intervention groups utilising the Waves 1/2/3 approach.

Pastoral Care programs

Classroom 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 Wellbeing Leader supports students and classroom teachers, providing opportunities for individual students and small groups to develop social skills, anger management skills and self-reflection skills.

Learning and Student Support

All students identified with a learning disability who qualify for a One Plan receive support from a Student Services Officer in either a one on one or small group environment. The school has implemented a range of programs to also support students who:

- * are below school and/or DfE benchmarks
- * require support with social skills and/or classroom or yard behaviour

These groups are facilitated by specialist teachers and specifically trained SSOs using evidence-based programs in both year-level specific and multi-year level groups.

Intervention and support operates in classrooms and through withdrawal where appropriate. Staff at Riverdale are aware that the first point of intervention is in the classroom through quality and targeted teaching and learning.

Students from Riverdale have been supported regularly by DfE support services, 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
- * Accessing information

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

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

Berry Street Education Model (BSEM)

Staff across the school have been trained in the Berry Street Education Model (BSEM). They utilise the BSEM approach and deliver the sequentially designed curriculum to students to develop their physical, psychological, social and emotional capacities.

Student Voice

Student involvement in decision-making and leadership is important at Riverdale. As well as conducting regular house team meetings, students at Riverdale are involved in electing House Captains, setting team directions and expectations and providing feedback on school priorities and actions. The House Captains meet fortnightly with the principal to plan House Meetings and provide feedback. In 2023 our school introduced Student Wellbeing Ambassadors to lead wellbeing initiatives driven by student representatives.

3. Key School Policies

Statement of Purpose

The school’s vision: “Riverdale Primary School inspires all students to develop a love of learning, achieve their personal best and build their emotional, social, and physical wellbeing, through strong partnerships with families, communities and agencies.

Riverdale Primary School staff embody a culture of challenge and support, enabling expert teaching in a culture of excellence and high-quality learning for student achievement in all aspects of their development” which is underpinned by the values:

HONESTY, EQUITY, RESPECT & EXCELLENCE

Site Improvement Plan – 2023 Strategic Priorities

The school’s Site Improvement Plan is described in a detailed document with key strategies; desired outcomes and specific targets. In 2023, staff are working on improvement in reading and mathematics across the school.

Challenge of Practice	* If we increase our use of explicit instruction and the science of reading to improve the teaching of word recognition and language comprehension, then we will improve student achievement of SEA and high bands in reading.
	* If we teach the conceptual understandings of Number and Algebra and improve our use of the formative assessment cycle, then we will improve student achievement of SEA and high bands in Numeracy.

Whole School Expectations

Our current Statements of Practice are Literacy and Wellbeing with a mathematical Statement of Practice in development.

4. Curriculum

Quality Teaching

At Riverdale 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.

Disability Unit

The Disability Unit caters to 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

Reporting Procedures

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 learning goals and the teaching and learning program
- * 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

There is a school wide reporting process and at any stage throughout the year, parents may request a meeting/interview regarding their child's learning.

	Reporting Requirement
TERM 1	<ul style="list-style-type: none">○ Reverse Interviews
TERM 2	<ul style="list-style-type: none">○ Mid-Year Report
TERM 3	<ul style="list-style-type: none">○ Student Progress Conference (by request)
TERM 4	<ul style="list-style-type: none">○ End of Year Report

5. Sporting Activities

Physical Activity

- * Physical Education is taught by a specialist teacher from R-6.
- * Governing Council and staff support students to engage in a range of local competitions. Individual students participate in SAPSASA events and championships.
- * Riverdale school fields a range of teams involved in interschool competition, e.g. touch rugby, netball, football and soccer.
- * 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 a good sport award.

6. Other Co-Curricular Activities

Transition

Strong transition programs are in place with both Riverview Preschool Centre and the neighbouring Parafield Gardens High School that is within the Partnership.

Preschool students participate in:

- * Visits to the resource centre for story-telling
- * Visiting Junior Primary classes, including half-day visits
- * Annual Sports Day
- * Book Week Assembly and Parade
- * Familiarisation of the Riverdale School grounds particularly the Playground, gym and oval

Year 6 student's transition to High School participate in:

- * Termly visits to engage in:
 - o Collaborative teaching/learning planning
 - o Continuity learning practices
- * Term 4 structured transition visits on state wide common days

7. Staff (and their welfare)

Staff profile

Riverdale Primary 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 trialling of innovative teaching and learning approaches.

Leadership structure

The formal leadership structure is a principal, a deputy principal, a wellbeing leader, a 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 2023 the focus is aligned to our improvement work in literacy with PLCs meeting three times per term in staff meeting time.

Teaching teams are released (through NIT) to meet weekly. This provides an opportunity for teachers to discuss issues relevant to specific year levels. Teachers are also released to work in year level teams to participate in data meetings, curriculum focus groups and to plan for individual student needs.

Performance Development

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 member's needs, ongoing and aligned with school priorities. Processes can include co-planning, co-teaching, modelling, observations, walkthroughs and shared inquiry. The provision of feedback is targeted and constructive.

Staff utilisation policies

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

School Committees

- * **Professional Learning Communities**

Work is aligned to the implementation of the Site Improvement Plan. 3 staff meetings per term are dedicated to the PLC and may also meet in between depending on the current needs.

- * **Early Years / Preschool Committee**

Meet once a term to discuss the continuity of learning and the transition program from the co-located preschool to Junior Primary.

- * **Wellbeing Committee**

The Wellbeing Committee meets 2 times a term and provides leadership Trauma Informed Practices aligning directly with the Berry Street Education Model.

- * **Maths Committee**

The Mathematics Committee meet every 3 weeks to establish a clear direction for mathematics improvement at Riverdale Primary School and to formalise and document future direction.

- * **Staff Social Club**

An active Staff Social Club ensures that staff cohesion is maintained in an attractive and comfortable environment.

Partnership

Riverdale is part of the Hollywood, Lakes and Gardens Partnership which includes 5 preschools, 6 primary schools and 1 high school.

8. School Facilities

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 ongoing 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.

- * Development of learning environments has included:

- o All interior buildings repainted
- o Newly furnished staffroom and front office
- o Renovated Disability Unit including a purpose built playground
- o New Junior Primary and Primary playground
- o Recently refurbished Resource Centre
- o Interoception yard activities



- * Security fencing was erected during 2016 to ensure the school buildings are more secure and less likely to be vandalised out of hours.

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

Specialist facilities

- * STEM centre
- * The Arts Learning space
- * Student Wellbeing space
- * Learning Support Hub
- * Each classroom is equipped with interactive panels.
- * Pods of laptops and iPads have been purchased to support teaching and learning programs throughout the school.

Student facilities

- * Riverdale has a canteen which is organised by part-time manager, employed by the Governing Council.
- * The safe playing areas have plenty of shade from the tall trees, shade sails and shaded ports. There are two play equipment areas, one designed and selected by the students.
- * A native garden has been designed and planted by students.
- * Future redevelopment to host a sensory garden / outdoor classroom.

Staff facilities

Staff has access to laptops and Interactive panels. Mini iPads are available to every teacher to support in taking photos, attendance and documenting student learning.

9. School Operations

Decision making

As part of continuing staff involvement in active and informed decision-making, formal meetings have been restructured to reflect a commitment to full participation. All staff members (including part-time teachers, school support officers, teachers, principal and deputy principal) are included in weekly staff meetings.

Parent Communication

Riverdale publishes an online comprehensive school newsletter twice a term. The newsletter is designed to be one of the main information and communication tools within the school community. The school website provides information for parents and current school events. The school also has its own Facebook page together with the Audiri app which allows parents to advise absenteeism, keep up-to-date of events, and newsletter, access school forms and important information. Class newsletters and term planners are sent out at the beginning of each term by each classroom teacher.

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 that address the various grants provided for particular areas, e.g Australian Curriculum, Better Schools Funding and Literacy and Numeracy First. These grants are received on an annual basis to provide additional support to benefit students.

10. 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 that enable active participation.

Other local care and educational facilities

In 2006, Out of School Hours Care was introduced on the Riverdale School Campus. Currently, the provider is Happy Haven OSHC. The facility caters for students from Riverdale School and a number of neighbouring schools.

The Access for Learning (AfL) initiative, supported by the DfE, is situated next to OSHC and endeavours to develop students' literacy, numeracy, and social wellbeing abilities while promoting a favourable approach towards learning. More specifically, the program delivers tailored support to students in years R-6 who have been diagnosed with mental health needs, catering to both their academic and mental wellness requirements.

Located adjacent to Riverdale Primary School, Riverview Preschool Centre allows parents with both preschoolers and school-aged children to conveniently drop off and pick up their children in one location. The preschool collaborates with the school on various occasions such as Sports Day, story-telling in the Resource Centre, and special events. Through close coordination with the Preschool, we continuously explore further opportunities to establish significant connections between the school and preschool.

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

Commercial/industrial and shopping facilities

Not far from Riverdale 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.

