



SCHOOL CONTEXT STATEMENT

Updated: 30/05/2025

School number: 1427 & 7809

School name: Riverdale Primary School

School Profile:

Riverdale Primary School is a Category 3 school, catering to students from Reception to Year 6. Nestled in a beautiful natural environment by the Little Para River, our purpose is to nurture a love of learning in every student. Our core values—We Are Kind, We Aim High, We Are Resilient, and We Belong—guide us in creating a safe and supportive environment for growth and community engagement.

We are committed to continuous improvement in teacher pedagogy, student learning outcomes, and community involvement. Our curriculum strengths include a focus on literacy and numeracy, complemented by specialisations in the Arts, Auslan, Technologies, and Health/Physical Education. We offer a wide range of curricular and extra-curricular activities to support the physical and emotional wellbeing of our students.

We have an on-site Disability Unit, which educates 24 students with diverse needs, guided by personalised One Plans and SMARTAR goals. Enrolments in the Disability Unit are managed through the Department for Education's Special Option process.

Riverdale Primary School plays an important role in the community by fostering inclusive education and providing programs that cater to the diverse needs of all individuals and groups.

1. General information

- School Principal's name: Adele Maughan
- Deputy Principal's name: Melissa McDonald
- Year of opening: 1990
- Postal Address: 15 De Mille Street, Salisbury Downs SA 5108
- Location Address: 15 De Mille Street, Salisbury Downs SA 5108
- DfE Region: Northern
- Geographical location: 17km from GPO:
- Telephone number: (08) 8281 7166
- School website address: <https://riverdaleps.sa.edu.au/>
- School e-mail address: dl.1427_info@schools.sa.edu.au
- Out of School Hours Care (OSHC) service: Yes
- February FTE student enrolment:

FTE Enrolment	2021	2022	2023	2024	2025
Disability Unit	22	24	24	24	24
Reception	30	31	38	39	34
Year 1	38	29	26	33	35
Year 2	32	44	35	24	31
Year 3	29	36	42	35	23
Year 4	26	28	29	41	34
Year 5	24	22	27	30	36
Year 6	30	29	20	23	30
Total R-6 Enrolment	255	243	241	249	247
Students on School Card					81
Non-English Speaking Background Enrolments					61
Aboriginal Student Enrolments					24

➤ **Student enrolment trends:**

As of the beginning of 2024, schools now offer a mid-year intake for Reception. These students commence in Term 3 and continue in Reception for the following year. In recent years, enrolments across all classes have stabilised.

➤ **Staffing numbers** (as at the February census)

A detailed profile of staffing can be viewed in part 7, Staff (and their welfare)

2. Students (and their welfare)

➤ **Student Well-being Programs**

Our Student Wellbeing Leader and Student Wellbeing Support Officer are crucial to the success of our wellbeing programs, including the Berry Street Education Model and The Resilience Project. They provide comprehensive support tailored to the needs of whole classes, small groups, and individuals.

The Wellbeing Leader, a full-time position, dedicates two days each week to teaching health lessons from Reception to Year 6, with the assistance of the Support Officer.

Our school prioritises student wellbeing, with staff trained in trauma-informed practices. This involves actively engaging with students to develop their social and emotional skills through explicit teaching about bodily responses and regulation strategies. We focus on five key domains: Body, Relationships, Engagement, Stamina, and Character.

➤ **Student Support Offered**

Riverdale Primary School offers extensive learning support through a dedicated team of Teachers and Student Services Officers (SSOs). We provide comprehensive support for all students with a One Plan, utilising data to tailor interventions for EALD students, those with learning difficulties, and Aboriginal students. Additionally, we offer short-term support in Numeracy and Literacy.

Students identified with learning disabilities who qualify for a One Plan receive personalised support from SSOs in one-on-one or small group settings.

Riverdale staff recognise that the first point of intervention is quality, targeted teaching and learning within the classroom. Our school has implemented a variety of programs to assist students who are below school and/or Department for Education benchmarks or who require support with social skills and classroom or yard behaviour. Intervention and support are integrated within classrooms and, where appropriate, through withdrawal sessions.

Additionally, students receive regular support from Department for Education services, including Social Work, Attendance and Behaviour coaches, and, when necessary, Speech Pathology and Guidance.

➤ **Student Management**

We employ a preventative and developmental approach to behaviour management, as outlined in our Behaviour Support and Anti-Bullying and Harassment Policies.

Class routines and expectations are established in negotiation with students, aligning with the Behaviour Support Policy and the Berry Street Education Model. Student behaviour is closely monitored by all staff, and a full-time Wellbeing Leader is employed to run programs that promote positive behaviours.

All students have the opportunity to engage in programs that help them develop the knowledge, skills, and values necessary for authentic participation in decision-making, forming and maintaining positive relationships, and accessing information. The explicit teaching of decision-making, interpersonal, and conflict-resolution skills is a cornerstone of our school-wide programs. Significant efforts have been made to counter harassment, ensuring that children feel safe and are able to focus on their learning.

➤ **Student Voice**

Student involvement in decision-making and leadership is highly valued. Students actively participate in house team meetings, where they elect House Captains, set team directions and expectations

Our Student Wellbeing Ambassadors meet regularly with our Wellbeing Leader to lead wellbeing initiatives, empowering student representatives to provide feedback on school priorities and actions and drive positive change within the school community.

➤ **Special Programmes**

Specialist Learning Areas at Riverdale Primary School include The Arts, with optional participation in the Festival of Music Choir, Auslan Signing Choir, and Dream Big. Students in the Primary Years have opportunities to work with Uni SA in STEM projects throughout the year. We also offer Auslan, Physical Education, Health, Technologies, and SAPSASA Events, including Winter and Summer carnivals with opportunities to participate in AFL, soccer, netball, volleyball, and t-ball, as well as trials for district competitions across all sports.

3. Key School Policies

➤ **Strategy for Public Education and Site Learning Plan**

At Riverdale Primary School, our vision is enacted daily through our practices and behaviours, grounded in our core values. Starting in 2024, we are guided by the Strategy for Public Education. Through consultation and partnership, we have committed to maintaining our focus on student wellbeing and developing effective learners.

Our staff foster a culture of challenge and support, promoting expert teaching within a framework of excellence and high-quality learning. This approach aims to achieve student success in all areas of their development.

The Site Learning Plan is developed through ongoing collaboration, with key goals including developing confident and effective learners who have a deep understanding and appreciation of mathematics. We aim to enable students to think critically, creatively, and collaboratively, applying their mathematical skills effectively in various real-world contexts.

We focus on improving students' reading abilities by fostering critical engagement with texts, enhancing comprehension, and cultivating a lifelong passion for reading, all based on the principles of the Science of Reading.

➤ **Recent Key Outcomes**

R-2 classes have engaged with a Department Literacy Guarantee Unit coach to further refine and develop phonics and spelling teaching across Junior Primary. All classes now implement the R-2 Scope and Sequence, supporting improved explicit synthetic phonics practice and improved phonics results measured through the annual Year 1 Phonics Screening.

Years 3 and 4: successful completion of all "Our Big Backyard" map launches, including Little Para, Woodfield Reserve, and Boardwalk Reserve.

An updated Mathematics agreement, combining deeper understanding and application of conceptual understanding, has been mapped and updated. Students appreciate the opportunities to engage with concrete materials to develop and apply a range of strategies to support their learning.

Staff at the school continue to be active in their pursuit of quality teaching, working together to enhance student learning through the Learning Power Approach (LPA). Teachers meet regularly in Professional Learning Communities (PLCs) to reflect on student data, identify next steps, and plan for learning through a Cycle of Inquiry. They moderate student work samples and collectively engage in professional learning, ensuring the implementation of best practices.

4. Curriculum

Riverdale Primary School implements and reports against the Australian Curriculum (AC). From 2025, we will transition to the SA Curriculum, which is an adapted version of the AC to align with the South Australian context.

Specialist teachers cover Physical Education, Auslan, The Arts, Health, and Technologies. The South Australian primary school curriculum is aligned with the Australian Curriculum, providing a national framework for education. It ensures that all students receive a high-quality education consistent across the state. The curriculum includes key learning areas such as English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, The Arts, Technologies, and Languages. It emphasises the development of general capabilities like literacy, numeracy, critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding.

The curriculum is regularly updated to reflect contemporary educational practices and to meet the diverse needs of students, preparing them for future learning and active participation in society.

➤ **Special Curriculum Features**

Riverdale Primary School offers a range of special curriculum features designed to enhance student learning and development.

In Mathematics, daily Maths Chats and a focused emphasis on Number help students develop fluency and understanding.

In Literacy, Phonological Awareness, Phonics, and Spelling are implemented using the Literacy Guarantee Unit Scope and Sequence for Reception to Year 2. A literacy coach has been working with R-2 staff since 2022 and will continue in 2025 to ensure consistent practice. The Phonics Screen Check and DIBELS assessment provide valuable insights into student progress. Participation in the Premier's Reading Challenge is strongly encouraged to foster a love of reading. In Writing, Brightpath and the Achievement and Proficiency (LEAP) levels are used to assess writing, with strategies guiding the next steps for improvement.

Information and Communication Technologies (ICT) are integrated into classroom programs across the school. An IT support administrator ensures timely technical support, and wireless technology is utilised throughout the site. Laptops are provided at a ratio of approximately 1:3 students.

Learning Support and Intervention are provided by a dedicated team of teachers and Student Support Officers (SSOs), offering targeted support for EALD learners, students with One Plans, Aboriginal learners, and those with specific learning difficulties. Our Autism Inclusion teacher offers guidance on strategies and practices for students who are autistic. We collaborate with Department Support Services for additional professional expertise when needed. Inclusive education ensures all students, regardless of their abilities, backgrounds, or needs, have equal access to learning opportunities. It involves creating a supportive and adaptable learning environment where diversity is valued and every student is encouraged to participate fully in all aspects of school life.

This approach includes modifying teaching methods, curricula, and classroom settings to accommodate different learning styles and needs. It also involves collaboration among teachers, support staff, families, and the community to provide appropriate resources and support. The goal of inclusive education is to foster a sense of belonging and to promote the academic and social development of all students. Students identified with disabilities or additional needs, according to the Department for Education policy, have a One Plan and receive support through IESP funding.

➤ **Teaching Pedagogy**

Our teaching pedagogy is designed to align closely with the Australian Professional Standards for Teachers and the Public Education Strategy. These pedagogies focus on creating student-centred, inclusive, and engaging learning environments that promote both academic and personal growth.

Student-Centred Learning is a key aspect of modern pedagogy, where the focus is on tailoring education to meet the diverse needs of students. This approach aligns with the teacher standards by emphasising the importance of knowing students and how they learn, and planning for and implementing effective teaching and learning strategies. Teachers are encouraged to use differentiated instruction and formative assessments to cater to individual learning styles and abilities.

The Learning Power Approach is also integral to our current pedagogy. This teaching approach aims to develop lifelong learning habits and equip students with essential skills for success in education and beyond. The LPA focuses on fostering resilience, resourcefulness, reflectiveness, and reciprocity. These methods encourage students to explore, question, and engage with real-world problems, fostering critical thinking and problem-solving skills. This aligns with the standards by promoting innovative and creative teaching practices that enhance student engagement and learning outcomes.

Collaborative Learning and Technology Integration further support the alignment with teacher standards and the Public Education Strategy. Collaborative learning helps develop communication and teamwork skills, while technology integration prepares students for a digital world. Both strategies support the standards' focus on creating supportive and safe learning environments and using effective communication strategies. The Public Education Strategy emphasises equity, excellence, and accountability in education. Current pedagogies support these goals by ensuring that all students have access to high-quality education and by holding teachers accountable for their professional growth and the progress of their students.

By aligning teaching practices with these standards and strategies, educators are better equipped to provide meaningful and effective education that prepares students for future challenges. An extensive range of teaching methodologies are used by teachers, with an emphasis on inquiry, collaborative learning, embedded information technology, and a negotiated curriculum based on the Australian Curriculum.

➤ **Student Assessment Procedures and Reporting**

Our assessment procedures involve both formative and summative processes to support and enhance learning. Examples include:

- Phonological Awareness Skill Mapping (PASM),
- Phonics Screening Check (PSC)
- Learning English: Achievement and Proficiency (LEAP) levels for Years R-6,
- Progressive Achievement Tests in Reading and Mathematics (PAT-R and PAT-M) for Year 1 to 6
- National Assessment Program: Literacy and Numeracy (NAPLAN) for Year 3 and 5.
- Brightpath
- Dibels
- Big Ideas in Number
- A wide range of ongoing assessments is used by teachers before, during, and after learning.

Reporting involves both formal and informal communication to keep families informed about student progress. Examples include:

- Acquaintance Night
- Parent-Teacher Interviews are held at the end of Term 1 for all families and offered as an option in Term 3.
- Formal reports are sent home twice yearly, at the end of Terms 2 and 4, using the required A-E grading/word equivalents and including a written comment.
- Class newsletters are sent home in week 2 of each term, providing an overview of the classroom program.
- School newsletters are distributed via Audiri (weeks 5 & 10), reviewing achievements and sharing successes.

- Audiri is an app used as a communication tool with families, supplementing the school newsletter, providing updates and reminders of upcoming school events.
- Class Dojo is an app used by classroom teachers to communicate with families about matters directly related to students in a particular class.
- An open-door policy exists, and families are welcomed to make appointments or contact teachers via email/Class Dojo at any time to ask questions, share concerns, or seek clarification about classroom programs and student progress.

5. Sporting Activities

At Riverdale Primary School, we are committed to providing our students with a wide range of sporting opportunities to enhance their physical development and teamwork skills.

Students have the opportunity to participate in various sporting activities through SAPSASA and local events. These include Volleyball, Soccer, Netball, and Football Athletics. Additionally, several sporting clubs offer clinics throughout the year, such as Rugby, Softball, and Cricket. Community groups also provide a variety of sports on the school grounds after school, including Soccer and Softball.

Physical Education is an integral part of our curriculum and is taught by a specialist teacher from Reception to Year 6.

Our Governing Council and staff actively support students in engaging with a range of local competitions. Individual students participate in SAPSASA events and championships, showcasing their talents and sportsmanship.

Riverdale Primary School fields a variety of teams involved in interschool competitions, including Touch Rugby, Netball, Football, and Soccer.

All students benefit from in-school coaching clinics in sports such as Basketball, Volleyball, Cricket, Football, Soccer, and Badminton, providing them with valuable skills and experience.

Our annual Sports Day is a highlight of the school year, where four houses compete for the Successful Team Award and the Good Sport Award, fostering a spirit of healthy competition and camaraderie.

Riverdale Primary School is dedicated to nurturing the physical and social development of our students through a comprehensive sports program.

6. Other Co-Curricular Activities

Riverdale Primary School hosts a variety of whole-school community celebrations and events, including Harmony Day, National Day against Bullying and Violence, Book Week, Remembrance Day, Reconciliation by the River, The Ciaran Cup and an End of Year Community Concert/Celebration.

7. Staff and Their Welfare

➤ Staff Profile

- 14 FTE Teachers
- 3 Specialist Teachers
- 0.2 EALD Teacher
- 0.2 AET Teacher
- 0.4 ACEO
- 25 Classroom Support Officers (564 hours per week – this fluctuates on a termly basis)
- Administrative school support officers
 - 1 Business Officer
 - 1 Finance/Admin Officer

- 0.2 IT Administrator
- 2 Administration Officers
- 1 Library Support Officer (30 Hrs per week)
- 1 GSE (22.5 Hrs per week)

➤ **Leadership Structure**

- Principal A5
- Deputy Principal B3
- Wellbeing Leader B1
- Inclusive Education Coordinator B1
- Disability Unit Coordinator B1
- Highly Accomplished Teacher

➤ **Staff Support Systems**

Our staff profile and leadership structure are designed to support professional growth and collaboration. The Leadership team meets weekly to plan and review professional learning and staff meeting agendas, addressing site management issues and reviewing processes.

The Personal Advisory Committee (PAC) meets twice per term and as needed to manage and address staffing agenda items.

Induction processes are in place to meet individual needs, with new staff paired with a buddy teacher to support their transition to our school. Early Career Teachers are provided with additional release and induction processes to support their progress from the Graduate to Proficient Australian Professional Standards.

Triad PLC Teams meet twice per term to share, plan, and review professional learning and practices in line with site priorities.

➤ **Performance Management**

Our school has a performance development process that incorporates discussions with the principal or line managers using the Department for Education Performance and Development processes each term.

Learning Teams promote teaching staff to support colleagues in collaborative teaching practices. All staff develop Personal Development Plans based on the Australian Professional Standards for Teachers in South Australia, Site Improvement plans priorities, and individual learning needs.

Each teacher has a Professional Development Plan, managed by the teacher and discussed as part of Professional Development meetings three times per year. Teachers are supported to identify goals in line with our Site Priorities and the Australian Professional Standards for Teachers.

➤ **Staff Utilisation Policies**

Staff are provided with opportunities to develop leadership skills and roles, as well as new specialist areas. Opportunities for shared leadership are utilised wherever possible.

SSOs support students with special needs, reading support, general classroom activities, the library, the implementation of a range of ICTs in classrooms, and the financial management of the school.

Teachers work in collaborative teams to plan and develop programs and to provide peer support.

➤ **Access to Special Staff**

The school accesses Department external support services when required, including Behaviour Coaches, Speech Pathologists, Special Educators, and Social Workers. Other external agencies are utilised as required and negotiated, including Autism SA, Novita, Better Behaviour Centre, Access for Learning, and NDIS private speech pathologists and occupational therapists.

➤ **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

➤ **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 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:

- All interior buildings repainted
- Newly furnished staffroom and front office
- Renovated Disability Unit, including a purpose built playground
- New Junior Primary and Primary playground
- Recently refurbished Resource Centre
- Interoception yard activities
- New storage areas in all classrooms
- In 2024 development of a new Yarning Circle area surrounding by native trees and shrubs encompassed my green lawn

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

➤ **Heating and Cooling**

All buildings have reverse cycle air conditioning.

➤ **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. Families can prepurchase orders via the QKR app and smaller purchases can be made on the day with cash.
- 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.
- Yarning Circle and lawned area

➤ **Staff facilities**

The administration building contains a staff meeting room, offices, medical room, kitchen and staff toilets. All staff have access to space for planning. Each teacher and SSO has a laptop as needed.

9. School Operations

➤ **Decision making structures**

Decision making is shared between Staff, Governing Council and our student ambassadors. Staff are involved in all decisions that affect them, either directly or through representatives on committees. Governing Council consists of 8 parent representatives, the Principal (or delegate), and 1 staff representatives, meeting twice per term. Sub-committees include Out of School Hours Care (OSHC), Finance, and Canteen.

➤ **Regular publications**

A term calendar is sent home in week one of each term, providing details of events and special days for the term. The calendar is also placed on our website, along with the school's electronic newsletter which is published in weeks 5 and 10 of each term.

Classroom and specialist teachers provide a term overview in week 2. These are shared via the school website.

➤ **Other communication**

Information is sent to families via class communication (Class Dojo app), as well as the school admin communication (Audiri app). This includes notification of the electronic newsletter being uploaded, reminders of special events and fundraising information.

➤ **School financial position**

The school is well-managed and in a strong financial position, with positive auditor findings each year.

➤ **Special funding**

Funding is applied for as required to provide support for students with learning disabilities.

10. Local Community

➤ **General characteristics**

Riverdale Primary School is a diverse community in a strong family orientated environment. Families and community have high expectations and respect for the school and staff.

➤ **Parent and community involvement**

Our commitment to refining shared decision-making practices is supported by a detailed parent survey, annual reviews, and ongoing critical reflection. We have an active Governing Council, and our decision-making structures include representation from students, staff, and parents across various committees, ensuring active participation and collaboration. Before working with students, volunteers must complete an induction program, with detailed information available on our school website.

➤ **Feeder or destination schools**

Riverdale Primary School has established strong transition programs to support students as they move through key educational stages.

Most new Reception children join us from the co-located Riverview Preschool, with a few coming from other preschools. Our transition program includes:

- Visits to the resource centre for storytelling sessions.
- Visits to Junior Primary classes, including half-day experiences.
- Participation in the Annual Sports Day.
- Involvement in the Book Week Assembly and Parade.
- Familiarisation with the Riverdale School grounds, including the playground, gym, and oval.

As our Year 6 students prepare to transition to high school, many choose local options such as Parafield Gardens High School, Salisbury High School, and Paralowie High School. Some students also opt for other local government or private schools. Our transition program includes:

- Termly visits to engage in collaborative teaching and learning planning, ensuring continuity in learning practices.
- Structured transition visits during Term 4 on statewide common days.

These programs are designed to ensure a smooth and supportive transition for all students, fostering confidence and readiness for their next educational journey.

➤ **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, storytelling 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.

➤ **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.

11. Further Comments

Riverdale Primary School is a vibrant and exciting place to learn and work, where a strong sense of belonging and a love of learning are nurtured. Our dedicated staff are supported to appreciate the significance of our community and the vital role the school plays in facilitating the learning process for young people. Committed to the holistic development of every student, Riverdale Primary School prepares them for future success in a supportive and engaging environment.