

SCHOOL CONTEXT STATEMENT

(Last Updated April 2020)

Riverton Primary School

School number: 0383

1. General information

Part A

School Name: RIVERTON PRIMARY SCHOOL
 School Number: 0383
 Courier: Gawler
 Principal: Cheryl Glenie
 Postal Address: 21 Swinden Street, RIVERTON, 5412
 Location Address: 21 Swinden Street, RIVERTON, 5412
 Partnership: Lower Mid North
 Road distance from GPO: 96 kms
 Phone Number: 88472206 Fax Number: 88472450



February FTE Enrolment						
Primary	2015	2016	2017	2018	2019	2020
Reception	11	23	15	17	14	8
Year 1	13	10	22	12	17	14
Year 2	12	10	11	23	17	15
Year 3	14	14	9	12	21	12
Year 4	14	17	15	13	14	18
Year 5	15	15	17	17	14	10
Year 6	9	14	15	14	16	13
Year 7	18	8	14	13	16	14
Total	106	111	118	121	129	104

Male FTE	56	58	57	59	55
Female FTE	55	60	64	70	49
May School Card (Persons)	28	30	49	48	
NESB Total (Persons)	0	0	0	0	0
Born O/S & in Australia less than 1yr (Persons)		2	0	0	0
Aboriginal FTE Enrolment	2	2	2	4	6

Part B

Staffing etc

Deputy Principal:

No Deputy Principal

School e-mail address:

dl.0383.info@schools.sa.edu.au

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Staffing Allocation:

- ☐ Principal: 1.0
- ☐ Teaching staff: 6.2 FTE, consisting of:
 - A combination of fulltime and part time teachers.
 - Specialist teachers provide Health and PE, Technology, Science and Auslan.
- ☐ There are 5 classes in the school. R/1, 1/2, 3/4, 4/5/6, 6/7.

Ancillary staffing SSO & GCE allocation is 122.5 hours a week. This includes GCE, Finance/Admin, WHS, intervention, special education and ICT support. 6-9 SSOs are employed. Extra support staff are employed to meet student needs.

OSHC

- ☐ No OSHC programme exists on site but Rural Care is available through Riverton Kindergarten, which is a 2-minute walk away, between the hours of 7am to 6pm 5 days a week.

Enrolment trends:

- ☐ Enrolment numbers declined in 2015, but have gradually increased between 2016 and 2019. Student enrolments are effected by transience caused by issues relating to employment and housing availability. In 2019 a number of homes that had previously been rented to families were sold to retirees. This had a significant impact on enrolments. As in previous years, enrolments have continued to increase as we progress through the year. As we are about to start term 2, enrolments sit at 113. A number of current students have family generational connections to Riverton Primary School.

Year of opening:

- ☐ The school was opened in 1866 and celebrated 150 years of delivering high quality public education at the current site in 2016. The school is proud of its history and close community links.

Public transport access: Nil.

Students (and their welfare)

General characteristics:

- ☐ Most students are from an English-speaking background, approximately 40% of students receive school card.
- ☐ The school has a strong focus on student well-being to ensure students are ready for rigorous learning.
- ☐ Riverton Primary School boasts excellent staff, students, parents and community. The school and community work closely together fostering citizenship, eg. ANZAC and Remembrance Day.
- ☐ Staff genuinely focus on raising student learning outcomes and all decisions are made with this in mind.

Pastoral Care:

- ☐ Students at Risk (STAR) committee meet regularly to ensure student support and intervention meets the learning needs of targeted students.
- ☐ Pastoral Care is the responsibility of the all staff.
- ☐ A Pastoral Care Worker has been appointed for 2 days a week to support student well-being programmes and parent/community engagement. This program is supported by the local churches.

Student Governance:

- ☐ **School Captains** are voted in at the beginning of each Year. Job and person specifications are provided to interested students, who then present speeches to the whole school. Students vote to elect their leaders. School captains take on a range of leadership roles in the school throughout the year.
- ☐ **House Captains** are elected for the 3 houses (Banksia, Clianthus, and Acacia) using a similar process to the School Captains. Their leadership is required at swimming carnivals, sports days and other house events.
- ☐ **SRC:** R-2 classes: 2 reps from each class whom each serve for 1 Semester. Year 3 – 7: 2 reps per class will be elected for a semester. Ideally - 1 girl and 1 boy for the semester positions. Elections need to be completed by the end of Week 2. A job and person specification is provided for all students wishing to nominate for SRC. Years 3 – 7 must prepare and present speeches and then be voted in by class members. Staff will oversee the process and elections. From 2018, SRC will be coordinated by Alana Dunn. SRC agenda will “grow” from class meeting agendas and also include questions that will inform site improvement priorities. SRC makes recommendations to staff and Principal. The Principal will ask SRC for input into site improvement plan priorities. SRC meetings are managed by School Captains. SRC reps can be removed from office for inappropriate behaviour. Badges are presented to students at an induction assembly.
- ☐ **Ticket of Leave** operates at Riverton Primary School. This is a programme that acknowledges students in Years 6 & 7 who qualify for the award by meeting a strict set of criteria to demonstrate their high levels of responsibility, reliability, and growth mindset for learning.
- ☐ All student leaders are presented with badges at an official induction assembly early in each semester.

Intervention and Support:

- ☐ Students identified with specific learning needs for literacy and numeracy are supported through programmes prepared by classroom teachers with support from District Office personnel.
- ☐ Transition programmes – continuity of learning with the Riverton Kindergarten for new Receptions and with Riverton and District High School are in place.

Key School Policies

Our Core Business

- ☐ To provide high quality and effective pedagogy that facilitates improved student learning outcomes in a supportive and academically challenging learning environment that provides the opportunity for all students be successful in their learning.
- ☐ School Values – Be Courageous, Be Persistent, Be Creative, Be Tolerant, Be Respectful.

Site Improvement Plan 2020

Goals:	Targets	Challenges of Practice
<p>To increase the number of students achieving the SEA in numeracy from R to year 2.</p>	<p>By mid term 4, 2020, 80% of year 3 students will understand place value to 3 places.</p>	<p>If we have a common approach to teaching number with a focus on the Big Ideas in Number (BiN) we will increase the number of JP students who achieve the SEA.</p>
	<p>By mid term 4, 2021, 80% of year 4 students will recall multiplication facts to 10x10.</p>	
<p style="text-align: center;">Teacher Action Area: Teach number sense sequentially using the BiN.</p>		
<p>To increase the number of students achieving the SEA in numeracy from years 3 to 7.</p>	<p>In 2020, at least 50% of students from years 3 to 7 will correctly answer 50% of the number questions in PAT maths</p>	<p>If we focus on effective learning design processes (for differentiation), we will increase student achievement in numeracy for year 3-7 students.</p>
	<p>In 2021, at least 60% of students from years 3 to 7 will correctly answer 50% of the number questions in PAT maths.</p>	
<p style="text-align: center;">Teacher Action Area: Implement a guided inquiry approach that supports students to think and act like mathematicians to solve numeracy problems.</p>		

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Curriculum

Subject offerings:

- ☐ All curriculum areas are covered as legislated by the Australian Curriculum: English, Mathematics, Science, Health & Physical Education (H&PE), The Arts, Auslan (LOTE), Technologies, History and Social Sciences (HASS).

Teaching methodology:

- ☐ There is significant sharing of pedagogic practices between teachers. There is an ongoing expectation of pedagogic adjustments to meet student needs and ensure all students can achieve their optimum level of learning outcome.

Assessment procedures and reporting:

- ☐ Written reports are sent home at the end of terms 2 and 4.
- ☐ As a Visible Learning School, Parent, Student and Teacher interviews to take place at the end of term 1 for all students, at the end of term 3 as requested, and at other times through negotiation. Although we have used the term "Interview", it would probably be more appropriate to refer to the sessions as "discussion about learning" where parents and students have the opportunity to discuss their progress with their teacher, to celebrate progress and identify future growth areas.
- ☐ Open communication between parents and teachers is encouraged.

Joint programmes:

- ☐ As part of the Lower Mid North Partnership, leaders meet at least twice a term.
- ☐ Across the DfE, Leaders attend a two-day residential conference once per year.
- ☐ Schools within the Lower Mid North partnership are involved in joint professional development activities, pupil free days and PLCs throughout the year.
- ☐ The Lower Mid North B-12 partnership have agreed to use Visible Learning as a learning improvement platform.

Sporting Activities

- ☐ Swimming lessons are conducted during term time at the Riverton Community Pool – R-7 in Term 1.
- ☐ School Swimming Carnival and Interschool Swimming Carnival in term 1.
- ☐ Participation in SAPSASA is encouraged for a range of sports, and students are involved in coaching clinics as they are offered.
- ☐ School Sports Day is usually held in term 3.
- ☐ The Riverton community is very sports oriented.
- ☐ Student participation in sports days and school swimming carnivals are assessed against the Australian Curriculum Health and Physical Education. Student non-attendance at these learning days is reflected in student grades.

Other Co-Curricular Activities

- ☐ Camps are held biennially in odd years. This is to align with the Aquatics camp for the year 6/7 students.
- ☐ Life Education visit the school every 2nd year, in odd years. The cost is subsidized by Governing Council and P&F.
- ☐ Visiting performances add value to our educational programs. A performance levy is part of the school fees and the remainder of the cost is subsidized by Rurality funding.

Staff (and their welfare)

Staff profile

We have a mix of newer and experienced teachers and support staff. This is reflected in the age range of staff.

Leadership structure:

- ☐ The Principal is the leader of learning in the school. All staff are encouraged to take on leadership relevant to their role and capabilities. Democratic decision-making processes are in place.

Staff support systems:

- ☐ As a cohesive group, staff actively seek professional dialogue, advice, and support from each other.
- ☐ Opportunities for PD at a local, partnership and state level are encouraged.

Performance Development:

- ☐ Performance development is valued at the school and includes leader and peer observations, reflective meetings, and professional learning communities. Staff are supported and encouraged to attend training relevant to the school's improvement journey and staff professional learning needs.

Access to special staff:

- ☐ DfE services – speech pathology, psychology, social work, behaviour management, hearing impairment, and special education – are accessed as required.

Incentives, support and award conditions for Staff

Cooling for school buildings

- ☐ All school buildings are fitted with air conditioning systems.

Relocation assistance

- ☐ Removal costs for teachers may be met depending on DfE policy.

School Facilities

Buildings and grounds

- ☐ The school comprises the original stone residence that has been upgraded and now is the Administration Office section.
- ☐ The Year 7 classroom, computer suite and the Resource Centre are located in the original stone building, which includes a science and kitchen space built on in 2010.
- ☐ There is a separate Staff Room and Activity Room of modular construction.
- ☐ In 2010 a Junior Primary unit was added. Three classes operate in transportable buildings.
- ☐ The grounds are very well presented with gardens being a special feature. Much of the schoolyard is paved.

Specialist facilities

- ☐ A computer suite established in 2008 is still in use. All teaching areas have an interactive whiteboard or interactive TV. The aim of the ICT committee is to have at least one digital device per student R-7 by the end of 2020. Banks of laptops are being rolled out into all classes from 2018, starting with the oldest classes.
- ☐ In 2019, we became part of the Regional ICT support program, so we access high quality IT support from DfE employed specialists.
- ☐ The town swimming pool, town oval, and high school gym are available for occasional use.
- ☐ Admin server was upgraded in term 1 2017. Curriculum server was upgraded term 1 2016.

Student facilities

- ☐ There are two grassed areas in the schoolyard with an oval across the road.
- ☐ There is adequate hard play area. There is a sandpit with sand toys.
- ☐ Children are encouraged to take part in nature and active play during recess and lunch playtimes.
- ☐ A quantity of playground equipment has been purchased and installed over a period of time. Playground audits are conducted every two years in even years from 2020.
- ☐ Lunches are available daily from the local deli, following the healthy eating guidelines and are ordered through the school.
- ☐ Tuck Days are provided by P&F and SRC.

Staff facilities

- ☐ Staff are able to work in the staffroom during NIT, in the Teacher Preparation/Photocopy room, or in the admin area back office, with access to 3 'hot desks'. Staff have ready access to a computer in their preparation area which is connected to the Internet. They are able to access e-mail from admin and curriculum computers.
- ☐ A staff resource room is situated near the library.

Access for students and staff with disabilities

- ☐ Ramps are provided for wheelchair access to the staffroom, activity room, a single and dual classroom and a toilet.

Access to bus transport

- ☐ A network of school buses services is managed by the local high school for students living out of town. Students come from Marrabel, Rhynie, Tarlee, Riverton, and surrounding districts. Approximately 65 students travel by school bus.
- ☐ A locally run bus company is able to offer affordable transport for excursions and camps, and is our preferred supplier. Other bus companies are also available to provide quotes and transport.

School Operations

Decision making structures.

All committees make decisions using a consensus approach. Formal decision making bodies are: Staff Meetings, Governing Council, Finance Advisory Committee and the Personnel Advisor Committee.

The Student Representative Council (SRC) executive members meet with the principal regularly and have a genuine role in supporting and informing the school improvement journey. There is a high level of student agency into the running of the school and pedagogy.

Regular publications

- ☐ The school has an active Facebook page where news items and information are posted on a regular basis.
- ☐ The school newsletter is published fortnightly and includes community news.
- ☐ A staff handbook is available to all staff and is updated annually.
- ☐ A parent handbook is available to all families and is updated annually.

Other communication

- ☐ Staff communication is via a day book, a weekly emailed bulletin, text messages and emails.
- ☐ Whole school assemblies to showcase students' work are held once a term. Sort weekly assemblies take place.

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School financial position

- ☐ The school is in a sound financial position.

Special funding

- ☐ The school receives Rural and Isolated Index Funding.

Local Community

General characteristics

- ☐ Riverton is located 96 km north of Adelaide in an agricultural area comprising mainly sheep, cattle, and grain crop farming. Riverton enjoys high employment, which is available in the areas of agriculture, education, any one of the local businesses, or further afield in such centres as Clare or Gawler. English is spoken in most homes.
- ☐ 2 small sub divisions have been developed in Riverton leading to new homes being constructed and some new families moving into the district. As a near city location, there has been an increase in families moving into rental accommodation in the district.

Parent and community involvement

- ☐ The parents and general community have a reasonable level of involvement in, and offer a high degree of support to the school.
- ☐ The Governing Council and Parents and Friends (P&F) groups are both very actively involved in school affairs. P&F is the main fundraising group within the school.
- ☐ Sub committees of the Governing Council include an ICT Committee, Grounds Committee and others as required.

Feeder schools

- ☐ Most Riverton Primary School students attend high school at Riverton and District High School.
- ☐ Riverton kindergarten children usually attend Riverton Primary School.

Other local care and educational facilities

- ☐ Kindergarten, Rural Care, High School, Family Day Care, Play group.

Commercial/industrial and shopping facilities:

- ☐ One bank, two hotels, one supermarket, deli, post office, hairdresser, cafe, hardware shop, two rural agencies, pharmacy, accountants, second hand shops, computer services, real estate agent and a women's fashion boutique.

Other local facilities:

- ☐ Hospital, medical practice, emergency services, Community Hall, community pool, town turfed oval, golf, bowls, tennis facilities, netball courts, community gymnasium, community library, football club, hockey, and Anglican, Catholic, Uniting, Lutheran, Baptist churches.

Accessibility to Adelaide and relevant major centres:

- ☐ Riverton is about a 1.5 hours drive from the GPO in Adelaide. Gawler is about 50 km to the south, and Clare is 46 km to the north. Both centres provide further facilities to those available in Riverton.

Local Government body

- ☐ Clare and Gilbert Valleys Council area. A local council office operates in Riverton on Thursday and Friday each week. An active section 41 committee of the local council oversees community affairs.

Further Comments

- ☐ Riverton Primary School is a professionally rewarding educational environment in which to work.