### 1. General information

**Part A**

<table>
<thead>
<tr>
<th>School Name:</th>
<th>RIVERTON PRIMARY SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number:</td>
<td>0383</td>
</tr>
<tr>
<td>Courier:</td>
<td>Gawler</td>
</tr>
<tr>
<td>Principal:</td>
<td>Mr Max McClaren</td>
</tr>
<tr>
<td>Postal Address:</td>
<td>21 Swinden Street, RIVERTON, 5412</td>
</tr>
<tr>
<td>Location Address:</td>
<td>21 Swinden Street, RIVERTON, 5412</td>
</tr>
<tr>
<td>District:</td>
<td>Yorke and Mid North</td>
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<tr>
<td>Road distance from GPO:</td>
<td>96 kms</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>88472206</td>
</tr>
<tr>
<td>Fax Number:</td>
<td>88472450</td>
</tr>
<tr>
<td>CPC attached:</td>
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**February FTE Enrolment**

<table>
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<tr>
<th>Year</th>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>TOTAL</th>
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<td>12</td>
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<td>16</td>
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<td>14</td>
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<td>16</td>
<td>12</td>
<td>14</td>
<td>16</td>
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</table>

**Male FTE**

- 69 (May)

**Female FTE**

- 54 (May)

**May School Card (Persons)**

- 28

**NESB Total (Persons)**

- 0 0 0 4

**Born O/S & in Aust less than 1 yr (Persons)**

- 0 0 0 0

**Aboriginal FTE Enrolment**

- 4
Part B

Deputy Principal:
- No Deputy Principal

School e-mail address:
- dl.0383.info@schools.sa.edu.au

Staffing numbers:
- Principal: 1.0
- Teaching staff: 7.2, consisting of:
  - 6 class teachers (all 1.0FTE)
  - Non Instructional time is provided by 0.5 Health &PE teacher, 0.4 Japanese teacher, 0.2 music/choir teacher and the principal.
- There are 6 classes in the school. Reception-1, Year 1-2, Year 3, Year 4-5, Year 5-6 and Year 7. Each class has a full time teacher.
- A LOTE (Japanese) teacher is employed 0.4.
- Of the 13 teaching staff employed either part or full time at Riverton, 2 are male and 11 are female.
- Ancillary staffing allocation is 74 hours a week. Additional hours have been allocated towards Special Education and ICT support. 6 SSOs are employed altogether, of which 5 are female and 1 male
- A Groundsperson is employed for 10 hours a week.

Local School Management:
- The school is a locally managed site.

OSHC
- No OSHC programme exists.

Enrolment trends:
- Enrolment numbers are gradually dropping, with numbers rising slightly during each year as Reception students join each term. In recent years, we have gained new enrolments in all year levels during the year.

Special arrangements:
- Nil.

Year of opening:
- The school was opened in 1866.

Public transport access:
- Nil.

Students (and their welfare)

General characteristics:
- Most students are from an English speaking background.
- 27% are supported by school card.
Pastoral Care programmes:

- Students are arranged into 6 classes.
- For Year 2013 these classes are Rec/1; 1/2; 3; 4/5; 5/6; 7.
- Pastoral Care is the responsibility of the classroom teacher
- A Christian Pastoral Support Worker has been appointed, and is working for 18 hours a week to support student well being programmes.

Student government:

- **School Captains** are voted in at the beginning of each Year (1 girl and 1 boy) 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**: The school has an active SRC, with 2 representatives from 3; 4/5; 5/6 and 7 classes. A Junior Leadership Group for Reception to Year 2 students is supported by a teacher mentor, and the Senior SRC for Year 3-7 students has a different teacher mentor. The school captains chair the meetings, with support from the Principal. Meetings are held fortnightly, and decisions regarding school issues, fund raising, etc are discussed and made. School captains meet with the principal following each meeting to share information and make recommendations.
- **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 and reliability.
- All student leaders are presented with badges at an official induction assembly at the beginning of each semester

Special programmes:

- Students identified with specific learning needs are supported through programmes prepared by classroom teachers with support from District Office personnel. SSOs provide these programmes.
- Specialist LOTE, Music and Health/PE programmes are provided, and these make up the NIT allocation for teachers.
- Transition programmes with the Riverton Kindergarten for new Receptions and with Riverton and District High School for the Year 7 students are in place.

Key School Policies

Our Core Business

- To provide high quality teaching and learning experiences in a supportive environment that provides the opportunity for all to be caring, responsible and successful in their learning.

- We Value:
  - Caring
  - Responsible
  - Successful behaviour and acknowledge it throughout our learning community
Riverton Primary School Site Improvement Plan: 2012-2014

Priorities

English (Australian Curriculum): *(Language, Literature, Literacy)*

To improve learning outcomes in English and specifically raise the levels of *(Literature: understanding, appreciating, responding to, analysing and creating literature)*:

- Reception/Year 1: Phonological Awareness, Letter/ Sound knowledge, Vocabulary and Fluency.
- Year 2-7: Reading Comprehension, Writing, Vocabulary, Spelling and Grammar.

Mathematics (Australian Curriculum): *(Number and Algebra)*

To improve learning outcomes in Mathematics and specifically raise the levels of *(Number and Place Value)*:

- Reception/ Year 1: Number recognition, understanding and application
- Year 2-7: Number as outlined in the Australian Curriculum.

Targets: Are established at RPS from an analysis of the current achievement level of students and an understanding of the progress required to meet the standard in the Australian Curriculum (A/C). Targets may be established for an individual, cohort or whole school detailing performance and/or growth expectations.

NAPLAN:

- All students (except those with NEP) achieve national minimum standard in literacy and numeracy in the 2012 NAPLAN testing
- 80% of students show either middle or upper progress in NAPLAN results from Yr 3-5 and Yr 5-7
- Mean scores for students in Yr 3, 5, and 7 in the 2012 NAPLAN tests are equal to or pass like school scores and Regional results
- Students perform at or above the Australian School’s Average in Years 3, 5 and 7

English:

- Students achieve Running Records levels of 9 or higher by the end of Reception (Foundation), 17-20 by the end of Year 1, and 21-24 by the end of Year 2.
- Students (90%) in Yrs 1-7 achieve a C or better in the AC English Achievement Standards.

Mathematics:

- Students (90%) in Yrs 1-7 achieve a C or better in the AC Mathematics Achievement Standards.
- Diagnostic tests from the Big Ideas in Number administered twice a year indicate improvement in number.
Strategies for 2012-14

All staff will:

- Consciously and systematically implement the whole school curriculum mapping documents (English/Mathematics/Science) so that we develop a shared understanding of year level expectations and outcomes
- Explicitly make the connections between English and Mathematics across all other curriculum areas so that students develop an awareness and knowledge of the specific language demands taught in our classrooms
- Staff develop a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels based on the staged implementation of the Australian Curriculum, the adherence to the National Professional Standards for Teachers and the Teaching for Effective Learning (TfEL) Framework.
- Use assessment tasks that provide challenge and require deep knowledge and understanding of effective formative and summative assessment strategies. Continue to develop evidence based teaching practices to which recording and reporting procedures are aligned.
- Develop a site plan incorporating the Australian Curriculum
- Develop a site plan incorporating National Professional Standards for Teachers. (aitsl.edu.au)
- Develop a site plan for the implementation of the Teaching for Effective Learning (TfEL) Framework
- English and Mathematics improvement targets are set for each Aboriginal student and students with a learning disability
- Increase the monitoring and support for students and their families who have been absent for more than 10 days in a year, for reasons other than illness

Evaluation Measures for 2012-14

- Every teacher reviews their class group using previous year’s data in English and Mathematics to establish an entry point for individuals and groups in their learning program
- Individual and/or group targets are identified in English and Mathematics by each teacher who then documents their strategies for improvement, in curriculum planning in Term 1
- All R-2 students are tested using Running Records each term
- All 3-7 students are monitored on Accelerated Reader (AR) with at least 2 quizzes completed each term
- Commonwealth Reporting levels A-E are assigned and collated at the end of each semester in mandated subject areas

Curriculum

Subject offerings:

- The school offers all 8 learning areas.
- Japanese (R-7) and music (3-7) are taught. Festival Choir is presently offered.

Open Access:

- Nil

Special needs:

- All identified students have a Negotiated Education Plan. (NEP)
• Students receive assistance through SSO hours, and other individual programmes to support their needs.

Teaching methodology:
• The primary classes operate relatively independently of each other. Sharing of expertise across classes is encouraged, as is collaborative planning. Professional Development is a priority with support from the BEHOTRR cluster of schools. (Balaklava, Eudunda, Hamely Bridge, Owen, Tarlee and Robertstown)
• SSOs provide support for NEP students.

Assessment procedures and reporting:
• A written report sent home at the end of terms 2 and 4.
• Parent interviews to take place at the end of term 1, at the end of term 3 as requested, and other times through negotiation. Open communication between parents and teachers is encouraged.

Joint programmes:
• Transition programmes Kindy-Reception, and Year 7-8, are in place.
• As part of the Yorke and Mid North Region, leaders meet once a term for 2 days.

Sporting Activities
• Swimming lessons conducted during term time at the Riverton Community Pool – Rec-Year 5 in Term 1; Years 6-7 in Term 4.
• School Swimming Carnival.
• Interschool Swimming Carnival.
• Participation in SAPSASA is actively encouraged for a range of sports.
• School Sports Day.
• Involvement in coaching clinics as they are offered.
• The Riverton community is very sports oriented.

Other Co-Curricular Activities
• The Annual School Concert is held in Term 3. It is a highlight of the school year and very well attended.
• Camps are an important part of school life and a programme of camps exists, beginning with a 1 night sleepover for R-2 students, usually an overnight camp for Year 3s, a 3 day camp at Warradale Urban Campsite for Year 4/5 and a 2 year cycle of camps including an Aquatics camp for the 2 senior classes.
• Life Education visits annually – the cost is subsidised by Governing Council and P&F so all students take part.
• Visiting performances are a feature and we aim for 2 each year. A performance levy is part of the school fees and the remainder of the cost is subsidised by Rurality funding.

• Students are encouraged to participate in national competitions such as Australian Schools English Competition, Maths Competition, Science Competition, Computer Studies Competition, Westpac Maths Competition. Riverton Primary students consistently score well in these competitions with a significant number of Credits and Distinctions being gained each time.
**Staff (and their welfare)**

**Staff profile**
- Most staff have been teaching at Riverton Primary School for a number of years. The staff profile is therefore very settled, and the staff is cohesive and supportive of each other, the school and the community.

**Leadership structure:**
- The Principal has a 0.8 administration component, and 0.2 counsellor/behaviour management and provides NIT for JP staff. Democratic decision making processes are in place that acknowledge the skills of all staff and staff are encouraged to participate in all discussion and decision making.

**Staff support systems:**
- As a cohesive group, staff actively seek professional dialogue, advice and support from each other.
- Opportunities for PD at a local level are encouraged.

**Performance Management:**
- Performance management is valued at the school. Staff are presently looking at ways to improve observation of colleagues teaching practice. Professional dialogue is driven by an adapted blueprint “Developing Pedagogy and Learning in the Classroom”, the Australian Curriculum and the use of the TfEL framework (Teaching for Effective Learning).

**Staff utilisation policies:**
- Tier 2 salaries are converted to SSO hours.
- Additional SSO hours have been allocated to support ICT and Literacy (Reading Comprehension) in the school.

**Access to special staff:**
- Instrumental music is provided by a DECS teacher.
- Private providers also provide tuition in piano, vocals, guitar and drums on site.
- Regional based services – speech pathology, guidance, behaviour management, hearing impairment and special education – are accessed as required.

**Incentives, support and award conditions for Staff**

**Isolation placement points**
- Nil

**Shorter terms**
- N/A

**Travelling time**
- N/A

**Housing assistance**
- Government housing is of limited availability in Riverton. There is limited rental property available, and no rental assistance is available.

**Cooling for school buildings**
- All school buildings are fitted with air conditioning systems.
Cash in lieu of removal allowance
- N/A

Additional increment allowance
- N/A

Designated schools benefits
- N/A

Aboriginal/Anangu schools
- N/A

Medical and dental treatment expenses
- N/A

Locality allowances
- N/A

Relocation assistance
- Removal costs for teachers may be met

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.
- There is a separate Staffroom and Activity Room of modular construction.
- There is a new (2010) Junior Primary unit used by Reception to year 2. Year 3 class is in a classroom built in 2009, a new dual classroom was located on site in 2006 which is currently used by the 4/5 and 5/6 classes. There have been extensive renovations and additions to the Resource Centre (2010) including a meeting room/small classroom, multipurpose kitchen/ art area presently used for NIT(Japanese) cooking electives etc. All rooms have heating and cooling.
- The grounds are well presented with gardens being a special feature.
- Much of the schoolyard is paved.
- Significant funding through National School Pride and the Building Education Revolution (BER) has been used to upgrade the toilets, add a JP shelter area, establish a new playground and construct new learning areas.

Specialist facilities
- The school has redeveloped and upgraded the Resource Centre to enable Resource Based learning to be used to best advantage.
- Information Technology is a focus, with 52 computers across the school. To support the embedding of ICT within the curriculum, each class has 5 computers for student use. A computer suite was established in 2008 to complement the classroom computers. All teaching areas have a Smart Board.
- A designated room is provided for the teaching of Japanese.
- The town swimming pool, town oval and high school gym are available for occasional use.
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
- A quantity of playground equipment has been purchased and installed over a period of time.
- Lunches are available daily from Riverton & Districts High School, following the healthy eating guidelines and are ordered through the school.
- Tuck Day is provided by P&F and SRC usually once a term.

Staff facilities

- Staff are able to work in the staffroom during NIT, in the Teacher Preparation/Photocopy room, or in the staff resource centre. 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 staff and student computers.

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 students living out of town. Students come from Marrabel, Rhynie, Tarlee, Riverton and surrounding districts. Approximately 30 percent of 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

- Staff administration meetings are held throughout the term along with PLC meetings which are independently set. Due to the size of the school, most decisions are made as a whole school, and committees are not common. Committees that do meet regularly are the PAC, finance, grounds and social committees. A decision making policy was developed after considerable consultation with staff and Governing Council and this guides our decision making structures.

Regular publications

- The school newsletter is published fortnightly and includes community news.
- A staff handbook is available to all staff and updated annually.
- A parent handbook is available to all families.

Other communication

- Staff communication is via a day book and a weekly emailed bulletin.
- Weekly assemblies are conducted by Ticket Of Leave students.
- Newsletters to parents are published fortnightly.
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 kms 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, one of the 23 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 and this is having an impact on the culture of the school.

Parent and community involvement

- The parents and general community have a high level of involvement and offer a high degree of support to the school.

- The Governing Council and Parents and Friends groups are both very actively involved in school affairs.

- P&F is the main fund raising group within the school.

- Sub committees of the Governing Council are Finance Committee and Grounds.

Feeder schools

- Riverton Primary School students attend high school at Riverton and District High School. Over recent years, some families have elected to send their children to Independent Secondary schools located at Balaklava, Gawler and Tanunda.

Other local care and educational facilities

- Kindergarten, High School, Family Day Care, Play group

Commercial/industrial and shopping facilities:

- Two banks, two hotels, one supermarket, one garage, deli, post office, hairdresser, cafe, hardware shop, two rural agencies, pharmacy, accountants.

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, Anglican, Catholic, Uniting, Lutheran, Baptist churches.

Availability of staff housing:

- Limited government housing is available in the town. Limited rental property available. Some purchase property available.
Accessibility to Adelaide and relevant major centres:

- Riverton is 96 kms north of Adelaide. That is about 1¼ hours drive on good roads. Gawler is about 50 kms to the south, and Clare is 46 kms to the north. Both centres provide further facilities to those available in Riverton.

Local Government body

- Clare and Gilbert Valleys Council area.

Further Comments

- Riverton Primary School boasts excellent staff, students, parents and community. The school is valued and support is high. It is widely recognised as a high performing school against a range of contemporary criteria. This makes it a very attractive and rewarding location in which to work.