Riverdale R-7 School is situated in Salisbury Downs. It has a Category 5 Index of disadvantage. In 2011 enrolments continued to rise, increasing from 267 students in February to 297 students in December 2011. Of these seven were Reception – Yr 3 classes catering for students and four were Year 4-7 homegroup catering for students.

In 2011 39% of the school population (one hundred and twenty-one students) were approved for school card, 14.1% (thirty-five students) were identified as Students with a Disability, 9% (27 students) identified as ESL learners and 2% (6 students) were identified as ATSI.

Riverdale School hosts a Regional Disability Unit, which caters for 10 students with disabilities. These include students with Autism and students with an intellectual disability.

2011 saw us continuing our School improvement journey with a focus on High Expectations in all aspects of school life. Staff and students used the school values to underpin agreed behaviours and thus maintain the focus on building a positive learning community at Riverdale R-7 School.

Staff have been pro-active in developing quality teaching and learning programs leading to improved student learning outcomes.

- Focus on High Yield strategies to support improved student achievement
- All staff continued rigorous professional development around Comprehension. This was facilitated by Jill Moore, our literacy co-ordinator, and NAR curriculum consultants.
- Teaching staff continued professional development around writing, in particular persuasive writing.
- Attendance at T&D for SSOs provided opportunities for shared learning and development of consistent approaches in supporting students in literacy and intervention sessions.
- As a result of diagnostic testing in spelling a need was determined for a consistent intervention program targeting student’s phonological awareness. This led to the continued implementation of The MultiLit & Jolly Phonics programs across the school as well as the use of a phonological checklist by early years staff.
- Staff continued to work towards consistency in teaching approaches/assessment and expectations in literacy with the formation of a Literacy Agreement
- Staff committees were instrumental in providing professional learning and information to staff in the areas of science (Primary Connections) and maths (early intervention using ‘Big ideas in Number’).

Students have participated in many activities that have broadened their learning experiences:

- The school hall was officially opened by Senator Anne McEwen and Julie Duncan (Mark Butler MP’s representative) on Friday 18th February. The hall provided a welcome venue for many activities in 2011 including a visit by the Police band, a Braveheart
performance, Footsteps dance workshops, whole school gatherings and of course PE lessons.

- The native garden became a focus for the student’s Environment committee. Trees and plants were purchased and planted with support from some of our parents. The garden has become a great place to sit and observe the birds and do some quiet reading.

- A small group of Yr 5-7 students were involved in the Environmental Forum group run by NRM and Salisbury Council. They undertook a range of activities focusing on the Little Para River area at the edge of our school property.

- A group of Year 6 students had the opportunity to participate in ‘North on Target, a peer education program’ run in consultation with SA Police, City of Salisbury and the Drug Action team.

- Students again participated in a wide range of sporting activities. Visiting sporting specialist coaches ran clinics in football, tag rugby, tennis and we had teams of students participate successfully in sporting carnivals run by SAPSASA. There was great excitement when two of our tag rugby teams were selected to play in the state finals.

- Riverdale School again received a High performing School award in the Premier’s Be Active and Reading Challenges. This was for the 4th year in a row.

- Students celebrated Science Week and Book Week – participating in a range of peer activities and experiments.

Report from Governing Council

The AGM for 2010 was held mid Term 1, 2011. Kathryn Gilmour provided parents with information about the achievements of 2010 in the Annual Report. Three new councilors were elected giving us a governing Council of eleven parents. Dave Crase was elected as Chairperson and Charmaine Wormwell took on the role of secretary.

During the year two meetings a term were held. At these meetings the school’s leadership team Kathryn Gilmour and Rex Saunders, reported to parents about the day to day events of the school including staffing matters, curriculum issues and budgets.

Governing Council members were invited to join committees focusing on 2011 school priorities, Literacy, Numeracy, ICT and Science. This opportunity wasn’t taken up by council however reports were provided to council about actions taken by each committee throughout the year.

Throughout the year Council members raised various issues including: car-parking/safety around the school, a Code of Conduct for parents at sporting events, purchase of a set of sporting tops, curriculum- in particular the teaching of health/sexual relationships and decisions about NITT PE. The fundraising group had a number of activities throughout the year including Family Portraits, Toy catalogue sale. They have also planned the major fundraiser for 2012 – the BBQ at Bunnings at Parafield in June 2012.

Site Improvement Planning

The main Priority Area for Riverdale School in 2011 was Comprehension. This was the main focus for staff professional learning and underpinned the targets set for other focus areas which included Literacy, Numeracy, Science and ICT. Staff committees were formed to support the implementation of strategies determined at a whole school level to work towards achieving the Targets set.

The school’s literacy co-ordinator worked with Regional curriculum consultants to provide relevant professional learning to all staff in the area of Comprehension.

**LITERACY:**

**Strategic Directions:**

- Data informs practice

- Students are proficient in the use and application of Literacy skills in real life situations.
School resources and entitlements, at fiscal and human levels, are targeted strategically to improve learning outcomes.

Aboriginal and ESL students are confident and literate in utilising written & spoken language to voice their needs & opinions

Students in the Early Years are engaged and confident to access literacy opportunities which provide a strong beginning for future learning

Targets:
- NaPLan results in 2011 see 10% improvement in number of students in the Upper Growth band and 10% reduction of students in the Lower Growth band at years 5 & 7.
- By term 4 2011, 80% of students (including ATSI students) in years 4-7 will show ‘some evidence’ (0.5) or ‘full evidence’ (1.0) of appropriate use of Punctuation & Grammar as identified in the outcomes on the Riverdale Literacy Measuring Tool. (LMT)
- After writing assessment in Term 4, ESL students achieve an average of 75% of the Literacy Measuring Tool (LMT) outcomes identified for their year level
- Running Records results in term 4 reflect that only 5% of Reception students are at levels 1-5 and Riverdale students are represented in levels 21 – 26 20% more than the state average.

Strategies:
- Literacy co-ordinator attended professional learning sessions run by NAR curriculum consultants. Worked with all staff to develop consistency around strategies and common language usage with students at staff meetings and pupil free day.
- Coordinator lead staff in establishing consistency in expectations of Literacy Outcomes at EY, PY & MY levels. Staff engaged in Critical Collaboration to develop consistency in practice, connect programs & strengthen expertise during PLCs
- Intervention programmes were implemented for students 12-6 months below reading or spelling ages.
- AECO & ESL teacher interrogated student data and implement intervention programme to address improvement. ATSI ILPs designed and enacted to reflect this
- Guided reading will be implemented in all EY classes

OUTCOMES:

NAPLAN results in 2011 did not reflect the growth in the upper bands that we had worked towards or the reduction of the number of students in the lower growth band in both Year 3-5 and Year 5-7.

The number of students who achieved the national Minimum Standard for Reading and Writing in Yr 3, 5 and 7 increased from 2010. With 100% of Yr 3 & Yr 7 students reaching NMS, 81% of Yr 5 students reached NMS, an increase of 26% from 2010.

Running Records for Yr 1 students showed 38% of students achieved Level 1-5, the minimum achievement level. For Yr 2 students 39% of students achieved level 21-26, the expected achievement level. Individual records show that all students had made progress from Term 1 to Term 3, but not necessarily the amount of progress required to ensure students achieve the targeted levels.

NAPLAN School Growth: Year 3-5

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
<td>38.9</td>
</tr>
</tbody>
</table>
Future Directions:

- Interrogation and monitoring of student achievement data to identify teaching and learning areas for individual students. Setting of targets for individual students.
- Explicit teaching of ‘foundations’ of literacy, ie Big 6, phonological awareness.

Numeracy:

**Strategic Directions:**

**Students are proficient in the use of basic operations**

**Students are confident in applying their learning in real life situations**

**Targets:**

Students reaching benchmark increase by 5% on each subsequent NaPLaN:

Year 3  →  Year 5  →  Year 7  
2008  →  2010  →  2012

And the Growth data reflects this; increasing those represented in the Upper range by 5% (3-5) and 10% (5-7) whilst decreasing those sitting in the Lower range.

**Strategies:**

- Structured PLC meetings to share practice and plan collaboratively. Inquiry into data, trends and effective & rigorous teaching practice is a focus of year level meetings.
- Under the leadership of the Numeracy committee staff investigated ‘early intervention’ programs aimed at developing and improving students’ foundational numeracy skills.

**Outcomes:**

The Growth rate for Yr 3-5 students and Yr 5-7 students did not reach the increase aimed for in 2011.

More students achieved the National Minimum Standard in Yr 5 and Yr 7 than in 2010.

Future Directions:
• Homegroup teachers to use the intervention kits put together at the end of 2011 to identify students at risk and provide early intervention.

• Explicit teaching of mathematical ‘language’ to support student’s understanding and ability to solve written problems.

• Teachers using comprehension strategies.

Student Achievement

Literacy Measuring Tool is a school developed assessment designed to assess student use of grammar, basic spelling and punctuation in Yr 4 – 7. A student work sample is completed in Term 1 and term 3 and results compared. The results provide teachers with data indicating areas of strength and those requiring intervention and explicit teaching.

Other standardized testing is used throughout the year to inform teachers about student learning. In 2011 these included Waddingtons Spelling and Reading tests and TORCH.

NAPLAN

Student Growth in 2011

![Graph showing student growth in reading and numeracy for Year 5-7.]

Figure 8: Year 5-7 Growth

![Graph showing NAPLAN school growth for Year 5-7.]

Student Mean Scores

Figure 4: Year 3 Mean Scores

![Year 3 Mean Scores Chart]

Figure 5: Year 5 Mean Scores

![Year 5 Mean Scores Chart]

Figure 6: Year 7 Mean Scores

![Year 7 Mean Scores Chart]

The mean scores showed improvement in all Year levels and all aspects of the NAPLaN test except for Year 7 numeracy.
Student Data

Attendance

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
</tr>
<tr>
<td>Reception</td>
<td>90.9</td>
</tr>
<tr>
<td>Year 1</td>
<td>87.2</td>
</tr>
<tr>
<td>Year 2</td>
<td>92.7</td>
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<tr>
<td>Year 3</td>
<td>92.6</td>
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<tr>
<td>Year 4</td>
<td>92.4</td>
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<tr>
<td>Year 5</td>
<td>93.4</td>
</tr>
<tr>
<td>Year 6</td>
<td>90.9</td>
</tr>
<tr>
<td>Year 7</td>
<td>87.8</td>
</tr>
<tr>
<td>Primary Other</td>
<td>85.8</td>
</tr>
</tbody>
</table>

Attendance at Riverdale School is monitored in accordance with our Attendance Policy, which is aligned to that of the NAR Attendance protocol. In 2011 Eliza Borg (Attendance Counsellor) and Rex Saunders (DP) worked with a number of families to support improved student attendance. In most cases this resulted in an improvement.

The lower % in our data in Primary Other, Year 7 and Year 5 can be attributed to specific, identifiable students.

Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>School</th>
<th>Region</th>
<th>Index</th>
<th>DECS</th>
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<tbody>
<tr>
<td>Employment</td>
<td>4.8%</td>
<td>6.7%</td>
<td>4.9%</td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>3</td>
<td>4.7%</td>
<td>5.7%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>3.1%</td>
<td>5.8%</td>
<td>0.8%</td>
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<tr>
<td>Seeking Employment</td>
<td>3.3%</td>
<td>3.6%</td>
<td>3.8%</td>
<td></td>
</tr>
<tr>
<td>Tertiary/ TAFE/ Training</td>
<td>6.3%</td>
<td>5.0%</td>
<td>5.1%</td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>13</td>
<td>20.3%</td>
<td>10.1%</td>
<td>12.2%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>46</td>
<td>71.9%</td>
<td>55.9%</td>
<td>49.5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>8.1%</td>
<td>13.4%</td>
<td>17.1%</td>
<td></td>
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</tbody>
</table>

Client Opinion
The DECS opinion survey was used by the Riverdale School for the second time to gauge the level of satisfaction throughout the community. One hundred and seventeen parents were invited to participate in the survey, an average of 15 parents responded to each question. The responses demonstrated general satisfaction with the school. There were areas where responses indicated more information was needed by some members of the school community eg, support agencies available within the community, behaviour management, student decision making.

### Accountability

### Staff

#### Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
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<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>31</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>8</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

#### Workforce Composition including Indigenous staff
### Workforce Composition

<table>
<thead>
<tr>
<th></th>
<th>Teaching Staff</th>
<th></th>
<th>Non-Teaching Staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>16.90</td>
<td>0.00</td>
<td>8.49</td>
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<tr>
<td>Persons</td>
<td>0</td>
<td>18</td>
<td>0</td>
<td>12</td>
</tr>
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</table>

### Financial Statement

**Income by Funding Source**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants: State</td>
<td>16,970</td>
</tr>
<tr>
<td>Grants: Commonwealth</td>
<td>73,009</td>
</tr>
<tr>
<td>Parent Contributions</td>
<td>73,201.36</td>
</tr>
<tr>
<td>Other</td>
<td>41,551.46</td>
</tr>
</tbody>
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