

# SCHOOL CONTEXT STATEMENT

Updated: 02/18

**School number: 1051**

**School name: Ridgehaven Primary School**

## 1. General Information

### Part A

School Name: : **Ridgehaven Primary School**  
 School Number: : 1051  
 Principal: : Mrs Jean Perks  
 Postal Address: : 479 Milne Road, Ridgehaven 5097  
 Location Address: : 479 Milne Road, Ridgehaven 5097  
 Courier: :  
 District: : Northern Metro  
 Distance from GPO: : 17 kms  
 CPC attached: : YES Preschool number 1617  
 Phone Number: 08 8264 5277  
 Fax Number: 08 8396 1715

	2015	2016	2017	2018
February FTE Enrolment				
Primary				
Special, N.A.P. Ungraded etc.				
Reception	34	26	36	31
Year 1	33	32	28	38
Year 2	46	33	30	29
Year 3	36	47	36	29
Year 4	30	33	46	40
Year 5	44	29	33	47
Year 6	36	41	26	35
Year 7	27	36	41	26
Secondary				
Special, N.A.P. Ungraded etc.				
Year 8				
Year 9				
Year 10				
Year 11				
Year 12				
Year 12 plus				
<b>TOTAL</b>	<b>286</b>	<b>277</b>	<b>276</b>	<b>275</b>
Male FTE	137	133	137	141
Female FTE	145	144	137	134
School Card Approvals (Persons)	75	75	83	
NESB Total (Persons)	25	25	27	25
Aboriginal FTE Enrolment	12	11	17	12
<b>CPC Enrolments:</b>	<b>43</b>	<b>44</b>	<b>34</b>	<b>31</b>

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

## Part B

- Senior Leader
  - : Martin Woodcock, Leading Pedagogical Change
  - : Sharon Foweraker, Wellbeing for Innovative Learning Environments
- School's email address
  - : dl.1051\_info@schools.sa.edu.au
- Staffing numbers
  - 11.6
  - 0.4 (Teacher/Librarian).
  - 2.4 (Administration).
  - 0.2 Counsellor
  - 0.2 AET
  - ACEO – 8 hours per week
  - 123.5 Hrs per week permanent SS0 time.
  - 1.0 CPC teacher plus 41 hrs per week SSO time.
- OSHC
  - : Yes
- Enrolment trends
  - : Enrolment numbers are declining due to families relocating for work.
- Year of opening
  - : 1970
- Public transport access
  - : Via O'Bahn Bus Numbers 543 to Tea Tree Plaza and Milne Road or Bus Number 541 to Tea Tree Plaza and Hancock Road

## 2. Students (and their welfare)

- General characteristics
  - : Most students enrolled at Ridgehaven are from English speaking backgrounds. Numbers of students from different cultural and linguistic backgrounds are increasing but still remain a small cohort.
- Student management
  - : An effective Student Behaviour Management program operates in both classrooms and yard/playground. There is a strong whole school focus around Program Achieve, Growth mindset, Mindfulness, school values and restorative practice. A Student Dress Code that has strong community support complements the behaviour management strategies.
- Student government
  - : Student Voice takes many forms at Ridgehaven. Students may recognise a need or a cause and plan an event to support this cause. Students are consulted on many issues to form policy and procedure such as homework, sports day, School mascot etc. School Captains introduced in 2016.
- Special programmes
  - : Student learning is supported by a number of intervention and support programs including: Phonological Awareness (reception students) Reading

Discovery(year 1 intervention program), Rainbow Reading & MultiLit (year 3-7 support program), Quicksmart maths (years 3-7 support program), Jumping Beans Coordination Program, Fine Motor skills and targeted skilling programs as required.

### 3. Key School Policies

- School Vision
  - : School motto is 'A Community Working Together'
  - "Ridgehaven School is committed to providing a positive, secure and stimulating environment, in which the responsibility for learning is shared to create a community whose members are empowered to be successful citizens in the 21<sup>st</sup> century."
  - Site Learning Plan
    - : A 4 year ESR Improvement Plan began in 2016.
- Priorities
  - : **Pedagogy for Engagement**  
Strands of this priority are: Innovative Learning Environments, Curriculum Renewal – Transforming Tasks, Literacy & Numeracy, Building learning power
  - : **Wellbeing**  
Strands of this priority are: Wellbeing for Learning
- School Values
  - : Honesty, Caring, Respect, Responsibility and Excellence

### 4. Curriculum

- Subject offerings
  - : Staff currently use the Australian Curriculum to plan, program and report. Music/Drama, Japanese and PE are specialist areas providing NIT for teachers.
- Open Access
  - : N/A
- Special needs
  - : Resources are allocated to children identified as requiring special assistance including early intervention. Resources include teacher time, SSO time and volunteer assistance. Individual learning plans are documented and reviewed for all students receiving extra support. 7% of students are on NEPs.
  - Support for preschool children is negotiated with the special educator each term.
- Special curriculum features
  - : Learning at Ridgehaven is supported through the use of student leadership and participatory decision making structures. The school values highly collaborative decision making processes.
  - : A specialist Drama program has been introduced in 2016. Marc Wallis is released one day per week to work in small groups with students on skills related to drama production these include, acting, script writing, lighting, filming, editing. A specialist video editing, 'green screen' and drama suite has been developed called 'The Hub'.

- Teaching methodology
  - : Teachers use a broad range of approaches to develop and deliver the curriculum. Most classes are composite (2 year levels). Interactive Whiteboards have been installed in all classrooms, the Resource Centre and the Japanese Room. There is also a board available for use during assemblies. Wi-fi technology has been installed and iPads and laptops have been purchased for use across the school.
- Assessment procedures and reporting
  - : An annual timeline is established for data collection early each year.
  - Acquaintance Night – Term 1, Week 3/4.
  - Formal 3 Way Conferences between Students, Parent/s and Teacher/s – Term 1, Week 9.
  - Two Written Student Reports present a picture of academic achievement and comments about learning and social skills – Term 2, Week 10 & Term 4 Week 9.
- Joint programmes
  - : N/A

## 5. Sporting Activities

: The school participates in a variety of SAPSASA sports. An increasing number of out of school hours sports teams have been formed over the last two years that are coordinated by the Senior Leader and rely upon the use of parents as coaches and managers. Out of school hours teams currently include: basketball, netball, indoor soccer & cricket.

## 6. Other Co-Curricular Activities

- General
  - : Annual Sports Day, Swimming Rec-yr 5, Aquatics for Year 6/7 students, Whole school production, School Camps have been held on a regular basis. Student assisted banking (via computer).
- Special
  - Private tutors also offer keyboard, piano, drum, violin, guitar, recorder or singing lessons for students.
  - The school has a Senior Choir that performs at the Festival of Music each year.

## 7. Staff (and their welfare)

- Staff profile
  - : Principal was re-appointed for a 5 year tenure. Most of the staff are experienced and reside within a 15-30 minute drive. A number of teaching appointments are part time.
- Leadership structure
  - : Currently the structure includes the Principal and 2 Senior Leaders.
  - Elected PAC members discuss relevant matters and make recommendations.
  - Participative decision-making structures are in place.

- Staff support systems
  - : The school is set up in learning teams: Early Years, Primary and Middle School. All teaching and classroom support staff are part of teams with a member of the leadership team responsible for each team which includes line management. Extensive collaborative planning and programming takes place within the learning teams. PLCs were established in 2012.
- Staff utilisation policies
  - : Specialisation in PE, Japanese and Music/Drama provides NIT for all teachers. Conversions of Tier 2 and recharge of various grants enables the school to manage a comprehensive Special Needs program. SSOs provide specialised services in Administration, Finance, Classroom Support and Special Needs.
- Access to special staff
  - :
  - : The school employs an IT technician for 24 hours a week.
  - : The school is entitled to employ an ACEO for approximately 8 hpw.
  - : Positive relationship with regional service providers in Speech Therapy, Psychology, Special Education, and Behaviour Management.

## **8. Incentives, support and award conditions for Staff**

: N/A

## **9. School Facilities**

- Buildings and grounds
  - : Main buildings:-
  - Preschool with own kitchen, toilets, office and fenced outside play area.
  - Single Storey building for the early years classes in an open space environment, reception, admin offices, staff toilets, staffroom and teacher preparation area.
  - Recently refurbished double storey building hosting the primary and middle years classes, Japanese room, resource centre, Jubilee room (including “The Hub” drama suite), music room, art room, computer suite, OSHC and canteen.
  - Open space unit houses JP classes.
  - Separate full size gymnasium with 3 storage areas, kitchen, toilets, change rooms and recently installed air conditioning.
  - Large oval, cricket nets, dual netball/basketball courts. Extensive hard play areas and playgrounds for various age groups.
- Heating and Cooling
  - : Individual split air-conditioning and heating systems installed in all classrooms and offices and most teaching areas. Gymnasium air- conditioning installed in 2013
- Specialist facilities
  - : Automated Circulation system in Resource Centre, Computer network for students in purpose built facility, separate Japanese Room, Music Room, Drama Suite, Assembly Hall (Jubilee Room) connected to the Music Room and used for indoor activities, basic Art Room for primary classes established from a converted storage area in main double storey building. Two wet areas within open space unit.

- Student facilities
  - : Canteen – outsourced to Subway. Early Years playground, Primary Years playground
- Staff facilities
  - : Spacious staff room refurbished in 2014, admin area, conference room, teacher preparation area with staff computer facilities.
- Access for students and staff with disabilities
  - : Ready access, single story building, with appropriate entry points. Lift access in double storey building
- Access to bus transport
  - : Public transport route within 500 metres.
- Other
  - : Preschool located on site adjacent to and integrated with the Junior Primary section of the school. Preschool staff is part of the Early Years Team. Playgroup uses preschool facility on Friday mornings. The Preschool was recently rated in 2015 as Exceeding National Quality Standards in the NQS rating and assessment cycle.
  - : The school offers a highly rated through accreditation, Out of School Hours Care (OSHC) program offering sessions before and after school as well as vacation care during school holidays. The OSHC is well run by staff and managed by the Governing Council. The service covers costs and is serving increasing numbers.
  - : School participated in External Review Process in June 2016. Report published on school website.

## 10. School Operations

- Decision making structures
  - : Clear policy statement formulated, focus on consultation and consensus.
- Regular publications
  - : Daybook, fortnightly school newsletter, and weekly staff bulletin.
- Other communication
  - : Staff handbooks, display areas, notice boards, regular meetings for parents, NEP reviews etc, school app.
- School financial position
  - : Sound, with reserves to fund replacement of major equipment.

## 11. Local Community

- General characteristics
  - : Approx. 8% of families are of NESB or Aboriginal background. A significant number of parents attended the school as students. About 15% of enrolments come from outside the area. The housing in the area is a mixture of rental and owner occupied with pockets of new housing development. There are diverse values and attitudes towards education.

- Parent and community involvement
  - : An active Governing Council with associated subcommittees: Finance, Education, Sports, Grounds and OSHC. A Parent Fundraising Committee (PFC, a revised version of P&F). There is widespread support for celebrations and school events such as Sports Day.
- Feeder schools
  - : Preschool on site.
- Other local care and educational facilities
  - : Most Year 7 students at Ridgehaven move to Year 8 at Banksia Park International High School, which is our main secondary school. There are 6 other government primary schools and one Catholic primary school within a 3 km radius of Ridgehaven.
- Commercial/industrial and shopping facilities
  - : Major local shopping facilities are available at Tea Tree Plaza about 3 km away and a smaller range of facilities are available at St Agnes about 1km from the school and at Redwood Park about 500 metres from school.
- Other local facilities
  - : Sporting facilities are available about 1km away.
- Availability of staff housing
  - : Nil.
- Local Government body
  - : Tea Tree Gully City Council.