

SCHOOL CONTEXT STATEMENT

Updated: 03/2025

School number: 1051

School name: Ridgehaven Primary School

1. General Information

Part A

School Name: **Ridgehaven Primary School**
School Number: 1051
Preschool Number: 1617
Principal: Mrs Laura Tambe
Postal Address: 479 Milne Road, Ridgehaven 5097
Location Address: 479 Milne Road, Ridgehaven 5097
Region: Northern Adelaide
Portfolio: Felixstow 3
Partnership: Tea Tree Gully
Distance from GPO: 17 kms
Site based preschool: YES
School Phone Number: 08) 8264 5277
School Website: <https://ridgehaven.sa.edu.au/>
Email Address: dl.1051.info@schools.sa.edu.au

Student Enrolments

	2022	2023	2024	2025
Special Class R-2			3	7
Special Class 3-6	8	6	8	11
Reception	24	25	26	39*
Year 1	33	21	27	25
Year 2	29	27	26	30
Year 3	27	29	29	23
Year 4	32	25	30	30
Year 5	45	32	30	27
Year 6	28	42	34	31
TOTAL R-6	213	207	213	223*
School card Holders	44	36	39	33
EALD	4	3	13	12
Aboriginal	10	11	17	20
Preschool	31	51	31	38
TOTAL with Preschool	244	258	244	261*

*Includes anticipated mid-year reception intake identified at March 2025.

Part B

School Profile

Located 17km northeast of Adelaide, Ridgehaven Primary School was established in 1970 and is comprised of a separate Preschool and a Reception to Year 6 Primary School. There are two special classes accommodating children in year R-2 and year 3-6. Playgroup, Out of School Hours Care (OSHC) and Vacation Care services are offered. The school is situated in a picturesque natural setting with an abundance of space, native wildlife and flora.

Leadership Team

Principal, Deputy Principal and Wellbeing & Inclusive Education Leader.

Staffing

10 Classroom teachers

0.4 Japanese

0.8 Science

0.8 Drama/Music/PE

0.4 Wellbeing Leader

0.1 Autism Inclusion Teacher

0.2 Aboriginal Education Teacher

14 hours per week Aboriginal Community Education Officer

19 hours per week Groundsperson

105 Hours per week permanent SSO time in school

1.4 Preschool teacher plus 50 hours per week SSO time in preschool

Enrolment trends

Enrolments declined after the year 7 to high school change at the end of 2021 but have now stabilised and there is anticipated growth due to changing local demographic (young families moving to the area). Preschool and reception numbers have increased in 2025.

Public transport access

Access is 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

The student population at Ridgehaven are mostly from English speaking backgrounds with a steady increase of children from linguistically diverse backgrounds.

Student Support

A supportive Behaviour Education program operates across learning and break times, influenced by the Department for Education's Positive Behaviour Education Toolkit. There is a strong whole school focus on school values, team culture, growth mindset, trauma-informed pedagogy, and restorative practice. The school fosters opportunities to build team culture helping to create a sense of belonging.

Special programs

Student learning is supported by a number of intervention and support programs including: Phonological Awareness (preschool and reception students), Initial-Lit at wave 1 and 2 (junior primary students), speech intervention program, targeted literacy and numeracy support, motor skills program and other targeted skill building programs as required. Teachers differentiate their programmes to cater for the range of learners. In 2025 a new intervention program has been introduced, targeting interoception and emotional regulation.

Student Leadership

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 sports day, fundraising, school captains, leadership groups, special days etc. There is an active leadership program for students in year 5 and 6 including a Captains program and other opportunities to develop agency. There are active peer mediators empowering students to support social skill development during break times.

3. Key School Policies

School Values

Respect, Persistence, Success (RPS)

School Vision

To create independent and self-directed learners

School Motto

'A Community Working Together'

Our Purpose

At Ridgehaven, we work closely with families to nurture each child's growth. Our enriching environment fosters learning, self-discovery, teamwork, cultural responsiveness and connection to the world. Guided by our motto, 'a community learning together,' we support children in becoming independent and self-directed learners.

Site Learning Plan

During 2024, stakeholder consultation occurred to explore the Department for Education's areas of impact within the Strategy for Public Education. From this consultation, the Site Learning Plan focus for 2025 is on the area of impact: 'Effective Learners' with a specific focus on literacy and numeracy improvement through the domains of 'Creativity' and 'Curiosity'.

Team Culture

At Ridgehaven, we have a strong focus on building team culture. There are four teams and a school mascot. Each of the four school teams has a bird and floral emblem as well as a key concept linking to the 'Play is the Way' program. Team Time assemblies are held three times per term (weeks 3, 6 and 9) and children are acknowledged with Team Spirit Cards that accumulate points for their team.

- Larry the Lorikeet (School Mascot) - Banksia - Golden Rule
- Rosellas (Red Team) - Bottle Brush - Personal Best
- Kookaburras (Blue Team) - Blue Wildflowers - Have Reasons
- Parrots (Green Team) - Eucalyptus Tree - Be Brave
- Cockatoos (Yellow Team) - Golden Wattle – Strong Decisions

4. Curriculum

Subject offerings

Staff currently use the Australian Curriculum Version 9 to plan, program and report. Staff are exploring the new SA Curriculum. Performing Arts, Science, Japanese and Physical Education specialist areas provide NIT for class teachers.

Inclusive Education

Resources are allocated using the Inclusive Education Support Program (IESPS) model to children identified as requiring assistance, including early intervention. Individualised learning plans (One Plans) are documented and reviewed for students eligible to receive extra support and adjustments. 11% of students have a disability. Additional support for children requiring substantial and extensive adjustments is through the centralised IESP application process. Support for preschool children is determined in liaison with the Inclusive Educator.

Special Options

The school has two special options classes for both year R-2 and year 3-6 students. Allocation of students to the special options program is via external process managed by the Department for Education Student Support Services. Students in special options access purpose built facilities including open space classrooms, a sensory room, wet areas, modified play areas, access toilets and secure fob access to external doors. Students in special options follow the ABELS and Australian Curriculum and access the weekly Students with a Disability water safety program at Stateswim. Students in special options may be eligible for DfE transport services.

Teaching pedagogy

There is a whole school focus on quality pedagogy with teachers sharing learning intentions and success criteria with all students with a focus on high impact teaching strategies. Most classes are composite (two year levels). Interactive Smart Screens are installed in all classrooms, the Resource Centre, Drama room and the Japanese room. Students in years 4-6 access laptops. Students in R-3 access iPads.

Assessment procedures and reporting

An annual timeline is established for assessment and data collection each year. An Acquaintance Night for families is held each year in term 1. Formal 3-way conferences between students, parent/s and teacher/s occur at the end of term 1. Two Written Student Reports present a picture of academic achievement and comments about learning and social skills. These are provided to families at the end of term 2 and term 4.

5. Sporting Activities

SAPSASA

The school participates in a variety of SAPSASA sports events across the year. These may include, swimming, athletics, soccer, football, netball, tennis, softball and a multi-sports come and try day.

Sports Day

There is an annual school sports day (usually held in term 1) with a focus on team culture, participation and physical activity.

6. Other Co-Curricular Activities

General Activities

Sports Day, Swimming Year R-5, Aquatics for Year 6 students, School Camp for Year 5/6, Special days (such as Rainbow Day), Reconciliation Week and NAIDOC Week are all celebrated annually.

Special

Private instrumental music tutors offer a range of instruments and charge per lesson.

7. Staff (and their welfare)

Staff profile

A new Principal was appointed in an acting position at the beginning of 2024 and rolled over for a further 12 months until the end of 2025. Most of the staff are experienced and reside within a 15-30 minute drive from the school. A small number of teaching appointments are part time.

Leadership structure

Currently the structure includes the Principal, Deputy Principal and Wellbeing & Inclusive Education Leader

Staff support systems

The school has established Professional Learning Communities according to stages of schooling and specialist areas. All teaching staff are part of PLCs with a member of the leadership team responsible for each PLC which includes line management responsibilities. Extensive collaborative planning, reviewing and programming takes place within PLCs.

Staff Utilisation policies

Specialisation in PE, Japanese, Science and Music/Drama provides NIT for all teachers. IESP funding enables the school to manage a comprehensive Inclusive Education program. Co-Educators (SSOs) provide specialised services in Administration, Finance and Classroom Support

Access to specialised staff

The School offers a range of support services, including a Student Wellbeing Support Officer funded by the National Student Wellbeing Program, an Autism Inclusion Teacher, and an Aboriginal Education Teacher (currently a combined role of Wellbeing & Inclusive Education Leader). The school employs an ICT Technician for 7 hours per week, with additional remote support available, and a Groundsperson for 19 hours per week. Additionally, the school is entitled to employ an Aboriginal Community Education Officer (ACEO) for approximately 14 hours weekly. Student Support Service referrals can be made for eligible students to access Speech Pathology, Psychology, Inclusive Education, and Behaviour Education services.

8. School Facilities

Buildings and Grounds

The school features a separate Preschool equipped with its own kitchen, toilets, office, and a fenced outdoor play area with extensive nature play facilities. The junior primary classes and Japanese room are housed in a single-storey building with an open space environment, along with a reception, administrative offices, staff toilets, staffroom, and a regulation/sensory room. The primary and middle years classes are located in a double-storey building, which also includes a Resource Centre, Jubilee room for Drama, Music, and Dance, an art room, science room, OSHC, and a kitchen area (formerly a canteen). The recently refurbished regulation and sensory room, known as Poet's Place, provides a space for children to co-regulate with support.

There is a full-size gymnasium with three storage areas, toilets, change rooms, air conditioning, and a full AV and screen projector. Outdoor facilities include a large oval, cricket nets, dual netball/basketball courts, and extensive hard play areas, nature play, and playgrounds for various age groups. The gym and oval are available for hire by outside services, such as sporting clubs.

Heating and Cooling

Individual split air-conditioning and heating systems are installed in all areas.

Student facilities

Lunch orders are outsourced to Subway (order via QKR app). There is an Early Years playground, Primary Years playground and shared nature play areas.

Staff facilities

Spacious staff room, admin area, meeting room, teacher preparation areas. Staff access school provided laptops for personal use.

Access for students and staff with disabilities

Ready access, single story building, with appropriate entry points. Lift access in double storey building. Special Options program with disabled access toilets.

Access to bus transport

Public transport route within 500 metres.

Other

Preschool located on site adjacent to and integrated with the Junior Primary. Preschool staff are part of the Early Years Team.

Playgroup uses the preschool facility on Friday mornings. All members of the community are welcome.

Special Options Class first opened for junior primary students with an intellectual disability from 2021. In 2024 a second class was open to accommodate both junior primary and primary aged students.

Out of School Hours Care (OSHC) program offers sessions before and after school as well as vacation care during school holidays. The OSHC is well established and managed by the Governing Council. The service covers costs and is serving increasing numbers.

10. School Operations

Decision making structures

The school values collaborative decision-making processes. Elected PAC members discuss relevant matters and make recommendations. Participative decision-making structures are in place for staff and consultation occurs on a range of topics.

Communication

For Staff is via the Daybook, Sharepoint, MS Teams, Staff Meetings and email correspondence. The community receives a newsletter twice termly and ongoing communication is via the Seesaw App, Instagram and Facebook pages.

School financial position

Sound, with reserves to fund replacement of minor equipment and small scale projects.

11. Local Community

General characteristics

Approx. 7.34% of families are of EALD and 9.66% Aboriginal background. A significant number of parents attended the school as students. 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

The school has a highly supporting and active Governing Council with associated subcommittees: Finance, Grounds, Reconciliation and OSHC. There is an active Parent Fundraising Committee always open to new volunteers to assist with fundraising events. There is widespread support for celebrations and school events and special days. The school has an active Wellbeing Committee and Reconciliation Action Plan Committee that encourages community participation that supports wellbeing and cultural responsiveness.

Feeder schools

Most students come from the onsite Preschool and some from the local private Child Care facilities nearby.

Other local care and educational facilities

Most Year 6 students at Ridgehaven move to Year 7 at Banksia Park International High School, which is our main local secondary school. There are 6 other government primary schools and one Catholic primary school within a 3 km radius of Ridgehaven along with other high school options nearby.

Commercial/industrial and shopping facilities

Major local shopping facilities are available at Tea Tree Plaza approx 3km away. Smaller facilities are available at St Agnes shopping centre approx 1.5km from the school and at Redwood Park approx 1km from school.

Other local facilities

Sporting facilities are available approx 1.5km away including Waterworld Aquatics Centre (used for annual school swimming program).

Local Government

The school is situated in the the Tea Tree Gully City Council. There are strong ties to local council projects including environmental sustainability, the Arts and Aboriginal Cultural perspectives. In 2025, a new project with the council and Green Adelaide has been established to connect with the newly opened Kingfisher Reserve.