

<b>School Name: Riverton and District High School</b> <b>School Number: 0795</b>
---

**1. General Information****Part A**

School name : RIVERTON AND DISTRICT HIGH SCHOOL  
 School No. : 0795 Courier : Gawler  
 Principal : Ms Kathryn Champion  
 Postal Address : Oxford Terrace, Riverton 5412  
 Location Address : Oxford Terrace, Riverton 5412  
 Partnership : Lower Mid North Partnership  
 Distance from GPO : 97 kms Phone No. : 08 88472202  
 Fax No. : 08 88472016

2021

February FTE Enrolment

Secondary

Year 8	30
Year 9	34
Year 10	29
Year 11	29
Year 12	19
Year 13	2

TOTAL 143

School Card Approvals (Persons)	46 (2020 enrolment)
NESB Total (Persons)	1
Aboriginal FTE Enrolment	7
Flexible Learning Options	6

**Part B**

Deputy Principal: Kim Scott

- **Staffing numbers**

In addition to the Principal &amp; Deputy Principal

Coordinators: 3 (includes Wellbeing Coordinator)

Teachers: 13

Teacher/Librarian 0.6 (currently)

- **Enrolment trends**  
Has been increasing over recent years.  
We have a close working relationship with our five feeder primary schools.
- **Year of opening**  
1913.
- **Public transport access**  
Four school buses bringing students from surrounding towns and districts.

## 2. Students (and their welfare)

- **General characteristics**  
Enrolment Pattern: The current enrolment trend is one of increase.  
Numbers of girls and boys are evenly divided. 32% of students are school card recipients.
- **Pastoral Care programs**  
A Pastoral Care Programme exists, based on the case management of students by a home group teacher, who currently remains in the same year level team throughout the students' secondary education at the school. All students are involved, with home group teachers and Year level Coordinators providing leadership. There is an emphasis on forming a strong partnership between the student and their family and the home group teacher. Counselling is provided for all students in course and career planning. Currently a part time Pastoral Care Worker provides a Christian presence and support role.
- **Support offered**  
There is a strong transition programme conducted with the five local feeder primary schools of Hamley Bridge, Tarlee, Manoora, Saddleworth and Riverton. This centres on student and parent meetings, visits to the High School, teachers' and students' visits to primary schools and Yr 7s joining the high school population for a part day, followed by a full day at the high school in Term 4.  
A strong culture of student participation exists at Riverton & District High School. Students and Parents are represented, with staff, on decision making groups. Prefects and Student Representative Council members share representation on school committees. Parent involvement and participation in the school and its activities is encouraged to promote communication between students, parents and staff and partnership in learning. Parent support and participation is strong. Year level teams monitor and support student development both academically and socially. They provide counselling and intervention regarding Student Behaviour Management.
- **Student management**  
Home group teachers perform a daily pastoral care role and with the Year level coordinators provide career, subject and some social counselling services to students in their year levels.  
A Wellbeing Coordinator provides a counselling service for students across the school.  
Year 10 and 11 students participate in work experience programmes.

The school is committed to a Student Behaviour Management process, consistent with the DfE policy. Its main purpose is to enable students to learn in a happy, friendly, safe and harassment-free environment where teachers are able to teach effectively and students are able to learn and achieve success.

The Governing Council and community give strong support to the school in its expectation that all students will follow the dress code and wear full school uniform.

A Pastoral Care Support Worker provides a presence in the school and is available to support students, staff and parents.

An alternative learning program supports students who have disengaged from learning.

Intervention and support programs are in place to meet the needs of students with learning difficulties.

A number of students combine schooling and employment through school based apprenticeships.

- **Student Behaviour Management**

Riverton & District High School is a safe, caring, orderly learning environment in which the rights of all students to learn and all teachers to teach are supported and protected.

In our community, everyone will understand the expectations of behaviour and the social obligations that these imply for each individual.

The expectations and responsibilities of students to respect themselves and the feelings of others will be consistently acknowledged and enforced.

It is up to all of us to teach, model and support individual rights and social responsibilities in an environment where students feel that they belong, are comfortable and safe and that neither themselves nor their property is threatened.

Our school will be a place where students and teachers can get on with the process of learning and teaching, free from verbal or physical harassment, illegal actions or violence.

Students will be able to maximise not only their own learning opportunities but respect and encourage the needs of others to achieve their personal best without fear of put-downs or rejection.

The school values were developed by teachers, students and parents. They are **Respect, Support, Safety, Excellence** and **Participation**.

When irresponsible behaviour is serious, or a student is unwilling to respond to positive attempts to negotiate acceptable behaviour, the school will seek assistance from the support services of the Education Department.

Riverton & District High School will develop in students an acceptance of responsibility for their own behaviour and learning.

Teachers and parents will support each other in a consistent approach (and response) to both acceptable and unacceptable behaviour.

A set of commonly agreed-upon rules and logical consequences for both responsible and irresponsible behaviour will be used.

These consequences will be designed to teach and promote positive behaviour.

Students will have the opportunities to discuss and practise appropriate behaviour.

At all times, our emphasis will be on 'catching' people doing the right thing, with praise and encouragement being an important part of our Student Behaviour Management policy.

Students will be involved in the development, implementation and review of the school's Student Behaviour Management policy.

- **Student government**

We have a Student Representative Council, House Captains and two Student Leaders. There are role statements for each and they are all active in representing the wider student body. They meet regularly, have staff members working with them and have input on each school committee.

### 3. **Key School Policies**

- **Statement of Purpose**

Riverton & District High School provides a comprehensive curriculum for its students and is community oriented in that strong country values exist and parents, staff and students work in friendly cooperation to maintain these. We work together to ensure that facilities and equipment are continually improved; learning outcomes for all students are maximised because of a commitment by us all to develop and sustain a learning community.

#### **Contextual Influences**

Our school provides a quality secondary education to students from Hamley Bridge, Stockport and Tarlee in the south, Manoorra, Waterloo, Black Springs and Saddleworth in the north and Marrabel, Rhyndale and Riverton in the central Gilbert Valley area.

Riverton & District High School is committed to an improvement agenda. Staff, students and parents established a vision and mission statement, which states:

“Our mission at Riverton & District High School is to provide a stimulating, safe and enjoyable environment where all individuals can achieve their full potential as productive local and global citizens.”

The school focus is on improving teaching and learning, particularly on building intellectual rigour, and improving literacy standards. Staff professional learning is around improving student achievement, in targeted areas such as in literacy and numeracy and consult the scope and sequence and available unit outlines from the DfE website. Staff use the Teaching for Effective Learning Framework to progress this work.

We seek to provide greater opportunities in our curriculum and timetable structure for staff and students to formally foster and develop positive relationships; teach and learn about values, attitudes, civics and citizenship; strongly promote tolerance and understanding and to reinforce our school community's commitment to ensuring that bullying, harassment and racism continues to have no place at our school. We also seek to see our curriculum, timetable and methodologies develop to accommodate rigorous and relevant pathways (to post school options) inclusive of all students.

We have excellent Science Laboratories and a Gymnasium, which is used by our local community. We also have a Community Library.

We have made significant investment in technology as every student has their own school laptop, and we have installed wireless internet access across the school site.

### **Core Business**

The Core Business of Riverton & District High School is to provide quality teaching and learning through a curriculum which is dynamic and relevant to the needs of all students, is underpinned by equity and social justice principles, and which maximises student post school options and prepares them to be active contributors in society.

This means that:

- in the junior years, students participate in a balanced delivery of curriculum areas of study, based on the Australian Curriculum.
- in the Senior School students engage in the SACE where they have access to a range of subjects and Vocational Education and Training courses. We aim to provide appropriate pathways for all students, facilitating their successful graduation from high school and progress to post school study and/or employment.
- specific learning needs of students are largely addressed through the mainstream classroom program. The school also provides opportunities for some students to engage in specialised programs that focus on their individual needs.
- we use distance education methodologies to complement curriculum delivery where appropriate and flexible approaches to teaching and timetabling to accommodate small classes in the Senior School, eg Vertical Grouping, and to support special student needs.

### **Projects Which Support Our Core Business**

- On site delivery of Automotive through TAFESA, Vocational courses through a variety of different external Registered Training Organisations, Australian Business Week, Agriculture program incorporating use of the school farm as a teaching resource.
- We maintain close links with feeder primary schools with a vision for 'seamless' transition and a continuity of learning R-12.
- Monitoring Student Achievement and providing learning support. Focussing on students at risk of not succeeding/achieving and on literacy and numeracy across the curriculum.
- Upgraded computer technology and infrastructure.
- Expansion of the Arts Curriculum through Drama, Music and Visual Art.
- A case management system that operates through pastoral care programs and year level organisation.

### **Current Priorities**

#### **Writing**

Staff work on providing explicit teaching opportunities and effective feedback for improvement in writing across all areas of the curriculum.

## Quality Teaching and Learning

Staff are committed to improving the effectiveness of their teaching. Our Site Improvement Plan is focussed on building intellectual challenge and rigour by having a sustained focus on curriculum.

## Pathways To A Successful Future

We believe that all students can be successful learners and that no student should leave or graduate from our school without a clear pathway to a successful future.

In order to move closer to making this goal a reality for all students we have also identified the need to:

- Further develop relevant pathways to post school options, including the expansion of VET.
- Sustain our case management system which forms a partnership between school and the student and their family.
- Build community partnerships to facilitate workplace skills and knowledge.

The outcomes we seek through our focus on these priorities include:

- Improved pedagogy which more readily engages students.
- Students experiencing greater relevance, purpose and success in learning and teachers experiencing greater effectiveness. Teaching and learning will be both rigorous and enjoyable.
- Closer and more positive relationships between students and between students and staff.
- Students developing relevant academic knowledge, skills and abilities that will allow them to ultimately access employment, and live independently.
- Students learning how to learn, developing a love for learning and a commitment to life long learning.
- Students developing the social skills, values, life skills and emotional intelligence that will allow them to function in and be part of shaping their local and global community.

## Monitoring Strategies For Core Business And Current Priorities

- Staff will identify these priorities in their performance agreements and make them an essential focus of their Performance Management process.
- Student behaviour management records, Student Achievement data, Student Destination data, Attendance data and Student, Parent and Teacher surveys will be analysed to substantiate improvement.
- Whole school training and development focuses on and supports school priorities.
- Our School Values are **Respect, Support, Safety, Excellence** and **Participation**.

## **Our Vision: RDHS Vision**

At RDHS we aim to provide a learning environment that challenges all individuals to develop to their full potential in a changing world.

This will be characterised by:

- Focus on wellbeing
- Excellence in learning
- Respect
- Development of personal capabilities
- Rigorous, challenging and relevant curriculum
- Community partnerships
- Recognition of diverse needs
- Continuous improvement
- Innovation and technology
- Cultural diversity
- Flexibility
- Fun
- Employability skills
- Contemporary resourcing
- Acknowledgement and celebration of success
- Environmental sustainability

As a result, the following educational platforms will be reflected in our curriculum:

- Identity, cultural diversity and global perspectives
- Creative development and critical thinking
- Healthy lifestyle and wellbeing
- Community partnerships and enterprise
- Technology and e-learning
- Success for all

## **Recent key outcomes**

- High achievement in Year 12 SACE results
- Maintenance of a1:1 laptop program
- Students inducted into the RDHS Hall of Fame for achievement in different fields
- An authentic pathway in Automotive
- School Based Apprenticeships
- Increased involvement of senior students in VET (approximately 50%)
- Year level camps
- Australian Business Week
- Participation in Operation Flinders
- Focus on Writing and Quality teaching and learning in the Site Improvement Plan
- Programs to support disengaged students
- Case management of students through Year Level programs
- Participation at the Royal Adelaide Show through Agricultural programs
- All students leave school to successful post school options in work or further study.

## 4. Curriculum

### Subject offerings

#### Year 8 to 10

In Year 8 students study a set curriculum that includes units from all learning areas.

In Years 9 and 10, students study English, Mathematics, Science, History and HPE, and choose other units of study from Agricultural Studies, Art, Drama, Geography, Home Economics and Technology Studies.

#### **Subjects offered by the school for SACE include:**

Agricultural Studies, Art, Biology, Chemistry, Community Studies, English, History, Mathematics, Peer Support, Physics, Physical Education, Studies of Society, Technology Studies, Workplace Practices, Tourism, Food and Hospitality, Integrated Learning. VET offerings include Automotive, and a range of different options from external providers.

At Year 12 the school focuses on offering a range of SACE subjects to provide appropriate pathways for students to graduate from school to post school study and/or employment.

- **Open Access and Local Delivery**

Most subjects are offered in face to face teaching mode and are complemented by a selection of some subjects for study by distance education from the Open Access College.

In Term 3 the school conducts a Student-Parent Counselling Day to assist Year 10 and 11 students with subject selection for the next year. All teachers are involved in this process.

Curriculum books are available at each year level to assist students and parents in choosing subjects/pathways.

- **Intervention and Support programs**

We provide SSO time in classes to support student learning. All staff provide appropriate methodologies for all students in mainstream classes. Students benefit from a small class size and some 'one to one' support from teachers, and SSOs.

Currently the school offers 'Quicksmart' and Multilit' programs for junior students.

- **Teaching methodology**

All teaching programmes in all learning areas across the curriculum have a sustained literacy focus, writing along with attention to quality teaching practices.

Students are provided with e-learning opportunities in all learning areas.

- **Assessment procedures and reporting**

Reporting is a combination of an extended written report at the end of terms 1 and 3 and a brief end-of-semester written report, containing a grade and 'attitude to learning' comment only. There is a Parent-Teacher night held mid-way through the semester for parents, students and teachers to discuss individual progress.

## 5. Sporting Activities

Our school has a long and proud tradition of sporting involvement, participation and prowess. A strong House competition runs for swimming, athletics and sports. We compete at a local, district and state level and enjoy a high level of success. A range of sports competitions run throughout the year. Riverton and all local towns provide a wide range of sporting clubs and competitions in which many students are involved.

## 6. Other Co-Curricular Activities

- **General**

Information contained in other sections.

- **Special**

Information contained in other sections.

## 7. Staff (and their welfare)

- **Staff profile**

The 2021 teaching allocation is 16.4 FTE teachers which includes the principal, deputy principal, three coordinators, including a wellbeing coordinator. School Services Officer hours are deployed among 10 School Services Officers, 1 PCW and 2 Government Services Employees. A number of non teaching staff provide direct classroom support.

The staff are highly experienced with a low level of turnover each year. Teaching teams based on year levels and learning areas have been developed. Staff receive feedback on their performance as part of Performance Development processes. Some staff live in the district; others commute from Clare, Gawler and the Barossa Valley.

- **Leadership structure**

The Management team consists of the Principal, Deputy Principal and 3 Coordinators. Each has a leadership focus; these include – Site Improvement, Senior School Pathways, Wellbeing across the school, Teaching and Student Engagement and Intervention and learning Support.

- **Staff support systems**

A strong culture of Performance Development has developed. Line Managers work with teams of staff and both engage in formal teaching observation and regular meetings. All staff produce an annual performance agreement identifying how they will address school priorities and their personal learning goals. A system of teams exists in our school eg Year level teams, learning area teams, the management team.

- **Performance Management**

See previous sections.

- **Staff utilisation policies**

Being a small country high school, staff are expected to be flexible in their teaching. Whilst they may have a particular specialisation they are expected to teach across learning/curriculum areas and most would teach from year 8 to year 12.

Ancillary staff perform a number of duties including administration, clerical, resource centre, financial, grounds and facilities as well as providing support in a variety of learning areas and with student tuition.

- **Access to special staff**

A wide variety of support staff is available and support our school programs eg School Psychologists; Speech Pathologists; Special Educators; Behaviour Coaches; ACEO etc.

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

## **9. School Facilities**

- **Buildings and grounds**

Grounds are well cared for and some classrooms have Interactive Whiteboards. The main building is sandstone dating to 1913. The school community is proud of its Science Labs, Gymnasium and Drama Centre, which was officially opened in 2011.

- **Cooling**

All classrooms are cooled, mostly by reverse cycle split system air-conditioners.

- **Specialist facilities**

Students have access to the town oval, tennis/netball courts and swimming pool adjacent to the school. Other excellent learning facilities include:

- a modern Technology Studies Centre
- a comprehensive and well stocked Community School Library
- the Home Economics Centre
- the Agricultural Studies 50 acre farm, buildings and machinery
- wireless internet access across the site
- 1:1 laptops program

Students have access to the Open Access College.

The well-equipped Community Library is set up on the Spydar Computer system and students have the opportunity to access resources from other libraries on the Link Scheme.

All staff have access to an office, personal computer and their staff room is equipped with computers which can access EDSAS and the Internet.

These all provide an attractive learning and teaching environment. The school is committed to a continual programme of buildings and grounds development. Provisions have been made for staff and students with disabilities eg Toilets and access to all facilities.

Current Facilities Priorities include:

Buildings will continue to be maintained and upgraded through minor works submissions.

Outdoor shelters have been constructed and more are planned, along with improved outdoor seating.

- **Student facilities**  
The SRC is active in fundraising, service, decision making and the provision of amenities for the student body.  
Senior students have their own common room(s) used for recreation at break times.
- **Staff facilities**  
See previous sections.
- **Access for students and staff with disabilities**  
Ramps are provided to most rooms and facilities for wheel chair access and a disabled toilet is provided.
- **Access to bus transport**  
Four school buses transport students to and from the school daily. Local buses are available for hire for school excursions. The school has access to a 10 seater van and a 23 seater school bus for camps and excursions.

## 10. School Operations

- **Decision making structures**  
Key decision making groups include Governing Council Council, Staff, The Leadership Team, PAC and SRC. Key decision making advisory groups in the school include the Finance, Workplace Health and Safety, Facilities and Sport Committee. Staff, Parents and Students are represented on all groups.  
Staff meetings, Year level team meetings and Learning Area team meetings are held over a rotation, with regularly scheduled meetings. All other groups/committees meet with varying frequency.
- **Regular publications**  
Newsletters to parents (three times per term) and daily bulletins via Daymap to staff and students.  
Publications available from the school include: Information Booklet for students, staff parents and visitors and Curriculum Course Booklets for Year 8-12, a colour School Brochure and the Annual Report. All publications are available on request and some are published on the school website.  
**Other communication**  
Day-to-day administration and decisions are organised through regular meetings of the Leadership team, whole staff and in curriculum and year level teams meetings. Teaching teams are operating at both year level and learning area level. Membership of all committees is published as is the list of staff responsibilities.
- **School financial position**  
The 2021 financial audit by an independent DfE approved auditor confirmed that the schools financial management structures and the finances were sound.

## 11. Local Community

- **General characteristics**

Riverton and District High School is located at Riverton in the Gilbert Valley 100km north of Adelaide. The school opened in 1913 and is a district high school that provides secondary education to students from Hamley Bridge, Stockport and Tarlee in the south, Manoora, Waterloo, Black Springs and Saddleworth in the north and Marrabel, Rhynie and Riverton in the central Gilbert Valley area. Riverton is close to the Clare Valley, one of the premium wine growing areas of the state.

The district is historically rural, however an increasing number of families are moving into the area because of the attractive scenery, affordable lifestyle and relatively close proximity to Adelaide. There are many sporting clubs and facilities throughout the district. These include football, netball hockey, golf, basketball, cricket, tennis, lawn bowls, table tennis etc.

The school is actively involved in interschool swimming, athletics and knockout SASSSA competitions. The community also has a strong sporting tradition, a St John's Centre, CFS, Scouting Association and a local Landcare Group and the Gilbert Valley Lions Club. There are many areas of historical interest.

Medical services are available in Saddleworth, Hamley Bridge and Riverton. Dental and podiatry services are provided on a regular basis at the Riverton Hospital. Bus Services access Adelaide on a daily basis.

The community is proud of the school's excellent academic record. Many of the parents are past students of the school. They place a high priority on achievement and involvement in sport. In recent years, more than 96% of students have graduated to further study or the workforce after successfully completing their secondary education at Riverton & District High School.

Over many years the school strives to cater for the needs of its students in a caring, friendly and cooperative success-oriented environment.

Outstanding features of the school are the positive behaviour, manners and dress of the students and as a result staff enjoy working here.

- **Parent and community involvement**

We share our school and gymnasium with our local community and have joint use of the town oval. Parents and our community are very supportive of the school and involve themselves in a variety of ways eg on committees.

- **Feeder schools**

Riverton Primary School.

Tarlee Primary School.

Hamley Bridge Primary School.

Saddleworth Primary School.

Manoora Primary School.

- **Other local care and educational facilities**

Riverton Primary School.

Riverton Kindergarten.

Hospital/Nursing Home.

TAFE Centres at Clare and Nuriootpa.

- **Commercial/industrial and shopping facilities**

Supporting our rural community are a variety of commercial and industrial operations in each of the local towns. Many relate to agricultural and include engineering, automotive, farm machinery and medical. Each town provides a variety of shops and shopping, with larger centres at Clare and Gawler. Town facilities include Churches, Community Centre, Golf course, RSL.

- **Availability of staff housing**

There is no Government housing.

- **Accessibility to Adelaide**

Riverton is a 35 minute drive from Gawler, 25 minute drive from Clare, 45 minute drive from Nuriootpa in the Barossa Valley, and just over an hour's drive from Adelaide, travelling on quality roads through the picturesque Lower North district.

- **Local Government body**

Clare and Gilbert Valleys Council  
41 Gleeson Street, Clare, SA, 5453  
Phone: 8842 2700  
Fax: 8842 3624.

## **12. Further Comments**

Close proximity to Adelaide; country living and country community; a positive school environment where students want to learn and are good natured; where staff work as a team and enjoy their jobs and where parents are supportive and involved, all make teaching at Riverton & District High School an enjoyable and rewarding experience.