

SCHOOL CONTEXT STATEMENT

UPDATED JULY 2026

School name: Risdon Park Primary School

School number: 0685

GENERAL INFORMATION

Part A

School name : RISDON PARK PRIMARY SCHOOL
School number : 0685
Courier : Port Pirie
Principal : Mrs Julie Petersen
Postal Address : Kingston Road, Port Pirie 5540
Location Address : 24-28 Kingston Road, Port Pire 5540
School Web address : <https://risdonpkps.sa.edu.au/>
School email address : dl.0685.info@schools.sa.edu.au
Partnership : Pirie Partnership
Road distance from GPO : 225 kms
CPC attached : No
Phone No : 08 8632 2226
Fax No : 08 8632 5085



FTE Enrolment

FTE Enrolment	2021	2022	2023	2024	2025	2026
	296	287	298	294	301	308

Part B

LEADERSHIP STRUCTURE

- **Principal:** Julie Petersen
- **Deputy Principal:** Taran Harradine (0.6)
- **Assistant Principal-Teaching & Learning:** Arwen Pratt
- **Assistant Principal-Inclusion & Wellbeing:** Christopher Thorpe
- **B1 Leader -Student Wellbeing:** Carly Pavy (0.8)
- **B1 Leader- Maths Improvement:** Sally Davidson
- **Level 3 Business Manager:** Alyce Husson

STAFFING

- Classroom teachers – (15)
- Specialist teachers (4) (Science, Health and PE, History & Social Science and Technologies)
- Aboriginal Education Teacher (AET 0.46)
- School Services Officers (16) in a variety of roles including: Business Manager, Admin, Finance, Classroom Support and Resource Centre.
- Aboriginal Community Education Officer (ACEO – 16 hours)
- Grounds person (20 hours)
- Canteen manager – 5 days a week

ENROLMENT TRENDS

- Projected enrolments for 2027 is approximately 300.
- Involvement in Pirie Portfolio (7 Primary Schools, a Special School, one Secondary School) and Port Pirie District SAPSASA.

YEAR OF OPENING

- 1955

PUBLIC TRANSPORT

- Town public transport available.

STUDENTS (AND THEIR WELFARE)

GENERAL CHARACTERISTICS

- Risdon Park Primary School is a Category 3 School of disadvantage.
- 13.4 % of students are school card holders.
- 17.6 % of students are identified with a disability and have a One Plan.
- 22% of students identify as Aboriginal.
- 7.4 % of students identified as EALD.
- 2.5 % students are under the Guardianship of the Minister.

PASTORAL CARE PROGRAM

- School Wellbeing Leader (SWL) role.
- Wellbeing and Inclusion Leader (including Autism lead).
- Interagency support is available through, CAMHS, DCP, Uniting Care Wesley and Yourtown.
- Level 3 Student Wellbeing Support Officer-10 hours
- Berry Street Education Model

- Restorative Behaviour Support Policy

SUPPORT SERVICES

DfE support is accessed from Student Support Services in the following areas:

- Attendance
- Hearing
- Students with Disability
- Speech
- Behaviour
- Psychology
- Social Work

STUDENT BEHAVIOUR SUPPORT

The school has implemented the Berry Street Education Model (BSEM) as a whole-school approach to teaching and learning. This model aims to enhance students' self-regulation, growth, and academic achievement through evidence-based, trauma-aware teaching strategies, positive education, and wellbeing practices. Our comprehensive Behaviour Policy is grounded in BSEM principles, with an emphasis on 'rebuilding relationships' through Restorative Practices.

The Student Wellbeing Leader, Inclusion Leader, Aboriginal Community Education Officers, and Aboriginal Education Teacher collaborate with leadership, staff, and interagency support services. They work closely with families to develop individual programs tailored to meet the diverse needs of students.

STUDENT GOVERNMENT

Student leadership is encouraged through participation in the Student Representative Council, known as Kids Co. Representatives from Reception to Year 6 meet fortnightly with a staff facilitator. Classes hold regular meetings and report to Kids Co. Each term, three whole-school assemblies are hosted by a rostered class, with support from the School Captains and Vice Captains. Kids Co. organises fundraising events, special days, and suggests improvements for school equipment, resources, and facilities. Students are able to apply to be part of a Club to develop leadership while taking greater responsibility in school improvement and operations.

SPECIAL PROGRAMS

The Leadership Team collaborates with classroom teachers to regularly assess student needs and identify interventions. Support is provided through:

- Additional classroom support
- Small group work with a focus on literacy and numeracy
- One-on-one support (e.g. Speech or learning intervention)
- Social skill development
- During Term 2 & 4, a structured transition program is conducted for preschool to school students.

- Year 6 student's transition to high school begins in Term 4, with extended support for students with disabilities.
- A variety of indoor and outdoor break time activities are offered to cater to diverse student interests and support social skill development.
- The Premier's Reading Challenge is implemented across Reception to Year 6.
- SAPSASA events throughout the school year.
- Years 4-6 students are able to participate in the Festival of Music Combined School Choir.
- Breakfast Club is held every morning, coordinated by SSOs and supported by volunteers. It is financially supported by Nyrstar, KickStart for Kids, and Bakers Delight.

KEY SCHOOL POLICIES

STATEMENT OF PURPOSE

At Risdon Park Primary School, we are dedicated to fostering a vibrant and inclusive learning environment for students from Reception to Year 6. Located in the heart of Port Pirie, approximately 225 km north of Adelaide, our school has proudly served a diverse community since its establishment in 1955. As a Category 3 site on the Department for Education Index of Educational Disadvantage, we are committed to supporting the unique needs of our students and families.

With a steady enrolment of approximately 300 students in 2026, we value strong, positive relationships between staff, students, and families. We believe that enrolling a child means welcoming and partnering with their entire family. Our spacious, flexible learning environments and expansive, well-maintained grounds support student wellbeing, active play, and outdoor learning.

Our focus on inclusivity, academic growth, and social-emotional development underpins our commitment to nurturing the whole child. Guided by our values—*We are kind, we are brave, and we are proud of what we do*—we cultivate a culture where every child feels safe, valued, and empowered to reach their full potential through our commitment to the Six Givens and Three Imperatives.

The 6 Givens for Every Learning Environment

1. Atmosphere of High Expectations
2. Quality Relationships
3. Positive Classroom Tone
4. Excellent Presentation and Handwriting
5. Correction of Student Work and Constructive Feedback
6. Excellent Classroom Display- Relevant and Educationally Stimulating

The 3 Imperatives for Engagement

All staff will ensure that:

1. Students are safe, have trust, respect and feel valued
2. Students have work at their level
3. Students have friends at school

To ensure the safety and wellbeing of our students, we adhere to the Department for Education's Child Protection expectations by securing Police checks and the required RAN training for all volunteers. At Risdon Park Primary School, we are dedicated to creating a supportive and enriching educational experience for every student.

SITE IMPROVEMENT PRIORITIES

Our Site Learning Plan focuses on enacting the SA Department of Education Strategy of Equity & Excellence

1. To Promote Learner Agency:

- Empowering students to take ownership of their learning through diverse programs that celebrate their individuality. Initiatives such as the Learning Hub, online IXL learning, and our hands-on Years 3–6 program, *Ignite, Excite and Empower*, provide opportunities for students to explore their interests, build on their strengths, and exercise meaningful choice in their learning.

2. To Develop Effective Learners:

- A commitment to nurturing effective learners by maintaining a strong focus on literacy and numeracy development while providing diverse learning opportunities.
- Our approach ensures that students not only achieve academic success but also engage in practical, real-world experiences that enhance their overall learning journey.
- We are committed to delivering a high-quality literacy and numeracy program through evidence-based approaches such as Explicit Instruction and Direct Instruction.
- Our structured literacy block ensures daily practice of essential reading and writing components, including Phonics/Phonological explicit instruction and Review, and daily reading and writing practice.
- Our Reading program is well-resourced across Reception to Year 6, enabling small group instruction and a differentiated approach to extend all learners.
- In Mathematics, we implement a structured and sequenced whole-school approach that builds deep understanding. Through the use of manipulatives, hands-on learning, and real-world problem solving, students develop strong conceptual knowledge and are supported to think critically and clearly articulate their reasoning.

To Enhance Student Wellbeing

We prioritise student wellbeing by fostering a safe, supportive, and nurturing environment where every child feels valued and empowered. Our whole-school approach, aligned with the Berry Street Education Model (BSEM), supports strong social-emotional development and a positive sense of self. Our signature weekly program, *Play, Connect and Thrive*, draws on research into the power of child-led play and peer connection, enabling students to build relationships, develop social skills, and navigate challenges independently. Together, these approaches support the holistic growth of every learner—building resilience, confidence, and problem-solving skills.

Teachers have the greatest impact on student learning. Priority is given to developing the expertise of our staff in evidence-based teaching practice. ***All students have a right to high quality care and education.***

MONITOR AND REVIEW

Risdon Park Primary School's self-review cycle is a comprehensive, ongoing process that includes the following steps:

- Collect and analyse quantitative and qualitative data
- Identify priorities and set clear improvement targets
- Plan and implement actions for improvement
- Monitor impact and refine practice
- Review and evaluate progress

This cycle ensures continuous monitoring of our improvement priorities, maintaining momentum and driving sustained, whole-school improvement.

PLANNING AND REVIEW STRUCTURES

- Strategic data collection & analysis,
- Supportive performance processes including classroom observation with extensive constructive feedback.
- Kids Co. (Student Council) input
- Termly student feedback
- Regular feedback from staff
- Governing Council feedback
- Parent/Teacher/Student interviews
- DfE Parent Opinion Survey

CURRICULUM

CURRICULUM AREAS

Risdon Park Primary School delivers and reports on the Learning Areas of the Australian Curriculum which provides a diverse and comprehensive education for students. These include Mathematics, English, Science, The Arts, Technologies, Health & Physical Education and History and Social Sciences.

The Combined Schools' Choir, Footsteps Dance Academy, Instrumental Music and Children's University are additional enriching learning activities offered.

OPEN ACCESS

Available on application.

SPECIAL NEEDS

The Students at Risk Team, comprising the Principal, Deputy, Inclusion Leader, Leader of Teaching and Learning, and Student Wellbeing Leader, meets regularly with referring teacher(s) to assess the needs of identified students. A clear, documented process guides referrals and the implementation of targeted interventions, including one-on-one support and small group programs.

These processes are monitored and reviewed regularly to ensure effective support and positive outcomes for all students.

For example, support programs may include:

- Differentiated reading practice.
- Phonics/Phonic Awareness intervention
- Differentiated mathematics instruction.
- Speech/Language programs are individualised according to student needs and guided by the Speech Pathologist.

TEACHING PEDAGOGY

Evidence-based teaching pedagogy that reflects diverse instructional approaches, including explicit instruction, daily review of key concepts, hands-on and meaningful learning, and differentiated practices to meet the needs of all learners.

- Learning is enhanced through the purposeful use of digital technologies and enriched through outdoor, experiential opportunities.
- Explicit and Direct Instruction in the Big 6 components of Reading, supported by structured practice and regular review.
- Explicit teaching of Mathematics, incorporating real-life problem solving with manipulatives, visual representations, and abstract thinking.
- Specialist teaching in Science, Health & PE, Humanities and Social Sciences, and Technologies, ensuring depth and expertise across the curriculum.
- Berry Street Education Model (BSEM) embedded across the school, including daily morning circle routines, brain breaks, and explicit regulation strategies to support student wellbeing, emotional regulation, and readiness to learn.

REPORTING PROCEDURES

Reporting practices are consistent with the (DfE) policy. We aim to report student progress in ways that are meaningful, efficient to implement and effective in their practice.

Reporting both formal and informal occurs in various forms and at specific times during the year.

MARKiT is a data tool used to track every child's progress and to flag intervention if necessary. It allows teachers to progressively assess student achievement and evaluate how a student is progressing.

REPORTING EVENTS

Term 1

- Welcome Evening (Week 3)
- Parent/Teacher Interviews (Week 9)

Term 2

- Written Reports

Term 3

- Optional Interviews

Term 4

- Final, End of Year Reports

COMMUNICATION METHODS

- Class Dojo
- Facebook
- Fortnightly Online Newsletter
- Class communication books / diaries with weekly feedback
- Formal meetings, for example, Governing Council, & Committee Meetings
- Individual meetings with psychologists, speech pathologists, interagency support personnel in developing individual student plans (One Plan)
- Attendance at whole school events, for example, Sports Day and tri weekly Assemblies.
- Phone calls home

SPORTING ACTIVITIES

Students have the opportunity to participate in a wide range of extracurricular sports, either through school teams or community clubs. They are encouraged to try out for selection in various SAPSASA representative teams. The school hosts an annual Sports Day in Term 3, and throughout the year, students of all year levels can take part in sports skills sessions and carnivals designed to develop foundational skills across multiple sports. The school also supports several teams competing in local competitions, including soccer, tennis, football, softball, and netball.

Other Co-Curricular Activities

- A diverse range of lunchtime activities, indoors and outdoors are organised for students.
- Important events such as Reconciliation Week, NAIDOC, Harmony Day, Anzac Day, and Remembrance Day are celebrated.
- Book Week is an annual celebration and concludes with a parade.

- Kids Co coordinates a fundraising event for a nominated charity or school project once a semester.
- Footsteps Dance and Gymnastics programs occur biannually.
- The Choir program exists and enables participation in the local Combined Schools' Choir performance.
- Instrumental music program which occur weekly.
- Class camps & excursions which enrich the curriculum are endorsed.
- Children's University program supported by the Adelaide University.
- R-6 Annual Swimming Program

STAFF (AND THEIR WELFARE)

STAFF PROFILE

The leadership team—comprising the Principal, Deputy (0.6), Assistant Principal (Teaching and Learning), Assistant Principal (Inclusion and Wellbeing), B1 Leader (Mathematics), and B1 Leader (Student Wellbeing)—provides strong and stable leadership, with tenures ranging from 2 to 10 years. A high proportion of teaching and support staff hold permanent positions, further contributing to the school's stability. We actively welcome graduate teachers and foster a nurturing, supportive environment that encourages their professional growth and development.

The Administrative Leadership Team consists of Business Manager, Finance Officer, and Front Office SSO staff. These teams collaborate to ensure the effective management of both educational and operational aspects of the school.

STAFF SUPPORT SYSTEMS

Staff members take on key roles in disseminating information and serve as contact points for specific curriculum areas and cross-curricular responsibilities. Teachers work collaboratively in Unit Teams to develop and implement shared protocols and practices. Year-level teams moderate student work to ensure consistent assessment standards.

Weekly staff meetings provide regular opportunities for professional learning, with a focus on actions aligned to the site improvement priorities. Professional development is highly valued, with emphasis on collaboration, peer learning, and whole-staff capacity building.

PERFORMANCE MANAGEMENT

- The Principal, Deputy, Assistant Principals, Band B1 Leaders, and the Business Manager hold line management responsibilities across the school.
- A clearly documented Performance Development process is in place. This process outlines the timing and format of both formal and informal meetings, classroom observations, and detailed feedback.
- All staff are required to develop a Personal Performance Plan, identifying professional goals aligned with the School Learning Plan (SLP) and individual priorities.
- Termly meetings with line managers provide an opportunity to reflect on progress, set next steps, and identify relevant professional learning opportunities.
- Teachers use the Australian Professional Standards for Teachers as a guiding framework when developing their Personal Performance Plans. Similarly, School Services Officers (SSOs) refer to their Job and Person Specifications throughout the Performance Management process.

- Gathering and responding to student feedback is an integral part of this process, with feedback formally collected and reviewed twice a year.

INCENTIVES, SUPPORT AND AWARD CONDITIONS FOR STAFF

COUNTRY INCENTIVES

- Risdon Park Primary School
- Country Zone: 2
- At this site, you will receive an additional \$2,767 in country incentives in the first year through:
 - Country Incentives Zone Allowance: \$2,195 per year
 - One-off incidentals payment: \$572
 - After the first year, ongoing allowances will occur each year, currently \$2,195.
- Other possible incentives:
 - a 15% rental subsidy
 - Payment of removal and relocation costs; on average approximately \$7000*
 - Travel and accommodation costs for medical and dental treatment.

TRAVELLING TIME

Travelling time can be included in the 37.5 hours' training and development record due to distance from Adelaide.

HOUSING ASSISTANCE

Government Housing is available in Port Pirie.

CASH IN LIEU OF REMOVAL

This applies to Risdon Park Primary School.

SCHOOL FACILITIES

BUILDINGS, FACILITIES AND GROUNDS

Classroom provisions include three six-classroom units, along with four transportable buildings used for specialist subjects and intervention programs.

In 2016, Department for Education (DfE) funding supported the redevelopment of the yard area, resulting in the creation of an outdoor space featuring a basketball court and Four-Square courts. In 2024, DfE funding enabled the installation of a two-bay kitchen in one of the transportable buildings, enhancing the school's capacity to deliver food-related learning programs. Additional funding in 2025 allowed for the construction of internal walls in one of the three open-plan classroom units, improving the overall learning environment.

The school's modern and extensive Resource Centre is well equipped with a wide range of books and non-book resources, internet access, and updated interactive visual technology. Extensive IT infrastructure ensures school-wide Wi-Fi access, and the spacious IT Suite houses 30 desktop computers. Students also have access to networked laptops, and every classroom and teacher preparation area includes computers. All teachers are provided with a laptop to support planning and instructional delivery.

The school is connected to high-speed fibre optic internet, and all classrooms are equipped with up-to-date interactive whiteboard technology, supporting dynamic and engaging digital learning experiences.

Additionally, the school operates a functional and well-equipped canteen that provides daily service, offering convenient and nutritious food options for students and staff. The Governing Council employs the Canteen Manager.

COOLING

All learning and administration areas are provided with split system cooling.

STAFF FACILITIES

The staffroom is well equipped to meet the needs of staff. Each Unit has a teacher prep area/office which has the necessary resources and technology.

ACCESS FOR STUDENTS AND STAFF WITH DISABILITIES

Wheelchair access is available to all learning areas.

ACCESS TO BUS TRANSPORT

Public transport is available for students throughout Port Pirie. Students who live out of town have access to a department school bus.

SCHOOL OPERATIONS

DECISION MAKINGSTRUCTURES

Staff, parents and students are able to have input into the school operations via the PAC, Leadership team, Staff Meetings, Governing Council and its sub-committees; and Kids Co. (Student Representative Council).

The Department sends out parent surveys during the school year to seek feedback from parents on identified issues. Students are surveyed biannually.

REGULAR PUBLICATIONS

Online newsletters are published fortnightly for the whole school community. Class Dojo and the Schools Facebook page are regularly used as a means of communication. Staff are kept informed of daily events through the daily bulletin, Microsoft Teams, emails and text messages. A staff induction package for new staff and TRT's informs of the school processes, routines, and expectations.

OTHER COMMUNICATION

Junior students have a Communication Book, while the Middle and Upper Primary students have a diary. Regular use by both the students and their parents is an expectation. Class Dojo is used by all teachers and most families.

ONLINE PAYMENT

The Qkr! app is available for families of students at Risdon Park Primary School. Qkr! by MasterCard is a secure payment app for schools and can be downloaded for free from the App Store for iPhone & iPad or from Google Play for Android phones and tablets. It can also be accessed on the web from a computer

SCHOOL FINANCIAL POSITION

The school operates with a pre-planned, prioritised budget and is closely monitored.

The school receives funding grants such as, Rural & Isolated Funding, APAS, Better Schools Funding, Early Assistance and Literacy and Numeracy.

LOCAL COMMUNITY

GENERAL CHARACTERISTICS

Port Pirie has a population of approximately 17,000 in the Council area. It mainly depends upon the Nyrstar smelter for employment. The retail sector attracts out of town patronage. The city is noted for its friendliness. Sporting opportunities are wide and varied. Cultural opportunities are provided through regular local groups and events at the Keith Michelle Theatre.

PARENT AND COMMUNITY INVOLVEMENT

The Governing Council provides outstanding service and support to the school. Parents/grandparents volunteer in classrooms, at sporting events (SAPSASA), during whole school programs and in the canteen.

Governing Council meets twice a term.

The Governing Council's focus is on:

- Strengthening communication between the school community.

- Being a voice in the development of the schools vision.
- Improving grounds and facilities.

OTHER EDUCATION AND LOCAL CARE FACILITIES

Port Pirie has two Child-Care Centres, four Pre-schools, four Public Primary Schools, one Public Secondary School, one inter-denominational R-12 school and one Catholic School with separate campuses for Preschool-6 and 7-12 students. Port Pirie has a large TAFE campus, which is part of the Spencer Institute of TAFE and an Adelaide University Hub.

COMMERICAL/INDUSTRIAL AND SHOPPING FACILITIES

Port Pirie is well serviced by a variety of retail and business outlets, which are in the City Centre, Pirie Plaza and along Main Road. These include hardware, supermarkets, specialty shops, three motels (servicing the Flinders Ranges), cabin park, two caravan parks, furniture/carpentry, hardware, homeware, car dealerships, service to the surrounding rural area.

OTHER LOCAL FACILITIES

Port Pirie offers excellent health, safety, and community services, including local doctors, dentists, and a modern hospital with visiting specialists. The city is well serviced by ambulance, fire, and police services, giving families peace of mind.

Our community boasts outstanding recreational facilities. The vibrant Port Pirie Sports Precinct hosts national sporting events and supports a range of activities including football, cricket, soccer, and baseball. The modern Aquatic Centre features pools, water play areas, a gymnasium, squash courts, and spaces for community programs.

With quality amenities, a welcoming atmosphere, and plenty of opportunities for sport and recreation, Port Pirie is a great place for families to live, learn, and grow.

ACCESSIBILITY

Port Pirie is a friendly, well-connected regional city, located just 10 kilometres from National Highway One. Families can enjoy easy road access to Adelaide in the south and to Port Augusta, the Far North, and the Eyre Peninsula in the north via excellent highways. Regular Premier Stateliner coach services connect Port Pirie with a range of destinations, including Alice Springs, Ceduna, Port Lincoln, Whyalla, and Port Augusta, making travel to and from the city convenient for visitors and residents alike.

LOCAL GOVERNMENT BODY

The Port Pirie Regional Council is the local governing body. The mayoral and council offices are in the City Centre.