



SCHOOL CONTEXT STATEMENT

Updated: Monday June 20th, 2016

School number: 0379

School name: Reynella Primary School

Contextual Statement:

Reynella Primary School, 22km south of the Adelaide CBD. In 2016 the school caters for about 480 students from Reception to Year 7. Enrolments are demonstrating on increases for 2016 and 2017. There are more than 25 staff with 17 classes structured as Professional Learning Communities. Each Community is responsible for meeting Site Improvement Plan targets and reporting on them to Governing Council.

The school fosters creativity and broad learning experiences, with literacy, numeracy and well being programs complemented by Performing Arts, French and Physical Education programs.

Students have access to current technology, in particular Interactive Whiteboards and wireless connected IBM and Mac computers. iPads have also been introduced to some sections of the school.

The local community has a strong input within the school, including policy development and review. The Governing Council supports the staff to provide all students with the levels of resourcing needed to enhance student learning. The Governing Council takes a key role in staffing the canteen and OSHC. Teachers encourage parental/caregiver involvement in school programs, as well as in sports, assisting in the classrooms, Resource Centre, fundraising, dress code, uniform room and canteen.

About 20 per cent of students are school card holders.

More information can be found at the schools website www.reynellaps.sa.edu.au. The DECD website can be accessed [here](#).

1. General information

- School Principal name: Steve Freeman
- Deputy Principal's name: Michele Russell
- Senior Leader: Karen Thorburn
- Year of opening: 1858 (original school); 1990 (current site)
- Postal Address: 55-63 Concord Drive, Old Reynella
- Location Address: 55-63 Concord Drive, Old Reynella
- DECD Region: Panalatinga Partnership
- Geographical location – 22km from GPO :

- Telephone number: (+61 8) 8387 1493
- Fax Number: (+61 8) 8322 2939
- School website address: www.reynellaps.sa.edu.au
- School e-mail address: dl.0379.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
Community Childcare Centre located immediately next to the school.
- Out of School Hours Care (OSHC) service:
Out of School Hours care provides a very successful service from 6.30am concluding at 6.30pm. A popular Vacation Care Program runs every holiday break from 6.30 am to 6.30 pm.
- February FTE student enrolment:

Primary	2010	2011	2012	2013	2014	2015
Reception	47	42	43	39	54	57
Year 1	72	46	57	64	48	55
Year 2	65	71	48	59	61	49
Year 3	74	62	75	46	58	59
Year 4	79	74	55	70	50	54
Year 5	71	68	67	51	64	48
Year 6	82	63	49	54	44	55
Year 7	53	72	58	49	54	38
TOTAL	543	498	452	432	433	415
School Card Percentage	21%	15%	22%	22%	21%	20%
NESB enrolment	12	22	20	15	15	20
Aboriginal Enrolment	7	6	8	5	5	11

- Student enrolment trends: Enrolment is now steady.
- Staffing numbers (as at February census):

February 2015– Tier 1 –21.1 (Classroom/NIT); Tier 2 – 1.06 (Special Education); Library – 0.6; Admin – 2.6; Current Leadership – 1 Principal (male), 1 Deputy Principal (female), 1 Senior Leader (female); 1 Librarian –female.
Remaining teaching staff 20 female and 3 male. 7 x SSOs support the school for a total of 222 hours/week with 1 full time office staff, 1 full time Finance Officer, one ICT/library assistant, 3 classroom and special needs support and groundsman. We have one Pastoral Care Worker employed for 25 hours per week for 2015.

- Public transport access: Regular bus service nearby to the school.
- Special site arrangements:
Reynella Primary School works collaboratively with the Panalatinga Cluster of schools on a range of collaborative projects including Student Voice and Australian Curriculum Moderation.

Reynella Primary School has a strong DECD Instrumental program. Currently we have 47 students accessing the program, learning a variety of instruments including bass guitar, percussion (drums), saxophone, trombone and clarinet.

2. Students (and their welfare)

- General characteristics (2016)
Our students come from predominantly English speaking families with approximately 10% from Non English Speaking Backgrounds. Eighteen per cent of our students are from School Card families.
- Student well-being programs
Most classroom teachers use a 'buddy class' system of operation. There is a strong commitment to Learning Communities where groups of similar age students are located together with 3,4 or 5 teachers fostering a strong sense of belonging to this group.
- Student support offered
Reynella Primary does not have a school counselor in 2016, however the 3 leadership members regularly counsel students when appropriate.

We also have the services of a Pastoral Care Worker. A strong special needs program supports students in a range of curriculum areas with the Deputy Principal coordinating highly competent SSOs.
- Student management
Clearly articulated and published class and yard rules with consequences in place and withdrawal areas operate when necessary. The Leadership team is committed to teachers' rights to teach and students' rights to learn and support in this area is a priority.

Social skill development via Play is the Way has a significant emphasis at our school. The aim is for students to take charge of their own behaviour and the early signs are extremely positive. Whole school agreements are in place, along with the use of Community Circles and Restorative practices.
- Student government
Student voice processes within the school include a student executive comprising Year 6/7 students that link with students from each Learning Community. Students take on a myriad of other leadership duties Front Office monitors who relieve our

SSOs at recess each day, plus there are various action teams etc. A detailed outline can be accessed via www.reynellaps.sa.edu.au

- Special programmes

All classroom teachers use a 'buddy class' system of operation. This encourages a community approach to support both in the classrooms and in the yard.

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

Our vision at Reynella is to create a learner centred ethos that focuses on high expectations for all and shared beliefs and understandings about learning.

Our mission is to develop a culture of;

- Shared goals and responsibilities
- High expectations, experimentation and risk taking
- Continuous improvement to attain high levels of competence
- Caring, celebration and humour
- High level communication, planning and organisation
- Trust, confidence, openness and support amongst staff, students and parents
- High morale and mutual respect
- Appreciation and recognition
- Collaborative decision making
- Strong shared leadership
- Collegiality

Reynella Site Improvement Plan Priorities

Our Site Improvement Plan was reviewed in 2015 and has priorities of Higher Standards of Learner Achievement of Numeracy and Literacy, Learner Engagement and Well Being and Improved Community Learning Opportunities. There is another review scheduled for 2016 to align with the DECD Strategic Directions and Vision.

Strategic Direction:

Higher Standards of Learner Achievement: Literacy and Numeracy

We will maximise each and every child's learning.

They will become successful learners, confident individuals and informed citizens.

- Higher standards of literacy and numeracy will be attained by all students.
- Sustained improvements for ATSI and SWD students in literacy and numeracy will be achieved.

Strategic Direction:

Engaging Children, Families and Communities

We will engage with children, families and the wider community in our planning and decision making.

- Children's voices are being heard and incorporated into our decision making and teaching and learning processes.
- Incidents and complaints will be managed ethically, appropriately and efficiently.
- Wider community resources outside of the school will be utilised.
- Parents and families will be directly involved in their children's learning and school experiences.

Strategic Direction:

Improved Health and Well Being

We will work with families to ensure every child has success in school.

- Interventions will be targeted to meet every child's health, learning and developmental needs.
- NEP's, ILP's and IEP's will guide our work.
- All students are recognised for their whole self rather than individual traits.
- Increase in the number of students who are developmentally 'on track'.

Pastoral Care Worker

- A Pastoral Care Worker has been appointed to work with students and families.

Child Protection Curriculum

- All teachers are trained to teach the Child Protection Curriculum. In 2009 teachers began teaching the four focus areas of 'The Right to be Safe', 'Relationships', 'Recognising and Reporting Abuse' and 'Protective Strategies'. In 2008 staff developed a two year cycle in order to cover all topics in the Child Protection Curriculum. Students are taught 2 overarching themes: 'We all have the right to be safe' and 'We can help ourselves to be safe by talking to people we trust'. This has continued in 2016.

Safe Routes to School

- Staff developed a Road Safety Policy and a 3 year plan for Reynella Primary School.
- During the community survey three focus areas were identified for our school : Crossing Procedures, Pedestrian Safety and Passenger Safety. The aim is to have all staff, students and parents use the school crossing correctly and that all students enter and exit vehicles from the kerbside as opposed to the roadside.
- All classes from Reception to Year 7 are using the Road Ready Curriculum resources and 'Way2Go' sheets for use at home.
- In 2016 the school continues to actively teach the 'Way2Go' programme with strong links with the Noarlunga Council.

Right Bite Strategy

- Food and drink have been classified according to their nutritional value into three categories: Green (choose plenty), Amber (select carefully) and Red (occasionally). Food and drinks in the red category are banned from sale in canteens.
- Teachers reinforce the strategy within classrooms by providing lessons on nutrition with a focus on healthy eating and encouraging the use of brain food snacks and drinking water throughout the day.
- Across the school we use the traffic light colours to reinforce the nutritional content of food and ensure no more than 1 “red” day per term.
- All families have received a copy of the brochure “Healthy Lunchbox Ideas” from the heart Foundation and were provided information about the Right Bite Strategy. We are hoping to achieve a 50% reduction in the amount of “red” category food brought to school in lunchboxes.
- Our canteen continues to ensure that products sold meet the Right Bite standards.
- We are increasing the use of freshly grown vegetables on the menu from the canteen.

4. Curriculum

Subject offerings:

- The 8 areas of study are taught at Reynella. Staff use the Australian Curriculum documents to inform and support their teaching. Our LOTE subject is French. There is strong support from leadership to look at curriculum delivery that is premised on skills and competencies that are based on student need.

Special needs:

- Reynella Primary offers a wide range of support to identified students in R-7. The nature and amount of support is currently co-ordinated by our Deputy Principal under our Student Needs Access Programmes umbrella.
Special Education – N.E.P. students are supported by S.S.O.s
Literacy & Numeracy – SSO’s supports students learning as identified through Literacy and Numeracy Assessments.
Early Intervention – identified early childhood students are supported in literacy by S.S.Os.
L.A.P. – a learning assistance programme operates to support other students who require extra help with learning areas or social development.
Fun and Games – an S.S.O. runs co-ordination programmes for identified Early Childhood students.
HAP – High Achievers Program – via an SSO, we support those students who demonstrate extra achievement in literacy and numeracy.

Strategies and Programs include;

- Reading Recovery Levels data is used to identify students who have not met our reading targets. This information is then used as one of the identifiers of students needing Early Years Literacy Intervention and S.T.A.R.S. support.
- The Early Years Literacy Intervention Program involves students below the appropriate reading targets receiving literacy support.
- Year 2-7 Students Targeted as At Risk in literacy are also supported in small groups.
- The school is developing a whole school approach to the teaching of literacy including the use of RPS's spelling scope and sequence.
- Reading
 - Provide ongoing professional development in the area of reading.
 - Appointment of an Early Years Reading Support Teacher.
 - Following with Stephen Graham model reading practices for R-7
- Comprehensive Writing Genre Rubrics have been developed and are used from R-7.
- Implementing the Australian Curriculum, including unpacking the proficiency strands

Special curriculum features:

- Specialist teachers provide N.I.T. in the following curriculum areas:-
 - French R-7* – 2 part time teachers work in their own LOTE room.
 - Physical Education*: - Specialist Physical Education teacher provides instruction across all R-7 classrooms.
 - Performing Arts R-7* – specialist teacher provides instruction in well-equipped room.
 - Resource Based Learning* – One part time librarian plans and works with all classes in our well equipped library. The Learning Resource Centre has been restructured and refurbished to improve access for all. An SSO is deployed to work in this area in addition to the Library / ICT technician.

Teaching methodology:

- There are a wide range of methodologies at Reynella. All staff aim at providing an inclusive student centred program with students having the opportunity to learn with other teachers within learning communities. Providing high levels of Information and Communication Technology for staff and students is a priority at Reynella.

Student assessment procedures and reporting

- Formal Reports are sent home at the end of second and fourth terms. An acquaintance evening is held early in Term 1 with parent/teacher interviews held towards the end of Term 1 and early in Term 3. An increasing number of staff engage in student centred and run conferences.

Play Is The Way

- Along with the Program Achieve keys of confidence, persistence, getting along, organisation and resilience that are being actively taught and reinforced to all students, we are embedding 'Play Is The Way' which is a whole school social skills development programme.

- The whole school operates using the following five agreements;

Attentive Listening - We will always listen with our eyes, ears and hearts.

Mutual Respect – We always show respect for others and property.

Safety – We will always think of safety first.

Personal Best – We will always achieve the best we possibly can.

Appreciation and Acknowledgement – We will always talk kindly to each other and acknowledge what others do for us.

The **Golden Rule** is: Treat others as you would like them to treat you.
Manners and agreed language is part of the program.

More information can be sourced on www.thegamefactory.com.au

- The role of the Student Representative Council will be further enhanced in 2016. Our active Student Voice R-7 uses a structure that promotes involvement and true decision making.

5. Sporting Activities

- Reynella Primary has many teams in after hours sport. Students participate in Netball, Softball, Soccer, Basketball, Australian Rules Football and Cricket and Volleyball. These sports run across the age groups. Many of our students participate in, and are successful in SAPSASA activities.

6. Other Co-Curricular Activities

- Music and choir are popular, well supported and an important part of our school. A junior year 4/5, a year 4/5/6 boys and senior year 6/7 choir are trained once a week. An end of year musical family activity is well received by our community. Our Reynella students regularly perform in the S.A. Festival of Music. Instrumental music is strong at Reynella Primary School as is our developing band.

7. Staff (and their welfare)

- Staff profile
Stable staff, most have been at Reynella between 3 and 10 years.
- Leadership structure
A collaborative leadership team exists and is imperative for the effective management of the school. It currently consists of Principal, Deputy and Senior Leader.
- Staff support systems
Teaching and learning teams (learning communities) allow for planning, teaching and support purposes.

- Performance Management

The Principal, Deputy and Senior Leader work with designated teaching and SSO staff to provide support in areas concerned with professional development. Learning Communities develop, implement and report on action plans aligned with site priorities and have a significant impact on personal, learning community and whole staff accountability around improving student learning outcomes.

- Staff utilisation policies

A hard working team of SSOs support Reynella Primary. A full time school secretary and finance officer manage the administration tasks of the school. Five part time SSOs support class programmes, library, technology and special programmes. A groundsman maintains our large grounds.

- Access to special staff

Regularly supported by Guidance Officer, Speech Pathologist and visiting Special Education staff. DECD Instrumental Music teaching occurs for those students who wish to access the Program. In 2016 approximately 47 students learn an instrument and DECD Instrumental teachers provide weekly lessons and band practice.

8. School Facilities

Buildings and grounds

A relatively new school of 26 years, mainly brick buildings, some transportables on attractively landscaped undulating grounds. Eight new classrooms have been built during 2010 to accommodate students. These have a high level of technology, including laptops, interactive whiteboards and a "learning street" that all students from those classrooms can access. In addition to this a Covered Outdoor Learning Area (32m X 18m) has been constructed to assist with all weather sporting and fitness activities for all students R-7. All rooms have recently been painted and new vinyl throughout.

Acoustic Qualities

All Classrooms have acoustic ceilings and the Resource Centre has an acoustic ceiling to accommodate students with hearing/voice concerns. We are the only school to have all classrooms meet such stringent acoustic benchmarks for all students.

Heating and cooling

New reverse cycle air conditioning service all rooms.

Specialist facilities and equipment

Modern classrooms with wet areas are in groups of 4 each with a withdrawal room, enclosed corridors and covered walkways linking buildings. Specialist teaching areas include Physical Education, Two LOTE teaching areas, a Music Room, a large central AmLib facilitated Library, Computer room, air-conditioned Activity Hall and courtyard/amphitheatre.

An enclosed building has been erected to assist OSHC with their program

The school has extensive ICT infrastructure including full wireless coverage and interactive white boards in all classrooms. All computers throughout the school are no older than 5 years. Each classroom has both hard wired and wireless facilities.

Students have access to both Apple Mac and PC computers. Recently teachers have introduced iPads into their work. An advisory team representative of R-7 meets regularly to determine a proposal for our future IT needs and directions.

Student facilities

Oval, soccer pitch, junior and senior primary play equipment, sealed netball and basketball courts, enclosed garden bed area, indoor basketball equipment in the Activity Hall. The installation of 7 fitness stations at the end of 2004 and the Covered Outdoor Learning Area in 2010 has greatly enhanced the student play areas. Play and fitness equipment is quite extensive and sections are under cover, making them safe on days of high UV readings. The Canteen is a 'Healthy Canteen', selling only approved items from the Healthy Stop Light Programme. No 'Red' foods are sold to students or staff. A cook is employed to provide a limited range of freshly prepared/cooked foods for students.

2015 saw the establishment of our Nature Play Area: Stage 1. This involved the Student Representative Council in providing feedback to assist with decision making. Stage 2 is scheduled to be built in 2016.

We have a large garden area that boasts many healthy foods. This supports our Healthy Eating Policy and each class is responsible for managing a specific garden area. Combined with that is a collaborative effort with the Adelaide Zoo, where special Bamboo is being grown for Wang Wang and Funi.

Staff facilities

Large staffroom with adjoining courtyard and annexe (for preparation and meetings) staff workroom (copying and aid preparation), I.B.M. compatible computers available for staff use with an increasing number of Mac units available. All classes have interactive whiteboards. High speed photocopiers have been updated in for staff and SSO's to use.

Access for students and staff with disabilities

Gently sloping paving and wooden ramps allow wheelchair access to every teaching and learning area. Disabled toilets and car park provided.

Access to bus transport

Regular public bus transport services can be accessed near to the school with additional services on the South Road. The school regularly contracts to use public buses for excursions. They stop directly outside of the school.

9. School Operations

Decision making structures

- Governing Council operates three Branches as part of the Decision Making structure. These are the Business Branch which manages the Canteen and OSHC. Programs and Planning Branch which focuses on curriculum and Finance Branch which manages the financial governance of the school. Decisions are approved by Governing Council who also employ the Canteen Manageress, a cook and the OSHC Director and staff.

Staff are encouraged to have decision by consensus if possible. It is an expectation that where possible, all information relevant to a forthcoming decision for staff is given to all staff at least 2 weeks in advance of a decision being made.

Regular publications

- A fortnightly school newsletter 'The Grapevine' is circulated to the parent body. Yearly parent information booklets are provided. A weekly printed bulletin with student and staff section is published on Mondays for all staff. The Grapevine is published at our school website, www.reynellaps.sa.edu.au, emailed to families and for those who request, it is printed as a hard copy.

Other communication

- Yearly, termly, weekly and daily planners are provided in staffroom. A community notice board is used regularly within the school. An SMS (short messaging service) operates to facilitate important information reaching parents. A Google Calendar is attached to our website for parents to access. This is updated regularly.

School financial position

- The school has maintained an excellent financial position allowing for ongoing improvements to the school and ensuring that students have the best possible resources to use.

Special funding

- Federal funding was received for a full time Numeracy Coach to work with staff at the school.
- 2010 - \$200,000 funded under the National School Pride for refurbishment of learning areas.
- 2010 - \$3,000,000 Building Revolution funding for major works – 8 classrooms and a covered outdoor learning area.
- 2010 - A solar grant enabled the replacement of lights with energy efficient T5 lighting in a large section of the school.
- In 2012 - 2016 funding has been received to support the role of a Specialist Reading Support Teacher for the Early Years.

10. Local Community

General characteristics

- Reynella Primary School is in the centre of a housing estate 'Carews Fields' which is built on former vineyards of Hardys Winery. The community is predominantly English speaking. Many families live in the 'Old Reynella' sub division. Many of our families are first home buyers who suffer hardship of repayments and employment changes and termination. The nature of our families ranges from conventional 2 parent families to blended families to single parent families.

Parent and community involvement

- We have a strong, supportive Governing Council. The Governing Council structure at Reynella Primary School is unique and involves a Governing Council and branch meetings each term. The branches are: Governing Council Business, Finance,

Programme and Planning. Parents regularly support classrooms, canteen and library and uniforms.

Feeder or destination schools

- Students mostly come to us from Mary ByWaters Kindergarten, though we also get a number from other Kindergartens near to the Reynella area. An increasing number of students are transferring in from other schools. Our Year 7 students mostly transition to Reynella East High School and Wirreanda High School. A small number transition to Brighton High School, Mitcham Girls High School, Christies Beach High School, Urrbrae Agricultural High School and Woodcroft College.

Other local care and educational facilities

- Reynella Community Child Care Centre is adjacent to the school. Reynella Primary has 3 surrounding state secondary schools – Reynella East, Christies Beach and Wirreanda High Schools as well as nearby Woodcroft College.

Commercial/industrial and shopping facilities

- There are many commercial and shopping facilities near Carews Fields Estate.

Other local facilities

- As provided in most metropolitan council areas. Our school is in the City of Onkaparinga.

Availability of staff housing

- Both private rental as well as homes for sale in the immediate area.

Accessibility

- Reynella Primary is easily accessed by public bus transport. Easily accessed by car along South Road or the Southern Expressway.

Local Government body

- City of Onkaparinga – phone no. is 8384 0666.

11. Further Comments

- Reynella Primary School has a rich and long history. In fact research shows that it is the second oldest still operating Primary School in our state. Reynella Primary School first opened on the 4th May 1858 in Peach Street Old Reynella.

The original school house and Headmaster's house with an underground well between them still stand as a renovated and inhabited home today. Reynella Primary moved to its second and larger location on Old South Road at Old Reynella in 1902 and the original second school building still remains as a renovated Medical Centre today.

The school continued to grow and moved again to our current site in Carew Fields in 1990. Our school stands on land that was owned by Carew Reynell, son of a well known local family. The land was originally used for grape growing.