



SCHOOL CONTEXT STATEMENT

Updated:

School number: 0379

School name: REYNELLA PRIMARY SCHOOL

School Profile:

Reynella Primary School is a state co-educational school located 22km south of the Adelaide CBD. Approximately 22% of our students are school cardholders and we currently have 548 students.

Our school operates in a happy, collaborative educational setting where our students play an active role in their own learning. We offer a rich and safe learning environment that supports all students to be successful in learning and life; powerful lifelong learners and active and informed citizens. We have an enduring focus on developing the essential skills of Literacy and Numeracy and support our students to be problem solvers who can think creatively and critically as well as resourceful users of learning technologies. We explicitly teach our students about thinking and learning through our Mindsets for Learning: Resilience, Reflection, Focus, Responsibility and Collaboration.

Our whole school agreements of: Attentive Listening, Mutual Respect, Safety, Personal Best and Appreciation and Acknowledgement underpin our positive approach to developing citizenship across our school community so all students can learn in a safe environment that is valued by all. We actively encourage responsible student behaviour that protects the rights of students, teachers and support staff.

At Reynella Primary school, we believe it is crucial to provide opportunities for students to influence the learning in and beyond the classroom and create a culture where everyone inspires and encourages each other's learning. We have four Student Action Teams: Environment, Communication, Citizenship and STEM, that meet regularly to contribute to many aspects of school life. An Executive Student Leadership Team, made up of senior student representatives from each action team, oversees all teams and reports to Governing Council and staff.

Community and parent involvement is actively encouraged and together we aim to achieve the goal of enhancing students' learning and development.

1. General information

- School Principal name: Michele Russell
- Deputy Principal's name: Matt Simmons
- Senior Leader's name: Fiona Brown
- Year of opening: 1858 (original school), 1990 (current site)
- Postal Address: 55-63 Concord Drive, Old Reynella, 5161
- Location Address: 55-63 Concord Drive, Old Reynella, 5161
- DECD Region: Panalatinga
- Geographical location: 22 km from GPO
- Telephone number: 08 83811493
- Fax Number: 8322 2939
- School website address: <http://www.reynellaps.sa.edu.au/>
- School e-mail address: dl.0379info@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: YMCA runs our OSHC which is available from 6.30am – 6.30pm each day. Vaccare is also available.
- February FTE student enrolment:

Primary	2014	2015	2016	2017	2018	2019
Reception	54	57	83	64	75	89
Year 1	48	55	62	77	68	72
Year 2	61	49	58	64	80	71
Year 3	58	59	51	56	69	78
Year 4	50	54	57	47	60	68
Year 5	64	48	52	54	52	63
Year 6	44	55	46	55	58	48
Year 7	54	38	54	44	51	53

TOTAL	433	415	463	461	513	542
School Card Percentage	21%	20%	18%	15%	25%	22%
NESB enrolment	15	20	26	31	33	33
Aboriginal enrolment	5	11	9	11	16	19

- Student enrolment trends: Enrolments are steadily increasing but there is an expected dip in 2022 when year 7s will transition to high school.
- Staffing numbers (as at February census):

Leadership	1.0 Principal (A5), 1.0 Deputy principal (B3), 1.0 Senior Leader (B2)		
Teaching staff	26.6 F.T.E., including Performing Arts Teacher 0.8, PE teachers 1.4, French teachers 1.4 and librarian 0.6		
School Support Officers	SSO 1 x 3 2 x 23 hours curriculum support 1 x 28 hours curriculum support	SSO 2 x 4 Admin Officer 37.5 Finance Officer 37.5 IT technician 21 Curriculum support 32.5	SSO 3 Business Manager 37.5
Pastoral Care Worker	18 hours per week		

- Public transport access: Regular bus service nearby to the school.
- Special site arrangements: Reynella Primary School works collaboratively with the Panalatinga Partnership of schools on a range of collaborative projects including Literacy and Numeracy. We are currently work with Morphet Vale East and Reynella East College on tri-school moderation. Reynella Primary School has a strong Department for Education 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

The school population includes 3% of Aboriginal students, 4.6% of students with a verified disability, 25% of families eligible for school card assistance, 1% of students of EALD background, 7 students with verified challenging behaviours (funded), and 8 students in care.
- Student well-being programs

Our current focus is on building kindness and empathy in our students across our site. These efforts are acknowledged through a Tree of Kindness mural in our school library that students help 'grow'. We currently have a Pastoral Care Worker who works at our school 18 hours per week. Her role is to 'care' for students and their families, particularly when they are experiencing difficulties such as: family disfunction, illness, death, separation and bullying.

We are also allocated a Child Wellbeing practitioner who liaises with the principal and PCW to support students and families involved in DCP.
- Student support offered

In addition to curriculum support we have a Pastoral Care Worker 3 and ½ days a week who supports students and families.

In-School Psychology operates on the school site to enable our students to access support for a range of mental health concerns. In-School Psychology provides psychological services to children, adolescents and their families. The psychologists as In-School Psychology are experts in child and adolescent psychology and are professionals dedicated to providing outstanding and comprehensive services to assist children and adolescents, their families and their schools.
- Student management

Reynella Primary School has a Student Behaviour Education policy that clearly articulates the expectations of behaviour and consequences.

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

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 make positive choices that benefit everybody. Whole school agreements are in place, along with the use of Community Circles and Restorative practices.

Several students are supported by the Department for Education’s Behaviour Coach and our school uses the ‘Zones of Regulation’ to support them to regulate their emotions and behaviour.

- Student Agency

At Reynella Primary School, student agency is built through our enduring focus on Creating Cultures of Thinking. We believe learning is a consequence of thinking. Therefore, our teachers aim to design learning opportunities that stimulate deep, critical and creative thinking, inviting students to influence their learning in authentic and relevant ways. The benefits to this practice are thoroughly evidenced across the globe. By fostering the skills and dispositions necessary for rigorous, independent thinking, students are equipped to become passionate, life-long learners.

Our student voices are heard and acknowledged through our Student Action Teams; Communication Action Team, STEM Action Team, Environmental Action Team and Citizenship Action Team. Each team is facilitated by a member of the Leadership Team

- Special programmes

Our school has clearly articulated expected Learning Behaviours through our development of Mindset for Learning: *Resilience, Collaboration, Reflection, Focus and Responsibility*. These are reinforced with a Mindset Morning Team held twice a term where students are identified by their class teacher as a ‘Mindset Champion’ and share in a morning tea.

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

Our school’s vision is to “*Building a culture of thinking within our learning community to develop successful learners, people and citizens.*”

Our goals are to:

- Increase the number of primary students achieving and being retained in the higher bands in Reading
- Increase the number of primary students achieving in higher bands in Numeracy
- Increase the number of students achieving SEA in Writing

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
- Recent key outcomes:
 - Reading is an area of strength for the school.
 - Evidence of increased student agency in student perception data
 - Evidence in perception data of higher expectations and challenge in student learning.
 - Data literacy is improved.

4. Curriculum

- Subject offerings: The 8 Learning Areas are taught at Reynella. Staff use the Australian Curriculum documents to inform and support their teaching.

The Learning Areas are:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- The Arts
- Technologies
- Health and Physical Education
- Languages

Learning Technologies

- Special needs:
Many students within our school are supported through our IESP budget. Students identified with a disability are on a Negotiated Education Plan and students who fall in the bottom 25% in literacy are able to access a rigorous intervention program: MiniLit (year 1&2) and MacQLit (years, 3-5).
- 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 rooms. Each student receives 2 x 45 minute lessons per week.
 - Physical Education: 2 specialist Physical Education teachers provide instruction across all R-7 classrooms; 2 x 45 minute lessons per weeks.
 - Performing Arts R-7 – specialist teacher provides instruction in Music and Drama; 1 x 45 minute lesson per week.
 - 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.
 - LAP – Learning Assistance Program: We have many trained volunteers who support students who are in need of a little extra care and have been identified by their teachers.
- Teaching methodology:
The focus for the school over the last two years has been to be more transparent and build our capacity to work collaboratively to improve student learning. We challenged the status quo to identify what we keep doing, stop doing and start doing. Teachers regularly collaborate to support teaching and learning. All teachers are involved in:
 - Professional Learning Teams: PLTs were established in 2017. They are timetabled to occur 3 times a term and the focus is directly connected to our SIP. Their purpose is for teachers to take ownership of their own

learning and share and build on the experts within our site. This has also included visits to other sites and classroom observations. These teams are comprised of teachers from different year levels.

- Tri-school moderation with Reynella East College and Morphett Vale East PS
- Learning Communities: Learning Communities are year level teams. They meet twice a term to track, monitor and moderate progress through the collection of work samples. At the beginning of the year PATM and/or PATR data is analysed through a 'sieve' process to identify which level of intervention they require against the Wave Intervention model.

- 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 led conferences.

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 school band. The school has a 'Share the Music' event each year which is an opportunity for all the elements of Performing Arts are shared with the community.

7. Staff (and their welfare)

- Staff profile
We currently have a stable staff with a mix of younger and more experienced teachers and staff.
- Leadership structure
A collaborative leadership team exists and is imperative for the effective management of the school. It currently consists of a Principal, Deputy Principal and SeniorLeader.

- **Staff support systems**
Staff have built up a strong culture of collaboration and most teachers plan and teach with a partner. NIT is prioritised for teachers working together so they can be released. Collaboration is expected and teachers work in both Professional Learning Teams and Learning Communities as well as representing their cohort on different committees, including: WHS, Teaching and Learning, Wellbeing, Social, Environment, Sports and Learning Technologies
- **Performance Management**
The school has an updated Performance Management policy in line with the Department for Education’s guidelines. This included formal meetings three times a year and regular Learning Walks.
- **Staff utilisation policies**
A hard working team of SSOs support Reynella Primary. A full time school Business Manager, 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**
We have access to a Speech Pathologist, Behaviour Coach, Educational Psychologist, Attendance Officer and Special Educator who meet each term to for our SRT (Student Review Team).

9. School Facilities

- **Buildings and grounds**
A relatively new school of 29 years, all brick buildings, some transportables on attractively landscaped undulating grounds. Eight new classrooms have been built during 2010 to accomodate 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. Our Administration building underwent renovations in 2018.
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**
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 wirelss facilities. 2016 School Context Statement 16 Dec 2014.doc014 © Department of Education andChildren’s Development Page 10 Students have acces 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. Stage 2 was completed in 2016.

- Staff facilities

Large staffroom with recently upgraded 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 as well as showering facilities in the Hall.

- 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.

10. School Operations

- Decision making structures
Governing Council operates three Branches as part of the Decision Making structure. These are the Governing Council, Finance Advisory Branch which oversees the Canteen and the financial governance of the school. Community Connect Branch which focuses on curriculum and community. Decisions are approved by Governing Council who also employ the Canteen Manager and Assistant Manager.
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 as per the Decision Making Policy.
All staff are issued a staff folder at the beginning of the year which has all policies and procedures within.
- Regular publications
A fortnightly school newsletter 'The Grapevine' is circulated to the parent body through Skoolbag. Yearly parent information booklets are provided. A weekly bulletin with student and staff section is emailed on Sundays 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.
Our school has a School Blog and each class has it's own Class Blog that teachers and students are expected to contribute to weekly
- Other communication
Yearly 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. Skoolbag is regularly used to communicate with families as all notices of events are posted on there
- 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.

11. 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. Parents regularly support in classrooms, the canteen and library. In addition we have a very strong LAP program

- Feeder or destination schools

Students mostly come to us from Mary ByWaters and Reynella Kindergartens, although we also get a number from other Kindergartens near 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. There are several private schools close by including Woodcroft College, Prescott College, Southern Vales Christian College and Sunrise Christian School.

- Commercial/industrial and shopping facilities

There are many commercial and shopping facilities near Carews Fields Estate, including Southgate Plaza

- 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

12. 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.