



# 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 24% of our students are school cardholders; we are a category 5 level of disadvantage and currently have 568 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, 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 five Student Action Teams: Environment, Communication, Citizenship, Wellbeing and STEM, that meet regularly to contribute to many aspects of school life.

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: Sarah Bradbury
- Senior Leader; STEM: Matt Simmons
- Student Wellbeing Leader: 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](mailto: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:

<b>Primary</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Reception	64	75	89	73	90
Year 1	77	68	72	88	75
Year 2	64	80	71	62	85
Year 3	56	69	78	66	73
Year 4	47	60	68	75	65
Year 5	54	52	63	62	75
Year 6	55	58	48	58	60

Year 7	44	51	53	48	38
<b>TOTAL</b>	<b>461</b>	<b>513</b>	<b>542</b>	<b>532</b>	<b>561</b>
School Card Percentage	20%	18%	15%	25%	24%
NESB enrolment	6.72%	5.79%	6.57%	5.78%	4.82%
Aboriginal enrolment	2.17%	3.09%	3.47%	2.8%	2.68%
Students with Disabilities	4.12%	4.25%	6.2%	5.78%	5.36%

- 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) 1.0 (Student Wellbeing Leader)		
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 1 1 x 23 hours curriculum support AEW 30 hours per week	SSO 2 x 6 Admin Officer 37.5 Finance Officer 37.5 IT technician 21 Curriculum support 32.5	SSO 3 Business Manager 37.5
Pastoral Care Worker	20 hours per week		

- Public transport access: Regular bus runs regularly very close to the school including the interchange which is a 5 minute walk away.
- Special site arrangements: Reynella Primary School works closely with the Panalatinga Partnership of schools on a range of collaborative projects including Literacy and Numeracy. We currently work with Morphett Vale East on bi-school moderation. Reynella Primary School has a strong Department for Education Instrumental Program. Currently we have 27 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, 24% of families eligible for school card assistance, 2% of students of EALD background, 7 students with verified challenging behaviours (funded), and 14 students in care.

- *Student wellbeing programs*

We have a 0.8 Student Wellbeing Leader who works alongside the school's Pastoral Care Worker (PCW). They work in partnership with students, parents and carers, educators and the wider community to promote and safeguard student wellbeing and optimise learning. They are responsible for:

- encouraging attendance, positive engagement and behaviour and learning at school
- educating and coaching students to manage relationships with peers, teachers and families (*What's the Buzz* Social Skills Program)
- crisis responses
- brief intervention and referral to professional services.

Our current focus is on building kindness and empathy in our students across our site. These efforts are acknowledged through a Tree of Gratitude mural in our school library that students help 'grow with gratitude'. We currently have a Pastoral Care Worker who works at our school 20 hours per week. Her role is to 'care' for students and their families, particularly when they are experiencing difficulties such as: family dysfunction, 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 and intervention*

Reynella Primary School implements 'waves' of intervention, which is targeted to individual student needs. Students are identified using data informed practices and their growth is closely monitored, being responsive as necessary, utilising the support of Department for Education Support Services when appropriate and collaborating with private providers.

We offer a number of 'Wave 2' additional targeted interventions for small groups, and also 'Wave 3' intensive and highly personalised, individual support to those students who meet the Department of Education Inclusive Education Support Program eligibility criteria. We place emphasis on students not being removed from their classrooms, or learning programs, and support being aligned to student One Plan goals based on best practices in intervention.

Wave 2 Interventions include:

- MiniLit and MacqLit Reading Intervention
- Junior Primary Intensive Phonics Program
- Fun Club – Gross Motor, Balance and Coordination Skills
- Learning Assistance Program (LAP)
- *What's the Buzz* Social Skills Program

*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](http://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, Wellbeing Action Team and Citizenship Action Team. Each team is facilitated by a member of the Leadership Team, except for the Environmental team who is supported by a staff member and our Groundsperson.

- *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.

Reynella Primary School promotes a cross-curriculum approach to learning where Science, Technology and Mathematics are embedded in authentic project-based learning. Our 'Solution Cycle' encourages students to engage in problem-based scenarios using a universal 'design thinking' approach. This learning is supported and enriched by our new purpose-built STEM space, The Mae Jemison Mind Hub.

All classroom teachers use a 'buddy class' system of operation which means older students have the opportunity to work with younger students. 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 and whole school agreements in the teaching of Reading have been developed.
    - Evidence of increased student agency in student perception data
    - Evidence in perception data of higher expectations and challenge in student learning.
    - Writing is an area of strength as all classes utilise the VCOP – BigWrite/Bigtalk approach.

## 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 (HASS)
  - The Arts
  - Technologies
  - Health and Physical Education
  - Languages (French)
- **Special needs:**

Many students within our school are supported through our Inclusive Education Support Program (IESP) budget. Students identified with a disability have a One Plan; an online personalised learning plan that supports a child's inclusion and achievement. It is a working document that is reviewed each term, and is developed in partnership with families, the child, school staff and relevant personnel. Students who require additional support with their learning are identified through learning data and have access to the targeted and intensive Wave 2 programs we have on offer at the school. Students who require substantial additional support and meet the Inclusive Education Support Program eligibility criteria access targeted, intensive individual support from our Support Team, aligned to their One Plan goals.

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.
- **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 expertise within our site. This has

also included visits to other sites and classroom observations. These teams are comprised of teachers from different year levels.

- Bi-school moderation with 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. 2021 has seen the introduction of a new Learning Achievement and Progress System, advancing our capacity to analyse and respond to student achievement data while narrowing our focus on progress.
- 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.
- Joint programmes: There is a high level of collaboration within the Panalatinga Partnership. Our school regularly meets with teachers from Morphett Vale East Primary School. There is a Primary Principal's PLC that meets twice a term.

## 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. Our Junior and Senior Choirs practice once a week and perform regularly at Assemblies and other events, including the Primary Schools' Festival of Music in Term 3 and the Southern Music Festival in Term 4. Instrumental music is strong at Reynella Primary School as is our school band. Year 3 and 4 students are able to learn the recorder that can lead to learning an instrument through the Department Instrumental Music Program in Years 5 and 6. The school has a '*Share the Arts*' event each year in Term 3, which is an opportunity for all of the elements of Performing and Visual Arts to be shared with the community. An end of year musical family activity is well received by our 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. 21 teachers and 4 leadership full time, 3 teachers at 0.8, 4 teachers 0.6, 1 at 0.4 and 3 at 0.2. We currently have two permanent staff members on maternity leave.
- Leadership structure. A high functioning and collaborative leadership team exists and is a critical factor in the successful management of the school. It currently consists of a Principal, Deputy Principal, Senior Leader and Student Wellbeing Leader who meet weekly with the Business Manager to form the Leadership Team.
- 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 at the same time. 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 where leadership provide feedback to teachers.
- Staff utilisation policies. A hard working team of SSOs support Reynella Primary. A full time Business Manager, Secretary and Finance Officer manage the administration tasks of the school. Six part time SSOs support class programmes, library, technology and special programmes. We have an ACEO for 30 hours per week who supports our ATSI students. A groundsman maintains our large grounds.
- Access to special staff. Through Support Services, we have access to a Speech Pathologist, Behaviour Coach, Educational, Psychologist, Attendance Officer and Special Educator who meet each term as part of our SRT (Student Review Team). The Deputy Principal manages student support and liaises with outside private providers, often funded through NDIS, to support students on site.

## 9. School Facilities

- *Buildings and grounds*

A relatively new school of 29 years, all brick buildings with some transportables on attractively landscaped undulating grounds. The names of these buildings are all significant to the local area: Reynell, Carew, Morphett and Kaurna. Eight new classrooms were built during 2010 to accommodate students; referred to as *Billabong*. These have a high level of technology, including laptops, interactive televisions and a “learning street” that all students from those classrooms can access. In addition to this, a Covered Outdoor Learning Area (32m X 18m) was constructed to assist with all

weather sporting and fitness activities for all students R-7. All rooms were recently been painted, and new floor coverings laid, except for Billabong. Our Administration building underwent significant renovations in 2018. The internal walls in Billabong were refurbished in 2021.

- All Classrooms have acoustic ceilings and sound field systems, including the Resource Centre, to accommodate students with hearing/voice concerns. We are one of the only schools to have all classrooms meet such stringent acoustic benchmarks.

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 (Hall), Two French teaching areas, a Music Room, a large central AmLib facilitated Library, Computer room, and airconditioned Activity Hall, recently constructed STEM space: The Mae Jamieson Mind Hub and a courtyard and amphitheatre. An enclosed building was erected to assist OSHC with their program. Students and teachers have access to wireless devices throughout the school. Each classroom is equipped with an interactive TV and learning technologies are embedded in the curriculum with a ratio of 1 device between 2 students throughout the school. Junior primary classes are equipped with Apple iPads and Primary classes use ChromeBooks to access the full Google for Education Suite.

- 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. Canteen staff cook in order to provide a limited range of freshly prepared/cooked foods for students. There is a Canteen manager and assistant manager. Our canteen currently services Prescott College and Reynella South School.
- 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 meeting. There is a staff workroom (copying and resource preparation area), and staff can access 3 photocopiers wirelessly (admin, library and Billabong)

- 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 that oversees the Canteen and the financial governance of the school. Community Connect Branch that focuses on curriculum and community. Governing Council who also employ the Canteen Manager and Assistant Manager approve decisions.

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 have access to Google Drive to access all information relating to school operations, including:

- |   |                           |
|---|---------------------------|
| ○ Ancillary Team                            | ○ Cold Write              |
| ○ Continuity of Learning                    | ○ Data                    |
| ○ Environmental                             | ○ Forms                   |
| ○ I Can Statements                          | ○ Leadership              |
| ○ Learning Communities                      | ○ Moderations             |
| ○ Professional Learning Teams               | ○ Policies and Procedures |
| ○ Staff Information                         | ○ Staff Meetings          |
| ○ STEM                                      | ○ Student Action Teams    |
| ○ Student Feedback                          | ○ Students of Concern     |
| ○ Students with Disabilities & Intervention | ○ Timetables              |

Regular publications:

- Our school newsletter 'The Grapevine' is circulated to the parent body in weeks 2, 5 & 10 of term 1, weeks 2 & 5 of terms 2 and 3 and 2, 5 & 9 of term 4. This is distributed through Skoolbag. The Grapevine is published at our school website, [www.reynellaps.sa.edu.au](http://www.reynellaps.sa.edu.au) and available to be printed on request. In term 4 the Communication Action team publish a 'Student Grapevine' which is a reflection on the year.

All letters and communications are sent home via Skoolbag and parents are encouraged to download the app. An SMS (short messaging service) operates to facilitate important information that needs to reach parents, including following up on absences.

Our school has a school Facebook page that classes contribute to regularly to share learning stories with our community.

- A weekly Bulletin, with student and staff sections, is emailed to all staff on Sunday morning and stored centrally. Teachers share the Student section with their classes at the beginning of the week. If teachers would like to put something in the Bulletin, they are required to email the Finance Officer before the end of the school day on Friday.

Our school currently has a school blog that staff use for the 'digital daybook' that is added to and checked daily by all staff.

- 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 and optimise learning.

## 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' subdivision. Many of our families are first homebuyers who suffer hardship of repayments and employment changes and termination. The nature of our families ranges from conventional two parent families to blended families to single parent families. Our student cohort has become more complex over time.
- 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 College and Wirreanda Secondary School. A small number transition to Brighton High School, Mitcham Girls High School, Christies Beach High School, Urrbrae Agricultural High School, Cardijn College 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 College, Christies Beach and Wirreanda Secondary 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.

### Accessibility

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

## 12. Further Comments

Reynella Primary School has a rich and long history as it is the second oldest still operating Primary School in South Australia. Reynella Primary School first opened on the 4th May 1858 in Peach Street Old Reynella. The original schoolhouse 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 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.