



SCHOOL CONTEXT STATEMENT Updated: March 2023

School number: 1044

Preschool number: 1615

School name: Reynella South Primary School and Preschool

School Profile:

At Reynella South School, we are dedicated to providing positive learning experiences for all students from preschool to year six. Our inclusive and supportive education program fosters the development of successful learners, people, and citizens, while enhancing strengths and lifelong skills.

Our ultimate goal is to cultivate a nurturing community of active learners that values connections, involvement, and collaborative efforts to enable all students to reach their full potential and make meaningful contributions to their community. To achieve this, we are committed to delivering high-quality learning, teaching, leadership, care, and student services tailored to meet the needs of our local community, while constantly striving for improvement.

The school upholds the fundamental principles or you could say values of learning, care, and respect, which are fortified by prioritizing the learner dispositions of resilience, reflectiveness, resourcefulness, and social awareness. As a cohesive school community, we place immense importance on and actively promote meaningful learning that transcends the confines of the school, ensuring that it has a lasting impact in the present and future.

Our curriculum offers a range of specialist learning areas, including Indonesian, Performing Arts, Physical Education, and Technologies. We also provide a variety of extracurricular opportunities such as sport, choir, recorder group, rock band, and Children's University to enhance our students' learning experiences.

We take great pride in our Reynella South School community, which includes dedicated staff, outstanding students, and supportive parents who share our vision for educational excellence.

1. General information

- School Principal name: Tammy Riley
- Deputy Principal's name: Tara Augustin
- Student Wellbeing Leader's name: Caitlin McClay
- Year of opening:
- Postal Address: 119-135 Sherriffs Road, Reynella SA 5161
- Location Address: 119-135 Sherriffs Road, Reynella SA 5161
- DFE Portfolio/Partnership: Noarlunga 2/Panalatinga
- Geographical location – ie road distance from GPO (km): 23
- Telephone number: (08) 8381 1407
- Fax Number: (08) 8381 4932
- School website address: <https://rss.sa.edu.au/>
- School e-mail address: dl.1044.info@schools.sa.edu.au
- Out of School Hours Care (OSHC) service: Reynella South Primary School OSHC/Vacation Care
- February FTE student enrolment:

Calendar Year	Enrolments	School Card (%)	NESB (%)	ATSI (%)	SWD (%)
2023	162	43	8.64	4.94	9.26
2022	147	44	8.78	8.78	9.46
2021	158	44	7.59	5.70	8.86
2020	162	40	9.88	4.94	8.02
2019	178	40	12.36	2.81	6.18

- Student enrolment trends: Enrolment numbers have been relatively stable over recent years.
- Staffing numbers (as at February census):
 - 3 leaders
 - Principal (A3)
 - Deputy Principal (B2)
 - Student Wellbeing Leader (B1)
 - 12 Teachers (10.3 FTE equivalent with a mix of fulltime, part-time, permanent and contract) including:

- Aboriginal Education (0.2)
- Autism Inclusion (0.1)
- EALD (0.1)
- 11 School Services Officers
 - Finance Officer (37.5 hours per week)
 - Administration Officer (52.5 hours per week)
 - Classroom Support Officer (154.75 hours per week)
- 1 Pastoral Care Worker
- 1 ACEO (5 hours per week)
- 1 Grounds Person (15 hours per week)
- 1 OSHC Director
- Public transport access: Access to public transport is available and convenient through bus services on both Sherriffs Road and South Road. It is noted that many of our families walk or ride to school as we are local school option for local families.
- Special site arrangements: Our site incorporates a school-based preschool.

2. Students (and their welfare)

- General characteristics
 - The school population includes 4% Aboriginal students, 6% students with disabilities, 13% students with English as an additional language or dialect (EALD) background, less than 1 percent of children in care and 52% of families eligible for School Card assistance.
- Student well-being programs
 - Our Student Wellbeing Leader along with our staff supports our school community in the areas of social skills, child protection and behaviour education. Our wellbeing framework supports a safe learning environment for students and staff. Restorative Justice practices are an integral part of our approach to supporting students in the area of conflict resolution. Positive Education supports building upon student's strengths and helps to equip them with skills and knowledge to tackle issues that arise. Consistency of language and constant referral to our school values is a key action across the school for all staff, students and families.
- Student support offered
 - Support is available for students in a variety of ways including within the classroom with their teacher or in the wider school with a member of the leadership team, the Pastoral Care Worker and ACEO. Literacy intervention groups are facilitated and overseen by the Deputy Principal and SSO supported intervention occurs under the direction of classroom teachers. Breakfast club operates on Tuesday mornings from 8:30am.
- Student management
 - At Reynella South School there are clear behaviour guidelines based on Department for Education policies and the principles of Restorative Practices. These form the basis of our student self-management agreement that teachers explore with students during the first two weeks of term 1. A copy of the agreement is sent home for parents and students to discuss and return to school signed by both the parent/carer and student.

As a nurturing community our focus is on having a team approach to develop student self-management based on the principles of restorative practices which are embedded in all communications between staff, students and families. Our data shows that 97% of students reported an emotional engagement with teachers at Reynella South School and 91% of students reported a positive connection to the school community.

- Student government
 - Reynella South School has a strong student leadership program with House Leaders appointed to lead foundation to year 6 fortnightly house meetings and their house during school-based events throughout the year. Students also have the opportunity to apply to fill a variety of other leadership roles each year including: AV technician, student receptionist and a range of ambassador positions such as performing arts, library, technology, sustainability and sport.
- Special programmes
 - Our school has a strong focus on our values of learning, care and respect. Our learning and social programmes support student inclusion, participation and equity for all learners. These include access to camps, excursions, sporting activities and performances. The school has a well-established Student Review Team to support individual student learning needs. The team meets with class teachers to develop or modify individual learning programs and identify appropriate adjustments and interventions. At Reynella South School we support government and non-government services that cater for community needs including Dental Week visits, bike safety, eye and hearing assessments, school performance visits and sporting associations. We work closely with our local council, Onkaparinga to engage in community projects and initiatives.

3. Key School Policies

- Site Improvement Plan and other key statements or policies:
 - Our Site Improvement Plan is developed through an annual review and analysis of our achievements in terms of identified targets. Our plans are based on educational research about how children and young people learn best, how our teaching modes impact on learning (pedagogical practices) and building knowledge of content to allow the best achievement and progress for all children and young people at Reynella South School. Our goals for the 2022-2024 SIP are:
 1. To improve the number sense capability of all students.
 2. To improve writing achievement for students in years 3-6.
 3. To increase student achievement in reading F-2.

- Recent key outcomes:

Our 2022 NAPLAN results show some great shift into the higher bands (two bands above expected year level) section in writing, reading and numeracy.

The year 3 cohort of 21 children demonstrated results that reflected the strength in the foundation years of schooling at RSS. 86% of Year 3 students reached or performed above the national minimum standard in reading and 95% in numeracy. In terms of DfE Standards of Educational Achievement (SEA), 57% year threes met SEA with 29% in the higher bands. In writing 100% of children reached or performed above the national minimum standard with 29% achieving higher bands according to SEA. In spelling 24% achieved in the higher bands with 57% achieving SEA. In numeracy 67% achieved SEA with 15% in the higher bands.

Of the year five cohort of 12 young people, 92% achieved at or above national minimum standard in numeracy. In terms of SEA, 83% achieved at standard and 17% in the higher bands for numeracy. In reading the year five young people had 83% achieved SEA with 33% in the higher bands. This is a fantastic achievement. The biggest rate of progress for year five young people occurred in writing with 83% achieving national minimum standard. In spelling 83% of year five young people achieved at standard or above.

4. Curriculum

- Subject offerings: Currently classroom teachers are required to teach four of the eight required areas of study, including the General Capabilities, as outlined in the Australian Curriculum, as well as the Keeping Safe: Child Protection Curriculum. Teaching specialisation occurs in:
 - Performing Arts
 - Physical Education
 - Technology

- Open Access/Distance Education provision: LOTE - Indonesian

- Special needs:

Adjustments are provided for children with special or identified needs based on the NCCD's level of adjustments with QDTP focused on classroom differentiation provided by the teacher.

Supplementary and substantial adjustments (and intervention) include students accessing additional programs including, but not limited to in-class SSO support and small group intervention programs.

Student progress and needs are monitored and measured in line with the Reynella South School data collection timeline and teacher professional judgement. Individualised and documented support for students with disabilities as per their One Plans.

The leadership team accepts and monitors referrals for students at risk and provides suggestions and liaises with Support Services. The team meets to provide ongoing direction and review learning support and inclusion.

- Special curriculum features:

Reynella South School's reading instruction uses a systematic, synthetic phonics program following the department's scope and sequence to support planning and teaching. Teachers are supported by a literacy coach and

leadership to implement an evidence-based instructional routine. Ongoing progress monitoring assessments are conducted to track and monitor students' decoding skills, their knowledge of letter-sound correspondences and their phonemic awareness skills.

Numeracy instruction is informed by the Big Ideas in Number which support the key ideas and strategies that are needed to work confidently and flexibly with numbers in a variety of ways. Diagnostic assessments are conducted to track student progress and understanding.

- Teaching methodology -
Teachers' planning and assessment are currently informed by the department's units of work which are adapted to suit students' needs.
- Student assessment procedures and reporting
Reynella South School provides a written report on student achievement against the Australian Curriculum twice a year using the A to E grade achievement scale. As well as the written reports, teachers undertake ongoing formative assessment and other forms of continuous reporting to provide feedback to students and parents.

5. Sporting Activities

- - More than half of the Reynella South School students participate in a school basketball team. All foundation to year 4 children has swimming lessons at the Noarlunga Aquatic Centre while Year 5/6 children have aquatics sessions at the Port Noarlunga. Sports Day is a highlight. It is a special day featuring both tabloid and competitive year level events and is usually held in Term 1. Reynella South School accesses the Sporting Schools Grant funding each term which enables engagement of qualified coaches to visit and teach our students within a wide range of sports.

6. Other Co-Curricular Activities

Reynella South School has a choir for Year 5-6 children with children performing annually in the South Australian State Schools Music Festival. End of year concerts or equivalent featuring children/class items are held annually. This is a great showcase of learning within our Music and Performing Arts program. We have both an ensemble Yr 5-6 school band and Recorder Group that practices each Friday afternoon.

7. Staff (and their welfare)

- Staff profile
- Reynella South School has a dynamic staff with a mix of experience, knowledge and skills. There are 12 teachers, including 5 in the early years of their career and 4 Step 9 teachers. 20% of our teaching workforce have post graduate qualifications.

- Leadership structure
 - The school leadership team consists of a Principal, Deputy Principal and a 0.5 FTE Student Wellbeing Leader.
- Staff support systems

The structures for professional development and learning include weekly Teacher Meetings and Year Level shared planning time which helps to build our knowledge, understanding and skills to a higher degree. As a site we have also engaged experts in the fields of literacy and numeracy to assist us to deepen our knowledge and build our skills and strategies in order to maximise the impact on all children and young people and their achievement and progress.

Performance development plans (PDPs) are created at the start of each annual performance development cycle to develop shared goals and expectations for the year ahead. The PDP is a dynamic document open to adjustment and refinement, as required and in consultation with leaders. Feedback occurs regularly throughout the year. It connects planning and review by providing guidance, direction and support to identify and resolve challenges, maintain focus on shared purpose and improvement priorities and improve performance. Performance development reviews occur every 6 months to evaluate progress, recognise achievements against established outcomes and ensure goals continue to be relevant. These reviews are documented every 6 months and dates updated in the HR System (HRS).
- Access to special staff
 - Students have access to instrumental music lessons with the violin, piano, clarinet, trumpet or recorder.

8. School Facilities

- Buildings and grounds
 - Two main buildings at Reynella South School house all learning areas including the preschool and OSHC service. The grounds are quite large and include a school oval, three playgrounds, courts and an additional grassed area.
- Heating and cooling
 - All learning areas and offices have heating and cooling facilities.
- Specialist facilities and equipment
 - A library hub services all students with a variety of resources including books and educational games. Each classroom has access to a pod of laptops and some iPads for learning experiences.
- Student facilities
 - Lunch orders can be placed on Qkr! And are delivered to the school from local businesses on Tuesdays, Wednesdays and Thursdays.
- Staff facilities
 - Staff have a laptop and iPad each for their use and access to teaching resources and books.

- Access for students and staff with disabilities
 - The school is relatively flat. There is a ramp with a gentle slope up to the main office.
- Access to bus transport
 - During camps and excursions, students are transported on private bus services or the Adelaide Metro public bus system.
- Other
 - n/a

9. School Operations

- Decision making structures
 - There are newly-established decision-making processes in the school. Emphasis is placed on consultative and participative processes. Decision making groups include School Governing Council, House Leaders, Student Review Team, Finance Advisory, Leadership Team, PAC and Staff.
 - Decision making is aligned to the school vision and plan, site improvement goals, effective school operations and department policy and procedures.
- Regular Publications
 - A school newsletter is published fortnightly and emailed to families as well as being available on the school website. Teachers communicate with families either via Seesaw or email on a regular basis.
- School financial position
 - The school uses a very structured budgeting process. Staff and several committees are responsible for expenditure of money. The Finance committee meets regularly to monitor whole school expenditure.

10. Local Community

- General characteristics
 - Reynella South School is positioned on Sherriffs Road near the intersection of Main South Road. The community is predominantly English speaking. 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 supportive Governing Council and strong parent volunteer group.
- Feeder or destination schools
 - Students mostly come to us from our school-based preschool although we also get a number from other Kindergartens near the Reynella area. Our year 6 students mostly transition to Reynella East College and Wirreanda Secondary School.

- Other local care and educational facilities

Reynella South School 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 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 Local Government body