

Reynella South Preschool and Primary School



A Connected
Community,
Aiming High



Welcome to Reynella South School

*A Connected Community,
Aiming High*



Our Purpose

We empower students to become confident, engaged, and independent learners, with guidance from a community that nurtures their growth. Through a caring environment, we strive to make a positive difference by providing the foundation for children to embrace challenges, develop a love for learning, and build lifelong skills that shape their future.

TOGETHER WE STRIVE IN 2025



At Reynella South, our 2025 motto reflects a commitment to progress, not perfection.

We set goals, put in our best effort, and grow together as a community, embracing challenges, learning from failure and aiming high.

We strive with purpose, accountability and a focus on moving forward, always working toward personal growth and achieving our goals.

Each year at Reynella South, we have a motto that links to our improvement work.

Vision

A connected community, aiming high

Our Reynella South vision reflects our commitment to building a supportive and inclusive community where every individual is encouraged to reach their full potential. "Aiming high" represents our belief in setting goals and constantly striving to learn, grow, and achieve. Our connectedness as a community is at the heart of this vision, as we work together, support one another, and celebrate our progress along the way.

Aligned with our purpose and values, this vision highlights the importance of creating an environment where curiosity is nurtured, persistence is celebrated, and kindness is at the core of every interaction. Central to this vision is the value of belonging, where every individual is part of a community that respects and values each member.

We aim to make learning engaging and enjoyable, where challenges are embraced with a positive attitude. Students are active partners in their learning, taking risks and aiming high. Together, we celebrate the joy of discovering new things and growing through each experience, always supported along the way.

Values

Our values, developed in collaboration with our school community, shape the way we learn, engage, and grow together. Aligned with our purpose, they guide our progress toward our vision. Each value is symbolised by an image that represents its meaning.



Belonging



Kindness



Persistence



Curiosity

Belonging



A community where everyone is embraced, valued, and understood, with a deep sense of connection and inclusion.

A growing plant symbolises belonging because, like plants, people thrive when nurtured in the right environment.

A strong root system supports growth, just as a supportive school community helps students feel safe, valued, and included.

Orange represents warmth, connection, and harmony. It's a colour that brings people together, creating an inclusive and welcoming environment. Just as different shades of orange blend in a sunset, a strong sense of belonging comes from unity and support within our school.

Kindness



Encouraging everyone to show compassion, care, and support for one another, creating a culture of understanding

A pink heart symbolises kindness, reflecting the importance of care, understanding, and looking out for others. Kindness helps nurture positive relationships and strengthens a supportive school culture.

Pink symbolises compassion, care, and understanding. It reflects the warmth and positivity that kindness brings. Like a friendly gesture or a smile, pink represents the empathy and consideration we show one another.

Persistence



Persistence is about encouraging everyone to keep going, even when faced with challenges, and understanding that sometimes we need a break. It's about learning from mistakes and finding new ways forward.

An anchor represents persistence because it symbolises strength and stability. Just as an anchor keeps a ship steady and secure in rough waters, persistence helps us stay grounded, face challenges, and keep progressing toward our goals.

Green represents growth, resilience, and perseverance. Like a tree standing strong through the seasons, persistence helps us overcome challenges and keep moving forward. Green reminds us that effort and determination lead to progress.

Curiosity



A desire to learn, question, and explore, embracing new challenges, showing initiative, and building a lifelong love of learning in everyone.

A magnifying glass symbolises curiosity, encouraging students to question, investigate, and seek understanding. Just as a magnifying glass reveals hidden details, curiosity helps us look deeper, learn more, and explore new ideas.

Blue represents openness, exploration, and learning. Like the sky and ocean, curiosity encourages us to think deeply, ask questions, and discover new ideas. Blue symbolises the excitement of learning and growing.

Wellbeing

Belonging and Safety

Site wide implementation of trauma informed practices

Principal, Wellbeing Leader and Student Support and Inclusion Leader

High quality teaching and learning in literacy

Deputy Principal and Rachael Craig

Familiarise and engage with South Australian Curriculum

Principal, Deputy Principal and Rachael Craig

Priority Learners

Principal, Wellbeing Leader, Student Support
and Inclusion Leader, ACEO

0.1 Implement evidence based literacy and numeracy interventions for Aboriginal and Torres Strait Islander students, using data to track progress and provide targeted support.

0.2 Strengthen cultural learning opportunities and community partnerships, ensuring Aboriginal and Torres Strait Islander students see their culture reflected and valued in their education.

0.3 Ensure Learning and Wellbeing Plans for children in care are regularly reviewed and updated to maintain consistency, structure, and advocacy for their educational and social/emotional needs.

0.4 Enhance classroom differentiation, assistive technology, and staff capacity to ensure students with disabilities access high quality, equitable learning experiences.

0.5 Continue and strengthen Parents' Autistic Voice (PAV) to foster collaboration between families and the school, ensuring autistic students receive informed and responsive support.

0.6 Strengthen a collaborative, team around the child approach for all priority learners by bringing together educators, support staff, families, Student Support Services and external specialists to ensure cohesive and individualised support.

Site wide implementation of trauma informed practices

- 0.1 Develop staff understanding in trauma informed practices through Berry Street Education Model (BSEM) professional learning, ensuring effective implementation across the site
- 1.2 Establish and maintain clear routines and structures to create a predictable and supportive learning environment for all students -
- 1.3 Consistently implement staff agreed upon practices that promote a sense of belonging and safety for EVERY learner.
- 1.4 Conduct termly teaching sprints to trial, evaluate, and refine BSEM strategies, ensuring their impact on student engagement and wellbeing.
- 1.5 Strengthen staff collaboration and reflection through ongoing discussions, observations, and feedback to enhance the effectiveness of trauma-informed approaches.

High quality teaching and learning in literacy

2.1 Implement a daily 100-minute literacy block that incorporates the Big 6 of Reading and explicit teaching of writing to systematically develop essential literacy skills.

2.2. Implementation of text based units FR-6) that strengthen vocabulary, background knowledge, and comprehension, supporting the development of the top of the rope reading skills.

2.3 Develop and implement a Literacy Agreement that outlines our shared commitment to high impact, evidence based practices, ensuring consistency and accountability across all learning spaces.

2.4 Regularly monitor reading progress to provide targeted feedback, inform instruction, and set individual learning goals that drive student growth.

2.5 Strengthen teacher expertise through ongoing professional learning, coaching, and collaboration, ensuring the effective implementation of evidence based literacy strategies.

Familiarise and engage with South Australian Curriculum

3.1 Explore and develop a collective understanding of learner dispositions in the South Australian Curriculum for mathematics, health and P.E., technologies and performing arts.

3.2 Consolidate a site wide approach to curriculum mapping and term overviews.

3.3 Strengthen staff expertise through professional learning, coaching, and team collaboration, to build confident and effective curriculum delivery.

Wellbeing & Regulation

Develop a site-wide focus on trauma informed practices through engaging with the Berry Street Education Model

Termly Teaching Sprints with a focus on trialing and reflecting on the effectiveness of BSEM strategies

Clear routines and structures in learning spaces to ensure consistent and predictable learning environments, developing a sense of **belonging and safety**

Excellence & Equity in Literacy

Daily 100 minute literacy block incorporating the Big 6 of Reading and explicit teaching of writing

Implementation of text-based units from R-6 to develop top of the reading rope skills such as vocabulary and background knowledge

Develop our Literacy Statement which details our commitment to action

Monitor progress in reading and use this to provide feedback & set goals with learners

*belonging, kindness,
persistence & curiosity*



together we strive in 2025

Effective Learners

Familiarise & engage with the mathematics, science, technologies, HPE & arts SA curriculum

Explore and develop our collective understanding of the learner dispositions for these learning areas

Develop our common understanding of our RSS values

Preschool children are able to represent and communicate their ideas in a variety of ways

High quality teaching and learning in literacy

STRATEGY	KEY ACTIONS	LEAD AND TIMELINES	OUTCOMES
2.1 Implement a daily 100-minute literacy block that incorporates the Big 6 of Reading and explicit teaching of writing <i>Collective Responsibility</i> <i>Tight but flexible</i>	Provide professional learning on the Big 6 of Reading and high impact writing strategies.	Caitlin – DP Rachael – Teacher <i>Week 0, term 2 and 4 Student Free Days</i> <i>Two focus teacher meetings per term</i>	Teachers implement evidence based literacy practices, leading to improved student outcomes.
	Termly Teaching and Literacy Coaching Plan (Morphett and Fisher) developed in collaboration with teaching teams	Caitlin – DP in collaboration with classroom teachers	Ensure structured literacy blocks with explicit instruction, guided practice, and independent learning.
	Conduct leader and peer observations to strengthen fidelity of practice.	Caitlin – DP / Tara – Principal <i>Beginning in term 1</i> <i>Peer observations</i> <i>Beginning in term 3</i>	Increased student engagement and mastery of literacy skills. Enhanced collaboration and professional growth.
2.2 Use text based units for Reception to Year 6 to develop comprehension, vocabulary, and background knowledge. <i>Collective Responsibility</i> <i>Tight but flexible</i>	Develop and implement a whole-school text-based approach with a pacing guide.	Caitlin – DP Rachael – Teacher <i>Week 0 Professional Learning, term 2 and 4</i> <i>Student Free Days</i> <i>Focus for termly Team Time meeting</i>	Improved literacy outcomes through consistent instructional quality Consistent and coherent literacy instruction across year levels. Connectedness in English
	Establish data-informed reading goals with ongoing feedback.	Caitlin – DP <i>Term 2 following term 2 Student Free Day and unpacking of reading data</i>	Targeted reading instruction based on individual student needs. Students track their progress and demonstrate ownership of learning.
	Use formative assessments, DIBELS and progress checks to measure progress.	Caitlin – DP ALL CLASSROOM TEACHERS <i>Beginning week 3 term 1 - ongoing</i>	PRIORITY LEARNERS: Increased access to targeted support, building confidence and literacy growth. Data informed for intervention and differentiation
2.4 Develop a Literacy Agreement to ensure alignment in teaching practices. <i>Collective Responsibility</i> <i>Tight but flexible</i>	Collaboratively draft and review a Literacy Agreement.	Caitlin – DP Tara - Principal Rachael – Teacher <i>Draft completed by end of term 2</i> <i>Completed by end of term 4</i>	Shared understanding and implementation of best practices. Strong understanding of teaching and learning expectations.