

# SCHOOL CONTEXT STATEMENT

**School Name: Reynella East Schools**

**School Number: 1058 (Primary) 1727 (Junior Primary) 2655 (CPC)**

## 1. General Information

### Part A

School Name : REYNELLA EAST PRIMARY SCHOOL  
School Nos. : 1058, 1727, 2655 Courier : Wallara  
Principal : **Mr Phil Johansen** (Placement for 2008)  
Postal Address : 63 Malbeck Drive, Reynella East 5161  
Location Address : 63 Malbeck Drive, Reynella East 5161  
District : Wallara  
Distance from GPO: 22 kms Phone No.: 08 83815255  
CPC attached : YES Fax No. : 08 83815084

	2005	2006	2007	2008 (as @ term 2)
Primary				
Special, N.A.P. Ungraded etc.				
CPC	38	42	48	54
Reception	74	57	60	54
Year1	61	69	45	45
Year2	54	62	73	45
Year3	51	61	70	67
Year4	63	67	71	69
Year5	57	86	78	70
Year6	60	66	102	74
Year7	82	68	78	102
TOTAL	540	578	625	581
Total FTE Enrolment				
Male FTE	237	259	264	292
Female FTE	265	277	282	279
School Card Approvals (Persons)	152	156	156	116
NESB Total (Persons)	33	25	12	43
Aboriginal FTE Enrolment	6	5	11	14

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

E-mail - [info@resc7.sa.edu.au](mailto:info@resc7.sa.edu.au)

## Part B

### Assistant Principals

Mike Shaw (Primary Years) 0.6  
and

[Placed till January 2013]

Vlass Vlassopoulos (Early Years) 0.6

[Placed till January 2013]

- **Staffing numbers CPC-7**

Tier 1 = 25.1 (Male Staff = 9.1, Female Staff = 16.0) *including 1.4 Librarian (1.0 Teacher Librarian and 0.4 deployed as support and ICT support staff) and LOTE 0.8 (Japanese) Science 0.6 , PE 1.2.*

SSO/GSE Staff – 5 permanent (including 3 shared across campus) and 5 temporary

- **OSHC**

A facility exists providing before and after school care and Vacation Care. This facility is outsourced to the Life Be In It Group/

- **Enrolment trends**

Relatively stable but largest current group in Year 7 suggesting a decline in numbers followed by a constant number of enrolments

- **Special arrangements**

The school is made up of three schools (1727 JP, 2655 CPC and 1058 PS) all operating under the leadership of one CPC-7 Principal. We are currently going through **Education Works** in consultation with Reynella East High School

- **Year of opening**

The school opened in 1979 with the Junior Primary being formed in 1984.

- **Public transport access**

A brochure outlining public transport access to the City, Noarlunga Centre, Aberfoyle Hub, Marion and Woodcroft Shopping / Community Centre in available from Reception.

## 2. Students (and their welfare)

- **General characteristics**

Although there are three schools on site the operation is CPC –7, with one Principal for all schools.

The students generally receive excellent care from their families and live in an environment of high expectation. There is a small, but growing percentage of students experiencing significant social and emotional issues related to long-term poverty, social isolation, itinerancy etc.

- **(Pastoral) Care programs**

A caring attitude to children is evident. The Junior Primary and Primary School work cooperatively CPC to Year 7 - with a shared philosophy about curricula, educational programmes and Student Behaviour Management. The school has structures in place, which ensure that harassment and irresponsible behaviours are recognised as unacceptable and are dealt with immediately and effectively. Peer Mediation (Friendly Desk), Program Achieve, The Virtues Project (introduced 2003) and Middle School Student Action Teams are part of the school ethos.

The Leadership Team in collaboration with teachers, Christian Pastoral Care Worker, Councillor, SSOs and the Friendly Desk provide supportive structures for students' emotional and social issues. Clear Grievance Procedures are used with a focus on proactive intervention.

The councillor is available 0.7 each week to support student and staff wellbeing. The pastoral Care work is at the school Tuesday, Wednesday and Thursday.

Extensive support is provided for students with recognised disabilities, learning difficulties, speech and language difficulties as well as for those requiring early intervention.

- **Student management**

A comprehensive **Student Behaviour Management policy** is review for yard and classroom behaviours. This has recently been adapted to incorporate a strong emphasis upon restorative practices.

It is our belief that much of the inappropriate behaviour in classrooms relates to learning difficulties. We have a range of intervention programs to support learning and also use creative strategies, Program Achieve and The Virtues Project to retrain and divert inappropriate behaviour before it escalates.

The Virtues Project, "Think Boldly, Act Boldly, Feel Amazing" and the work of Randall Clinch were introduced in 2003. These proactive programmes constantly address student's behaviour, and work towards increasing student self-management of their own behaviour. The values of Respect, Responsibility and Excellence are strongly reinforced through all areas of school including policies, procedures, committees, class expectations, learning programs, etc ...

We actively address issues of harassment through our Bully Audits twice a term, with persistent offences followed up through interviews with students and parents. Dramatic results have been achieved through this innovative process.

Students who choose to constantly challenge the negotiated behaviour parameters are placed on Student Development plans in collaboration with the councillor and their family members. Consequences such as Reflection Room, Time Out, Take Home, Suspension etc are built into these plans as appropriate.

- **Student government**

There is a very active Student Representative Council and students have considerable input into school decision-making. In 2008 all Middle School Students joined an Electives or Student Action Team to develop new initiatives and student participation

(Eg School Promotions, Red Faces, JP Discos) Other groups have also existed for a few years including ACE (Library, ICT support) Team and Sports Captains. The **MYP International Baccalaureate** Program ensures Community and Service is included as part off the year 6/7 curriculum.

- **Special programmes**

**Cross age tutoring “Buddy Class”** occurs across CPC-7 and occasionally with the secondary school on the campus. “Go Reading”, a sight word identification program, is run by Middle School tutors for children in the JP not reaching benchmarks.

The five teacher JP units work cooperatively involving all children (eg in Play, Creative Activity and singing).

The **two three-teacher Middle School** Units offer a collaboratively planned program and extensive options for students in Year 6/7. In 2006 the introduction of the Middle Years **International Baccalaureate** program was commenced and a full two year Scope and Sequence with documentation has been developed.

**Reading Recovery** is offered to support students in Year one with developing reading their reading skills.

Forward Together and the **Middle Infant Screening** Test is used to support students not reaching end of one year at school benchmarks.

Classroom SSO support is provides R – 2/3 for the Guided Reading time in order for classroom teachers to focus on the needs of students not at expected benchmarks.

In 2004 we introduced a special program for the first two weeks of the school year, focussing on Values Education and establishing the desired learning culture for Reynella East. This has become a key feature of the school program.

### **3. Key School Policies**

#### **Purpose**

To empower students to make informed choices, to reach their potential and to contribute within a global society.

#### **Vision**

Developing RESPECTFUL, RESPONSIBLE citizens with a commitment to EXCELLENCE.

#### **The School Community**

Reynella East School is a caring community school that provides active, effective and involved learning opportunities, for all students CPC-7 in a supportive learning environment.

The parent community is involved in the school, supporting staff and students in ensuring safety, continuity of learning, pursuit of excellence and the development of skills and knowledge to enable successful and meaningful participation in a future technological and ecologically sustainable world.

Reynella East Schools is a community of 540 students with over 54 children in its attached Child Parent Centre (Pre-school). We have approximately 30% of parents who are eligible for School Card.

Our community employment varies from professional to unemployed. Education is valued by Reynella East families and seen as a priority. This is a factor taken into consideration in planning to meet diverse needs.

The campus setting with its concept of CPC to Year 12, and related transition, makes this a popular choice of school for parents and staff. The school shares administration and support staffing with the co-located high school and is exploring ways of further advancing this cooperation to the benefit of students, families and staff.

## **VALUES AND PRINCIPLES**

Program Achieve Habits of Mind: Confidence, Getting Along, Persistence, Resilience and Organisation, underpin our work.

## **CORE BUSINESS**

Teaching and learning in a supportive, challenging and interactive environment that fosters self-confidence, builds self-esteem, and encourages personal growth. We believe that the factors that account for effectiveness are high expectations, focussed and explicit teaching and cognitive engaged learning. Future learning in a rapidly changing world means that current learning must be practical, relevant and purposeful. This promotes successful life-long learning for all.

### **Curriculum**

- All Early Year/Primary & Middle School children have access to the eight areas of study – English, Mathematics, Science, Technology, Japanese, Society and Environment (Humanities), Health and Physical Education and The Arts
- We have an extensive range of early intervention programmes as well as follow up programs to support the reading development of all learners.
- We meet the needs of our young adolescents by using middle schooling strategies

### **Personnel**

All staff members are committed to ensuring that harassment and irresponsible behaviours are recognised as unacceptable and are dealt with immediately and effectively:

- Ensuring a consistent and fair process for decision making
- Ensuring that students, parents and staff are valued, informed and consulted.
- Including student participation in decision making through class meetings, student voice, purpose teams and Middle School Forums.

### **Resources**

- Ensuring that the equitable allocation of finances and resources (i.e. the budget process) is achieved through consultation and negotiation.

### **Programmes**

- Provision of special interest programmes including, instrumental music tuition, choir, SAPSASA sport, environmental care (energy saving, recycling, tree propagation and planting and catchment care groups), cross-age tutoring which includes students from Reynella East High school.

- Provision of specialist and early intervention programmes, which include Co-ordination Development (CPC-2), support for children with special needs, (CPC-7), Information Technology (R-7) and Japanese R-7.

#### **The Site priorities for 2008:**

- **Literacy**
- **Numeracy**
- **Science**
- **Achievement and Engagement**
- **Student and Staff Well Being**

#### **4. Curriculum**

- **Subject offerings**

Subject offerings: Specialist programmes focus primarily on LOTE (Japanese) and Physical Education. A LOTE teacher works 3-7. A PE teacher works R-7. Japanese is also offered at Reynella East High School.

The Reception - Year 2 students have a PE and Science program offered by identified specialised teachers.

- **Special needs**

Special Education programmes provided in the school are coordinated by the Principal. This is supported by extensive SSO hours to implement the wide range of early intervention, Students with disabilities and reading support programs offered.

- **Special curriculum features**

Special curriculum features: CPC to Year 7 includes student's use of ICT. Each permanent unit incorporates IWB and a computing pod or class computers. The recently redeveloped library / resource centre incorporates a whole class suite of computers. There are three COWS (Computers on Wheels) providing class sets of laptops for use throughout the school.

The school has started the introduction of SMARTBOARD Interactive Whiteboards in 2007 and this year with an IWB having been installed in each of the library, Japanese room, CPC, Red and Blue Units (Middle School), Green Unit (Primary Years) and Orange Unit (Junior Primary). These are accessible by all classes.

All teachers are able to access their own laptop through a Laptop for Teachers program, begun in the school in 2008.

**The emphasis is on the fully integrated use of ICT throughout all learning areas.**

- **Teaching methodology**

The emphasis is on addressing the SACSA Essential Learnings, and implementing Student Initiated Curriculum.

Information Communication Technology is a major curriculum emphasis, with a committee being established to support staff to use ICT within all areas of their teaching and learning programs.

Reporting: There is commitment to a high level of communication with parents. In Term 1 all parents and students experiencing difficulties (academic, social or emotional) are contacted. At the end of term 1 a written "Term Review" Report is sent home. Teacher parent conferences are held for the whole school in Term 3 with an emphasis on shared ownership of the reporting process and agreed actions and outcomes. Further written reporting occurs in Terms 2 with a mid year report, and a Summative Report at the end of the year.

- **Joint programmes**

There is an emphasis on middle schooling strategies in collaboration with Reynella East High School. Reynella East Schools will be looking to become accredited to provide the International Baccalaureate Middle Years Program during 2008 / 2009

Peer Tutoring across the sites occurs regularly.

## **5. Sporting Activities**

There is a strong sporting ethos with both Junior Primary and Primary children following the guidelines of the National Junior Sports policy. The whole school is an active participant in the Premiers Be Active Challenge. Junior Primary children do not participate in competitive sporting teams. Auskick is offered in the Junior Primary School as well as have a go cricket.

Within the curriculum, Sport and PE skills are taught and fitness programmes are important. With the school's Active For Life Grant Junior Primary students accessed Tri-Skills. All students access the required 100 minutes of physical activity each week.

The school has a strong affiliation with SAPSASA and participates in knockout competitions. A large range of sports are supported (after school / Saturday morning).

Rugby, Tag and Touch football has had a strong presence in the school during 2007– 2008.

## **6. Other Co-Curricular Activities**

The school choir (year 5, 6 & 7) participates in the music festival at Festival Theatre each year. Provision of special interest programmes including Tournament of Minds, instrumental Music Tuition, Choir, SAPSASA Sport, Environmental Care (energy saving, recycling, tree propagation and planting and catchment care groups), cross age tutoring which includes students from Reynella East High. Students have taken part in **Wakakirri** for the past few years, and this program is supported by all class teachers and leadership running year 4/5 and 6/7 electives.

## **7. Staff (and their welfare)**

- Staff profile

Very experienced staff. - many staff remain at the school for long periods - the school is a preferred choice with many teachers wishing to transfer in.

- Leadership structure

There is one Principal, two Assistant Principals (both 0.6), Councillor (0.7) and a numeracy Coordinator (2008 only.)

- Staff utilisation policies

Negotiation about utilisation occurs with the Personnel Advisory Committee.

- Access to special staff
  - regular access is available to a DECS Speech Pathologist & Guidance Officer, as well as other Interagency Personnel.
  - Private Music providers offer a range of instruments in the High School.
- Other
  - Training and development is a major priority in the school.
  - The Leadership Team meets with teachers and ancillary staff at least once per term for Performance Management. Discussions centre on DECS priorities, achievement and personal teaching issues. Written feedback is given to teachers annually.

## **8. Incentives, support and award conditions for Staff**

Travelling time - 30-45 minutes from the city.

## **9. School Facilities**

- Buildings and grounds
  - Buildings and grounds: very large JP/PS school, which consists of five brick-four teacher units plus Demacs and wooden portable buildings. There is an activity room, hall and resource centre. An enthusiastic "Gardener in Residence" has seen a beautification of the grounds in 2008. 2003 saw the Launch of our Community Plant Nursery – an enviable community facility.
- Cooling
  - Air conditioning in all buildings. An Investing in Schools grant has been received to upgrade the system and will be implemented in 2007.
- Student facilities
  - Extensive oval areas, 3 major playgrounds, shaded courtyards, covered verandahs, extensive Netball and basketball facilities and adjacent HS facilities.
- Staff facilities
  - All staff take responsibility for the Reynella East Social Club on a term by term basis. Extensive amenities and social activities are provided.
- Access for students and staff with disabilities
  - All areas in the main complex including hall and teaching units have access for students with disabilities.
- Access to bus transport
  - STA buses 722 and 197 are re-routed before and after school to travel past the main entrance.
- Other
  - Access is available to the High School tennis courts, basketball gymnasium and the other general teaching facilities in the High School by negotiation.

## **10. School Operations**

- Decision making structures
  - Decision making structures: staff group discussions are a feature of our decision-making. Learning teams and Curriculum teams are responsible for specific areas

of teaching, learning, budgeting, unit management and areas of the curriculum.

- Regular publications
  - 3 Parent Newsletters per term plus others as required
  - The daily staff bulletin is available through the School's online Moodle, as is the term planner and staff meeting roster.
- Other communication
  - Class and or teacher newsletters.
  - The Councillor participates actively in the Parent and Friends group.
- School financial position
  - Stable with well-managed financial structures. Internal Finance Committee manages and implements policies and structures established by Governing Council Finance Committee (a cross campus committee with the HS Governing Council). The school has been able to purchase an extensive range of equipment and resources. School fees are very moderate and this limits the available funds. Parents and Friends have been highly effective fundraisers and support the school well. All families are asked to pay a \$30 per student annual "Excursion levy" to fund class educational excursions and incursions.

## **11. Local Community**

- General characteristics
  - Reynella East Schools, CPC, Junior Primary and Primary sections are situated in a residential area bounded by Reynell Road, Byards Road, and Malbeck Drive, drawing in children from the suburbs of Happy Valley, Reynella and Woodcroft.
- Parent and community involvement
  - Parent participation in the school is comprehensive. The Parents and Friends' committee consists of interested parents.
- Commercial/industrial and shopping facilities
  - Woodcroft Shopping Centre & Happy Valley Shopping Centre.
- Other local facilities
  - Sporting complex, parks, high school on same campus - wide range of sporting facilities shared with JP/PS.
- Accessibility
  - Easy access to Adelaide only 35 mins by car via South Road.
- Local Government body
  - The school is in the Onkaparinga City Council area.

## **12. Further Comments**

The school has a climate in which care of the environment (through energy saving, recycling and tree propagation) is valued and encouraged. Success in the school is celebrated and achievements are acknowledged.

R.E.S. is a highly supportive facility where teachers can achieve professional fulfilment in a climate of friendship and highly collaborative working relationships.