



# Reynella South School

## Annual Report

### 2015



*A nurturing community of active learners*



**Government of South Australia**  
Department for Education and  
Child Development

## 1. CONTEXT

<b>School Name:</b>	Reynella South School and Preschool	<b>School Number:</b>	1044 (and 1615)
<b>Principal:</b>	Barb Hall	<b>Partnership</b>	Panalatinga

Reynella South School is a Category 4 Preschool - Year 7 site with a focus on developing expert learners, complemented by emphasis on the social and emotional wellbeing for each of our 173 students. Our school takes pride in its friendly, welcoming environment that values the collective voices of parents and students to develop a positive learning community. Our values of *care*, *learning* and *respect* underpin our actions including our behaviour development, which sees us as one of the leading schools in the use of restorative practice.

Our students are both challenged and supported through an extensive intervention program. We have specialist teachers for our Science, PE, Indonesian and Music programs which includes after school sport clinics, instrumental lessons (piano and guitar) and SAPSASA. Our choir performs at the Adelaide Festival Theatre, the Southern Music Festival and within the local community.

Children are encouraged to start transitioning to our school from birth, with access to playgroup sessions facilitated in the preschool environment. Our on-site Preschool provides a stimulating play-based learning environment which aims to build powerful learners who are curious, independent, and resilient problem solvers. The Preschool program provides children with full access to school facilities and programs, including a seamless two-year transition program from Preschool to Foundation (Reception).

Current technologies are employed to enhance learning. All students are provided with their own personal tablet device (at no cost to families) which stays with them throughout their years at Reynella South. There are interactive whiteboards in every class with wireless networks throughout the school to enable internet access across the site.

## 2. REPORT FROM GOVERNING COUNCIL

I have been part of a few schools and I can say with true conviction none have stood up to the quality of care and personal support like Reynella South School has. The staff will go above and beyond to the best of their ability for you and your child.

One thing we all have is passion and this can do a lot of good, as we are all a team at our school. It's terrific to see.

So please keep volunteering your time and efforts gracefully as it is very precious to all involved and you never know what new skills you can pick up along the way.

I have been a member of our school for around 12 years and have had some of the most rewarding experiences in my life here at Reynella South School. I have met some wonderful friends through our school and I think it is fair to say most will be friends for life. So look after each other and be kind to each other and leave your egos at the door because I am sure the same will happen for you all as

well. We have a great School and Community and it should be treasured as it is not easy to find with such consistency as it has here.

I have watched our school evolve so much over the years. We have an amazing staff. I give many thanks to them all and the support they have given to my family over the years, in many different ways and they have been instrumental in me holding things together and aided in me becoming the person I have become today. I have grown from a person who some of you know who never left the house to out there annoying and driving people mad in the playground for a cause. I have enjoyed the meetings a lot. I have learnt that being an active member of our school community has taught me self-worth and diversity and for that I am forever grateful.

So respect each other and work together as a team and I hope you all get as much for fulfilment and joy from your experience and time here at Reynella South that I did.

Jo Andrews  
Chairperson

### 3. 2015 HIGHLIGHTS

Over the last 12 months we have made great strides in the following areas:

- Enhancing student capacity to learn through the explicit teaching of strategies to develop a Growth Mindset.
- Developing opportunities for authentic student voice to impact learning in both Literacy and Numeracy.
- School events such as Pirate Day, Book Week assembly and Harmony Day brought the community together in a celebration of learning.
- The continuing review of all practices through the lens of the KidsMatter framework to improve the mental health and wellbeing of all our school community members.
- Students and families enjoyed the 'Big Day Out' at a local park, developing dispositions for active learning in the natural environment.



- We unveiled the Every Face has a Place mural at the KidsMatter launch, celebrating with an open air movie night: a whole school celebration of community.
- The Fundraising Committee raised over \$5000 to help fund further development of signage and outdoor learning spaces.

- Explicitly teaching reading and numeration strategies in accordance with whole school agreements.
- Student completion of the Premier's Reading Challenge continues to rise from 53% (2013) to 79% (2015).
- The Preschool outdoor facilities were upgraded. Playgroup and occasional care services were also successfully integrated into the preschool program.
- House teams were led by the Captains in a fierce competition to foster school pride and engagement.
- Students chose Legacy Australia as their school charity, and raised over \$720.
- Volunteers helped out with breakfast club, class reading, cooking and a working bee.
- Our amazing volunteers were acknowledged at a morning tea in term 4.
- Parents and families celebrated graduation with their year 7 and preschool children to mark transition points in their child's education.
- The whole school enjoyed an Indonesian Feast day – bagus!



#### 4. SITE IMPROVEMENT PLANNING & STUDENT ACHIEVEMENT

##### LITERACY

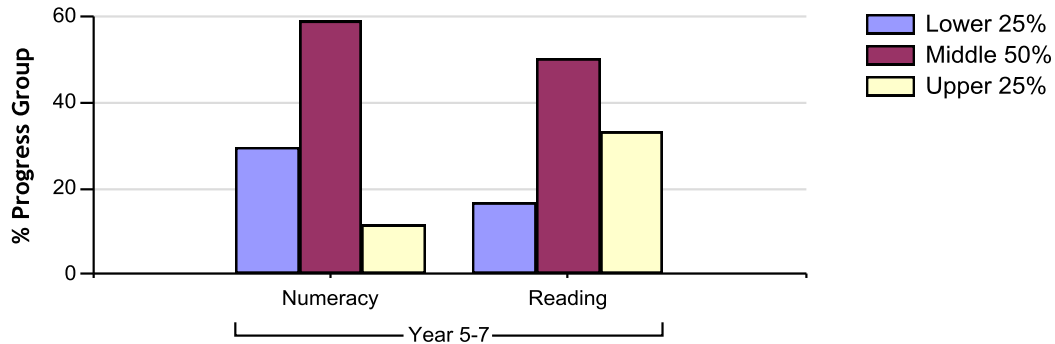
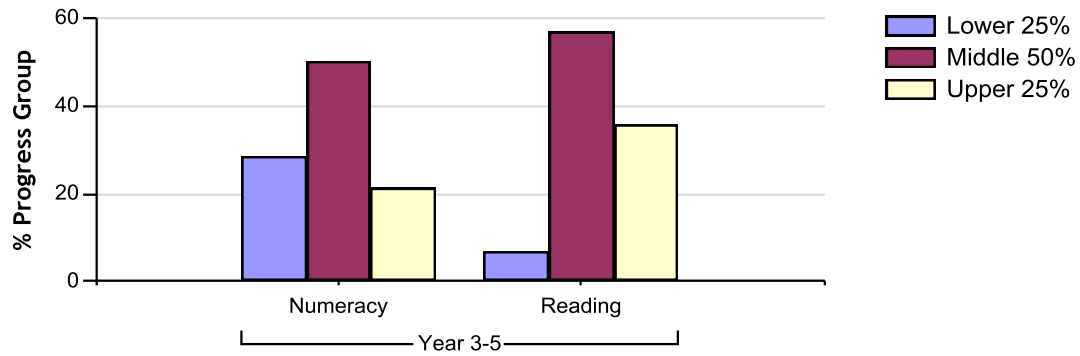
Our focus on improving literacy results has been particularly successful. All students achieved the DECD Standard of Educational Achievement in reading. Growth data (year 3 – 5 and year 5 – 7) in Reading indicated a high level of progress for many students (standardised student progress between tests).

The school maintained a focus on implementing a whole school approach to reading. This encompassed explicitly teaching reading and reading comprehension skills. Staff teams examined literacy data to identify specific needs of students. These students then received targeted intervention strategies across all year levels. Racing Readers continued to be one of these intervention programs.

Running Records results indicate that during the 6 months between testing, the percentage of year 2 students in the top levels (levels 21-26) increased from 30% to over 50%. Year 1 students showed similar results with 77% of students achieving in levels 16 – 26 by term 3. This will be a strong area of focus for improvement in 2016.

Students continue to participate in the Premier's Reading Challenge and completion rates continue to climb from 2013 numbers.

While this has been very encouraging we will focus on maintaining high levels of growth in reading and retaining student achievement in the higher proficiency bands of NAPLAN in reading. Further information can be accessed on the *My School* website <http://www.myschool.edu.au/>.



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## Student Proficiency Bands

### Year 3 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy		10.0	30.0	20.0	20.0	10.0	10.0
Reading				33.3	33.3	11.1	22.2
Writing			33.3	44.4	11.1	11.1	
Spelling		11.1		11.1	33.3	33.3	11.1
Grammar		22.2			33.3	44.4	

### Year 5 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy			21.4	28.6	35.7	7.1	7.1
Reading				35.7	14.3	28.6	21.4
Writing		6.7		60.0	26.7	6.7	
Spelling			13.3	20.0	26.7	20.0	20.0
Grammar			6.7	33.3	20.0	26.7	13.3

### Year 7 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy			31.6	47.4	15.8	5.3	
Reading			30.0	20.0	25.0	15.0	10.0
Writing		15.0	40.0	20.0	20.0	5.0	
Spelling			15.8	31.6	31.6	10.5	10.5
Grammar		5.3	26.3	26.3	31.6	10.5	

## NUMERACY

In 2015 school resources were directed toward strategic development of whole school approaches to teaching and learning in numeracy. Teachers continued to work on deepening student understanding of Maths concepts through engagement and problem solving of real life situations. Teaching and learning in numeracy has progressed beyond what students know to focus on what students can do using numeration strategies and mathematical thinking to solve problems. Teachers worked in teams and with partnership colleagues to develop open ended tasks which provide students with opportunities for intellectual stretch. Staff developed and trialled a number of learning tasks that were shared with colleagues to further develop and refine.

Year 5 and 7 NAPLAN Numeracy data indicated 100% of students achieved National Minimum Standard. However, less students achieved the DECD Standard of Achievement in numeracy than reading. This has informed our decision to continue focusing on numeracy teaching and learning strategies in 2016.

Our strategies focused toward accelerating student learning in numeracy which would impact on the rate of progress students are making between NAPLAN tests. We would expect that more than 75% of students would make expected or greater than expected growth in 2015. 71.4% of students made this growth in numeracy between year 3 and 5. However between year 5 and 7, 70.6% made this growth. This indicates that our focus in 2016 needs to remain in this area.

## WELL BEING FOR ATTENDANCE AND ENGAGEMENT

RSS continued on its KidsMatter journey with enthusiasm. The dedicated action team of parents and staff encouraged input from students to undertake a number of activities to develop a positive school community. At the KidsMatter launch and community open-air cinema night, local agencies attended and shared information with community. Every student contributed to the Every Face has a Place mural. Two Social Work students from Flinders University undertook their placements at RSS and, under supervision, engaged with staff, students, families and community to pursue the KidsMatter goals.

A continued focus on Restorative Practices and social emotional learning (including restorative chats, individual wellbeing plans, behaviour agreements, drumbeat and circle times) has resulted in students continuing to take responsibility for their behaviour.

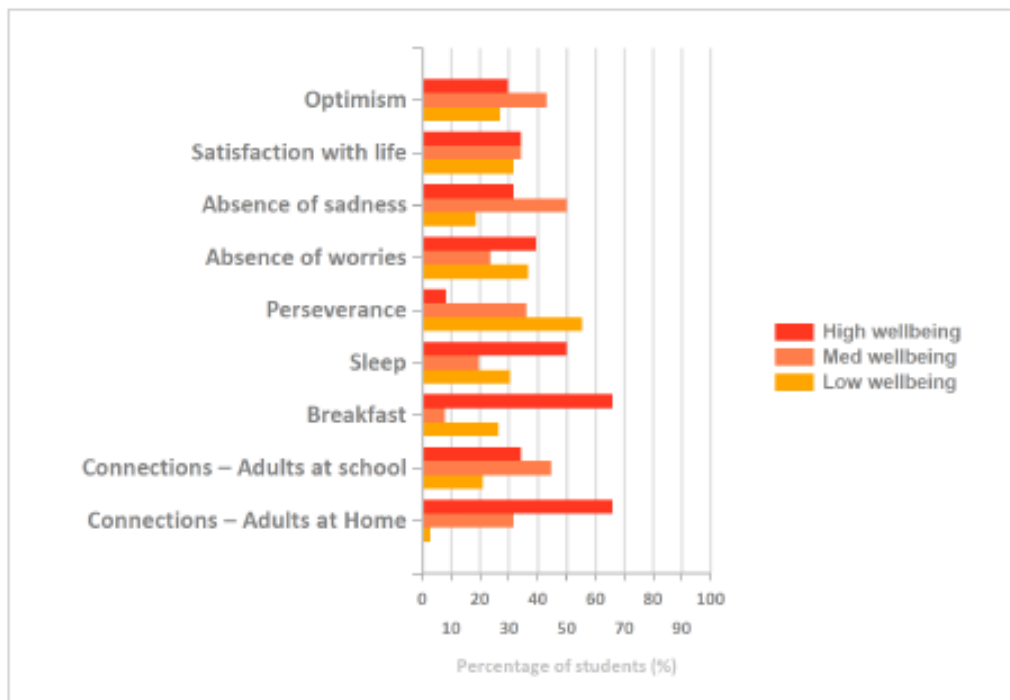
One way that we measure student engagement is through attendance. Students with low attendance rates have been addressed and strategies have been put in place to ensure they attend. The DECD target for attendance in 2015 was 93%. At Reynella South the attendance rate was 89.9%. Highest rates of attendance were in years 1, 2 and 5 whilst the lowest rate was at year 4. In 2016 we will continue to work with families to ensure all students attend.

In 2015 our year 6 and 7 students undertook the Middle Years Index Survey of Wellbeing which showed our strongest results in connections with adults at home, regularly eating breakfast and gaining enough sleep. One area that we will be pursuing in 2016 is to improve student levels of perseverance.

Figure 7.1

Summary of social and emotional wellbeing, physical wellbeing and relationships results\* – Year 6/7 students.

Reynella South Primary School



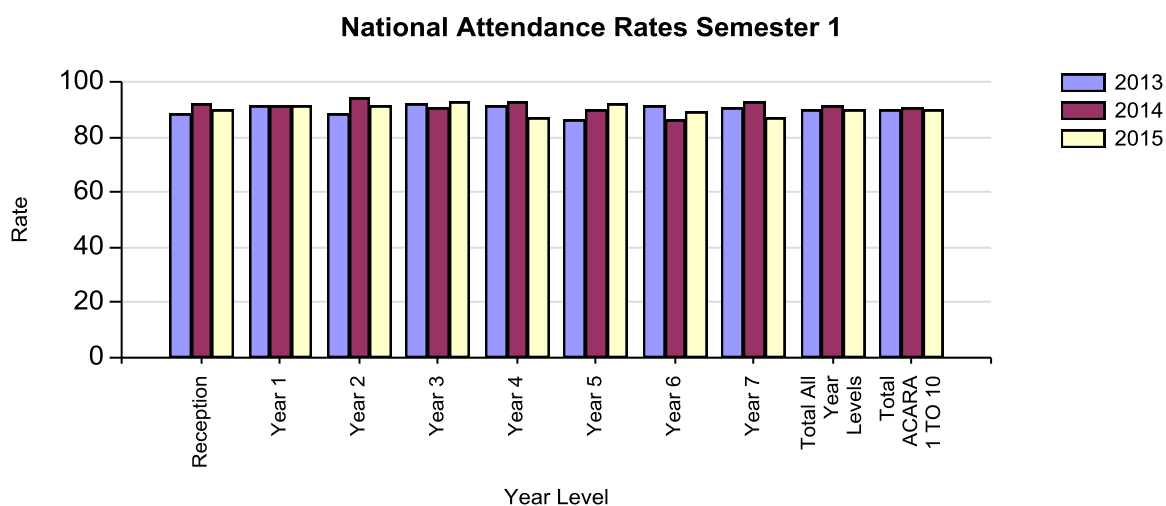
Source: MDI 2015 unit record file

Note: \*For the full range on indicators, see your school's Student Wellbeing Report

## IDENTIFIED DIRECTIONS FOR 2016

A clear focus on improving foundational numeracy and literacy skills and setting clear and challenging learning targets for all students will guide our work in 2016. Teachers will continue to have clear learning intentions for all lessons with specific SMARTAR goals identified for many students. Further developing authentic student voice will be a focus for 2016.

### Attendance by Year Level



### Attendance by Year Level

Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	88.6	91.8	90.2
Year 1	91.3	91.0	91.4
Year 2	88.7	94.3	91.2
Year 3	92.4	90.9	92.7
Year 4	91.3	92.8	87.3
Year 5	86.4	89.6	92.0
Year 6	91.1	86.5	89.3
Year 7	90.3	92.6	86.8
Total All Year Levels	90.0	91.0	89.9
Total ACARA 1 TO 10	90.2	90.9	89.9

#### 4.1 Junior Primary and Early Years Scheme Funding



The funding included:

Focus on building Literacy and Numeracy	\$ 8,698
Building Teacher Capacity	\$ 3,949
Early Assistance Grant	\$ 3,333
Early Years Component Grant	\$ 3,744
<b>TOTAL</b>	<b>\$19,724</b>

In 2015 the Junior Primary and Early Years funding was pooled to strengthen differentiation at classroom level for reception and year 1 students. Reduced class sizes allowed teachers to create targeted reading groups that focused on specific interventions in areas of need. School Support Officers were also able to work directly with targeted students as directed by class teachers in reading comprehension strategies and speech programs.

In addition teachers were released to analyse Running Records data. Students who were identified as not at benchmark were supported via targeted individual and small group programs in Reading. Teachers were released to undertake professional learning in numeracy and literacy and a range of resources were purchased to support this.

## 4.2 Better Schools Funding

The funding was used to support students who were identified as requiring adjustments to their learning programs to access the curriculum. Adjustments that were provided, including the development and use of visual cues, specialized seating arrangements, hearing support, health management and auditory processing strategies, access to appropriate digital methodologies, explicit instruction strategies and 1:1 support and differentiated in-class support as appropriate.

## Destination

### Intended Destination

Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment			3.8%	2.9%
Interstate/Overseas	2	4.1%	7.6%	9.5%
Other	1	2.0%	1.0%	1.4%
Seeking Employment			5.2%	3.8%
Tertiary/TAFE/Training			4.0%	3.6%
Transfer to Non-Govt Schl	6	12.2%	7.8%	9.8%
Transfer to SA Govt Schl	40	81.6%	49.1%	48.8%
Unknown			21.5%	20.3%
Unknown (TG - Not Found)				0.0%

## 7. CLIENT OPINION

Although the response rate was relatively low, 2015 school parent survey data indicated that 100% of surveyed parents reported that their overall experience of RSS had been positive. They indicated high levels of satisfaction in the area of *relationships and communication*. This has reinforced work toward connecting with community to improve student outcomes. Parents also identified that the school looked for ways to improve, encouraged parents to be involved and provided a safe environment for children. Preschool parent survey data indicated strongly that parents believe their children receive high quality teaching and support for learning.

Areas identified for a 2016 focus include communication in regard to children's learning programs. A task force including parents, teachers and students will investigate communication processes and expectations in the community.

## 8. ACCOUNTABILITY

### 8.1 Behaviour Management

Restorative Practice underpins our approach to behaviour management. The KidsMatter framework is being applied to school policies and procedures to maintain a focus on student mental health and wellbeing. This is directly related to behavioural outcomes and we continue to focus on reducing the number of incidents that lead to suspensions and in 2015 there was a small increase of suspensions but the overall rate remains low.

Suspensions and Exclusion  
Reynella South Primary School

Year	Suspensions - Students	Suspensions - Incidents	Suspension Rate	Exclusions - Students	Exclusions - Incidents	Exclusion Rate
2010	7	10	2.9%	1	1	0.4%
2011	2	2	0.8%	0	0	0.0%
2012	1	1	0.4%	0	0	0.0%
2013	3	3	1.4%	0	0	0.0%
2014	n/a	n/a	n/a	n/a	n/a	n/a
2015	5	6	3.5%	0	0	0.0%

[4] Term 2 data for census year 2015.

## 8.2 Relevant History Screening

DCSI screening takes place on a continuing basis for:

- all DECD employees (teachers are screened through the TRB)
- volunteers working closely with children with disabilities
- sports coaches who are employed or volunteering in connection with a school-based sporting program and are not parents or guardians of a child in the team
- parent volunteers, if their own child is not involved in the service or activity
- people attending overnight camps and school sleep overs
- governing council members who do not have a child at the school or where the governing council is the employing authority for an OSHC
- tertiary students and supervisors
- student undertaking work experience in a preschool or school
- all contractors and third-party providers (such as cleaning staff).

A log is maintained which records all details including dates for lodgment, clearance and expiry for all applications and those listed above.

The log is reviewed as per the guidelines and necessary action taken and recorded. The 2015 Audit showed Reynella South had high quality processes that were well documented and maintained.

## 8.3 HUMAN RESOURCES – Workforce Data

### Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	23
Post Graduate Qualifications	5

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0	11.9	0	3.96
Persons	0	15.0	0	7.0

## 9. FINANCIAL STATEMENT

### Income by Funding Source

	Funding Source	Amount
a1	Grants: State	\$9,848
2	Grants: Commonwealth	\$28,609
3	Parent Contributions	\$62,992
4	Other	