LEARNING CARE RESPECT

WELCOME to the 2014 Reynella South School Annual Report. Over the last 12 months we have made great strides in the areas of:
- Targeted literacy teaching and learning, especially in the early years classes
- Changing the way students think about maths and how they work with numbers
- Reviewing all our practices through the lens of the KidsMatter framework to improve the mental health and well being of all our school community members.

2014 enrolment peaked at 178 with 7 classes and 26 children in the preschool. Specialist classes were conducted in Indonesian, Science, PE and Music. These enriched the school’s teaching and learning program and allowed children from preschool to year 7 the experience of language and culture, investigation, physical skill development and performance. Curriculum renewal occurred in English, Mathematics, Geography and IT capabilities through the continuing implementation of the Australian Curriculum.

HIGHLIGHTS FOR 2014

- Student completion of the Premier’s Reading Challenge rose from 53% (2013) to 78% (2014).
- The Preschool continued to grow in enrolment with integrated playgroup and occasional care sessions successfully offered to service our community.
- The Drumbeat program was enjoyed by the year 6 and 7 boys.
- Bookweek and the adventure of reading was celebrated by children and students all dressed up for assembly.
- The Onkaparinga Christmas Pageant was enjoyed by everyone and we won the award for Best Float!
- The Fundraising committee raised over $4000.00 which will help fund much needed signage to promote our school.
- Third time lucky, the weather smiled on us and we enjoyed Sports Day as a family friendly event.
- Volunteers worked tirelessly at school helping out with such tasks as reading, cooking and painting!
- The senior students produced great vegies in the kitchen garden which were used by adventurous cooks and taste testers in the science room kitchen.
- A record number of families attended the KidsMatter information session and were delighted by learning demonstrations and a shared yiros tea!
- Parents and families celebrated graduation with their year 7 and preschool children to mark transition points in their child’s education.
- Friendship Day was celebrated by everyone writing about the meaning of friendship. The paper links were used to create a friendship chain.

STRATEGIC DIRECTIONS

LITERACY

The school continued its focus on implementing a whole school approach to reading. Early years staff teams examined literacy data which lead to small groups of students being targeted for specific intervention and learning strategies. Racing Readers was one of these programs. Student’s in this group increased skills and were able to move on to learning the next steps more quickly. The SPARK Reading program targeted a group of middle primary students who paired with mentors from the Commonwealth Bank. Student’s reading levels and confidence increased through regular and targeted intervention.

Running Record results for year 2 students have shown significant improvements over the last 3 years and has evidenced consolidation of foundation skills learnt in Reception and year 1. Year 2 students at RSS out-performed state averages in reading! There was a school wide increase of 25 % in Premier’s Reading Challenge achievement from 2013. NAPLAN Reading results improved for years 3, 5 and 7 students.

NUMERACY

The school was successful in obtaining funding for a Numeracy Coach in 2014 and resources were directed toward strategic development of whole school approaches to teaching and learning in numeracy. Teachers gained professional development with a renowned expert in Mathematics, and have developed a range of new
strategies to engage and deepen student understanding of number concepts and their application to real life situations. Student access to appropriate learning tools was audited and resources were updated to support active learning in Mathematics.

NAPLAN results showed 100% of year 7s achieved the National Minimum Standards, with 89% of year 5s and 94% of year 3s also achieving this standard in numeracy. Results of a nationally indexed assessment tool (PAT-M) showed actual growth exceeded expectations from 2013 to 2014 for most cohorts. In 2015 we will continue to raise expectations and will participate in a tri-school moderation program within our region.

2015 AND BEYOND

In 2014 there continued to be a marked increase in students taking responsibility for their behaviour and articulating the impact that their choices and behaviour had on others. This was evident to teachers, parents and students through all stakeholder communications. It was also evident through the stories of teachers and students at the information session for parents held at the Learning Expo. Individual student Well Being Plans continued to support early intervention and helped to strengthen the team approach taken by family and school.

WELL BEING

During 2014 the Wellbeing Team continued to focus on improving student wellbeing and building a stronger and positive school community. The student Behaviour Management Plan was reviewed and modified for 2014. Its implementation reflected the commitment to Restorative Practices at RSS. This included morning circle times for each class. The focus of circle time includes emotional check ins, reflection of the previous day, goal setting, reflections on the student Code of Behaviour and relevant class specific issues. For some classes Social and Emotional learning included the Rock and Water or Drumbeat programs. Both programs offered opportunities for students to learn social skills and emotional regulation strategies, and were well received by students.

2014 Parent survey data indicated that surveyed parents reported that their overall experience of RSS had been positive. They indicated high levels of satisfaction in the areas of learning support and relationships and communication. This has reinforced that work toward connecting with community and streamlining learning intervention strategies need to remain priorities. In conjunction with school community members a core message of “A nurturing community of active learners” was developed and will underpin our service to all stakeholders from 2015. 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 2015. The 2014 budget enabled planned learning activities and programs. Strategic use of government funding and grants will enable the school to provide the best program for the students currently enrolled.

A more detailed report and supporting documentation is available upon request to the Principal during March 2015.