

REIDY PARK PRIMARY SCHOOL

SCHOOL CONTEXT STATEMENT

Updated: 12/6/18

School number: 0290

School Profile:

Reidy Park Primary School, as Mount Gambier Primary School, was the original Government primary school in the city and opened in 1878. In 1955 it was relocated to its present site. The buildings were designed and constructed as two schools; the primary part in the mid-fifties and the junior primary building in the early sixties. In 1970, the two schools were amalgamated and in 1998 were consolidated on the one site. The site has access to a large playing area.

At Reidy Park Primary we strive to develop active lifelong learners by providing quality teaching and challenging learning programs. Our students are highly motivated and well behaved and our parents are extremely supportive of the school. Parent participation is valued and encouraged through involvement in classrooms, Governing Council and school community events. Our staff profile reflects a balance of experienced and early career teachers. We aim to develop students with the skills to become successful participants and contributors to both the local and global community. The school has a zone of right, with families able to submit an enrolment request if they live outside the zone.

Our facilities are of a high standard, with a recently built multi-purpose hall, new library and refurbished classrooms. All are equipped interactive screens, computer pods and multimedia tools. Our teachers are highly skilled in embedding learning technologies throughout the curriculum. We also offer specialist curriculum areas in Japanese, the Performing Arts and Health and Physical Education. Students have the opportunity to take part in a range of arts activities such as musicals, drama, choirs and the school ensemble. Specialist teachers visit the school weekly to teach various musical instruments

1. General information

Part A

School Name : Reidy Park Primary School

School No. : 0290

Principal : Mr Stephen Jolley

Deputy Principal: Ms Sandy Mullen

Postal Address : 30 O'Halloran Terrace, Mount Gambier 5290

Location Address : 30 O'Halloran Terrace, Mount Gambier 5290

School website address: www.reidyprkps.sa.edu.au

School e-mail address admin@reidyprkps.sa.edu.au

Local Partnership: Blue Lake

Distance from GPO : 460 kms

Phone No. : 08 8725 3381

No Fax No. : 08 8725 0576

CPC attached : No

February FTE Enrolment

	2013	2014	2015	2016	2017	2018	2019
Reception	63	75	61	76	69	77	78
Year 1	71	73	73	61	72	72	74
Year 2	66	72	74	73	64	72	76
Year 3	63	67	70	77	76	65	67
Year 4	83	60	69	76	77	74	63
Year 5	93	86	60	73	78	75	74
Year 6	74	93	87	63	74	76	74
Year 7	74	79	97	88	66	74	75
	587	605	591	593	576	585	581

	2018 Cohort Information	2019 Cohort Information
School Card Approvals	70	tbc
NESB	0.51%	tbc
ATSI	3.43%	tbc
Students with disabilities	1.54%	tbc

Part B

Leadership positions

Principal	Mr Stephen Jolley
Deputy Principal	Mrs Sandy Mullen
Senior Leader, Teaching and Learning, STEM:	Mr Sam Currie
Coordinator, Teaching and Learning, Literacy:	Mr Sam O'Neill
Reading Support Teacher:	Ms Brydie Merrett
AET:	Ms Jess Magarey

Teaching staff:

Female 23 Male 5

SSOs:

Female 9 Male 1

OSHC:

Before and After School Care and Vacation Care are provided on site as part of the Mount Gambier OSHC Service which is run independently of the school.

Enrolment trends:

Enrolments remain steady due to the DECD Zone of Right. The school receives many requests from out of zone enrolments.

Public transport access:

The school serves the southwest section of the city and is situated close to the Blue Lake and Valley Lakes areas. The City Bus Service serves the school area. Mount Gambier, 460kms from Adelaide GPO, is served by a daily bus service and commuter air services to both Adelaide and Melbourne. By car it is approximately five hours from either city.

2. Students (and their welfare)

General characteristics:

An R-7 primary school. Families represent a range of socio-economic backgrounds with the majority of students coming from English speaking backgrounds.

Student Wellbeing Programs:

Student wellbeing is supported and promoted through a combination of teacher pedagogy and various whole school approaches and programs. These include Play is the Way, restorative practices, setting up for success (start of year program) and buddy activities. The deputy principal coordinates wellbeing initiatives within the school in collaboration with other teachers, who form a site improvement team focused on this area. The implementation of the Child Protection Curriculum also supports student wellbeing perspectives.

Through the Federal government's Chaplaincy program, the school employs a Pastoral Support Worker across 2 days of the week.

Support offered:

The Deputy Principal manages the Special Education programme. This includes working with class teachers and SSOs to support students with identified learning disabilities (this support is funded through Department resourcing). Students that are not eligible for this funded support, but experience learning difficulties, are identified through school and class based assessments. These students then engage with structured intervention programs (focused on Literacy and Numeracy) to assist their learning progress.

Student management:

The school's Behaviour policy and Anti-Bullying policy are documented and regularly monitored. These policies are promoted through class activities, meetings and assemblies and are shared with the wider community. High expectations of students are in place and our school values provide a common theme in discussions with students. All classrooms are expected to have systems in place that support a safe and orderly environment.

Student government:

A Student Leadership Team elected from the Year 7 classes including School Captains is well established in the school. Along with the Student Leader cohort, Sports captains are also chosen from the Year 7 group and contribute to school needs in this area. An SRC with all classes represented also operates alongside this structure to ensure representative student voice and governance. All classes are expected to hold weekly class meetings to ensure that students are involved in decision making.

Special programmes:

Specialist non instruction subjects are: Japanese (R-7), Performing Arts (R-7) and Health and Physical Education (R-7).

The school has a focus on the Performing Arts and this is highly regarded by our school community. The Year 6/7 Musical and 6/7 choir are highlights of the school year. A large cohort of students (Yrs 5-7), also learn a musical instrument and are taught by department tutors. Every two years cohorts of students team together (JP and Primary Years up to Grade 5) to present a joint concert at the Sir Robert Helpmann Theatre.

School camps are held every two years for targeted cohorts. This includes a 3 day/2 night camp for Year 4 & 5 students and a week-long camp to Canberra for Year 6 & 7 students.

Transition programmes operate for students entering school for the first time, and for students moving to secondary schools. There is close collaboration between this school and the three secondary schools that receive our students.

Key School Policies

Our Vision:

Reidy Park Primary School is a learning community focused on high expectations, innovation and positive relationships. We strive to provide a learning environment where students feel safe, engaged and challenged to achieve their personal best. Our school values are Care, Courage and Respect.

Literacy and Numeracy Goals:

- A culture of high expectations and improvement that supports improved achievement, engagement, intellectual stretch in literacy and numeracy for every child.
- Implementation of high impact, school wide contemporary pedagogical practices that meets the needs of all students.

Literacy and Numeracy Priorities:

- All staff will action/implement whole site Literacy Agreement; focus on reading and writing.
- Effective teaching and learning programs that improve Literacy outcomes for students.
- Team inquiry cycles to support professional learning and sharing of practice.

Student Wellbeing and Engagement Goals:

- The school environment supports the safety and wellbeing of all children.
- Effective learning dispositions, resilience and growth mindset support improvement in student learning.
- The engagement of students and families through communication, consultation and participation.

Student Wellbeing and Engagement Goals:

- Teaching and learning programs actively support students to develop effective learning dispositions.
- All students are engaged and stretched in their learning.
- Whole school and classroom activities reflect the school values of Care, Courage and Respect.

Recent Key Outcomes:

- Learning by Design and Tfel principles reflected in planning (including team constructed units of work) to promote intellectual stretch and engagement.
- Engagement with Natural Maths strategies to support improved learning outcomes.
- Identifying how STEM perspectives can be incorporated into learning design.

4. Curriculum

Subject offerings:

Reidy Park staff plan and program according to the curriculum guidelines described within the Australian Curriculum.

Open Access:

N/A

Special needs:

Students with special needs are identified through established whole school systems. Learning achievement data is then used to inform student participation in intervention programs.

Special curriculum features:

The school provides a range of extensive curriculum opportunities for students, this includes:

- Performing Arts (participation in class concerts, upper primary musical, choir and instrumental music).
- Physical education (out of hours school sport for students in Years 3-5, sporting carnivals, AUSKICK and SAPSASA representation).
- Camps (Yrs 4 & 5 and Yrs 6 & 7).

Teachers are expected to work in teams to design and plan an integrated unit of work every term based on Learning Design principles.

Whole school agreements in Literacy and Numeracy exist and encompass a range of approaches that focus on:

- Explicit teaching of text types.
- Reading development and reading comprehension.
- Jolly Phonics.
- Natural Maths.
- Problem solving.

Assessment procedures and reporting:

A wide range of assessment methods are utilised to suit individual needs. This includes – peer, formative, anecdotal notes, self, observations and standardised tests. We have developed a data collection and analysis schedule that clearly describes the use of consistent data collection tools and timelines. Accelerus is used to centrally manage all student data and reporting. PAT-R and PAT-M are being used from Year 1 -7. Student achievement and progress is reported through newsletters, diary notes, NAPLAN, Running Records, formal reports (term 2 and 4) and parent teacher interviews. The reporting timeline is set at the commencement of each year and communicated to families through the newsletter. A parent acquaintance night is held at the beginning of Term 1 and allows families the opportunity to meet their child's class teacher and familiarise themselves with the class and learning environment.

5. Sporting Activities

All students participate in Physical Education lessons as a part of the school's specialist subject areas. Extensive sporting opportunities exist for students in school-based teams which are parent managed. All classes attend swimming classes. Our 6/7 students trialled Surf Education at local beaches in 2016 and will look to continue this program in place of swimming lessons (depending on availability of instructors).

Students in the upper primary years have the opportunity to participate in SAPSASA and Regional Sporting competitions ~ Swimming, Athletics, Cross Country, Cricket, Basketball, Softball, Table Tennis, Hockey, Tennis, Netball, Soccer and Football. Weekend sport is highly organised and developed in our local community and is actively supported by the staff of the school. Younger students enjoy a variety of “have a go” opportunities throughout the year. All students actively participate in our annual school sports day that attracts a large number of visitors.

6. Other Co-Curricular Activities

General:

Specialist music tuition is offered in drums, guitar, strings, woodwind and brass, and many students receive private music tuition outside of the school programme.

The 6/7 School Choir performs in Adelaide and LSE Festivals, while all other year levels participate in a performance each biannually.

Excursions are planned on as needs basis to support class based learning activities.

7. Staff (and their welfare)

Staff profile:

The school has a combination of early career and experienced teachers.

Leadership structure:

The Principal, Deputy Principal and Senior Leaders share many of the administrative, professional and personnel duties. The Principal, Deputy, Senior Leader and Coordinator form a leadership team which meets formally on a fortnightly basis. Site improvement teams (composed of staff) also meet each fortnight to support school improvement priorities. These teams have voluntary participation however Step 9 teachers are encouraged to nominate. Currently Site Improvement Teams exist in Literacy, Numeracy, Wellbeing and STEM.

Staff support systems:

Teachers are divided into Teaching Teams based on like year levels. Teams elect a team leader who attends meetings with the senior staff once a fortnight. Teacher teams are expected to collaborate throughout the year via joint planning, student achievement analysis, moderation and engagement in professional learning. Early career teachers and new staff to the school are appointed a peer mentor at the beginning of the year.

Staff meetings are held weekly. Teachers who volunteer to take on extra responsibilities such as OHSW, sports teams, choir, PAC etc, are provided with extra release time to compensate. All teachers are provided with five, 50 minute NIT lessons. Teachers use some of this NIT for collaborative planning of inquiry units. Staff have access to a laptop device if required.

Performance Development:

Our Performance Development policy and structure follow department requirements. Professional dialogue occurs between teachers and senior staff. Key points of staff performance development include:

- Staff meeting with their line manager to establish a performance development plan that reflects school, department and individual priorities. Follow up meetings are held during the year to review progress towards the goals.
- Teachers submitting work programs for review.
- Lesson observation and feedback based on identified areas.

New staff are supported through the induction process by meeting with senior staff, to enable them to become familiar with school routines, policies and OHSW requirements. Eligible teachers are also supported to work toward Step 9 classification.

Teachers are expected to take leadership in areas of expertise and to contribute to some part of the school's extensive curricular and co-curricular activities. Step 9 teachers are also expected to take on mentoring responsibilities, including hosting pre-service teaching students and work experience students.

Access to specialist staff:

Good working relationships exist across the Blue Lake Partnership with specialist support available within the district's limited resources. Psychologists, Special Educators, Speech Pathologists, Behaviour Coaches, Attendance Officers and Social Workers are accessed when appropriate.

Visiting instrumental music teachers support drums, guitar, string, woodwind and brass programmes.

A Pastoral Support Worker is appointed to the school working 8 hours a week over 2 days, and works closely with the Deputy Principal in their role in supporting student wellbeing.

8. Incentives, support and award conditions for Staff

Teachers are eligible for Government Housing and support with relocation expenses. Further information about these areas can be found on the department's website.

9. School Facilities

Buildings and grounds:

Classroom accommodation is very good. The construction of the Multi - Purpose Hall/ Gym was completed mid-2007 and is a wonderful asset to the school, catering for sport and whole school assemblies.

As part of the Building Education Revolution, a new library was constructed which incorporates a computer room. The main building which houses the primary classrooms has undergone a major refurbishment and the facilities are outstanding, giving all classrooms flexible space and access to computer hubs. All classrooms and administration areas are air conditioned. Each classroom and learning area has an interactive screen installed.

The school is adjoined to a large oval which is owned by the City Council. The Education Department leases the oval from the Council during school hours and the oval and our landscaped grounds are widely used by the community after hours. Community groups on a limited basis, use the gym during evenings and weekends.

Specialist facilities:

Our Performing Arts centre and Flex room are used for Performing Arts lessons.

We have a dedicated Computer room within the Library. Our 6/7 classes share pods of computers (32 in total) and can BYO their own technology on a daily basis, our Links team has access to a class set of laptops, the 4/5 classes sharing 32 computers (8 per class) and our JP classes all have 11 ipad minis. Special needs students each have an ipad for their learning.

Student facilities:

An out sourced lunch order system is available on Wednesday and Thursdays in partnership with the Mulga Street PS canteen.

Staff facilities:

A teacher resource room is located in a dedicated classroom space.

Access for students and staff with disabilities:

Ramps are installed giving access to all areas of the school, but there are still extensive steps/stairs in the main building.

10. School Operations

Decision making structures:

Staff meeting and management/curriculum committees are established. Students and families are actively engaged and consulted within relevant decision making processes. In addition to the leadership and team leader committees, the Personnel Advisory Committee meets to provide advice on personnel and resourcing matters. Staff are represented on all Governing Council sub-committees.

Regular publications:

The school publishes a fortnightly newsletter to families and is available on our website. Class teachers also have their own newsletters for families and some teachers use online platforms to do so. Our website provides further information about the school for the wider community and the school also uses a communication app (School stream) and an SMS message service to keep parents informed. Communication with staff occurs via an electronic daybook.

School financial position:

The school is in a sound financial position. Financial management is the role of the Governing Council's Finance sub-committee, working through the Principal and Business Manager.

11. Local Community

General characteristics:

The district depends heavily upon agricultural, horticultural and forestry industries. The parent population of the school reflects these industries.

Parent and community involvement:

Parent and community support and involvement in the school is positive. Governing Council operates effectively through a series of active sub-committees, which look after Finance, Grounds, OSHC and Fundraising. Most decision-making and action planning occur through sub-committees, which give wider membership and participation than if just drawn from Council. Parents are involved in decision-making in appropriate areas at every level of the school's activities and management. Their views are canvassed through newsletters, sub-committees, surveys and Governing Council.

Feeder schools and kindergartens:

Our students transition into Reception from a range of local kindergartens, including St Martins, Acacia, Akuna, Melaleuca Park and Gladigau kindergartens. We are often however unable to take all students desiring enrolment.

Our school is zoned to Mt Gambier High school for their secondary education, however many of our students choose to attend Grant High school. Each year there is a small cohort of Yr 7 students who enrol at local Independent schools.

Other local care and educational facilities:

Many primary schools and 2 secondary schools serve the immediate community. Tertiary studies are available through TAFE and some university courses are offered through University of SA and the James Morrison Music Academy now offers university degrees also.

There is significant movement of young people to the metropolitan area to follow further education and related careers.

Commercial/industrial and shopping facilities:

Several large shopping centres and numerous smaller regional shopping centres serve Mount Gambier. Its sporting facilities are very highly regarded and are outstanding for a city of its size. Visiting performers, exhibitions and some local groups cater for cultural activities. Most religious denominations are well catered for.

Other local facilities

Mt Gambier is South Australia's largest regional town outside of Adelaide and has a range of services and facilities available to the public.

Availability of staff housing

This can be accessed privately or through Government Housing.

Local Government body

Local government authorities are the City of Mount Gambier and Grant District Council.

12. Further Comments

Reidy Park enjoys a positive reputation and strives to be a school that the local community is proud of. All staff are committed to supporting every child's learning and wellbeing needs.