



School Context Statement

Updated 17/9/14

School Name: Reynella East College School Number: 1907

Principal: Ms Caroline Green

Postal Address: 63 Malbeck Drive, Reynella East SA 5161

Phone: 08 8329 2300

Fax: 08 8329 2319

Email: dl.1907.info@schools.sa.edu.au

District: Adelaide South

Distance from GPO: 22 kms

February FTE Enrolment:

	2012	2013	2014
Pre-School	35	32	60
Reception	63	58	64
Year 1	51	44	50
Year 2	52	54	45
Year 3	61	45	53
Year 4	47	68	53
Year 5	66	62	78
Year 6	79	80	71
Year 7	90	87	92
Year 8	244	244	251
Year 9	248	244	248
Year 10	248	252	235
Year 11	235	218	241
Year 12	207	206	196
Year 12 plus	6	12	10
Special class	12	12	10
Total	1744	1718	1757

School Category of Disadvantage: 5

1. Teaching and Leadership Staff

Leadership Staff:

Principal:	Ms Caroline Green
Deputy Principal:	Mr Alan Pfeiffer
Head of Primary	Miss Bec Truran (P - 7)
Assistant Principal	Ms Sue Matene (P- 2)
Assistant Principal	Mr Ben Paech (3 – 7)
Assistant Principal	Ms Sue Richards (8 - 9)
Assistant Principal	Mr Bob Bastian (10 - 12)

Coordinators: Currently there are 19 Coordinators, 3 of whom have leadership in the P – 7 section of the school, 16 of whom have responsibilities in the secondary section.

Teaching Staff

In addition to the Leadership Staff the school currently has 90 Teaching Staff .

School Support Staff

REC has 41 School Support Staff shared across the whole campus, and the Business Manager has line management responsibilities for all Support Staff across the whole campus. The College also employs 2 Youth Workers. In addition the College has 3 GSOs and 2 Christian Pastoral Support Workers.

Special Arrangements

Reynella East College is part of the Southern Adelaide and Fleurieu Trade School. As part of the Trade School, Reynella East offers a number of Vocational Certificates. Students from member schools may access any of the courses delivered as part of the Trade School.

Reynella East offers a Targeted Sports programme, specialising in Basketball, Cricket, Soccer, Rugby, Netball, Athletics, Football and Golf.

Instrumental Music program

Reynella East College provides instrumental music programs for students from year 5 -12.

International Education

Reynella East is also part of the Southern International Education Network. As part of this Network, it hosts International full fee paying students from Mishima and runs cooperative programmes with other schools in the network.

Year of Opening

Reynella East College was opened in January 2011 after the formal closure of the Junior Primary, Primary and High Schools in December 2010. The High School section first opened in 1981, while the Primary section opened in 1979. A new Preschool facility was built and opened in late 2013.

Public Transport Access

The school is easily accessible by bus No. 723 from the city and Noarlunga Centre. Bus numbers 722 and 197 also serve the school.

2. Students (and their welfare)

General Characteristics:

The College draws students from surrounding suburbs, namely O'Halloran Hill, Reynella, Happy Valley, Woodcroft and Morphett Vale. These areas are almost exclusively residential with some shopping centres and occasional light industry establishments. There are relatively few students from non-English speaking backgrounds apart from the students in the International program. Approximately 25% of all students are School card recipients

Pastoral Care Programs:

In the Primary section of the College, class teachers are responsible for the primary care of their students. The Primary section is divided into 2 levels of school with a member of the Administration supporting each level of school.

The Secondary section of the College is structured into Home Groups. Each year level is split into groups of 3 that are supported by Year Level Coordinators. Home Group Teachers and Coordinators generally follow students through the secondary year levels to build and strengthen strong supportive relationships, and to track and monitor progress as closely as possible.

Support Offered:

One Student Counsellor supports students in the Primary section of the College.

Two Student Counsellors provide a coordinated service for students across the secondary section of the College. In addition the Careers Counsellor provides a career oriented service including work experience, careers advice, traineeship information and transition planning, particularly for senior students.

Across the College there are two Youth Workers who support students at risk in upper primary and secondary. Two part-time CPSWs also work with a large number of students and coordinate the involvement of a number of Church groups in the school. One Aboriginal Community Education Officer supports the Aboriginal and Torres Strait Islander community. In 2014 the College introduced the Psychology in Schools programme.

In addition the College accepts placements from Sociology and Psychology students who also support specific students.

Student Management:

School discipline is based on the following philosophy:

"Reynella East College will be a safe, caring and orderly environment in which the rights of students to learn, and teachers to teach are supported and protected."

Students are expected to display respect for others and understand their rights and responsibilities. Teachers are expected to model these behaviours to students.

School behaviour codes (for secondary students) are printed in the school diary and flow charts documenting the consequences for inappropriate behaviour are displayed in each teaching area. An appeals process is also displayed. Coordinators support teachers in the administration of the School's behaviour management code.

Student Government:

Class meetings are a feature of the Primary section of the school while in the secondary section, students participate in the governance of the school through the work of elected school captains/vice captains and elected class representatives. Student voice is currently under review.

3. Key School Policies

Our Mission: Inspiring Success

Our Vision: To be a Centre of Excellence in Education in Southern Adelaide

Our Core Beliefs about Learning

1. We know that all students can learn and that we have the responsibility of assisting them to reach their full potential
2. We know that they learn best when there are strong, positive relationships between staff and students and when they are in a safe, caring and respectful environment, and that it is our responsibility to provide this.
3. We know that when students are engaged in the learning process they will be successful and that it is our responsibility to understand each child so that we can construct appropriate learning experiences with them.
4. We know that the curriculum we provide for our students must be rigorous for this will enhance our students' learning.
5. We also know that our students' learning is enhanced by support from their parents/caregivers and our community and that we have a responsibility to facilitate connections between our school, their families and community.
6. We know that committed interactive teams across all levels of school enhance student learning and achievement and we have a responsibility to establish an environment in our school that supports teachers working together.

Site Learning Plan Targets

Attendance TARGETS

- All absence is explained.
- Reduction in lateness across the school (particularly Years 8-10)
- Sanctioned (explained) absence is reduced significantly across the College.

Student Achievement TARGETS

- All students without special needs achieve literacy & numeracy NAPLAN benchmarks.
- Increase in number of A & B grades in SACE stage 1 & 2 subjects
- Teacher assessment is consistent with Moderation of all SACE stage 2 subjects.

Staff performance and Development TARGETS

- All teachers engage in self-assessment and identify areas for development and improvement.
- All teachers develop a Performance & Development Plan by end term 1.
- All teachers gather evidence of professional engagement & improvement.
- Improve leadership capacity to provide quality performance & development support for line-management teams.
- All staff seek and receive performance feedback

EALD TARGETS

- EALD students to improve by at least one Language & Literacy level each year
- ATSI students to meet learning goals identified.
- All plans for verified students reflect short-term learning goals.
- All verified students make regular progress.
- Increased SACE completion rates for verified students.
- Increased choice of subjects for verified students and students at risk of barriers for SACE completion.

4. Curriculum

- As a P-12 College, teaching staff follow three frameworks:
- The Early Years Learning Framework (P-2)
- The Australian Curriculum (R-10)
- The South Australian Certificate of Education (11-12)

A play based pedagogy is a strong feature in the early years and developing continuity and a whole College approach to literacy and numeracy development is supported by school funded literacy and numeracy coaches and leadership positions.

R-7 students study Japanese as a Language Other than English (LOTE) subject, a specialist Physical Education and Dance/Drama programme is also provided.

In 2015, the College will change from a 6 to a 7 line timetable and introduce a new 'Learner Management' system. This will impact on the pattern of subject offered and will provide increased flexibility to meet the Australian Curriculum requirements.

Years 8-10

The curriculum emphasises students' successful development of broad general knowledge, skills and attitudes, in a process that is relevant, flexible and accessible.

All eight areas of learning are part of the Year 8 Curriculum and form the basis of students' core curriculum and choice in years 9 and 10.

Reynella East College offers three languages other than English: Japanese, French and German.

Years 11-12

The Senior School curriculum offers over 100 different units at Stage 1 & 2 SACE. Reynella East delivers several Vocational Education and Training subjects on site, including Doorways to Construction, Automotive, Hospitality and Health Assistance. As one of the twelve secondary schools that together form the Southern Adelaide and Fleurieu Trade School, students have access to more than 36 VET courses.

Special Needs

Access to all parts of the school for students with disabilities is good with a lift servicing the upper floor. Covered walkways connect most areas of the school, and there are a number of shaded/protected areas for student use during break periods. Tier 2 staffing is used to support students with Negotiated Education Plans. English Plus and Maths Plus classes are provided for those students in the Middle School.

Special Curriculum Features

The school also delivers an Intensive Secondary English Course for International Students. The numbers of students in this programme vary from year to year. The majority are full fee paying students from Japan. The school also encourages the involvement of students in the Duke of Edinburgh's award.

Teaching Methodologies

In 2013, the Performance Development programme has been centred around the National Professional Standards for teachers.

Assessment Procedures and Reporting

In the Primary section of the school, the reporting periods mirror the 4 term year, with three way learning conversations twice per year. In the Secondary section there are written reports at the end of each academic period, with parent/teacher interviews held at the end of Term 1.

Joint Programmes

Joint programmes exist through the Trade School and the Southern International Education Network.

Sporting Activities

The school enters teams in a wide variety of interschool sports and knock out competitions. The school also runs both Primary section and Secondary section Sports Days, as well as a Japanese Primary Games Day.

Other Co-Curricular Activities

In addition to the Duke of Edinburgh's award programme, the school supports a range of other activities, including Outdoor Education activities, Performing Arts presentations, Maths/Science/Robotics competitions, debating, and lunch time sports clubs. The school stages a major musical production biennially, incorporating music, drama, dance and stage work. Through the work of the school Christian Pastoral Support Worker, a range of religious activities and groups are also available to students.

5. Staff (and their welfare):

Staff Profile

The staff has a relatively low mobility – many live in the south. The average age of the staff is similar to many metropolitan high schools – that is, over 50.

Leadership Structure

The leadership structure is based on the principle that all leaders have a student, curriculum and change focus. In addition the leadership structure consciously models effective team work. Hence all leaders have a role in working with a cohort of students, in partnership with at least 2 other leaders. All leaders also have a curriculum management and change role.

Staff Support Systems

Staff are supported through a buddy system for new staff, an induction programme, staff wellness working party, performance management/mentoring, and through Occupational Health Safety and Welfare processes such as the Training Needs Analysis and Psychological Health surveys. Staff are also supported through the work of the School Support Staff. SSOs are deployed in Primary Special Ed, Science, Art, Tech, Home Ec, Secondary Special Ed, IT, Finance and general administration.

Staff Utilisation Policies

The PAC provides advice to the Principal relating to the utilisation of staff within the agreed industrial guidelines.

SSOs are deployed by the Principal according to staffing guidelines and to meet the needs of the campus as advised by the PAC.

Incentives, Support and Award Conditions for Staff

Reynella East College is a category 5 metropolitan site and as such receives no additional incentives, support or award conditions apart from that provided under the relevant industrial awards. The College does provide some minor support for staff such as subsidised 'flu vaccinations, lunches and morning teas for special occasions.

6. School Facilities

Buildings and Grounds:

The school is set on 11.61 hectares. The school has been extensively re-built and re-furbished to cater for up to 1800 students. A number of new facilities have been completed, including a Library, Dance and Drama studio, a Commercial Kitchen and Cafe, 9 general classrooms, a Preschool, Student Services, Front Office and an International Centre.

The grounds include a rugby oval, a soccer oval, a football oval and a cricket oval. The school has extensive garden areas and a sunken courtyard/amphitheatre.

Cooling

All areas are air-conditioned.

Specialist Facilities

The facilities include two gymnasiums, wood, metal, automotive and electrical workshops, commercial kitchen & cafe, art areas, home economics areas, dance rooms, allied health lab, primary hall, drama theatre, media suite, 5 specialist computing suites, and 7 science labs.

Student Facilities

Reynella East has an international student room, library, canteen, and a year 12 study area including a computer suite.

Staff Facilities:

Staff facilities include a large staff room and a staff conference room with a number of meeting rooms. All teachers are provided with a laptop or similar.

Access for Students and Staff with Disabilities:

The provision of a lift, recent upgrades of science facilities, the provision of covered walkways and disabled toilet facilities enable reasonable access for people with disabilities.

Access to Bus Transport:

The school is easily accessible by bus No. 723 from the city and Noarlunga Centre. Bus numbers 722 and 197 also serve the school.

7. School Operations

Decision Making Structures:

In addition to the required committees/groups, such as the Governing Council, the Personnel Advisory Committee, the Occupational Health Safety and Welfare Committee, the school also operates a number of standing decision making groups such as the Principal Team, the Leadership Team, the General Staff Team, Year Level Teams and Faculty group Teams.

In addition, various working parties operate from time to time to research particular issues. In 2014, these included staff wellness, gifted and talented, environment and timetable.

All school policy decisions must be ratified through the General Staff meeting and Governing Council.

Other Communication:

Daily communication occurs through daily notices that are transmitted electronically. School newsletters are prepared twice per term and transmitted via e-subscription, email, hard copy and the web site, while curriculum information is conveyed via handbooks. The school has established a Facebook page where information is provided on a daily basis to parents. Active email communication also occurs between staff, parents and students. All students in the secondary section of the school are provided with a diary that is used for communication with parents and contains information pertinent to students and their involvement in the school.

Special Funding:

The school does not receive any special funding above the amounts provided for under DECD funding formulae and materials and services fees.

8. Local Community

General Characteristics:

The school draws students from surrounding suburbs, namely O'Halloran Hill, Reynella, Happy Valley, Woodcroft and Morphett Vale. These areas are almost exclusively residential with some shopping centres and occasional light industry establishments.

Parent and Community Involvement:

The Governing Council is actively concerned with all aspects of the school and maintains both a Finance Committee and a Canteen Committee.

A number of parents and other community workers assist in the Canteen.

Feeder Schools:

Both the Primary section and Secondary sections of the school are zoned and both sections of the school are currently under enrolment pressure.

The zoned feeder schools for the secondary section are Braeview Primary School, Happy Valley Primary School, Reynella Primary School, Reynella South Primary School, Reynella East College, and Woodcroft Primary School.

Commercial/Industrial and Shopping Facilities:

There are a number of local shopping centres with a wide range of services within 2-3kms of the school. The largest shopping centre is Noarlunga Centre – approximately 5km from the school.

Other local Facilities:

Neighbourhood facilities, ovals and golf courses are nearby.

Local Government:

The school is located within the Onkaparinga City Council area. The Council takes an active interest in the school, and two Counsellors are active members of the Governing Council.