



School Context Statement

Updated 11/7/16

School Name: Reynella East College School Number: 1907

Principal: Ms Caroline Green

Postal Address: 63 Malbeck Drive, Reynella East SA 5161

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District: Adelaide South

Distance from GPO: 22 kms

February FTE Enrolment:

	2016
Pre-School	54
Reception	46
Year 1	67
Year 2	64
Year 3	66
Year 4	53
Year 5	63
Year 6	76
Year 7	107
Year 8	219
Year 9	240
Year 10	269
Year 11	266
Year 12	198
Special class	14
Total	1802

School Category of Disadvantage: 5

1. Teaching and Leadership Staff

Leadership Staff:

Principal:	Ms Caroline Green	
Deputy Principal:	Mr Clayton Disley	
Assistant Principal (B3)	Ms Sue Matene (P- 2)	
Assistant Principal (B3)	Mr Karen Church (3 – 7)	
Assistant Principal (B3)	Ms Sue Richards (8 - 9)	
Assistant Principal (B3)	Mr Bob Bastian (10 - 12)	
Senior Leader (B2)	Ms Heidi Godden	Literacy Improvement and English 8-12)
Senior Leader (B2)	Mr Dan Crispin	Numeracy and Maths Innovation Leader
Senior Leader (B2)	Ms Alanah Cathro	Personalised Learning
Senior Leader (B2)	Ms Margo Leatch	Curriculum Development
Senior Leader (B2)	Ms Isabella Zoanetti	Intervention and Support Leader R-12

Coordinators:

Learning Area Co-ordinators	12 secondary
Student Counsellors	1 Primary Years; 1 Middle Years; 1 Senior Years

Teaching Staff

In addition to the Leadership staff, there is currently 100 teaching staff.

School Support Staff

The Business Leader has line-management responsibility for a large Ancillary team that provides the following services across the College.

- Intervention and support for students with learning difficulties and disabilities and English as an Additional Dialect (EALD)
- Co-ordination of Home Stay and support of programs for International Education students
- Program and technical support for Science and Technology Studies
- Budgetary and Financial planning and management
- Ground maintenance and development
- Facilities maintenance and repairs
- Library and Information Technology Services for staff and students
- Student Services
- Reception and Administrative Services
- Youth Work and Pastoral Care

Special Arrangements

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

Instrumental Music program

Instrumental tuition is offered at REC by DECD and private providers from year 5 to year 12. At present, Instruments taught by DECD teachers include: woodwind, brass, percussion and guitar. Voice lessons are available to high school students and primary students are able to join the primary choir. We have various bands and ensembles including choirs from year 5. We are now delivering specialist music from year 6 using the high school specialist facilities. Students can access keyboard lessons delivered by a private tutor with a fee for service.

International Education

Reynella East College accepts International Students on Graduate, Study Abroad, Study Tour and Exchange Programs. Graduate students enrol with the intention of completing their SACE and often commence their program in an Intensive Secondary English Course (ISEC) class. Study Abroad students enrol in mainstream classes for periods from four weeks to one year, with the intention of improving their English and experiencing Australian life. Study Tour students usually come as a group and complete a program together, including intensive English lessons and excursions to learn about Australian culture. Finally, Reynella East College runs exchange programs through the Languages learning area, which are currently with Valentin-Heider Gymnasium in Lindau, Germany, for the German program, and to Lycee Sainte-Antione d'Exupery in Les Aviron, Reunion, for the French Program. Reynella East is also part of the Southern International Education Network. As part of this Network, it hosts International full fee paying students from Nihon University Mishima Senior High School and runs cooperative programmes with other schools in the network, including a student trip to Japan each April. Reynella East College is also developing a relationship with Princess Chulabhorn's College, Satun, Thailand, with reciprocal visits of teaching staff with the intention of promoting shared learning of each school's STEM program.

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:

REC is divided into teams and four Assistant Principals support levels of schooling across the College:

- The Early Years P-2

- The Primary Years 3-5

- The Middle Years 6-7 and 8-9

- The Senior Years 10-12

All Students belong to a Learning Community of 3-4 classes or year level supported by a Learning Community Manager and or an assistant Principal (depending on size) Class or home group teachers play a critical role in tracking and monitoring attendance, achievement and well-being

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. A part-time Christian Pastoral Support Worker also supports the well-being of individual and small groups An Aboriginal Community Education Officer has been appointed to support improved outcomes Aboriginal and Torres Strait Islander students and strengthen 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:

At Reynella East College we regard student behaviour as an educative process with a focus on restorative principles and practices. The College provides a range of programs and activities to support children and students develop socially and emotionally so that they can build positive self-esteem, and a sense of self-worth. We appreciate that students need opportunities to develop and learn appropriate behaviours and conflict resolution skills. The College has a focus on building resilient learners.

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 Responsible Behaviour Policy.

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 10%
- All cohorts reach state target of 95% attendance
- 2016 Student Opinion survey indicates 1 point scale improved satisfaction in student decision making about learning directions

Student Achievement TARGETS

- All students without special needs achieve Standard of Educational Achievement
- All students without special needs make at least 12 months growth in PAT-R and PAT-M (3-10) and Running Records (R-2)
- All students without special needs make middle or upper growth in NAPLAN reading and numeracy
- Increase in number of merits, A & B grades in SACE stage 1 & 2 subjects
- Teacher assessment is consistent with Moderation of all SACE subjects
- Student survey indicates 1 point scale improvement in quality of teacher feedback

Staff Performance and Development TARGETS

- All staff engage in self-review and identify areas for development and improvement.
- All staff gathers evidence of professional engagement & improvement
- Improve staff confidence in performance feedback by at least 1 point using Staff opinion survey
- All teachers engage in peer observation and feedback by end of 2017
- All teachers collect student feedback related to an aspect of their teaching
- Improve data literacy and use of educational technology

Intervention & Support TARGETS

- ATSI students to meet learning goals identified
- All verified students have SMARTA goals that are tracked and up-dated at least once per term
- Increased SACE completion rates for verified students
- Increased choice of subjects for verified students and students at risk of barriers for SACE completion
- By the end of 2016 there is an identification and pre-referral process in place to identify students at risk using agreed assessments

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.

Reception – Year 7

R-7 students participate in Physical Education and Dance/Drama delivered by specialist trained teachers.

Japanese language is offered to Reception to year 5 students and our year 6-12 students are offered a choice of German, French or Japanese.

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 Allied Health. As one of the twelve secondary schools that form the Southern Adelaide and Fleurieu Trade School, students have access to more than 36 VET courses.

Special Needs

Ramps and a lift servicing the upper floor of the secondary section, provide very good access to all parts of the College. Covered walkways also connect most areas of the College. A comprehensive program has been developed to support curriculum differentiation for students with a broad range of learning difficulties and disabilities from Pre-school to year 12. Our Intervention and Support Leader oversees the effective identification and referral process and development of One Plans

Special Curriculum Features

- **Innovators Academy**
Reynella East College offers a special focus STEM program that encourages critical and creative thinking through practical application of Science, Technology, Engineering and Mathematics in partnership with industry and universities. The Innovators Program caters for gifted students and those interested in pursuing a career in STEM related endeavours.
- **Sports Academy**
Reynella East College offers a special focus Sports Academy in a range of sports including Football, Netball, Soccer, Volleyball, Basketball and Rugby. This is designed to cater for gifted students and those who are passionate about pursuing a pathway to elite sport.
- **Arts Academy**
Reynella East College offers a special focus Arts Academy which is designed to cater for Arts specialist interest (gifted and talented) students. Candidates are identified for the specialist program during year 7 transition and are invited to apply for the Special Arts programs from year 8 with successful entry via audition / workshop or interview. Students can be identified in any year level for the following year.

The school also delivers an Intensive Secondary English Course (ISEC) 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

The school has a focus on academic success within a school environment which values creativity and the development of teamwork. Current priorities are Flipped Learning and Positive Psychology.

Digital Learning

The school is working in collaboration to progress a vision of one to one learning. Evidence has shown students are more engaged with their learning. From year 8 students participate in a laptop program and in the Primary Years we are working toward an iPad program.

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. In 2017 the College will introduce a Sports Academy which enables students increased choice of physical education subjects. The P-12 Sports day Carnivale is a significant whole school event held in term 1 each year.

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 and many reside within close proximity of the College. The teaching profile is representative of all age groups and of mixed gender. With the amalgamation in 2013 and expansion of our Intervention and Support program, our Support Services has increased in size and age-range.

Leadership Structure

The Principal and Deputy Principal are supported by four Level of School Assistant Principals, 5 Senior Leader, and 15 Coordinators.

Staff Support Systems

Staff are supported through an induction programme, performance management and mentoring. A comprehensive professional learning program supports staff to develop professionally and meet the Australian Professional Standards or highly effective service delivery

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.