At Reidy Park Primary we strive to develop active lifelong learners by providing quality teaching and challenging learning programs. Our vision is to be highly regarded for our pursuit of excellence and our caring environment. 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. A number of our teachers are consistently nominated by our parent community for national teaching awards. 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 and requests for out-of-zone enrolments are placed on a waiting list and met if space in classrooms allow.

Our facilities are of a high standard, with a recently built multi-purpose hall, new library and refurbished classrooms. All are equipped with state-of-the-art interactive whiteboards, computer pods and multimedia tools. Our teachers are highly skilled in embedding learning technologies throughout the curriculum. We also offer specialist curriculum areas in Italian, the performing arts 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.

We ensure that the areas of literacy and numeracy continue to remain a priority and place emphasis on those students in the early years who have not reached minimum standards by providing intensive one-to-one and group support as part of our very successful early intervention programs. At the other end of the spectrum, we strive to develop all students’ higher order thinking skills and cater for gifts and talents.
1. General information

Part A

School name : Reidy Park Primary School
School No. : 0290
Principal : Ms Chris Sheldon
Deputy Principal: Ms Lesley Okholm
Postal Address : 30 O’Halloran Terrace, Mount Gambier 5290
Location Address : 30 O’Halloran Terrace, Mount Gambier 5290
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

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School Card percentage 20%
NESB Enrolment 2%
Aboriginal Enrolment 10%
Part B

Coordinator, ICT and Innovation: Ms Rikki Helps
Coordinator, Teaching and Learning, Numeracy: Mr Dan Castle
Coordinator, Teaching and Learning, Literacy: Ms Sue Hutchesson
Reading Support Teacher: Ms Teresa Shaw
AET: Ms Jess Magarey

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

Staffing entitlement FTE: Teachers 25.4 SSO 153.50 hours

Teaching staff: Female 24 Male 6

SSOs: Female 9 Male 1

OSHC: Before and After School Care and Vacation Care are provided on campus 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.

Special arrangements:
Reidy Park Primary School, as Mount Gambier Primary School, was the original Government primary school in the city. 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.

Year of opening: 1878

Public transport access:
The school serves the southwest section of the city and is situated on the northern slopes of Mount Gambier. The City Bus Service serves it. 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:
Students generally are well behaved, focussed on learning and are from homes where there are high expectations of student success. The vast majority of students come from English speaking backgrounds.

Pastoral Care Programs:
The management of student wellbeing by teachers is achieved by clear staff knowledge and understanding of the support services available, including those external to the school.

Support offered:
All staff receive SSO classroom support. The Deputy Principal manages the Special Education programme. SSOs support identified students. Class teachers are released to meet with SSOs to plan and programme.

Student management:
The students are generally well behaved. Initially a bullying survey was conducted which surveyed over 600 students, staff and parents. A committee was formed which drafted the current student management policy which is regularly reviewed, updated and modified.
A Student Code of Conduct promotes a positive learning environment with a focus on Restorative Practice Principles. All staff are trained in Restorative Practices and Play is the Way to value add to our school wide practices in countering Harassment. Anti-bullying programs are implemented using resources from KidsMatter, and Social/Emotional programs. We have established a mentoring and support program for individual students identified as needing additional support through our newly established “Huddle”.

Student government:
A Student Leadership Team elected from the Year 7 classes including School Captains is well established in the school. 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:
Non instruction Italian is offered from Reception to Year 5. Performing Arts is also offered as NIT from Reception through to Year 7. The school has a focus on the Performing Arts and this is highly regarded by parents. The Year 6/7 Musical and 6/7 choir are highlights of the school year. Over 70 students learn instrumental music.
Our camp policy includes: Rec – Yr 2: classes are offered one-day excursions. In the early primary years: students are offered outdoor activities but overnight camps are at teacher discretion.
Our camps run biannually to assist budgeting for parents. Year 4 and 5 camp to Ballarat in even years follows the old gold route that also passes through our local community.
In Years 6/7 students participate in a week long school camp in odd years to Canberra to study civics and citizenship and Australian Federal Government structures and processes.
Currently Governing Council support attendance at these camps with $50 subsidies per child.

Key School Policies

Our Vision:
Reidy Park Primary School will be an active learning community. We will be highly regarded for our pursuit of excellence and our caring environment.

Mission Statement:
We are committed to providing quality teaching, learning and care.
We strive for continuous improvement in service and performance.
We value regular communication and close working relationships between students, parents, staff and the wider community.
We value initiative and independence and expect that all members of the school community shall take responsibility for the outcomes of their own actions.

Site Learning Plan 2015 to 2017:
To improve learning outcomes in Literacy
To raise student achievement levels of Numeracy in the school
To improve student, staff and community wellbeing

Recent key outcomes:
The professional learning program at the school is organised around a two week cycle. One week is devoted to whole school professional learning focused by our Site Improvement Plan. The second week teachers work in Professional Learning Communities for collaborative planning and programming and focus on data driven improvement in Teaching and Learning.
The school’s Literacy and Numeracy results continue to be good with results above the national and state average and also many of our like schools.
4. Curriculum

Our task is to provide quality education for all students consistent with the 2008 Melbourne Declaration on Educational Goals for Young Australians. At Reidy Park Primary School this involves placing a high priority on literacy, numeracy, communication, innovative thinking and learning, information technology, general knowledge and a concern for individual well-being.

Subject offerings:

Areas of study are consistent with the Australian Curriculum and include English, Mathematics, Science, Humanities and Social Science, Health and Physical Education, Technologies, The Arts and Italian.

Instrumental music, choir and sport are readily available enrichment activities. In our school, this happens within the state and national curriculum framework.

Student learning is continuously assessed through both formal and informal means. Teacher/parent interviews are held once a year in addition to the two formal reporting periods each year.

The school’s specialist curriculum areas are Performing Arts, Digital Technology, Physical Education and Italian.

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.

Open Access:

N/A

Special needs:

Early Intervention programmes support junior primary students. 10 week specific and targeted Literacy interventions support up to 10% of our students at any one time, identified from data collected throughout the year. The assistance is provided by SSOs who have achieved Certificate 2 in Classroom or Disability support. Data collected shows that these programmes are having a significant impact. A number of overseas students have enrolled in our school and as a result, an EALD programme has been implemented.

Special curriculum features:

In 2008 the school registered as an interested school for the Primary Years Program of the International Baccalaureate. A task force was formed consisting of teachers and parents and early in Term 2, 2009, hosted a preliminary visit from the IBO. Although it was not logistically and financially possible to continue with our pursuit to be a candidate school all teachers collaboratively plan units of inquiry with a minimum of 4 units per year, ensuring consistency and challenge across each year level. These units are now aligned to the Australian Curriculum.
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.

We use ‘Accelerus’ to centrally manage all student data and reporting. PAT-R, PAT-C and PAT-M are being used from Year 1 -7. Language and Literacy Scales provide data on the progress and improvement priorities of our small EALD cohort.

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. Formal reporting formats meet national reporting requirements.

We put face to the data using ‘traffic lights’ in behaviour, literacy, numeracy and social/emotional fields. This data informs class formation and interventions.

5. Sporting Activities

Extensive sporting opportunities exist for students in school-based teams which are parent managed. Staff members share the responsibility for arranging out of school sports. All classes attend swimming classes. Our 6/7 students trialled Surf Education at local beaches in 2016 and look to continue this program in place of swimming lessons.

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.

7. Staff (and their welfare)

Staff profile:

We are fortunate to have a good balance of male and female staff and staff from all age groups and length of teaching service.

Leadership structure:

The Principal and Deputy share many of the administrative, professional and personnel duties. The Principal, Deputy and Coordinators form a Leadership team which meets formally on a fortnightly basis. PLCs are represented at School organisational management meetings each fortnig
Staff support systems:
Teachers are divided into Professional Learning Communities. PLCs elect a team leader who attends meetings with the Senior Staff and Coordinators once a fortnight.
Administration staff meetings are held weekly before professional learning sessions.
Teachers who volunteer to take on extra responsibilities such as OHSW, sports teams, choir, PAC etc, are provided with extra release time to compensate.
Teachers collaborate to offer their specialist skills in classes other than their own.
All teachers are provided with five, 50 minute NIT lessons. Teachers use some of this NIT for collaborative planning of inquiry units.

Performance Development:
Our Performance Development policy and structure follow the agreed DECD requirements. Professional dialogue occurs between teachers and senior staff. Staff meet with their line manager each term and line managers observe in classrooms and provide feedback at least once a term.
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.

Staff utilisation policies:
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.
NIT is currently offered in Music/Drama, Italian, Digital Technology and Physical Education.

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 her role as Student Well Being focus teacher and leader.
8. Incentives, support and award conditions for Staff

Housing assistance:
Teachers are eligible for Government Housing. Apply through OGEH.

Cooling for school buildings:
All classrooms and administration areas are air conditioned.

Country Incentives – Zone 2;
Cash incentives apply during Years 1 to 5 of service.
Year 1 $700
Year 2 $900
Year 3 $1150
Year 4 $1400
Year 5 $1600

Medical and dental treatment expenses:
Eligible for reimbursement of certain travel and accommodation expenses for first seven years in locality.

Relocation assistance:
Available on relocation of permanent headquarters.

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 learning areas have interactive whiteboards installed.

The school is adjoined to a large oval which is owned by the City Council. DECS 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 activity room during evenings and weekends.
Cooling:
All classrooms and administration areas have reverse-cycle airconditioning installed.

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.

Staff have access to a laptop device if required and our Special Needs SSOs have ipads.

Student facilities:
A canteen operates on Fridays in partnership with the DECD Mount Gambier Independent Learning Centre Program

Staff facilities:
We are currently updating our Staffroom which doubles as preparation area. Our Teacher Resources are relocating to a dedicated classroom space which will become our primary Teacher Preparation 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
Governing Council:
Governing Council operates effectively through a series of active sub-committees, which look after Finance, Grounds 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, class meetings, Facebook and Governing Council.
Governing Council has adopted a school uniform policy, encouraging all students to wear uniform and further promote the school’s identity. The wearing of approved hats is mandatory.
11. Local Community

General characteristics:
The district depends heavily upon agricultural, horticultural and forestry industries. The recent development of the James Morrison Music academy has breathed new life into our city.
The parent population of the school reflects these industries, the service and retail industries and professions that support primary production.

Parent and community involvement:
The community tends to be close knit, as is the education community; it is well served by service organisations. Parent and community support and involvement in this school are high. The school is highly regarded in the community and there is a waiting list for out of zone enrolments.

Feeder schools and kindergartens:
Approximately half of our students transition to Reception from a privately run kindergarten. We also gain enrolments from Acacia, Akuna, Melaleuca Park and Gladigau kindergartens and to a smaller extent from Child care facilities. We are often however unable to take all students desiring enrolment.
Approximately 70% of our students move on to Mt Gambier High school for their secondary education, 25% to grant High school and the remainder to local Independent schools.

Other local care and educational facilities:
14 Primary schools and 3 Secondary schools serve the immediate community. Tertiary studies are available through SE College of TAFE. 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, for which there is limited scope in Mount Gambier.

Commercial/industrial and shopping facilities:
2 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
The Lower South East is covered by both commercial and national radio and television. National and local newspapers are available daily.

Availability of staff housing
Limited amount available through REM Mount Gambier.

Accessibility
N/A

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

12. Further Comments
Reidy Park enjoys an excellent reputation in the general community. Teaching vacancies at the school attract a large number of applicants.
Reidy Park is known for its high performing staff.