1. **General information**

**Part A**

<table>
<thead>
<tr>
<th>School name</th>
<th>Reidy Park Primary School</th>
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<tr>
<td>School No.</td>
<td>0290</td>
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<tr>
<td>Principal</td>
<td>Ms Barb Munt</td>
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<tr>
<td>Postal Address</td>
<td>30 O'Halloran Terrace, Mount Gambier 5290</td>
</tr>
<tr>
<td>Location Address</td>
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<td>District</td>
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<tr>
<td>Phone No.</td>
<td>08 8725 3381</td>
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<tr>
<td>Fax No.</td>
<td>08 8725 0576</td>
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School Card percentage: 14% 13% 15% 20%
NESB Enrolment: 6 6 4 11
Aboriginal Enrolment: 4 4 6 12
Part B

• Deputy Principal - Ms Lesley Okholm
• Senior leader - Mr Andrew Bone
• Coordinator Information Technology - Mr Andrew Dowling

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

• Staffing numbers entitlement
  FTE: Teachers 28.55  SSO 153.50 hours
• Teaching staff:
  Female 22  Male  8
• SSOs:
  Female 11  Male

OSHC
Before and after school care and Vacation Care are provided on campus as part of the Mount Gambier OSHC Service.

Enrolment trends
Enrolments continue to increase. The school has an estimated enrolment of 628 by October. A zone of right has been imposed. 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 welfare by teachers is achieved by a 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. A Special Needs teacher and various SSOs support identified students. Class teachers are released to meet with their SSO to plan and programme.

- **Student management**
  The students are generally well behaved. In 2003 a bullying survey was conducted which surveyed over 700 students, staff and parents. An anti bullying committee was formed which drafted a new policy, which was implemented in January, 2004 and reviewed in 2007. A peer mediator programme was introduced to support the Anti Bullying Policy. In 2011 a Bully Busters group was formed.

- **Student government**
  A Student Leadership Team elected from the Year 7 classes plus school captains. Student leaders represent the student cohort on school committees such as canteen, fundraising etc. 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. Music/drama 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 drama production, junior and senior choirs are highlights of the school year. Over 60 students learn instrumental music and a school ensemble was formed in 2004.
  In 2004 a camp policy was developed. In Rec – Yr 2, classes are offered one-day excursions. In the primary years, students are offered outdoor activities but overnight camps are at teacher discretion. In Years 6/7,
students take part in at least one camp. In 2010 the Year 7 students travelled to Victor Harbor for an Aquatics Camp.

3. **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 2010 to 2012**
  To improve learning outcomes in Literacy
  To raise levels of Numeracy in the school
  To improve student engagement
  To implement DECs Maths and Science strategy
  Within these priorities we have a focus to
  - Develop a whole school agreement in reading
  - Continue the implementation of an integrated inquiry curriculum

**Recent key outcomes**

All classrooms are equipped with Interactive Whiteboards. The school was identified by DECS Learning Technologies for its innovative and entrepreneurial programmes and works in collaboration with staff to provide Training and Development for the district. In 2008 a district conference was run by the school with over 150 participants.

The professional development program at the school is organised around a two week cycle. One week is devoted to whole school T and D. The second week teachers work in year level groups for collaborative planning and programming. Administrative staff meetings are held at 8:00am each week. In return teachers are provided with hours towards week 41.

The school’s Literacy and Numeracy results continue to be good with results above the national and state average and also like schools.

In 2010 we formed a cluster with Melaleuca Park Primary, Kongorong Primary and Allendale East Area Schools for the maths and science strategy. Two of Reidy Park staff were appointed as facilitators and
worked across the cluster supporting the implementation. One continues this year as the Maths Facilitator.

4. Curriculum

Our task is to provide quality education for all students consistent with the charter for public schooling in South Australia. 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


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. Three-way student/teacher/parent interviews are held in first term in addition to the two formal reporting periods each year.

The school’s specialist curriculum areas are Music, Choir, Drama 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, which receive our students.

- Open Access

N/A

- Special needs

Early Intervention programmes support junior primary students. In 2005 a Rocket Reading programme was implemented for all Year 1 students who had not reached the reading recovery benchmark. The assistance is provided by SSOs who are trained in this methodology. In 2006 a Lighthouse Literacy Programme was implemented to support students from Years 2 to 4. Data collected show that these programmes are having a significant impact. A number of overseas students have enrolled in our school and as a result, an ESL programme has been implemented. In 2010 an early intervention numeracy program for junior primary students has been introduced.

- 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. We are continuing our journey to become a candidate school. All teachers collaboratively plan units of inquiry with a contextstatement 2011
minimum of 4 units per year. An R - 7 scope and sequence is in
development and is continually being modified.

- Assessment procedures and reporting
  Reporting on student progress occurs through: Acquaintance Nights, Three
  way Parent-Teacher-Student Interviews, cumulative student files, students
  reporting to parents, Summative Reports, class newsletters, informal
  Parent/Teacher contact.

- Joint programmes
  :N/A

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. Most sports are offered. All classes attend
swimming classes. The Year 7 students are given the opportunity to attend
an Aquatics Camp.

The Footsteps Dance Programme is offered each year and junior primary
classes participate.

6. Other Co-Curricular Activities

- General
  Specialist music tuition is offered in strings, woodwind and brass, and
  many students receive private music tuition outside of the school
  programme. The Middle School Choir performs in Adelaide and LSE
  Festivals, while many classes stage musical performances for the school
  community.

- Special
  N/A

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.
  Teaching Staff - 22 female, 8 male
  SSOs - 11 female

- Leadership structure
  The Principal and Deputy share many of the administrative, professional
  and personnel duties. The Principal, Deputy, Senior Leader, Coordinator
  and AST2 teachers form a leadership team which meets formally on a
fortnightly basis. Team Leaders meet regularly during the term with the leadership team

- **Staff support systems**
  Teachers are divided into year level teams. Each team elects a team leader who attends meetings with the Principals and Coordinators.
  Non class-based teachers have formed their own team. Each team elects a convener and they, in turn, become members of the Team leaders group. Administration staff meetings are held weekly before school. Teachers are granted 15 hours of T and D time to count towards Week 10, for attendance at the PD staff meeting.
  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.
  In 2012 all teachers will be provided with five, 50 minute non contact lessons plus one half hour provided by the teacher librarian. Teachers will use some of this NIT for collaborative planning of units.
  In the latter part of 2012 Kath Murdoch will be working with our staff for a week on developing inquiry units.

- **Performance Management**
  Professional dialogue occurs between teachers and principal or deputy. Staff meet with their line manager each term. This meeting takes place in school time.
  New staff are supported through the induction process by meeting with senior staff and then provided with extra NIT for the first four weeks of the appointment, 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. NIT is currently offered in Music/Drama, Italian and Phys Ed.
  All staff are expected to take responsibility for liaising and organising one Out of School Hours sport although parents coach and manage the teams. For example, the Early Years teams organise Auskick in Term 2.

- **Access to special staff**
  Good working relationships exist across the district with specialist support available within the district’s limited resources. Guidance officers, visiting special education teachers, attendance officers, and social workers are accessed when appropriate. Visiting instrumental music teachers support string, woodwind and brass programmes.
A Christian Pastoral support worker was appointed to the school in 2008 working three days a week, and works closely with the Student Well Being focus teacher.
“Seasons for Growth” workshops for students who have experienced grief and loss are conducted by the CPS worker who has been trained as facilitators.

- Other
  N/A

8. Incentives, support and award conditions for Staff

- Complexity placement points

- Isolation placement points
  Attracts 4.5 placement points

- Shorter terms

- Travelling time

- 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
  In addition there is a “one-off” incidentals payment upon recruitment to permanency of $300.

- Additional increment allowance

- Designated schools benefits
• Aboriginal/Anangu schools
  :

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

• Locality allowances
  Eligible.

• Relocation assistance
  Available on relocation of permanent headquarters.

• Principal’s telephone costs
  Cost of basic rental and official calls is reimbursed.

9. School Facilities

• Buildings and grounds
  The school underwent a major capital works programme in 1997 - 98. Classroom accommodation is very good. Two new portable classrooms were delivered in 2004 and another two in 2008 and this has reduced pressure on space. The construction of the Multi - Purpose Hall was completed mid-2007 and is a wonderful asset to the school, catering for sport and whole school assemblies. At the end of 2004 the Art/Technology room was upgraded at a cost of $76,000. The school was fortunate enough to be in Round 1 of the National School Pride program which provided $200,000 for projects around the school. As part of the Building Revolution, a new library has been 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
  One small general purpose room that is used for drama, music and sub school assemblies. This has recently been upgraded to incorporate a multi media suite. A teacher preparation area is available.
Computer room houses 31 IBM computers. Digital cameras, data projectors are also available. The school is part of the ACE (Affordable Computing Scheme) which enables the school to be equipped with the latest hardware.

Two staff members have been ITC coaches.

The school has recently purchased 19 Ipads for whole classroom use.

- Student facilities
  Canteen following healthy eating guidelines.

- Staff facilities
  Staff lounge and teacher preparation room.

- Access for students and staff with disabilities
  Ramps are installed, but there are still extensive steps/stairs.

- Access to bus transport
  Scheduled City Bus services, school bus, charter vehicles also used extensively.

- Other
  N/A

10. School Operations

Governing Council operates effectively through a series of active sub-committees, which look after Finance, Grounds, Canteen, Education, Fundraising and Out of School Hours Sport.

Most decision-making and action planning occur through sub-committees, which give wider membership and participation than if just drawn from Council. Other parent groups include participation in OSHC management committee, which operates an independent before and after school and vacation childcare programme. 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 and Governing Council.

A parent class representative scheme is in operation. They meet with the Principal twice per term.

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.

- Decision making structures
  Decision-making structures in the school were established in 2002. In addition to the leadership and team leader committees, the Personnel Advisory Committee meets regularly to provide advice on personnel issues.
Other committees include the OHSW, Education Committee and ICT Committee. Staff is represented on all Governing Council sub-committees.

- Regular publications
  Communication with staff occurs via staff bulletins, daybook and also via the staff intranet.
  With parent members of the committees, written information goes in special courier envelopes. The school publishes a fortnightly newsletter to parents and an annual update is made to a parent information folder. Classes also have their own newsletters for parents.

- Other communication
  N/A

- 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 School Services Officer.

- Special funding
  N/A

11. Local Community

- General characteristics
  The district depends heavily upon agricultural, horticultural and forestry industries. The parent population of the school reflects this, 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
  N/A

- Other local care and educational facilities
  14 primary schools and 3 secondary schools serve the immediate community. Limited tertiary studies are available through SE College of TAFE. Some university courses are offered through University of SA at the TAFE Campus. There is a 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
  A large shopping centre and numerous smaller regional shopping centres serve Mount Gambier. Its sporting facilities are very highly regarded and
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
  Through OGEH 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. Their skills in ICT are highly regarded and they have conducted weekend conferences for the District for the last two years.