



SCHOOL CONTEXT STATEMENT

Updated: 2023

School number: 0290

School name: Reidy Park Primary School

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 school was most recently upgraded in 2022 with the refurbishment of 11 learning spaces as well as the front office area.

Reidy Park Primary School is a vibrant learning community, focused on empowering and challenging individuals to pursue their personal best. We believe in fostering positive relationships to support creativity, personal growth and self-regulation, as we work to ensure students thrive academically, socially and emotionally. Students are valued and encouraged to succeed in becoming life-long learners.

The school actively works with the community to provide an engaging learning program, underpinned by trauma-informed practices, where students feel safe and supported. Teachers have a student-centered mindset, where differentiating for individual needs, collaborating with peers and being innovative in their teacher practice is central to all actions.

Our school motto of 'Learning Together, Caring Together' and the school values of care, courage and respect are actively fostered in all aspects of school life and contribute to our positive and safe school environment.

Our school community is actively encouraged to practice our school values:

Care: To show empathy for others and demonstrate care toward our environment

Courage: To persist, to be resilient, make strong choices and to speak up when you see something that is wrong

Respect: To be thoughtful, mindful of your own actions and to have respect for self, property and the environment around us

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.

The school has a zone of right, with families able to submit an enrolment request if they live outside the zone.

We also offer specialist curriculum areas in Japanese, the Performing Arts and Health and Physical Education and STEM.

1. General information

- School Principal: Mr Craig Scerri
- Deputy Principal: Ms Belinda Sturges
- Year of opening: 1878
- Postal Address: 30 O'Halloran Terrace, Mount Gambier 5290
- Location Address: 30 O'Halloran Terrace, Mount Gambier 5290
- DECD Region: Mount Gambier 1, Blue Lake Partnership
- Geographical location – road distance from GPO: 460km
- Telephone number: 08 8725 3381
- Fax Number: 08 8725 0576
- School website address: www.reidyprkps.sa.edu.au
- School e-mail address: dl.0290.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Before and After School Care and Vacation Care are provided on site as part of the YMCA OSHC Service
- which is run independently of the school.
- February FTE student enrolment:

	2019	2020	2021	2022	2023
Reception	78	71			63
Year 1	74	77			63
Year 2	76	73			71
Year 3	67	75			70
Year 4	63	72			75
Year 5	74	69			81
Year 6	74	73			73
Year 7	75	73			NA

Total Students	581	583			496
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	2021	2022	2023
School Card	20.1%	19.6%	
EALD	3.5%	2%	
ATSI	20 students	19 students	
IESP	3.2%	4%	

- Student enrolment trends:

Enrolments remain steady due to the Department for Education's Zone of Right. The school receives many requests from out of zone enrolments.

- Staffing numbers (as at February census):

Principal – Mr Craig Scerri

Deputy Principal and AIT (0.2) – Ms Belinda Sturges

Senior Leader, Curriculum – Ms Jess Judd

Student Wellbeing Leader (0.8 and AET (0.2) – Mr Frazer Scanlon

Teaching Staff – 28 (Female 23, Male 5)

SSOs – 15 (Female 12, Male 3)

*SSO number includes Business Manager, 2 office staff, ICT Tech, Library Tech, ACEO (12 hrs) and Pastoral Care Worker (10hrs)

- 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: Reidy Park is an R-6 Primary School. Families represent a range of socio-economic backgrounds with the majority of students coming from English speaking backgrounds. In 2019 the school's Index of Disadvantage was reclassified from an index level 6 to a level 5.
- Student well-being 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 and Setting up for Success (start of year program). The majority of staff have been trained in the Berry Street Educational Model, with teachers scheduling Welcome Circles every morning as well as at least 50 minutes of explicit social and emotional learning each week. A Student Wellbeing Leader is employed to work outside of the classroom fulltime. The Student Wellbeing Leader coordinates wellbeing initiatives within the school in collaboration with other teachers, who form a Student Wellbeing team. 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 10 hours a week.

- Student support offered: The Deputy Principal manages the Special Education programme and IESP resource. This includes working with class teachers and SSOs to support students with identified learning disabilities (this support is funded through departmental 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. Teachers create One Plans for identified students. Proactive behaviour support intervention is provided for identified students in the form of social groups.
- Student management: The school's Behaviour policy and Anti-Bullying policy are documented and 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 and school wide expectations 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: School Captains are elected from the Year 5 classes at the end of the year preceding their Year 6 and final year of primary school. The number of captains chosen relates to how many Year 6 classes there will be. A captain is then placed in each of the relevant classes. Sports Captains who represent each of the 4 houses are also chosen from the Year 6 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.

- Special programmes Specialist subjects are; Japanese, Performing Arts, STEM, Health and Physical Education. The school has a focus on the Performing Arts and this is highly regarded by our school community. The Year 5/6 Musical, and either the Year R, 1, 2 or Year 3/4 concerts (depending on the year) at the Sir Robert Helpmann Theatre and the Christmas Concert are highlights of the school year. A large cohort of students also participate in the school choir who have the opportunity to perform in Adelaide. Students in Year 4, 5 and 6 also have an opportunity to learn a musical instrument and are taught by department tutors. School camps are held every year and alternate between a Year 5/6 camp and a Year 3/4 camp meaning that all students have the opportunity to attend 2 camps throughout their time at the school. Transition programs are held for Year 6 students moving to high school as well as for kindy students about to start at the school. There is also a school wide transition day where students spend a day with their new teachers and classmates.

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

Area	Goal	Challenge of Practice
Numeracy	To increase the number of students achieving SEA and higher bands in numeracy	If we build teacher capacity to follow a data informed, collaborative planning process, as well as utilizing Department for Education resources that build on current teacher practice and knowledge of the Big Ideas in Number, then we will see an increase in the number of students who reach and maintain SEA in Numeracy.
Reading	To increase the number of students achieving SEA or higher in reading	If we design reading instruction to explicitly teach elements of comprehension by using strategies outlined in the RPPS Statement of Practice including the Big 6, 4 Approaches and InitialLit, then we will increase the number of students achieving SEA and higher bands in reading.

- Recent key outcomes: Within the Junior School (F-2) InitialLit continued to be the central strategy to ensure all students develop strong phonics skills. With a strong foundation in place for young students we believe that we give students the best opportunity to not only become strong readers but also students who see reading as an enjoyable activity. Our Junior Literacy program is also complemented by the Heggerty program as well as MiniLit and MultiLit intervention programs. Junior school teachers closely track student data and

respond to individual needs when progress is not being met at the expected level. In 2022, the school continued to see strong growth within Year 1 phonic screener results with 75% of students meeting SEA. This percentage continued the upward trend we have seen in these results over the previous 2 years. This strong growth in reading was reflected in overall A-E reporting with 70% of year 1 and 2 students being assessed as C or higher.

Our NAPLAN results saw a decrease in our overall school performance score from 0.53 to 0.47. These scores were impacted by some weaker NAPLAN scores particularly in numeracy. PAT testing conducted later in the year showed similar results. Our results for 2022 showed:

Year 3 Reading

- slight increase in students achieving at SEA to 76.3% (1.3%)
- slight decrease in High Band achievement to 30.5% (-3.3%)

Year 3 Numeracy

- Decreases in SEA achievement 67.1% (-7%) and High Band achievement 14.5% (-5.5%)

Year 5 Reading

- decrease in the number of students achieving SEA (-6.7%)
- slight increase in High Band Achievement to 20.6% (0.5%)

Year 5 Numeracy

- Decreases in SEA achievement 63.2% (8.6%) and High Band achievement 11.1% (-0.2%)

PAT Testing Reading

- 79% of Year 3 students achieving SEA and above
- 81% of Year 4 students achieved SEA or above which was a decrease of 7% however Year 4 students increased high band achievement from 12% to 32%
- 78% of students achieving SEA and above which is a 1% increase from 2021 results

PAT Testing Math

- 72% of Year 3 students achieved SEA and above
- 72 % of Year 4 students achieved SEA and above which was a 11% decrease from 2021 results
- 75% of Year 5 students which was a decrease of 2% from 2021 results

4. Curriculum

- Subject offerings: Reidy Park staff plan and program according to the curriculum guidelines described within the Australian Curriculum.
- Open Access/Distance Education provision: 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 and SAPSASA representation).
 - Camps (Yrs 3 & 4 and Yrs 5 & 6).

Teachers are expected to work in collaborative teams and work through a Professional Learning Community process to design and plan lessons that are differentiated to cater for individual needs. Lessons utilise high impact teaching strategies as outlined in the Reidy Park Teaching and Learning Model.

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

- Reading development and building reading comprehension through utilising the 4 approaches
- InitialLit Phonics Program
- Heggerty
- Problem solving and researched based maths strategies to build a deep understanding of numeracy concepts

- Teaching methodology:
 - The school is a PLC with teaching teams working closely together to use best practice teaching strategies as well as to ensure consistency across classrooms. Student data is central to the content being taught
 - InitialLit is used to explicitly teach phonics, decoding and comprehension skills in Years R-2
 - Reception students participate in a play-based learning program 4 days a week
 - All classrooms have access to technology resources. This is supported through the employnet of a computer technician 4 days a week.
 - STEM continues to be focus of the school. Students from 2023 will participate in weekly sessions with a focus on building the design

- Student 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, Essential Assessment and an extensive suite of reading screeners within the InitialLit program are being used from Year R -6. Student achievement and progress is reported through newsletters, NAPLAN, Online See Saw app, 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 at the recently completed Wulanda recreation centre which is conveniently located within a short walking distance from the school. Students in the upper primary years have the opportunity to participate in SAPSASA and Regional Sporting competitions: Swimming, Athletics, Cross Country, Cricket, Basketball, Softball, 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

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 School Choir is open to Year 5 and 6 students and performs in Adelaide and LSE Festivals. Students have multiple opportunities to perform in concerts and musicals throughout their time at Reidy Park. Excursions are planned on an 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, Senior Leader and Student Wellbeing Leader make up the school leadership team and share many of the administrative, professional and personnel duties. The school is a Professional Learning Community and is made of collaborative teams based on teachers who work in common year levels. Each of these teams are led by a PLC Leader who supports and leads the team through planning processes as well as facilitating administrative requirements. Curriculum teams (composed of interested staff) also meet regularly to support school priorities.
- Staff support systems: Teachers are divided into teaching teams based on like year levels. All staff have the opportunity to apply to become a PLC 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 and are made up of 40 minutes dedicated collaborative planning time and 40 minutes of professional learning and whole school admin. Teachers who volunteer to take on extra responsibilities such as WHS, sports teams, choir, 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. Staff are provided with access to a laptop device if required. New staff are supported through the induction process by meeting with senior staff, to enable them to become familiar with school routines, policies and WHS 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.
- Performance Management: 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.
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- Access to special 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.
 - Other: An Aboriginal Education Teacher (0.2) works in collaboration with the ACEO and classroom teachers to support ATSI students and their families. An Autism Inclusion Teacher (0.2) is currently undergoing training as part of a new DeT initiative and will support staff who teach students with autism.

8. Incentives, support and award conditions for Staff

- Housing assistance

Government employee housing (GEH) concessions are offered as an incentive to attract prospective teachers to relocate to country locations. Permanent and temporary teachers are eligible to receive GEH concessions.

Current concessions applied to full rental costs are 15% for the Mount Gambier region

For eligibility information and an online application see the [Government Employee Housing - Department for Infrastructure and Transport - South Australia \(dit.sa.gov.au\)](http://dit.sa.gov.au) page.

Further information can be found here [Employee housing policy \(edi.sa.edu.au\)](http://edi.sa.edu.au)

- Medical and dental treatment expenses

Permanent and temporary teachers and leaders employed in country locations are able to claim reimbursement for medical and dental treatment for themselves, their spouse or their dependants in accordance with clause 5.9 of the [Teacher \(DECS\) Award \(PDF 783KB\)](#).

- Locality allowances

Country Incentive Zone Allowances are made to teachers and leaders appointed to permanent and contract positions in country zone 2 to 5 sites.

Teachers and preschool teachers can find more details in schedule 2.2 of the [South Australian School and Preschool Education Staff Enterprise Agreement 2020 \(PDF 6281KB\)](#).

Reidy Park PS is located in Zone 2. Allowance payment is \$1989 per annum.

Zone allowance payments are automatically paid fortnightly via the normal payroll process for a maximum of 5 years (or 8, if applicable) while an employee remains at the same site.

- Relocation assistance

Teachers and leaders are eligible to receive payment for the removals process to a rural or remote area if:

- transferred to another school on promotion or for departmental reasons
- transferred to another school at their own request after not less than 3 years of satisfactory service at 1 school
- moved without transfer from a non-departmental residence to a departmental residence or from one departmental residence to another
- appointed to a rural or remote school, as a first appointment as a teacher or a leader
- required to relocate a distance of greater than 45 kilometres.

Entitlement to the payment of removal expenses is indicated in position appointment letters. [Relocating to rural and remote areas \(edi.sa.edu.au\)](#)

9. School Facilities

- Buildings and grounds: 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. In 2022 a large section of the school underwent a \$5million refurbishment that included improving 7 junior school classrooms, creating a new Wellbeing Room, teacher work space room and leadership office, parent meeting room and front office, updating the Art room to become a STEM room and re-developing the central outdoor Quad area. Each classroom and learning area has an interactive screen installed.
- Heating and cooling: All classrooms and administration areas are air conditioned.
- Specialist facilities and equipment: All specialist subjects have a dedicated learning space. This includes a large Performing Arts Centre and a STEM room. We have a dedicated Computer room within our modern and well-resourced Library. Additional levels of resourcing have been allocated to our Year 3 to 6 classes to achieve a 1:1 device ratio. This is made up of either laptop or iPads. Junior classes have access to a bank of ipads in each

classroom. The school also has a dedicated intervention space where SSOs work closely with small groups of students to deliver programs including MiniLit, MultiLit and MaqLit.

- Student facilities: An out sourced lunch order system is available on Wednesday and Thursdays in partnership with the Mulga Street PS canteen.
- Staff facilities: Staff have access to a staff room that includes kitchen facilities, as well as a teacher workspace. The school has an extensive selection of teacher resources and professional texts that is managed through the school library.
- 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.
- Access to bus transport: The school utilises a number of local bus companies when activities require travel further than walking distances.
- Other: The school is adjoined to a large oval which is owned by the City Council. The Department for Education 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.

10. School Operations

- Decision making structures: Governing Council meets twice per term with all elected councilors completing two-year terms. As part of Governing Council, a number of sub-committees are formed including finance and buildings and grounds. For many major decisions, staff, students and families are actively engaged and consulted within relevant decision-making processes. In addition to the leadership and PLC leader meetings, the Personnel Advisory Committee meets to provide advice on personnel and resourcing matters.
- Regular publications: A fortnightly newsletter to families is sent out via the School Stream app and is also available on our website.
- Other communication: The school uses a communication app (School Stream) and an SMS message service to keep parents informed. Class teachers utilise the SeeSaw app for regular communication with families directly related to individual classrooms. Our website provides further

information about the school for the wider community. Communication with staff occurs via an electronic daybook and email.

- 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 in collaboration with the Principal and Business Manager.

11. Local Community

- General characteristics: The district depends heavily upon agricultural, horticultural and forestry industries. There are also significant employment opportunities within the health and education sectors. The parent population of the school reflects these industries.
- Parent and community involvement: Parent and community support and involvement in the school is positive. Parents/carers are involved in decisionmaking 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 or destination schools: 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 6 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. There is significant movement of young people to the metropolitan area to follow further education and related careers. There is a large regional hospital located in the town however many people are required to seek serious medical interventions in Adelaide or Melbourne.
- Commercial/industrial and shopping facilities: Several large shopping centres and numerous smaller regional shopping centres serve Mount Gambier. Its sporting facilities are highly regarded and are outstanding for a city of its size. This includes the newly constructed Wulanda Recreation and Convention Centre. The Sir Robert Helpmann Theatre showcases 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.
- Accessibility: Mount Gambier is located approximately 5 hours from both Adelaide and Melbourne. Both these cities can be accessed via road on bus services (Melbourne service includes train travel from Warnambool) or via air from the Mount Gambier Airport. Flights take approximately 50 minutes and cost approx \$180 each way. Both services operate multiple times per day.
- 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.