1. General Information

Part A

School Name: SETTLERS FARM CAMPUS R-7
School No.: 1851
Principal: Mrs Tanya Oshinsky
Postal Address: 23 Barassi Street, Paralowie 5108
Location Address: 23 Barassi Street, Paralowie 5108
District: Northern Adelaide
Distance from GPO: 19 kms
Kindergarten on Campus: YES
Director: Paula Mulholland

2011 2012 2013 2014

February FTE Enrolment

Primary Special, N.A.P. Ungraded etc.

<table>
<thead>
<tr>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>Reception</td>
<td>126</td>
<td>116</td>
<td>124</td>
<td>108</td>
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<td>Year 1</td>
<td>83</td>
<td>121</td>
<td>103</td>
<td>118</td>
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<tr>
<td>Year 2</td>
<td>88</td>
<td>86</td>
<td>119</td>
<td>99</td>
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<td>Year 7</td>
<td>74</td>
<td>75</td>
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Secondary Special, N.A.P. Ungraded etc.

Year 8
Year 9
Year 10
Year 11
Year 12
Year 12 plus

TOTAL 734 757 767 780

Aug total FTE Enrolment 760 794 794 780
Male FTE 362 378 374 384
Female FTE 372 379 393 396
School Card Approvals (Persons) 237 225 239
NESB Total (Persons) 261 288 286
Aboriginal FTE Enrolment 27 38 32
Part B

- **Leadership**
  There is 1 Principal, 1 Deputy Principal, 2 Senior Leaders and 1 School Counsellor. All positions are R-7. Some positions have a particular focus:
  - Deputy Principal - Students with Special Needs.
  - Senior Leader - Quality Teaching and Learning - Curriculum
  - Senior Leader - Quality Teaching and Learning – ICT
  - School Counsellor - Wellbeing

- **Staffing numbers**

  Tier 1  
  37.2  FTE Teachers (including 1.8 RC teachers)  
  342.5  SSO hrs (including IT tech)  
  24  GSE hrs (grounds)

  Tier 2  
  1.1  EALD (English as a second language or dialect)  
  .7  FLMD (First language maintenance and development)  
  .4  AET  (Aboriginal Education Teacher)  
  15 hrs ACEO (Aboriginal Community Education Officer)  
  1.37  Special Education

  Male/Female Ratio:  12/49

- **OSHC**
  A before school (6.30am – 8.35am) and after school (3.05pm – 6.00pm) program and vacation care operates on the site.
  Director: Jan Hutchinson

- **Settlers Farm Campus Kindergarten**
  Independent kindergarten with their own budget, operates on the site.
  Director: Paula Mulholland

- **Enrolment trends**
  Settlers Farm Campus has a slowly increasing enrolment. With ‘same day start’ we expect to increase to over 800 students at the beginning of 2015.

- **Special arrangements**
  The school has a long history of successful and effective operation as collaborative Junior Primary and Primary schools, sharing all facilities, staffing, training & development, resources, leadership and finances. The Junior Primary and Primary school amalgamated in 2013 and the school is now named Settlers Farm Campus R-7. The campus is located in the Northern Adelaide district and provides integrated learning K – 7.
Strong links have always existed between the Settlers Farm Campus School and Kindergarten, evidenced through quality transition projects, shared training and leadership team meetings. The Kindergarten is called Settlers Farm Campus Kindergarten.

The focus of strengthening the links and working towards the vision of a birth – 13 years site has been paramount in recent years. The leadership team is structured to support the vision. Leaders are working collaboratively across the campus to further develop the full service site, catering for the care and learning needs of students 0-13 years and families.

Services on the campus are Reception to Year 7 schooling, Kindergarten, community playgroups, Family Day Care playgroup, NESB families playgroup, Child & Youth Health Services, OSHC and Vacation Care.

Settlers Farm Campus has been a locally managed site since 2001.

The school is currently zoned.

- **Year of opening**
  Settlers Farm Campus was established in October 1987 and was known for a few years as Settlers Farm Schools.

- **Public transport access**
  A bus service provides access via Settlers Farm Estate to the centre of Salisbury and to the Mawson Lakes Interchange.

2. **Students (and their welfare)**

- **General characteristics**
  The student profile of Settlers Farm Campus (R-7) includes:
  
<table>
<thead>
<tr>
<th>Girls</th>
<th>51%</th>
</tr>
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<tbody>
<tr>
<td>Boys</td>
<td>49%</td>
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<tr>
<td>NESB</td>
<td>37%</td>
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<tr>
<td>School Card</td>
<td>31%</td>
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<tr>
<td>Aboriginal</td>
<td>5%</td>
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<tr>
<td>Students with Disabilities</td>
<td>10%</td>
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  School Index of Disadvantage: In 2014 the school has been temporarily identified as a 4. The ongoing IOD for the site from 2015 is yet to be determined.

  142 students are enrolled at the Kindergarten, attending 15 hours / week. Attendance consists of full and half day sessions.

  The students come from culturally diverse backgrounds. Students vary broadly in academic ability and special needs.
• **Student management**
  Settlers Farm Campus places a priority on providing a supportive learning environment.

  A code of behaviour has been developed with students, staff and parents and, upon enrolment, parents sign the code to indicate their support.

  A School Counsellor supports the implementation of Supportive Learning practices in social learning programs such as Program Achieve, Success Learners, Rock & Water, Countering Sexual Harassment, Anti-Racism. Conflict Resolution and Protective Behaviours are in place. Grievance procedures & anti-bullying strategies are in place and are explicitly taught.

  New reception students are supported with their transition through a cross age buddy program. Students transferring into our campus are supported by class buddies.

  Preventative and developmental practices for student Behaviour Management include:-
  - Programs in classrooms focussing on supporting students to be successful in managing and taking responsibility for their behaviour in the yard and the classroom.
  - Peer mediators are trained year 5 students that support students with conflict resolution.
  - The chill-out room is used when students are removed from the yard for extreme inappropriate behaviour. In the chill-out room students are counselled and plan for future success in the yard.

• **KidsMatter**
  The school has just begun working with this framework to enhance the mental health and wellbeing of students and their families. An action team of staff, students and parents will drive this journey over the next 2-3 years. The framework has 4 key components and 7 guiding principles. The first component of improving our existing positive school environment further, supports our student wellbeing focus, which is paramount to improved learning outcomes for our students.

• **Student government**
  Student participation in decision-making is promoted through class meetings and SRC, & student action teams.

• **Special programmes**
  Students are encouraged to take active roles in leadership in the campus eg Library Tribe, Peer Mediators, SRC, Waste Management Monitors, Road Crossing monitors, and hosting and presenting assemblies.

  Extensive efforts are made to support students as they transition from Kindergarten into Reception through a program of weekly visits to the resource centre, participation in early years’ assemblies and campus events. Currently a Deputy Principal supports the transition for Reception students. A parent information meeting and workshop on helping students with reading are part of the process.
3. Key School Policies

• Statement of Purpose

The core business of Settlers Farm Campus K-7 is to provide all students with a broad and balanced curriculum across the areas of learning. Students are supported to achieve their potential within a supportive teaching and learning environment. The continued development of literacy and numeracy skills is a high priority.

The campus priorities are:

Improving learner achievement: Literacy & Numeracy - focussing on developing common expectations and agreed practices re teaching and assessing literacy and numeracy achievement. The emphasis in literacy continues to focus on the Big 6 of reading and what a quality reading program involves at each year level.

In 2014 we have a reading support teacher and a Literacy Coach to further support quality teaching and learning across the campus.

Improving teaching & learning: Familiarisation and implementation of the Australian Curriculum: The curriculum and regional leaders, facilitate this professional learning and classroom implementation process. English, Maths, Science and History will be reported against the Australian Curriculum in 2013. Emphasis for improvement is on thinking skills and personalised learning.

Enhancing learning environments: Wellbeing is a focus for whole school change - to develop more effective strategies to support students in the development of responsible behaviour. Kids Matter is the framework for our actions.

Attendance and lateness continues to be a focus area.

• Key outcomes

The whole school community has an agreed set of values and a vision statement. As part of this process staff consulted with parents and students to identify the values and what they mean for staff, parents and students.

Campus Values are:-

  Respect
  Responsibility
  Personal Best

The values are promoted across the site form the basis of discussions around the code of behaviour.

Campus Vision:

Settlers Farm Campus as a community works together to inspire our students to develop respectful relationships, be resilient and maximise their potential.
4. Curriculum

• Subject Offerings
  o Students access a balanced curriculum in eight areas of learning. These areas are English, Mathematics, the Arts, Health & Physical Education, Society & the Environment / Humanities and the Social Sciences, Science, Design and Technology and Language (LOTE has been introduced for the first time in 2014).
  o There are specialist programs in Health and PE, Expressive Arts (Music and Drama) and AUSLAN (LOTE), provided through NIT staffing.

• Special needs
  o Students with disabilities are supported through SSO targeted support and NEPs
  o NESB (Non English Speaking Background) students are support by EALD (English as an additional language or dialect) teacher.
  o First Language maintenance is offered in Khmer, Vietnamese, Dari, Farsi and Laotian.
  o Occupational Therapy strategies are being explored in 2014 to further support the learning environment for different children.
  o Early Years Literacy & Reading Teacher Funding support the implementation of the Jolly Phonics programme in all JP classes
  o Students with Speech difficulties receive SSO support.
  o Currently the Deputy Principal, Students with Special Needs in conjunction with an SSO3, coordinates the support for students with special needs across the campus.
  o Teams of staff across the school implement, manage and review, support programs for targeted students within their teams.

• Special curriculum features
  o Literacy block strategies are used in all Primary classes
  o Jolly Phonics is part of our reading program R-2. Jolly Phonics and Jolly Grammar has been implemented in 2014 R-5. This continued growth of the program is being facilitated by the reading support teacher and literacy coach.
  o Classes are organised in year level hubs to promote collaborative teaching and team work. Most classes are composite.
  o Peer and cross age tutoring programs are shared across year levels. Classes buddy for support re learning and behaviour management.
  o There is PE / Fitness / Healthy Lifestyle focus initiatives, daily fitness, PE NIT, sports clinics, SAPSASA and special events.
  o A range of supportive learning environment programs are implemented including Program Achieve (years 3-7) Success Learners (K-2).
  o Environmental awareness programs include recycling and composting.
  o Year 6/7 students attend a camp biannually. Other primary year levels also may attend camps.
  o All classes are participants in the Premier’s Reading Challenge.
• **Teaching Methodology**
  o Staff work in teams across the school and are encouraged and supported to team teach across the campus.
  o Quality teaching and learning initiatives and TfEL practices are implemented and shared across campus staff through R-7 Professional Learning Team structure.
  o Guided Inquiry programmes in collaboration between teachers and teacher librarians
  o The importance of play for student learning is recognised in the early years.

• **Assessment procedures and reporting**
  o The use of a range of assessment practices is encouraged eg staff use rubrics, anecdotal notes from observations and NAPLAN data.
  o Parent / student / teacher interviews are encouraged
  o Ongoing communication occurs through class and school newsletters, communication books and student diaries.

5. **Sporting Activities**

• Physical Education is a R-7 specialist subject area provided by NIT staffing.
• Daily Fitness programs are provided. Some units team to provide this program.
• The school participates in swimming, athletics and other sporting carnivals with SAPSASA to provide students with a variety of experiences.
• R-5 swimming classes are undertaken annually and year 6/7 students attend aquatics sessions.
• Sports equipment is available for class use at play times.
• Sports Day is held annually R-7.
• Community Sports are coached and managed by parents. The ethos of these teams is to promote participation and self-development

6. **Other Co-Curricular Activities**

• **General**
  o Whole campus celebrations occur throughout the year.
  o The diversity of cultures in our community is celebrated.
  o Year 5 / 6 / 7 classes compete in Book Mug & Book Cup at school and at zone level.
  o Special performances & arts events involve K-7 students eg Come Out
  o Assemblies are held as either K-7, Early Years, Primary Years or Middle Years and are hosted by students
  o Students and staff support processes of composting and recycling.
7. **Staff (and their welfare)**

- **Staff profile**
  
  There is very little turnover of staff each year. Most staff have worked at Settlers for over 10 years.

- **Leadership Structure**
  
  All leadership positions operate across the campus as a collaborative leadership team. Weekly meetings of the leadership team involve the Principals, Deputy Principals, Senior Leaders, Student Counsellor and Kindergarten Director as available.
  
  The curriculum leadership team includes the Principal, Team Leaders, Reading Support Teacher and Literacy Coach.

- **Staff Support Systems**
  
  Ongoing professional development for all staff members is encouraged to foster a professional learning community. On-site professional development opportunities are offered. Staff work collaboratively as a whole, in Professional Learning Teams and year level teams depending on particular focus.
  
  Professional Learning Teams across the whole campus and within the staff meeting structure facilitates the Professional Learning Programme. The staff meeting structure also includes opportunities for administration and year level meeting time.
  
  PAC (Personnel Advisory Committee) meetings are held on a needs basis.
  
  Support staff positions are arranged R-7. These include EALD, Special Education, First Language Maintenance, Resource Centre and Ab Ed.
  
  The SSO team of permanent staff provide service to the campus in specialist programs, in class support and administration. Temporary SSOs are appointed on limited tenure for student support and administrative roles.

- **Performance Development**
  
  The Principals, Deputy Principals, Senior Leaders and Senior Administration Officers share line management R-7 to support, encourage and develop performance.

8. **Incentives, support and award conditions for Staff**

- **Complexity placement points**
  
  The transfer placement points for Settlers Farm Schools is 1.
9. **School Facilities**

- **Buildings and grounds**
  
  All facilities are shared K-7. Most of the permanent brick buildings were built in 1990 with 2 new 4 teacher general learning area buildings completed in 2011, funded through the BER initiative. All buildings are carpeted and air-conditioned. A hall was opened on the campus in 1994.
  
  A space capacity study conducted in 1999 identified that we were inadequately resourced with permanent buildings. This resulted in major capital works to provide a new Kindergarten, more general learning areas and extended staffroom / admin and extended resource centre.
  
  The development of an aesthetic school environment has a strong commitment, providing shaded play and seating areas and a range of playground equipment and surfaces.
  
  The interior of the Resource Centre and all student & teacher resources were destroyed by fire in December 2003. Refurbishment & restocking has occurred.

- **Specialist facilities**
  
  One computer suite is situated on site allow for whole class use.
  
  The new general learning areas each have a bank of computers that is accessed consistently by students through the day. There is a suite of 8 laptops or 8 i-pads for every 2 classrooms in every building. This ratio is constantly being improved on annually.
  
  The school has wifi.
  
  A campus hall allows for a specialist PE program & has sport court marking.

- **Student facilities**
  
  On campus there is a canteen, a C&HYS clinic and Out of School Hours Care facility and Kindergarten.
  
  Students access networked computers in all classrooms.
  
  Play spaces are climbing equipment, grassed ovals, hard play areas, sandpits and courts.
  
  Access by year levels to climbing equipment and courts is rostered.
  
  A Junior Primary playspace exists, all other areas are R-7.
  
  There are withdrawal rooms and activity spaces in some buildings.

- **Access for students and staff with disabilities**
  
  Disabled facilities include, ramps into buildings, carparking and toilets.

- **Access to bus transport**
  
  There are public buses, which provide transport to the Settlers Farm Estate. These are not generally used for student excursions. Private bus hire is more common.

- **Other**
  
  Settlers Farm Kindergarten shares the school site and has its own play area.
  
  Vacation Care is available on the Campus site
10. School Operations

- Decision making structures
  The schools' decision-making policy clearly articulates the processes that need to be adhered to for staff, students and parents. An agenda setting committee ensures that meetings are effective and time efficient.
  A range of committees manage curriculum and school operation issues and all staff are encouraged to participate in the membership of these committees.
  Governing Council is jointly responsible with the Principal for the governance of the schools. Parents also participate in the membership of Council sub-committees Finance, Canteen, OSHC, Grounds, Community Sports & Fundraising.

- Regular publications
  Parents
  A campus newsletter is sent home on a fortnightly basis providing both curriculum and organisational information. Teachers prepare class newsletters at least once per term to detail class events and program details.
  A brochure has been produced with information for parents about the campus. It is distributed to services within the campus and other local preschool services.

  Other communication
  A variety of communication methods are used including both a daily and weekly bulletin on the intranet to be shared by staff & students, term and year planners and class/home communication books.
  A message board on Barassi Street side of the campus displays current events.
  Staff can access on the intranet, policy / school information.
  Staff are expected to check email regularly as DECS information and training and development opportunities are emailed on.

- School financial position
  The schools operate a consolidated account and budgets support R-7 activities and across campus initiatives.

11. Local Community

- General characteristics
  Settlers Farm is an established community, situated 19 kms. north of Adelaide at Paralowie West, about two thirds of available land in the Settlers Farm Estate has been built on. A shopping/community centre close to the school has been built. The majority of housing is privately owned and owner occupied.
• **Parent and community involvement**
  Parent involvement in the school includes Governing Council, and sub-committees, classroom support, resource centre, canteen volunteers, playgroup, excursions, community sports coaching.

• **Feeder schools**
  The majority of reception students are from Settlers Farm Campus Kindergarten. Students exiting for year 8 go to Paralowie R-12, Salisbury High, Parafield Gardens High School and local private schools.

• **Other local care and educational facilities**
  Parent managed Playgroups are held Tuesday, Wednesday and Thursday mornings.
  Family Day Care providers access a playgroup on Mondays.
  The school Hall is hired by local community groups several times a week eg karate, church group, Irish dancing and voting.
  OSHC and Vacation Care are provided.

• **Commercial/industrial and shopping facilities**
  A shopping centre is across the road from the school and includes a supermarket, post office and specialty shops. Banking facilities are at Hollywood Plaza, 4 kms from the school.

• **Other local facilities**
  Other preschool and child care facilities are distributed throughout the Salisbury area.

• **Local Government body**
  Settlers Farm Campus is located in the Salisbury Council area.

12. **Further Comments**

• A high priority amongst staff is to maintain a supportive and friendly atmosphere in which to work.
• All staff choose to be addressed by their first name.
• Music is played over the PA system to signal end of play times.
• Bells and sirens are not used except to signal emergencies or to signal extreme weather conditions for play.
• Staff are committed to working together to ensure ongoing professional growth. Settlers Farm Campus has a strong history of curriculum innovation and reform, and participation in projects.

Tanya Oshinsky
Principal