



Settlers Farm Campus R-7

2020 annual report to the community

Settlers Farm Campus R-7 Number: 1851

Partnership: Hollywood Lakes & Gardens

Signature

School principal:

Ms Leanne Trewartha

Governing council chair:

Kelly Maynard

Date of endorsement:

8 December 2020



Government
of South Australia
Department for Education

Context and highlights

Settlers Farm Campus (SFC) is located 19kms north of the Adelaide CBD in the suburb of Paralowie. Our values are Respect, Responsibility and Personal Best. Settlers Farm Campus's expansive grounds house our administration and classrooms in single storey buildings across the site. We have 2 oval play spaces, a junior primary grassed area, numerous playgrounds, basketball court, paved areas, sports hall, veggie garden and fully equipped outdoor kitchen.

Settlers Farm Kindergarten and Out of School Hours Care (OSHC) are located on the campus and a close collaborative relationship exists between these services and the school, evidenced through quality transition programs shared training and team meetings.

We began the 2020 year with 752 students in 30 classes. SFC is an index of disadvantage level 4 with a student cohort comprising of 34% School Card, 18% students with disability, 0.1% students in care, 5% Aboriginal and 36% EALD learners. Our students represent 25 different cultural groups including Cambodian, Vietnamese, Laotian, Spanish, Sudanese, Chinese, Indian, Lebanese and Afghan cultural backgrounds. Students with difficulty in understanding and speaking English are supported by the English as an Additional Language or Dialect (EALD) teacher. Aboriginal students and families are supported by the Aboriginal Education Teacher (AET) and Aboriginal Community Education Officer (ACEO). One Plans and Individual Learning Plans are reviewed annually or as needed for students.

The leadership team consists of Principal, Deputy Principal and 4 Assistant Principals, Maths and Literacy Coach, Business Manager and Special Education Coordinator.

Major highlights of the year were our improved PAT reading and math results and establishment of our Campus Café. Other initiatives to support students' emotional and social development include Grow Wellbeing program, recess and lunch activities and the Interception Room. Staff well-being was highly prioritised, considered and supported. Other highlights include our 1:1 Chromebooks and online learning for year 6/7 students, staff sense of team and collegial support across the school, maintaining our learning and relationships when we needed to be at home, positive feedback from our External School Review and Local Education Team's visits, new website, PLC model for staff learning, camps and excursions, Settlers Family Fringe, sports day, new sports equipment with grants, transition programs for new receptions and year 7s.

Governing council report

Settlers Farm Governing Council is made up of 7 committed members that are dedicated and valuable community volunteers. Moving forward into 2021, I hope we can recruit more parents that can make a difference in this community to continue the impressive work of this group.

2020 has been a complex year with many challenges that no one could have predicted. COVID19 saw a decrease in student attendance, however this only affected the school for 2 weeks. We are very fortunate that our students have had teachers, SSO's and leaders who have been committed to the students learning and wellbeing during this difficult time and because of this our children have shown increased resilience. As a committee, we have reviewed and accepted new Behaviour and Attendance Policies as well as being a part of the Term 4 External School Review. This was an opportunity for the governing council to have some voice and feedback to the current learning and direction of the school. We have been regularly updated on the Site Improvement Plan at our meetings making sure all students learning is visible to the community.

Some highlights of the year have been the new school website and the continued efforts of the fundraising committee and staff to make sure our students didn't miss out on important events. The school has hosted a mother's day/father's day stall, book week, disco, casual days, swimming lessons and are ready to celebrate upcoming events, such as Summer Celebration and Graduation night, although some changes were necessary due to the current restrictions. The continued commitment of our PCW has seen the wellbeing and social skills of our students being cared for at an extraordinary level.

In general, 2020 has been a positive year with many challenges that have been overcome with flexibility and support from all involved.

Kelly Maynard
Governing Council Chairperson 2020

Quality improvement planning

2020 has seen a strong focus on improving student achievement in reading, focused on the areas of phonics development and questioning, as outlined in our Site Improvement Plan (SIP). Staff have been engaged in fortnightly professional development in our PLCs, conducted by site Assistant Principals, to build teacher capacity in delivering evidence based reading programs. This has included close work with literacy consultants. The school has continued to invest heavily in resources to support student learning including the purchase of a large quantity of decodable texts aimed at students of all ages and ability level.

Teachers in our Junior Primary have further embedded their work from 2019 in establishing clear, explicit structures for the teaching of phonics and phonological awareness. Strategies used have been high impact and based on the science of reading. These have included a systematic, synthetic based approach to phonics using Jolly Phonics and the Heggerty phonemic awareness program aimed at developing word recognition skills.

Middle and upper primary teachers have worked to develop teaching of inferential comprehension and establish clear goals for reading improvement. To support this work, teachers have established clear practices related to questioning and developing students as critical thinkers. This has included deeper analysis of texts and the use of frameworks such as the question matrix and 4H questioning model. Emphasis has been placed on analysing student data from a range of assessments and delivering high quality teaching programs targeted to student needs. In week 0, teachers were provided with the opportunity to analyse cohort, class and individual data to ensure teaching would be differentiated. PDPs and 'data chats' with curriculum leaders gave teachers the opportunity to talk through the learning needs of individual students and discuss teaching practice. Students identified as reading below benchmark, have received intervention in multiples ways including small group work, SSO support, targeted phonics groups R-2 and the MiniLit intervention reading program.

The Literacy Coach assisted teachers in the administration of the 'PAST' to assess phonological awareness skills for year 3 and 4 students who were identified as being below expected benchmark in gathered data. Professional development and ongoing support was provided to curriculum SSOs and year level teams on a structured approach to supporting students with word recognition skills and phonological awareness.

The Numeracy Coach worked alongside teachers to develop skills and understanding in using the Numeracy Progressions. Teachers utilised the document as a formative assessment tool to set individual goals, as well as identifying student needs in an intervention and stretch capacity. Teachers also worked with the Numeracy Coach to build capacity in conferencing with learners during lessons. During Term 4, data was collected from surveys across teaching staff, resulting in forward planning of Numeracy Progressions professional development in 2021.

2021 will continue to see a heavy focus on reading with a continuation of this year's work and the inclusion of explicit teaching related to phonics, vocabulary and morphology using outside consultants to support understandings and help ensure consistency in learning across the site.

Improvement: Aboriginal learners

SFC makes careful analysis of Aboriginal student achievement and growth data by collecting and analysing data for our Aboriginal students at teacher/SSO, team and whole school level.

Aboriginal student achievement and data is tracked by:

- Inclusion of Aboriginal learner achievement highlighted in the SIP
- Use of Markit, graph analysis and various assessments in line with the goals in the SIP
- Involving, including and valuing Aboriginal perspectives in the LPLC to embed literacy initiatives R-7
- Creation of an Individual Learning Plan (ILP) for all Aboriginal learners R-7, which focuses on creating SMARTAR goals in the areas of Literacy, Numeracy and Wellbeing. Learning goals are reviewed each term. Aboriginal parents/caregivers are engaged for input
- Documenting One Plans for all Aboriginal students
- Liaising with the Settlers Farm Kindergarten – information shared between sites leads to continuity of learning and smooth transition
- AET and ACEO attendance at various Aboriginal Education conferences and networking days further enhancing their capacity to support and promote learning opportunities for Aboriginal students

SFC responds to Aboriginal student achievement and data by:

- Addressing learning needs by applying targeted intervention programmes such as MiniLit and Jolly Phonics teaching, literacy groups and Heggerty phonological screenings to inform teacher practice.
- Planning for the use of APAS funding, SSO support, AET/ACEO support to maximise and promote Aboriginal outcomes in literacy, numeracy and wellbeing.
- Facilitating regular meetings at the school with Aboriginal parents/caregivers to inform them of student achievement, areas of growth and to build community with an open door policy for parents at the Aboriginal Education room

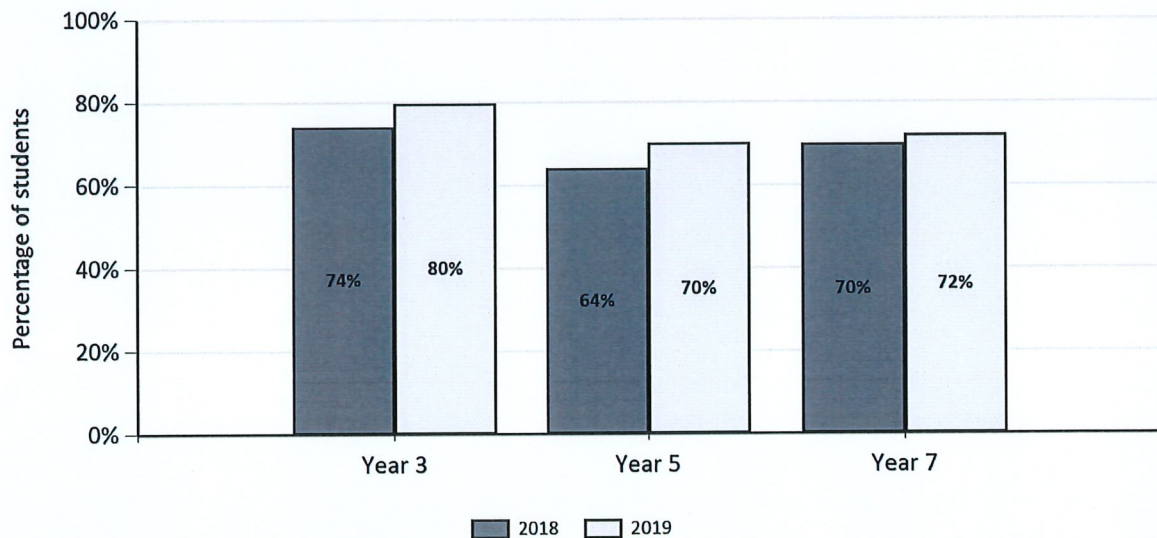
Analysis of current 2020 Aboriginal student reading data shows positive growth in the Running Records levels from the end of term 1 to the end of term 2. 7/11 year 1 and 2 students improved in reading by two or more levels within the term. 6/7 year 3 and 4 students improved in reading by up to three levels. 2/4 year 5 students reached the benchmark of level 30, with one student improving by two levels. All three Year 7 student are reading at SEA.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

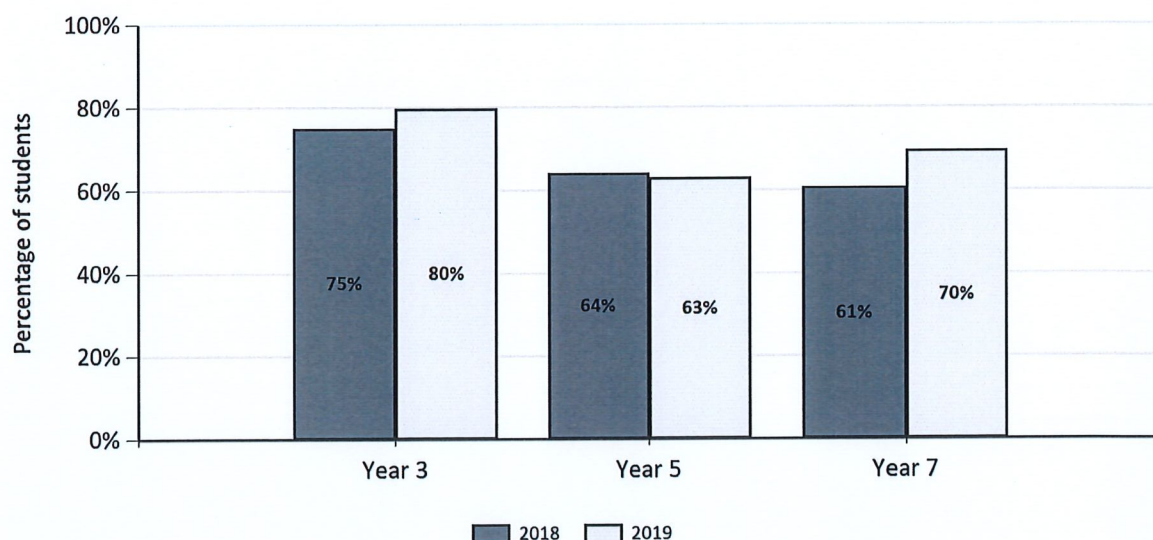


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	14%	22%	25%
Middle progress group	48%	51%	50%
Lower progress group	38%	27%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	17%	24%	25%
Middle progress group	51%	53%	50%
Lower progress group	32%	23%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	84	84	29	13	35%	15%
Year 3 2017-2019 Average	93.3	93.3	27.7	18.0	30%	19%
Year 5 2019	97	97	15	12	15%	12%
Year 5 2017-2019 Average	94.3	94.3	15.3	10.3	16%	11%
Year 7 2019	82	82	9	12	11%	15%
Year 7 2017-2019 Average	89.3	89.3	11.3	12.3	13%	14%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School performance comment

Year 1 Phonics Screening

62% of students in Year 1 achieved the year level benchmark of 28.

This score exceeded our target of 54% and was an overall growth of 30% from the previous year. (2019 -32% achieved the year level benchmark).

Running Records – Term 3

Reception – 64% reached the school benchmark (Decodable Text)

Year 1 – 64% at SEA

Year 2 – 59% at SEA

Year 3 – 50% at SEA

Results indicated growth in R-2 results. Year 3 results were maintained. The data also indicated a lower percentage of students reading just below benchmark. This was attributed to differentiated Jolly Phonics instruction and the MiniLit intervention programme.

PAT-R

Results were strong across the primary years

Year 3 – 70% at SEA with 37% above or significantly above SEA

Year 4 – 70% at SEA with 57% above or significantly above SEA

Year 5 – 80% at SEA with 50% above or significantly above SEA

Year 6 – 82% at SEA with 65% above or significantly above SEA

Year 7 – 73% at SEA with all these students above or significantly above SEA

PAT-M

Results were also strong in PAT-M with a good level of growth in the number of students achieving SEA in year 6 when compared to 2019 results.

Year 3 – 66% at SEA with 54% above or significantly above SEA

Year 4 – 71% at SEA with 39% above or significantly above SEA

Year 5 – 81% at SEA with 30% above or significantly above SEA

Year 6 – 72% at SEA with 43% above or significantly above SEA

Year 7 – 64% at SEA with 55% above or significantly above SEA

Attendance

Year level	2017	2018	2019	2020
Reception	90.4%	90.9%	89.8%	84.8%
Year 1	94.1%	93.6%	89.4%	86.3%
Year 2	93.3%	92.2%	92.0%	86.2%
Year 3	93.0%	92.5%	91.9%	86.1%
Year 4	92.4%	90.7%	92.4%	87.6%
Year 5	93.1%	90.7%	88.8%	87.3%
Year 6	92.3%	91.6%	89.8%	82.4%
Year 7	92.1%	90.7%	92.1%	83.5%
Total	92.5%	91.6%	90.7%	85.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Our electronic marking system sends messages to parents if students are absent without reason. Our Wellbeing Assistant Principals case manage chronic non-attendance and inform our community about the effects of absenteeism, early departure and lateness. Regular reminders and information is provided in the newsletter to inform parents of the attendance policy and processes.

Staff action school procedures to follow up absences regularly. Our attendance percentage has decreased this year mainly due to COVID19 which resulted in some students learning from home with support from staff.

Behaviour support comment

2020 has seen students respond positively to behaviour support implemented across the school by our Wellbeing Assistant Principals. Our focus on documentation, review of the Behaviour Support Policy and collection of student data has shown a slight decrease in behaviour support incidents, while communication with parents regarding behaviour incidences has tripled since 2019. Our Wellbeing Assistant Principals and key staff have attended Berry St training which will be a focus for staff learning in 2021 including Zones of Regulation training. Proactive programs have included: interoception sessions, Keys to Success, PCW and Campus Café. Grow Wellbeing was extended with a 2 days per week clinician and The Smith Family have extended scholarships.

Client opinion summary

Parents were invited to participate in an online survey. In total, there were 138 responses which is an increase of over a hundred responses when compared to last year.

The highest ratings were:

- High levels of respect
- Children feel like they are important to the school
- Families often talk with their children about what happens at school
- Children have good routine around reading, studying and learning
- Education is important to their children's future

These responses indicate strong positive support for the school from our parent community. The survey indicates that Settlers Farm Campus has a safe and supportive school environment where students feel safe and supported with their learning.

The areas that we would like to focus on for improvement from our family's feedback are:

- Communication from the school to families
- Families having useful discussions about children's learning
- Families opportunity for input into learning
- Families would like more help from the school with their child's learning
- The school provides useful tips on how to help students learn at home

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	9	5.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	43	25.3%
Transfer to SA Govt School	111	65.3%
Unknown	7	4.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

Settlers Farm Campus R-7 is compliant with the DfE relevant criminal history screening practices and procedures.

Sighting and recording of clearance information is recorded on EDSAS, with staff information also recorded on our Human Resources system.

Outside agencies and third party providers are verified when attending the site for the first time.

Shared use agreements such as the use of our hall and copies of all screening documentation are kept at the site.

Staff are kept updated on changes to policies and practices and explicit information is provided to the community on expectations.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	63
Post Graduate Qualifications	14

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	42.5	2.4	27.2
Persons	1	50	3	40

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$17,225
Grants: Commonwealth	\$0
Parent Contributions	\$214,692
Fund Raising	\$6,400
Other	\$26,000

Data Source: Education Department School Administration System (EDSAS).

2020 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Funding towards 2 Assistant Principals (Student Well being), Interception room, year 7 student leadership committee, reception to year 6 Student Voice committee, lunchtime activities and wellbeing programs with our PCW.	Improved behaviour data and student voice, teacher notes and evidence.
	Improved outcomes for students with an additional language or dialect	EALD students supported by EALD teacher through targeted student support in small groups on specific goals for language development, as determined by phonological, phonics and RR testing.	Many students met their ILP goals and future needs of students identified.
	Inclusive Education Support Program	Students with category funding supported for allocated hours with Oneplan driving the learning program. Students worked towards Oneplan smarter goals with clear check points to track progress.	Most students achieved smarter goals along with improved literacy achievement.
	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Students supported by AET and ACEO in class and differentiated intervention programs. Oneplans were created with the AET conferencing with teachers around outcomes. Early years funding was allocated to SSO time in R-2 classes with a focus on phonics and phonological awareness skill building. Minilit program for year 1 and 2 students below SEA was also funded by this. First language maintenance and development supported Iranian languages and Vietnamese language. HPI provided community liaison about impacts at site. IESP grant was directed to support students.	Aboriginal students improved in reading assessments and Oneplan goals. Intervention students achieved growth. PSC results improved from 32% to 62% at SEA.
Program funding for all students	Australian Curriculum	SSO hours allocated to classes for general support. Funding to release teachers to work in teams to analyse student data in order to plan for targeted learning for all students.	Improved PATR and PATM results.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	PLC leaders released to analyse data, lead PLCs and set learning goals for students. Speech Program by SSO for reception students and year 1 and 2 students needing targeted intervention around speech development.	PSC, PASM and PAT R results improved.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A