

# SCHOOL CONTEXT STATEMENT

Updated: 21/02/2022

**School Name:** Settlers Farm Campus R-6

**School Number:** 1851

## 1. General Information

### Part A

Schoolname	: SETTLERS FARM CAMPUS R-6	Courier	: Northern Adelaide
School No.	: 1851		
Principal	: <b>Ms Leanne Trewartha</b>		
Postal Address	: PO Box 605 Salisbury South 5106		
Location Address	: 23 Barassi Street, Paralowie 5108		
District	: Northern Adelaide		
Distance from GPO	: 19 kms	Phone No.	: 08 82806866
Kindergarten on Campus	: YES	Fax No.	: 08 82806403
Director	: Jasmin Cox		

		2017	2018	2019	2020	2021	2022
February FTE Enrolment							
Primary	Special, N.A.P. Ungraded etc.						
	Reception	110	95	105	90	106	79
	Year 1	86	110	93	105	84	99
	Year 2	101	94	105	88	100	76
	Year 3	97	101	86	110	90	92
	Year 4	103	99	103	90	103	89
	Year 5	95	103	98	103	81	103
	Year 6	110	87	97	93	99	76
	Year 7	78	108	85	73	76	N/A
Secondary	Special, N.A.P. Ungraded etc						
	Year 8						
	Year 9						
	Year 10						
	Year 11						
	Year 12						
	Year 12 plus						
	TOTAL	780	797	772	752	738	614
	Male FTE	396	411	407	386	376	310
	Female FTE	384	403	363	366	362	304
School Card Approvals (Persons)		260	304	-	259	305	273
NESB Total (Persons)		-	-	252	268	182	184
Aboriginal FTE Enrolment		30	-	-	34	36	41

## Part B

- **Leadership**

There is 1 Principal, 1 Deputy Principal, 3 Assistant Principals.

All positions are R-6. These positions have a particular focus:

- Deputy Principal - Student Support.
- 2 Assistant Principals – Curriculum improvement.
- Assistant Principal – Wellbeing

- **Staffing Numbers**

Tier 1	32	FTE Teachers
	700	SSO hrs (including IT tech)
	37.5	GSE hrs (grounds/WHS)
Tier 2	1.6	EALD (English as a second language or dialect)
	.35	FLMD (First language maintenance and development)
	.5	AET (Aboriginal Education Teacher)
	18.5	hours per week ACEO hours (Aboriginal Community Education Officer)
	14%	Special Education

Male/Female Ratio: 12/72

- **OSHC**

A before school (6.30am – 8.30am) and after school (3.05pm – 6.00pm) program and vacation care operates on the site.

Director: Jan Hutchison

- **Settlers Farm Campus Kindergarten**

Independent kindergarten operates on the site.

Director: Jasmin Cox

- **Enrolment Trends**

Settlers Farm Campus R-6 has a steady enrolment of students with numbers slightly changing up or down each year.

- **Special Arrangements**

The Junior Primary and Primary school amalgamated in 2013 and the school is now named Settlers Farm Campus R-6. The campus is located in the suburb of Paralowie and provides integrated learning K-6.

Strong links have always existed between the Settlers Farm Campus School and Kindergarten, evidenced through quality transition programs shared training and leadership team meetings. The Kindergarten is called Settlers Farm Campus Kindergarten.

The focus of strengthening the links and working towards our vision is paramount. The leadership team is structured to support the vision. Leaders work collaboratively across the campus to further develop the full service site, catering for the care and learning needs of students 0-12 years and families.

Services on the campus are Reception to Year 6 schooling, Kindergarten, Playgroup, 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-6) includes:

Girls	50%
Boys	50%
NESB	29%
School Card	41%
Aboriginal	6%
Students with Disabilities	14%
School Index of Disadvantage:	4

The students come from culturally diverse backgrounds. Students vary broadly in academic ability and special needs.

- **Student Management**

Settlers Farm Campus places priority on providing a supportive learning environment.

A code of behaviour has been developed with students, staff and parents. The Behaviour Policy is available on the school website.

The Assistant Principal in Wellbeing and Wellbeing Coordinator support the implementation of learning programs such as Zones of Regulation and Berry Street Model.

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.
- Leadership support students who are removed for extreme inappropriate behaviour. Students are counselled and plan for future success.

- **Student Government**

Student participation in decision-making is promoted through class meetings, SVC (Student Voice Committee), and Student/Leadership Teams.

- **Special Programs**

Students are encouraged to take active roles in leadership on the campus eg Library Tribe, Campus Café, SVC, Road Crossing Monitors, grounds, canteen, lunch time activities and hosting/presenting at 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. The Deputy Principal supports the transition for reception students. A parent information meeting is part of the process.

### **3. Key School Policies**

- **Statement of Purpose**

The core business of Settlers Farm Campus Kindy to year 6 is to provide all students with a broad and balanced curriculum across all areas of The Australian Curriculum. 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:**

**Reading:** is the focus of our Site Improvement Plan. Our Curriculum focussed Assistant Principals lead curriculum improvement reception to year 6, focussing on our common expectations and agreed practices in teaching and assessing literacy. We have a Literacy coach and two EALD teachers to support staff and ensure quality teaching and learning across the campus.

**Wellbeing:** is a focus across the school as we use effective strategies to support students in the development of responsible behaviour. This year we are implementing Zones of Regulation which supports students with social and emotional learning and regulation. We have a well established Interception Room and introduced Interception across the site. Attendance and lateness continues to be focus areas for improvement.

- **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 and 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**

- Students access a balanced curriculum in eight areas of learning. These areas are English, Mathematics, The Arts, Health & Physical Education, Humanities and the Social Sciences, Science, Digital Technology/Design and Technology and Language and Auslan.
- Students access high quality specialist programs in Health and PE, Design and Digital Technology, and The Arts.

- **Special Needs**

- Students with disabilities are supported through SSO (student support officer), targeted support and personalised learning plans (One plans).
- NESB (Non English Speaking Background) students are support by an EALD (English as an additional language or dialect) teacher.
- First Language maintenance is offered in Vietnamese and Dari/Farsi.
- Early Years Funding supports the implementation of the Phonological Awareness and Jolly Phonics programs, and intervention in all Junior Primary classes.
- Students with speech difficulties receive SSO support.
- Currently the Deputy Principal, in conjunction The Special Education Coordinator, coordinates the support for students with special needs.
- Teams of staff across the school implement, manage and review, support programs for targeted students within their teams.

- **Special Curriculum Features**

- Agreed literacy strategies are taught from reception to year 6.
- Phonological Awareness and Jolly Phonics is part of our reading program Reception to year 2. Jolly Phonics and Jolly Grammar have been implemented reception to year 5. This continued growth of the program is being facilitated by Curriculum Assistant Principals and the Literacy Coach.
- Classes are organised in year level hubs to promote collaborative teaching and team work.
- Peer and cross age tutoring programs are shared across year levels. Classes buddy for support re learning and behaviour management.
- There are a Healthy Lifestyle focus initiatives, fitness, PE Specialist subject, sports clinics, SAPSASA and special events.
- A range of supportive learning environment programs.  
Environmental awareness programs include recycling and composting.
- In 2022, year 5 and 6 students will attend a camp.
- All classes are participants in the Premier's Reading Challenge.
- Interoception Room where students participate in targeted programs. Interoception strategies are implemented in all classes' reception to year 6.

- **Teaching Methodology**
  - Staff work in teams across the school often team teach across the campus.
  - Quality teaching and learning initiatives and practices are implemented and shared across campus staff through reception to year 6 Professional Learning Community structures.
  - The importance of play for student learning is recognised in the early years.
  
- **Assessment Procedures and Reporting**
  - Teachers follow an agreed assessment schedule and analyse relevant data sets to inform the teaching and learning program.
  - Parent/student/teacher interviews are held in term 1 with optional interviews in term 3.
  - Ongoing communication occurs through class and school newsletters, communication books, email, student diaries and Seesaw.



## 5. Sporting Activities

- Physical Education is a reception to year 6 specialist subject area provided by specialist teachers.
- Fitness programs are provided.
- The school participates in swimming, athletics and other sporting carnivals with SAPSASA to provide students with a variety of experiences.
- Reception to year 5 swimming classes are undertaken annually and year 6 students attend aquatics sessions.
- Sports equipment is available for student use at play times.
- Sports Day is held annually reception to year 6.
- 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**
  - Whole campus celebrations occur throughout the year.
  - The diversity of cultures in our community is celebrated.
  - Special performances & arts events involve kindy to year 6 students.
  - Assemblies are held as either kindy to year 6, Early Years, Primary Years or Middle Years and are hosted by students.
  - 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. Many staff have worked at Settlers for over 10 years. We have a mix of very experienced to new graduate teachers.

- **Leadership Structure**

All leadership positions operate across the campus as a collaborative leadership team. Weekly meetings of the leadership team involve the Principal, Deputy Principal, Assistant Principals, Special Education Coordinator and Business Manager.

The Curriculum Leadership Team includes: Principal, Deputy Principal, 2 Assistant Principals Curriculum Improvement and Literacy Coach. This team meets regularly to drive learning improvement.

The Well-Being team includes: Principal, Deputy Principal, 2 Well-Being Assistant Principals and the Special Education Coordinator. This team meets regularly to drive student well-being, behaviour support and attendance.

- **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, and in Professional Learning Communities with colleagues who teach the same year level.

Professional Learning Communities across the whole campus and within the staff meeting structure facilitate the professional learning program with one hour of staff meeting time dedicated to professional development. The staff meeting structure also includes opportunities for administration and year level meeting time.

PAC (Personnel Advisory Committee) meetings are held twice per term, and as necessary.

Support staff positions are arranged R-6. These include EALD, Special Education, First Language Maintenance, Resource Centre and Aboriginal Education.

The SSO team of permanent staff provide support in specialist programs, in class support and administration. Temporary SSOs are appointed on limited tenure for student support.

- **Performance Development**

All members of the leadership team share line management to support, encourage and develop performance.

## 8. School Facilities

- **Buildings and grounds**

All facilities are shared kindy to year 6. Most of the permanent brick buildings were built in 1990 with 3 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 and teacher resources were destroyed by fire in December 2003. Refurbishment and restocking has occurred.

Our site was part of the STEM Works Project which commenced in 2017 and was completed in 2018.

This year our \$5,000,000 capital works commences with our Bilby, Callistemon and Danitree buildings being completely refurbished.

- **Specialist and ICT Facilities**

A computer suite is situated on site for whole class use.

Reception to year 2 have iPads in each class. Year 3-4 have laptops/iPads. Year 4 -6 have a ratio of 1:1 devices of Chromebooks. This ratio is audited annually.

The school has Wi-Fi and has just connected to DfE system's new high-speed internet connectivity solution which delivers 400Mbps/400Mbps uncontented connection.

A campus hall allows for a specialist PE program & has sport court markings.

- **Student Facilities**

On campus there is a Canteen, an Out of School Hours Care facility and Kindergarten.

Student's access networked computers in all classrooms.

Play spaces are climbing equipment, grassed ovals, hard play areas, sandpits, obstacle course, fitness track and courts. Access by year levels to climbing equipment and courts is rostered.

A Junior Primary play space exists, with a wheelchair accessible playground all other areas are reception to 6.

There are withdrawal rooms and activity spaces in some buildings.

- **Access For Students and Staff With Disabilities**

Disabled facilities include: ramps into buildings, wheelchair accessible playground, car parking 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.

## 9. 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.

A range of committees manage curriculum and school operations 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 school. Parents also participate in the membership of Council sub-committees Finance, Canteen, OSHC, Grounds and Fundraising.

- **Regular Publications**

### Parents

A campus newsletter is available online and on Seesaw twice per term, providing both curriculum and organisational information. Teachers prepare class newsletters once per term to detail class events and program details. The school uses the Qkr App and Seesaw for further communication to families.

There are two community notice boards within the campus grounds that are updated regularly.

The school website [www.settlersr7.sa.edu.au](http://www.settlersr7.sa.edu.au) provides up to date information for families.

### Other Communication

A variety of communication methods are used including both a daily and weekly bulletin on the intranet to be shared by staff, term and year planners and class/home Communication Books.

An electronic message board on Barassi Street side of the campus displays current events.

Staff can access on the intranet and One Note, policy/school information, timetables, meeting agendas and meeting minutes.

Staff are expected to check email regularly.

- **School Financial Position**

The school operates a consolidated account and budgets support implementation of the Site Improvement Plan, reception to year 6 activities and cross campus initiatives.

## 10. Local Community

- **General Characteristics**

Settlers Farm is an established community, situated 19 kms, north of Adelaide at Paralowie. A shopping/community centre is located close to the school. 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.

Please check with the front office regarding Covid19 Restrictions.

- **Feeder Schools**

The majority of reception students are from Settlers Farm Campus Kindergarten. Students exiting for year 7 mainly go to Paralowie R-12, Salisbury High, Parafield Gardens High School and local private schools.

- **Other Local Care and Educational Facilities**

Parent managed Playgroup.

The school hall is hired by local community groups weekly eg karate.

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 speciality 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.

## 11. Further Comments

- A high priority amongst staff is to maintain a supportive and friendly atmosphere in which to work.
- Most staff are addressed by their first name. It is staff's personal choice as to how they would like to be addressed.
- 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.

**Leanne Trewartha**

**Principal**