1. General information

Part A

<table>
<thead>
<tr>
<th>School name</th>
<th>EASTERN FLEURIEU R-12 SCHOOL</th>
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<tr>
<td>School No.</td>
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</tr>
<tr>
<td>Principal</td>
<td>Trevor Fletcher</td>
</tr>
<tr>
<td>Postal Address</td>
<td>11 Callington Road, Strathalbyn 5255</td>
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<tr>
<td>Location Address</td>
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<td>Phone No.</td>
<td>08 85362455</td>
</tr>
<tr>
<td>Fax No.</td>
<td>08 85363747</td>
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School Card Approvals (Percentage) | 27% | 26% | 25% | 24% |
NESB Total (Persons)               | 11  | 8   | 6   | 6   |
Aboriginal FTE Enrolment           | 34  | 29  | 32  | 30  |
Part B

- Email: dl.1884_info@schools.sa.edu.au
- Staffing numbers (2013)
  - Teaching Staff: 84 (73 FTE)
  - Ancillary Staff: 40 (25 FTE)

Leadership positions

PC09 – Principal

*Key Responsibilities R-12*
- School Governance
- Staffing
- Facilities Management oversight
- Policy and procedures realignment and reform
- Australian Curriculum implementation
- Budget

*The Principal is based at Strathalbyn R-6 one day per week.*

PC05 – Deputy Principal

*Key Responsibilities R-12*
- Curriculum Pedagogy (TFEL)
- Digital Pedagogy (ICT)

*Key Responsibilities 7-12*
- Middle years including student management, transition, learning and reform
- Campus organisation
- Timetable development
- Budget
- Teacher induction
- Student teacher coordination

SL03 – Strathalbyn R-6 Campus

*Key Responsibilities Multi – Campus*
- Literacy (across all R-6 campuses)
- Pedagogy (across all R-6 campuses)
- Early years (R-2 all campuses)

*Key Responsibilities Strathalbyn R-6*
- Indigenous Support
- Campus daily organisation
- Budget
- Facilities monitoring
- Performance development

SL02 – Strathalbyn 7-12 Campus

*Key Responsibilities 7-12*
- Senior years including student management, transition, SACE Coordination and reform
- Daily organisation including staff absences and reliefs
- Beacon Foundation coordination
- Student Leadership
- Literacy

SL01 – Strathalbyn 7-12 Campus

*Key Responsibilities 7-12*
- English
- Performing & Visual Arts

SL01 – Strathalbyn R-6 Campus

**Key Responsibilities Multi Campus**
- Numeracy (R-9)
- Primary years (3-6 across all campuses)

**Key Responsibilities Strathalbyn R-6**
- Teacher Induction
- Student Teachers

SL01 – Strathalbyn R-6 Campus

**Key Responsibilities Multi Campus**
- Digital Pedagogies
- Differential Learning

SL01 – Milang Campus

**Key Responsibilities Multi Campus**
- Sustainability R-12
- Student Leadership and Engagement R-6 (across campuses)

**Key Responsibilities Milang Campus**
- Student Management including behaviour, attendance, achievement and transition
- Staff Management including absences and reliefs
- Facilities monitoring

SL01 – Langhorne Creek Campus

**Key Responsibilities Multi Campus**
- Learning Support R-12

**Key Responsibilities Langhorne Creek Campus**
- Student Management including behaviour, attendance, achievement and transition
- Staff Management including absences and reliefs
- Facilities monitoring

SL01 – Ashbourne Campus

**Key Responsibilities Multi Campus**
- Innovation and Promotion Key

**Key Responsibilities Ashbourne Campus**
- Student Management including behaviour, attendance, achievement and transition
- Staff Management including absences and reliefs
- Facilities monitoring

**Director of Finance and Administration.**

**Enrolment trends**

Steady increase expected. Demographic projections suggest additional 800-1000 students within 5-6 years.

**Special arrangements**

The Eastern Fleurieu School is an R-12 school consisting of five campuses – Ashbourne (R-6), Langhorne Creek (R-6), Milang (R-6), Strathalbyn (R-6) and Strathalbyn (7-12) on 5 geographically separate sites.
The school draws students from an area of over 6000 square kilometres centred on the town of Strathalbyn (population 7000). Demographic changes in both town and rural populations are impacting significantly on the school. There are a number of private schools in the area who are competing with our school for enrolments.

There are several arrangements that reflect the multi-campus and R-12 nature of this school, as well as some unique to this school:

- A modified staffing process has been developed.
- There is one consolidated budget for the school, with finance officers based at each campus.
- An R-12 leadership team works closely with the finance officers to ensure that the allocation of resources reflects the priorities of our School Improvement Plan.
- An ICT Executive Committee works closely with campus leaders and the principal to maintain oversight of the maintenance and support of computers/technology across all campuses.

**Year of opening**

1996 was the inaugural year of the Eastern Fleurieu School, although campuses were opened as separate schools as from 1854.

**Public transport access**

Daily buses to Adelaide and Mount Barker.

### 2. Students (and their welfare)

**Programs**

- Class meeting and student participation in classroom decision making and pastoral care programs operate across R-12.
- R-6 and 7-12 Counsellors work across campuses. Quality start programs at R-6 in first three weeks of school. Break-mates Peer Support program. A special class has been established at the Strathalbyn R-6 campus and another is planned for the 7-12 campus.

**Support offered**

- Christian Pastoral Support Workers are based at each campus and provide dynamic programs for students
- School Counsellors R-6 and 7-12
- Every Year 12 student is allocated a personal mentor.

**Student management**

- A shared student management policy across R-12 enables smooth transition between campuses.
- Consistent responses to inappropriate behaviour choices utilising restorative practices as a vehicle to support learning underpins student management across the site.
- Student Government: Student Representative Committee, Student Forum and Celebration Committees operate across R-6 campuses, a Student Forum operates at the 7-12 Campus.
- New leadership roles have been established for students at each campus.

**Special programs**

- R-12 Reading program; QuickSmart Mathematics; BEACON; Youth Opportunities; Oliphant Science Award; Success for Boys; Employment Agencies; Transition Brokers; Apprentice Broker.
A range of non-classroom based programs are conducted for students as well as a large number of certificate level courses in the senior years.

Applied learning programs and individual learning plans support students in a range of flexible learning opportunities.

A variety of optional clubs / activities are offered to students, as an extension to the timetabled curriculum in areas including sport, music, equestrian, photography and agriculture.

3. **Key School Policies**

**Context**

The Eastern Fleurieu School is an R-12 multi-campus school created to provide increased educational opportunities for students in the surrounding district. The school is comprised of primary campuses at Ashbourne, Langhorne Creek, Milang and Strathalbyn and a year 7-12 campus at Strathalbyn. The school has rebounded from a period of declining enrolments to the current situation where we are experiencing significant growth in enrolments, outcomes and community confidence. Eastern Fleurieu School has 24% of students receiving School Card allowance and about 10% of students are classified as having a disability. The leadership group works as a collaborative team and regular communications are maintained across all campuses. Eastern Fleurieu School is committed to enhancing access to Information Communications Technology and improving student / computer ratios to enhance learning and promote ICT integration in all curriculum areas.

**Mission statement**

“Eastern Fleurieu School will provide a high quality, richly innovative and relevant educational program which caters for the diverse talents of our students.”

**School Motto**

“Excellence through Unity”

**Our Values**

Integrity, Respect, Responsibility, Care and Compassion, Cooperation, Participation

**Our Guiding Principles**

*Care for ourselves*

- Our staff and students demonstrate positive self esteem and respect for themselves as learners and as members of our school community.

*Care for Others*

- Our staff and students demonstrate respect, empathy and tolerance towards others.

*Care for our Environment*

- Our staff and students demonstrate respect for the natural and physical environment. They are committed to recyclable, renewable and sustainable practices

*Celebrate Success*

- We strive to ensure that all staff and learners are supported to achieve successful outcomes and these are celebrated by the school community.

*Continually Improve*

- Our staff and students performance outcomes are closely monitored to demonstrate their progressive achievements.

*Clear Communication*

- We offer clear, open and honest communication between parents, students and staff.
Key Strategic Direction 1 – Excellence in Achievement
To improve student learning outcomes R-12

Key Priorities
- Maximise student outcomes in literacy and especially in reading R-12
- Maximise SACE outcomes
- Maximise numeracy outcomes R-12
- Maximise student outcomes in Science and Mathematics R-12

Key Strategic Direction 2 – Learner Engagement and Wellbeing
To provide all students the opportunity to learn in a safe, supportive and stimulating environment

Key Priorities
- Students and staff apply restorative strategies.
- All staff supported by Performance Development Program every year.
- Appropriate use of ICT across all curriculum areas R-12 supported by ICT and T&D.
- Stronger student voice and leadership.
- Continued growth and successful completion of vocational pathways courses.

Key Strategic Direction 3 – Eastern Fleurieu Learning Community
To enhance and promote our school identity while creating and maintaining strong community partnerships

Key Priorities
- School pride and identity
- Creating and maintaining strong community partnerships.
- All campuses are implementing sustainable practices.

Core Business
The core business of the Eastern Fleurieu School is to provide teaching and learning in a supportive environment. The charter of this multi-campus R-12 school is based on the premise that a collaborative structure will provide improved educational outcomes for all students. Key foci which support our core business are: early intervention strategies, literacy and numeracy across the curriculum, high expectations, focus on outcomes, the recognition of the need to use technology as an adjunct to traditional modes of teaching and learning, balanced delivery of the required areas of study, the incorporation of the concept of “middle schooling” into education of young adolescents, & vocational education programs.

4. Curriculum

- Subject offerings
  
  Years R-6:
  Students work in all 8 areas of the curriculum with increasing access to specialist teaching expertise. Other specialist areas include Art, Music, Drama and PE.

  Years 7-12:
  The Arts: Art, Craft, Music, Design, Drama, Visual Arts (Art, Design), Creative Arts (Multimedia, Digital Imaging, Craft)
Humanities and Social Sciences: History, Geography, Modern History.
Sciences: Sciences, Agriculture & Horticulture, Physics, Scientific Studies, Chemistry, Biology, Nutrition, Psychology.
Languages: Cultural Studies/Indonesian.
VET Courses: Certificate 1 Automotive, Certificate 2 Tourism, Certificate 2 Horticulture (Amenity)
Open Access College: Students are able to study through Open Access where appropriate.

- Learning Support
  - R-12 Reading and Numeracy Support programs
  - In class support
  - Program scaffolding to meet the needs of learners
  - Learning Centre to support students specifically in literacy and numeracy
  - Special Classes
  - Mentoring programs

- Special Curriculum Features
  - Middle Schooling
  - Year 7 and year 8 Formal Presentations and Year 9 Integrated Project
  - Specialist teachers at R-6 Campuses, eg Art, Music and Drama
  - Early intervention programs are established including Phonological Awareness, Phonics. Other intervention programs include Multi Lit and Rainbow Reading. Primary staff currently access Jolly Phonics, Jolly Grammar and the Maths/Science strategy
  - All staff involved with high quality professional learning programs
  - Literacy and numeracy focus projects
  - STAR program (Students at Risk program)
  - Incorporation of Information and Communication Technologies into the teaching and learning programs
  - Primary science connections.

- Teaching methodology:
  - Collaborative teaching and learning and integrated curriculum a major focus of the middle campus
  - Quality Teaching with emphasis on explicit teaching and learning and personalised approaches using effective analysis of data
  - Thinking Curriculum R-12
  - Success for Boys methodology implemented
  - TFEL framework underpins curriculum and digital pedagogy
  - The Tribes process integrated across R-6 campuses

5. Sporting Activities

- SAPSASA & SASSSA Involvement.
- Knockout teams (SASSSA).
- R-6 Campus Sports Days.
- 7-12 Campus Sports Day.
• 7-12 Campus zone and state athletics at Santos Stadium.
• Southern Secondary Sports Days.
• Interschool Swimming.

6. Other Co-Curricular Activities

• General
  School Camp opportunities occur for students at many levels from R-12. Maths, Literacy, Science and Computing competitions are strongly supported, Oliphant Science Awards.

• Special
  Drama productions, Public Speaking, various musical ensembles, Wakakiri, environment programs

7. Staff (and their welfare)

• Staff profile
  There are approximately 120 staff members including ancillary staff. Staff are conversant with the operation and opportunities provided in an R-12 multi-campus environment.

• The School Improvement Team comprises the Principal, Deputy Principal, Heads of Campus and Senior Leaders.

• The R-12 leadership team is responsible for meeting targets in the Strategic Learning Plan through staff professional learning and performance planning with staff.

• Staff Professional Learning
  The school believes that quality staff development is central to improving learning outcomes for students. The Learning and Development Strategy (LEADS), which was implemented in 2005, strives to maximise opportunities for professional dialogue and an inquiry approach to staff training / professional learning. Staff work in cross-sector and across campus teams researching and inquiring into ways to improve learning for our students. This is facilitated by an early dismissal on Wednesdays at 2.25p.m. to enable staff from outlying campuses to travel to Strathalbyn. The Wednesday LEADS sessions conclude at 5pm.

• Visiting Teachers
  Instrumental music teachers visit the school regularly. The services of regional support staff including interagency behaviour management, disability coordinator, educational psychologists and social workers are utilised by the school.

8. School Facilities

• Buildings and grounds
  Buildings are a mix of new, old, solid and transportable. All campuses have spacious grounds for student recreation and sport.
• **Specialist facilities**
  The smaller campuses have minimal specialist facilities. A gym is located at the Strathalbyn R-6 site. A new purpose-built building was constructed for Middle Campus classrooms and opened in January 1997. A six teacher learning centre was opened in 2011 at the Strathalbyn R-6 Campus.
  A Covered Outdoor Learning Area (COLA) was opened at the 7-12 campus in 2011 and enables students to play sport under shelter and undertake assemblies.
  All campuses have their own LAN and a WAN operates for administrative and curriculum purposes.
  7-12 campus has received a $9.9 million dollar Capital Grant for the development of Science, Technology, Food Technology, and a Learning Centre.

• **Access for students and staff with disabilities**
  There are a number of students in the school with multiple disabilities and wheelchair access is available to most areas at the Strathalbyn sites.

• **Access to bus transport**
  Usual DECD bus arrangements. There are 9 school bus routes.

9. **School Operations**

• **Decision making structures**
  **Students:**
  Student leadership is dynamic and active across R-12.
  **Staff:**
  Each campus holds campus meetings on a regular basis. The R-12 staff meet together regularly. There is cross campus representation on committees and on EFS inquiry groups (LEADS).
  **Parents:**
  There is an R-12 Governing Council and 4 Campus Advisory Committees. Operational Guidelines for these bodies have been developed to reflect their roles and responsibilities in this multi-campus structure. There are approximately 50 parents directly involved in the formal decision making processes at the school. We have adopted a proactive approach to developing our communications and partnerships with parents.

• **Regular publications**
  - R-12 newsletter once per term.
  - Curriculum handbooks produced by 7-12 campus
  - Campus newsletters are published fortnightly
  - 7-12 Magazine

• **Other communication**
  - Articles about the school and its activities are included in the local media and campus newsletters on a regular basis.

• **School Finance**
  - The Finance Committee meets on a regular basis and reports directly to the Governing Council.
10. Local Community

- General characteristics
  Diverse community: farming, viticulture, small to medium business, mining, and those who commute to Adelaide for employment.

- Parent and community involvement
  Very strong in the small communities and parents are supportive of the school on all campuses.

- Feeder schools
  Besides the campus structure itself, students come from Meadows, Mt Barker, Macclesfield, Monarto, the South Coast, Mt Compass, Callington, Murray Bridge.

- Commercial/Industrial and shopping facilities
  Broad range in Strathalbyn.

- Other local facilities
  Wide range of medical, sporting, social and recreational activities including a large new community library.

- Local Government body
  Alexandrina Council 8555 7000

11. Further Comments

Teachers appointed to the Eastern Fleurieu School may be expected to teach at more than one campus during the year.