



SURREY DOWNS

PRIMARY SCHOOL

Surrey Downs Primary School

2022 annual report to the community

Surrey Downs Primary School Number: 1100

Partnership: Tea Tree Gully

Signature

School principal:

Mrs Bec Marshall

Governing council chair:

Dr Aidan Cousins

Date of endorsement:

20 December 2022



Government
of South Australia
Department for Education

Context and highlights

Surrey Downs Primary School is a category 6 school located in the north eastern suburbs of Adelaide, in the Tea Tree Gully Council area and is a member of the Tea Tree Gully Partnership.

In 2022, Surrey Downs Primary School had 8 mainstream classes and 2 Special classes. At the conclusion of the school year, enrolments were 210 students. The total student cohort consisted of 194 mainstream students and 16 students enrolled across the Junior Primary and Primary Special Classes. The entire student population for 2022 can be broken down to 26% School Card holders, 16% Students with Disabilities, 5% Aboriginal students and 10% students from Non-English Speaking backgrounds (EALD).

Major works were undertaken to renovate the Junior Primary learning and recreational spaces including: refurbishment of Rooms 5, 6 and the Junior Primary foyer (including all new furniture); erecting a new basketball ring on the upper asphalt and installing new colourful line markings. A window was installed in-between Rooms 7 and 8 ensuring a line of sight to enable outside service providers to resume therapy onsite. The school's Grounds Committee successfully applied for a community grant that enabled them to design and develop a scenic butterfly garden.

The end of the 2022 school year also saw the front office refurbished, as well as Rooms 7 and 8 (including new furniture) – finalising the upgrades of the entire Junior Primary building. Room 8 was developed into an inquiry learning space for the Reception/Year 1 students to play and work from their interests to achieve curriculum goals. Three interactive panels were installed in learning spaces and a new set of laptops and trolley were rolled-out in the Upper Primary space – allowing each year group having access to a pod of laptops.

The 2022 year started in a challenging manner again for staff, students and parents with COVID restrictions in place and online learning in place for students in the first two weeks. COVID outbreaks continued to impact attendance and staffing. However, despite this we continued to maintain maintained our learning focus to ensure each child could strive for their best as well as addressing their social and emotional needs. A positive from our experiences was that our focus was placed firmly on what is important for our students - strong relationships and communication, an understanding of individual needs and the provision of learning opportunities that are engaging and purposeful. Our teachers continued to build their knowledge and understanding of the curriculum and develop their pedagogy to provide quality learning opportunities for all our students.

Midway through the year, it was with great pleasure we welcomed our community involvement back onsite with parents volunteering, attending whole school assemblies and events (such as the Book Week Parade, Sports Day, Colour explosion, the end-of-year concert and farewell assembly).

2022 saw us farewell a number of staff moving on to start the next chapters of their lives: Peta, Eberhard (SSO), Josh Debattista and Kimberley Williams (teachers) concluded their year-long contracts; Karen Gage (Deputy Principal) and Kendall Hurst (Performing Arts) both won positions at other sites; and John Wherry (PE) and Huong Phi (Japanese) retired after being part of our school community for many years. We wish them all the best in their retirement.

I would especially like to acknowledge Kendall Hurst for her incredible service to the Surrey Downs community for the past 15 years and Karen Gage for her dedicated leadership over the last 5 years. Both have worked with many staff and students over that time. Their combined knowledge and love for our community will be missed by all.

Governing council report

As the year comes to an end and the COVID-19 restrictions are slowly being rolled back, we reflect upon what has been an atypical year - but one of change, growth, and opportunity.

After a long search, a selection panel consisting of a representative from the Governing Council was finally successful in appointing a new principal to the school. The Governing Council warmly welcomes Principal Bec Marshall, and thoroughly look forward to working with her to continue supporting and developing our amazing School and its community. Throughout the Principal recruitment process in the first half of 2022, Deputy Principal Karen Gage rose to the occasion as the school's Acting Principal. Since 2018, Karen has been an integral part of the Surrey Downs school community, the Governing Council, and several of its Committees. Sadly, this is her final year with us as she moves on to an exciting new phase of her career as Principal of Ingle Farm East Primary School. The Governing Council wishes her all the best in this endeavour and know she will bring the energy, compassion, and warmth with which she graced our school.

More directly, this year saw a welcome update to the space between the Demac and Junior Primary playground as a result of members of the Governing Council and the Grounds Committee applying for and winning a \$1,000 Junior Landcare Grant. This grant facilitated the design and establishment a wonderful new butterfly garden. This project provided not only beautification (and successful sightings of multiple butterfly species!) to the area, but involved student volunteers from a range of year levels in the planting and care of the plants. To recognise the initiative, hard work, and dedication of the Grounds Committee volunteers, they were nominated for this year's SA Government Wright Volunteer Award.

Throughout the year, the Governing Council was responsible for reviewing and approving a number of policy updates, in a move to progressively work through and update old policy documentation. This year focused on policies for inclement weather, dress code, OSHC health and safety, behaviour support, sun smart, and service provider guidelines. The Council also oversaw governance of Company 2 and 4, with the ratification of increased late fees for OSHC, and price increases for the Canteen's 2023 menu to reflect food price changes due to COVID and inflation.

In addition to these actions, the Governing Council ratified a change to the constitution, which involved updating the name of the Council to reflect the school's name change (to "Primary School"), and changing the number of required members to form a quorum (to reflect the change to school population numbers following the loss of the year 7 cohort).

Overall, this year saw many changes (both big and small) to Surrey Downs Primary School, but the end result is 2022 ending with the School in a better environment than it started. The Governing Council looks forward to contributing to this progress in 2023 and beyond, in the interest of supporting the School and its wonderful community.

Aidan Cousins,
Chairperson

Quality improvement planning

Whilst the school was waiting for appointment of a Principal, improvement in Terms 1 and 2 was focused on 'explicit teaching' as this was common amongst both the literacy and numeracy goals.

When the Principal was appointed in term 3, feedback from teachers was sought in order to determine how to move forward with the SIP. Feedback indicated teachers were aware of 'why' explicit teaching is important but not 'how' to put explicit teaching in practice effectively. There had been no focus as yet on decoding or comprehension. As a result, actions in the second semester consisted of:

1. Collaboration with colleagues to strengthen practice in explicit teaching
 - Collaboratively developed a whole-school Pedagogical Framework based on the professional development received
 - Conducted peer observations with an EDI focus (teachers focused on phonics)
 - Provided feedback based on the Pedagogical Framework
2. Teachers engaged in professional learning and applied it in their work
 - Whole-staff Science of Reading professional development
 - Whole school EDI professional development (phonics focus)
 - PLC modelling and coaching opportunities focused on intentional independent Big 6 tasks
3. Collaborated with colleagues to strengthen practice in the Big 6
 - PLCs identified the Big 6 within the AC and reviewed their planning to ensure all components of the Big 6 were evident and recognise it everyone's business R-6
 - Planned intentional literacy tasks linked to the Big 6 (heavily phonics based due to Coach's EDI phonics work)
 - Shared practice in ongoing PLC sessions and in communication with Literacy Coach.
4. Collaborated with colleagues and Curriculum Lead to 'adopt and adapt' the Maths Units of work
 - R-2
 - Planned the curriculum using the Scope and Sequence
 - Developed success criteria matrix for unit of work
 - Unpacked newly released units of work and implemented a unit in term 4
 - Years 3-6
 - Adopted units of work to implement the maths curriculum in their classes
 - Developed success criteria matrix for unit of work
 - Moderated work (for specified assessment pieces against the success criteria)

Moving forward we know:

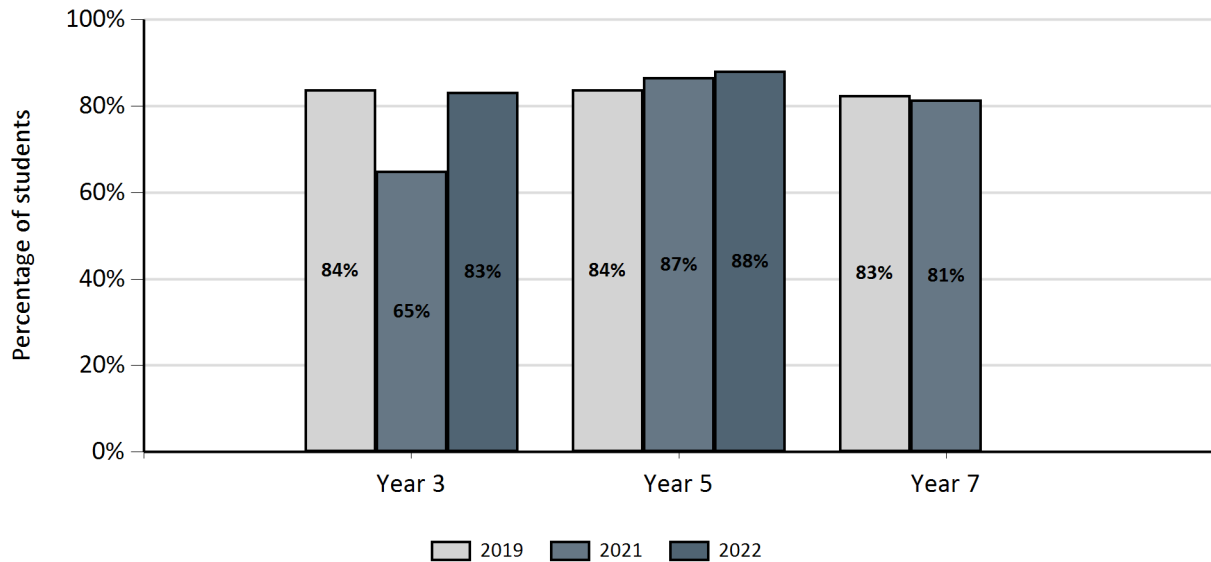
- Literacy
 - A whole school phonics scope and sequence is required R-6 to ensure consistency of practice - as well as a consistent Literacy Framework encompassing the Big 6 (particularly vocabulary – applied for a buy-in Speechie to assist with development)
 - Independent purposeful literacy activities linked to the Big 6 need to be developed and implemented
 - PLC work and deprivatisation of practice is valued and staff can learn from colleagues
- Maths
 - Teachers must ensure they are addressing the minimum allocation of time
 - All teachers will adopt the units of work
 - Adaptations to the units will need to be documented
 - Year-level planning needs to be documented (to note what units have been taught)
 - Units will be targeted to the older year in composite classes and modified lower (data indicates this and trends show teachers generally scaffold well but don't challenge)

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

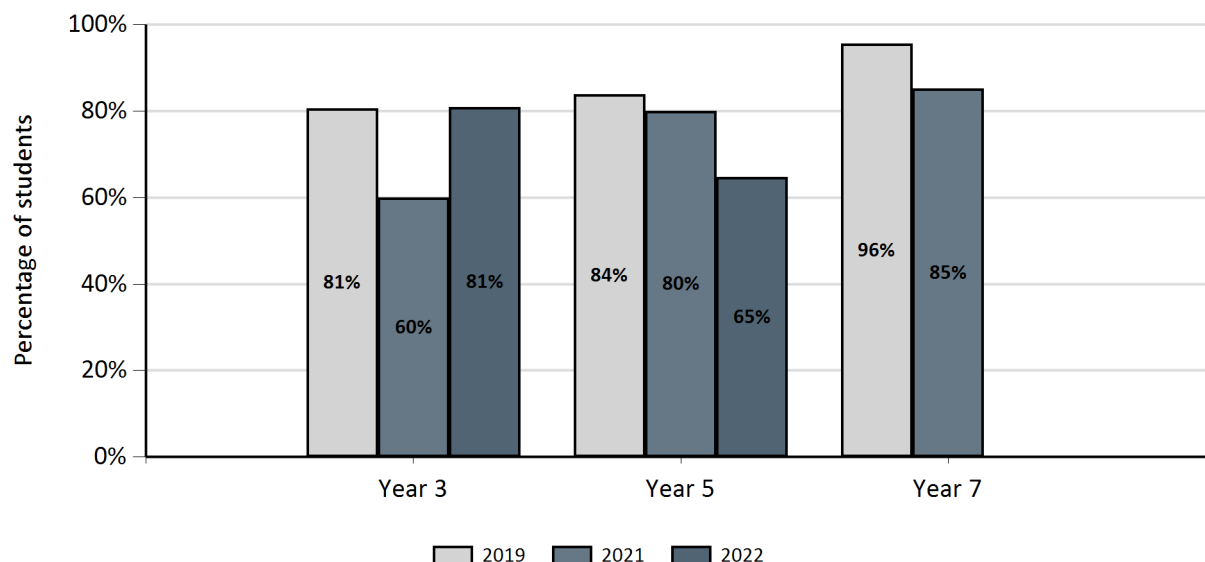


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	42	42	22	12	52%	29%
Year 03 2021-2022 Average	41.0	41.0	17.0	8.0	41%	20%
Year 05 2022	17	17	4	1	24%	6%
Year 05 2021-2022 Average	23.5	23.5	8.5	5.5	36%	23%
Year 07 2021-2022 Average	27.0	27.0	12.0	12.0	44%	44%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

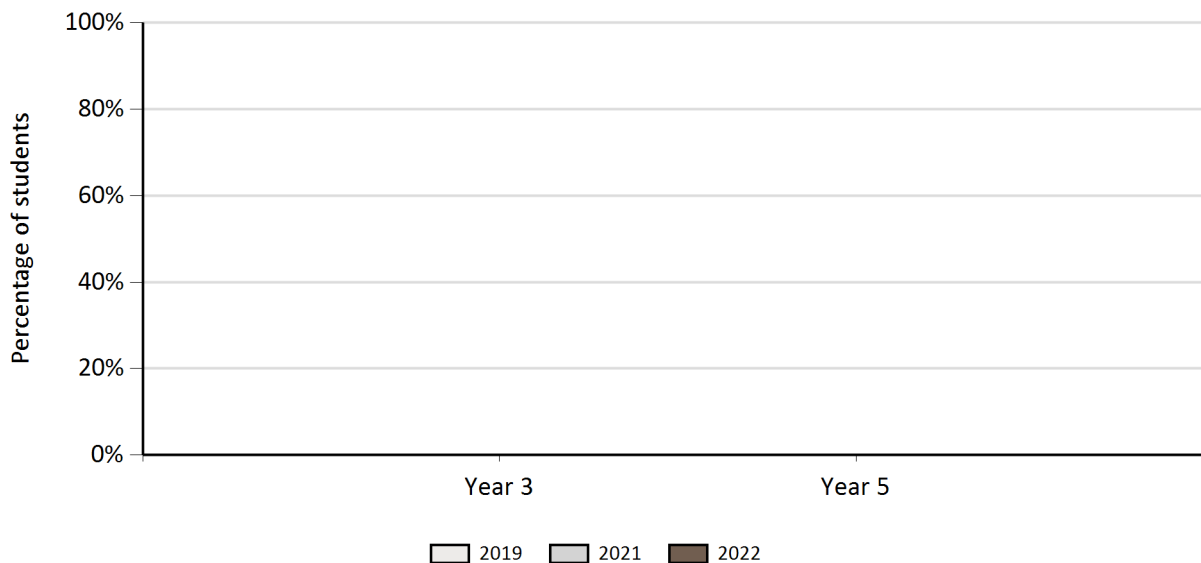
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



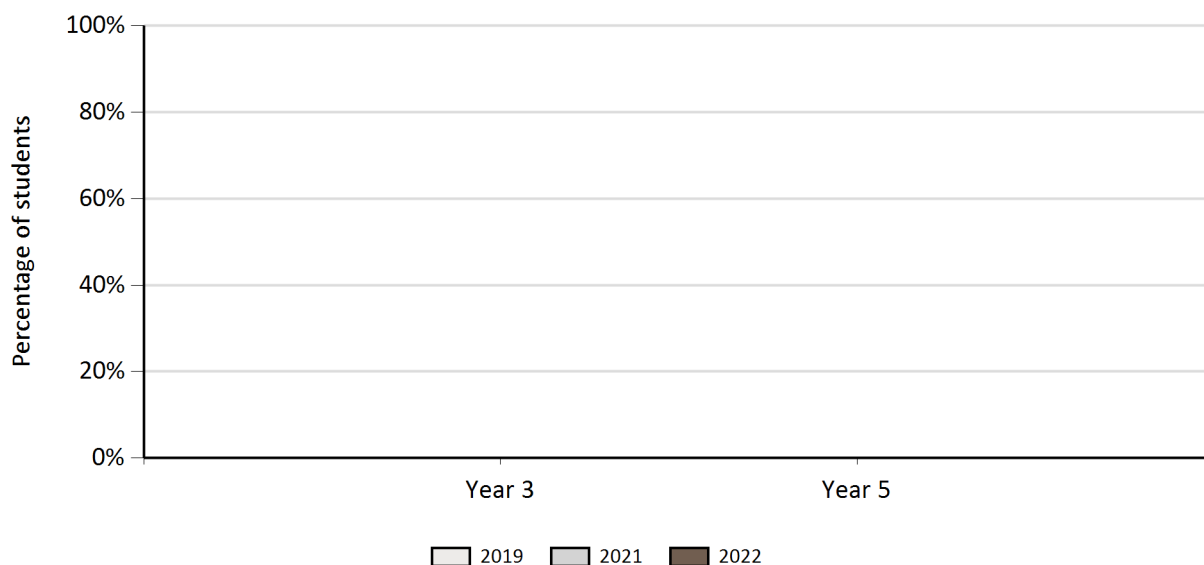
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Element 1: The collection and strategic analysis of assessment data to inform literacy and numeracy improvement priorities for Aboriginal learners at the school, team and teacher level. The effective use of data to inform school decisions and teacher practice for each Aboriginal learners.

As a site we focused on the effective collection and analysis of data.

Aboriginal learner data was analysed at the end of 2021 and data informed goals set for individuals based on achievement in NAPLAN, PAT-R and PAT-M and Year 1 Phonics Screening Check. Goals were documented and communicated in One Plans. Students who were achieving below SEA or just at SEA were included in Wave 2 & 3 intervention programs- including accessing in class SSO support, small group intervention programs- MacqLit and Phonics group.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Year 1 - English E grade, Maths D grade (One Plan assess against Year level as per parent request)
 Year 2 - English D grade, Maths D grade, PAT-R 82.4 (just below SEA), PAT-M 94.4 (SEA)
 Year 3a- English C grade, Maths C grade, PAT-R Test 2 97.7 (above SEA), PAT-M Test 2 116.1 (high bands)
 Year 3b - English D grade, Maths D grade, PAT-R Test 2 94.3.(SEA), PAT-M Test 2 98.3 (SEA)
 Year 3c - English C grade, Maths C grade
 Year 4a - English D grade, Maths D grade, PAT-R 92.5 (below SEA), PAT-M 101.5 (below SEA)
 Year 4b - English D grade, Maths D grade, PAT-R 110.8 (just below SEA), PAT-M 120.2 (high bands)
 Year 4c - English D grade, Maths D grade, PAT-R Test 2 90.7 (SEA), PAT-M Test 2 90.6 (just below SEA)
 Year 5 - English C grade, Maths B grade
 Year 6 - English B grade, Maths B grade, PAT-R 136.6 (high bands), PAT-M 132.4 (high bands)

New enrolments later term 4 (Reception x2, Year 2) - no data at this stage

School performance comment

Our 2022 NAPLAN results demonstrated inconsistent results from our Year 3 and Year 5 students - indicating the foundational work in the early years of schooling is successful in achieving desired results, however there is room for significant work and improvement in the middle years. Positively, the vast majority of our students are meeting SEA despite the decreases experienced in Year 5.

Pleasingly, Year 3 NAPLAN Numeracy results show an increase of 19% in High Band achievement and 21% SEA - with 29% of Year 3 students achieving high bands and 81% achieving SEA. However, Year 5 NAPLAN Numeracy results show a decrease of 27% of high band achievement and 15% SEA – with 6% of Year 5 students achieving high bands and 65% achieving SEA.

Year 3 NAPLAN Reading results show an increase of 22% in High Band achievement and 18% SEA - with 52% of Year 3 students achieving high bands and 83% achieving SEA. However, Year 5 NAPLAN Reading results show a decrease of 19% of high band achievement and an increase of 1% SEA – with 24% of Year 5 students achieving high bands and 88% achieving SEA.

The 2022 Phonics Screening Check once again provided extremely pleasing results for our Year 1 students with 81% of Year 1 students achieving the Phonics Screening Check benchmark (28 out of 40 or above). Although, this is a decrease of 5% since the previous year, the cohort is small making the data volatile. Consistent results since 2019 are a result of a continued intensive focus on phonological awareness through the implementation of the Heggerty Phonemic Awareness program in all early years classes (wave 1); as well as strong reading practices including a rigorous synthetic phonics program, decoding of pseudo words, guided reading using decodable texts, high frequency word practice. Students not meeting benchmark participate in targeted wave 2/3 intervention including using Reading Doctor.

The 2023 school year will see a revised Site Improvement Plan (SIP) based on the results achieved in 2022. The SIP will continue to track high band achievement in Year 3 and 5; as well as set specific targets for each age group. Targets have been developed collaboratively by the teachers based on students 2021 PAT results and identify specific focus students.

The Literacy Challenge of Practice (COP) will still focus on decoding and comprehension – however, breaks down decoding into one of the main skills required – phonics. A phonics focus links into the work the school started in the second semester of 2022 (EDI phonics; building a whole-school phonics scope and sequence; and lesson design. Again, comprehension is a large scope of work with many important components that can't be 'improved' all at once. The 2023 COP breaks down comprehension into one of the main skills required – vocabulary. This also links to the units of work and Speech project (if application is successful).

The Numeracy COP will focus on all of the proficiencies (as opposed to just reasoning) as all 4 are key attributes deemed essential to the diverse array of maths related situations that learners will encounter through their lives.

Attendance

Year level	2019	2020	2021	2022
Reception	91.8%	86.2%	89.0%	88.6%
Year 1	90.2%	90.4%	90.7%	86.5%
Year 2	89.4%	87.0%	91.5%	87.2%
Year 3	93.5%	84.7%	90.1%	90.2%
Year 4	90.6%	86.5%	88.0%	86.3%
Year 5	93.4%	87.9%	91.9%	86.0%
Year 6	89.4%	87.8%	91.3%	89.2%
Year 7	91.4%	87.5%	90.1%	N/A
Primary Other	88.2%	76.7%	85.4%	79.8%
Total	91.0%	86.7%	90.1%	87.3%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Student attendance of 87% is considered positive despite being 3% lower than 2021. The 2022 year continued to be impacted by COVID-19 with several outbreaks throughout the year, as well as families proactively keeping students home when symptomatic and/or unwell.

Travel restrictions ended after 3 years resulting in a small number of families going on extended family holidays (with exemption requests).

Families of students who are at risk of poor attendance or arriving late were worked with closely and supported. In 2022, Student Support Services were engaged to assist with attendance plans and family counselling for two students who were chronic poor attenders.

Teaching staff are aware of their responsibilities in keeping accurate attendance records and following up with families when absence is not explained.

Behaviour support comment

Incidents involving bullying and harassment are few and far between. A focus on explicit teaching around relationships, bullying and harassment strategies has taken place across all classes to further develop students' abilities to manage their behaviour in an appropriate manner.

2022 saw 17 suspensions and one exclusion – predominately for threatening or perpetrating violence. A total of 278 incidents were recorded (58 less incidents than 2021). The site continues to work closely with our families to support the behaviour of particular children.

Parent opinion survey summary

Strengths identified through parent survey responses indicate that people are respectful, including teachers and students; that parents feel their child is important to the school; and there is a good home learning routine. Areas of improvement identified through parent survey responses include effective communication between home and school; and teachers providing useful feedback and help with children's learning.

Staff and engagement and culture survey was completed by 81% of staff with 68% reporting a positive engagement with the school.

The student wellbeing survey indicated that more than 56% of students feel a sense of connectedness to the school; and 48% feel happiness.

There were very high percentages of students reporting an emotional engagement with teachers and having an important adult at school (71% and 67% respectively). Areas for improvement for emotional wellbeing included emotional regulation (32%) and wellbeing literacy (37%). The health and wellbeing out of school section indicated that 71% of students participated in organised activities; and 67% received a nutritious breakfast.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	33.3%
OV - LEFT SA FOR OVERSEAS	1	11.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	55.6%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Site leader ensured that the following occurred:

- Copies of clearances were sighted, recorded and kept, as well as entered on a school based spreadsheet and entered onto EDSAS.
- First time visiting Department for Education and specialist support professionals were verified and copies of verifications were kept for future reference.
- A system for collecting and maintaining the screening information of all other visitors is current and consistently recorded and reviewed.
- All staff members are aware of DCSI compliant volunteers in their rooms. Volunteers participate in RAN training and onsite training is provided to all volunteers. The importance of completing this training is highlighted to all interested members of the school community.

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	25
Post Graduate Qualifications	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	15.8	0.0	8.8
Persons	1	17	0	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$4,000
Grants: Commonwealth	\$0
Parent Contributions	\$61,282
Fund Raising	\$7,800
Other	\$266,818

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

2022 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 2022 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	0.4 Wellbeing salary used to release a teacher to support students with the implementation of school-wide wellbeing and student voice programs and to monitor those students identified as being at risk from disengagement. Case management of individual students in collaboration with the leadership team and Pastoral Care Worker.	Improved student resilience and engagement and student wellbeing data
	Improved outcomes for students with an additional language or dialect	Small focus groups of 3 to 5 students, based on similar areas of need, were removed from class to work intensively with a teacher on goals identified in conjunction with classroom teacher based on their LEAP evidence.	Progress has been achieved in writing standards and use of extended vocabulary.
	Inclusive Education Support Program	Funding was used to employ SSOs to support students with disabilities and/or learning difficulties to achieve their goals as outlined in their One Plan. Identified students received additional targeted support to achieve their learning goals.	One Plan reviews indicated that students' goals were achieved in term 4.
Targeted funding for groups of students	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	Funding was allocated to implement and resource speech programs for identified students in R-2 and SSO hours supporting phonics and reading improvement in Reception classes. Funding was used to implement reading intervention programs and Big Ideas in Number conceptual analyses programs to support students to achieve identified learning goals.	Improvement in the number of students obtaining SEA benchmarks and improved growth in high band achievement and retention (Numeracy & Reading)
Program funding for all students	Australian Curriculum	Australian curriculum funding was used to release teachers for collaborative planning, moderation and for professional development in literacy and maths.	Student's literacy and numeracy data shows continues to show continual improvement.
Other discretionary funding	Aboriginal languages programs Initiatives	EALD teacher and SSOs worked with students to achieve their identified learning goals Funding was used to support Aboriginal students' literacy and numeracy achievements through small-group sessions with EALD teacher, focusing on the student's greatest area of need. Students also met as a group with the EALD teacher to complete cultural activities acknowledging past, present and future directions. (ACEO on maternity leave)	Students are working towards or have achieved Literacy and Numeracy benchmarks
	Better schools funding	The funding has been used to: build workforce capacity; implement intervention programs; support students to achieve their learning goals and to support improved learning outcomes for students.	Student's Literacy and Numeracy data shows an improvement in outcomes
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

