



# SURREY DOWNS R-7 SCHOOL

## Surrey Downs R-7 School

### 2020 annual report to the community

Surrey Downs R-7 School Number: 1100

Partnership: Tea Tree Gully

Signature

School principal:

Mr Russell Barwell

Governing council chair:

Laura Sennett

Date of endorsement:

8 February 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Surrey Downs R-7 School is a category 6 school in Adelaide's North Eastern suburbs. In 2020 Surrey Downs R-7 School had 10 mainstream classes and 2 Special classes. 2020 has seen the overall number of students enrolled at Surrey Downs R-7 School remain similar to the previous year.

At the conclusion of the 2020 school year, enrolments reached 280 students. The total student cohort consisted of 260 mainstream students and 20 students enrolled across the Junior Primary and Primary Special Classes. Both Special Classes were at capacity throughout the year. The entire student population for 2020 can be broken down to 18% School Card holders, 19% Students with Disabilities, 3.5% Aboriginal and Torres Strait Islander descendant and 7.5% students from an EALD background. The school has a very supportive community who regularly attend events in great numbers. The 2020 school year delivered a number of challenges, none bigger than the global COVID-19 pandemic, which saw the school reduced to attendance drop as low as a little over 7% for a number of days as the community went into restricted movement in Term 1 and an earlier Term finish for students as well as a statewide lock down late in the year. 2020 also saw the cancelling of NAPLAN testing and a number of events including our Sports Day Music Night and a rethinking of other events such as our Concert and Graduation and access to the site in response to the pandemic.

The response to this global pandemic by staff and students is to be applauded. Learning experience were quickly adapted to an online platform through the use of Class Dojo to support students learning from home and those students who still attended the site also received high levels of learning throughout the time. The resilience of both our students and staff shone through and by the end of the year we were able to celebrate a year of great achievement.

Throughout 2020 we continued to progress our facilities improvements, having the final two buildings externally painted and completing stage 2 of the Nature Playground. 2020 also saw us begin upgrade the internal facilities of classrooms, starting with Room 11, who worked with Professor Stephen Heppell to design a classroom environment to that promotes learning and engagement through addressing environmental impacts such as light, acoustic and CO2 levels.

## Governing council report

2020 would have to be one of the toughest years we have all had to face. At the beginning of the year, the students and the teachers showed amazing resilience, strength and positivity when the full force of COVID hit Adelaide. A majority of students and parents were forced to study and work from home to keep loved ones and the community safe. The staff of Surrey Downs Primary banded together to ensure all students had work to do from home and helped to calm the nerves of those who still attended the site. Everyone did a stellar job at ensuring the students and families felt that they were cared for and supported during these trying times, and even managed a bit of fun!

Despite all of this, the school was still able to complete stage two of the nature playground, the resurfacing of the football oval, painting of the demac and library, the installation of a gate at the rear of the oval for the Kindy to use on their visits, swimming week and Year Seven graduation. Also, the school concert was still able to go ahead, even though it was different to usual, the children still stood together and showed this pandemic that it will not slow them down!

This year has seen the staff overcome their toughest of hurdles and circumstances and I can not thank them all enough for their hard work and endurance. Their support has been endless and above and beyond what I would expect from them. Russell and Karen have provided strong leadership and we saw everyone banded together to get us all through the toughest year yet. Despite all that, we still had plenty to celebrate! Well done to all the staff and students, everyone from the Governing Council is so proud of all that we have accomplished. We're still standing like true survivors!

Laura Sennett  
Chairperson, Governing Council

# Quality improvement planning

Our 2020 Site Improvement Plan goals were to increase the number of students achieving SEA in Reading and to increase the number of students achieving in the Higher Bands in NAPLAN Numeracy.

Goal 1: We are on track to achieve our goal to increase the number of students achieving SEA in reading.

We did achieve our 2020 target for 27 students (66%) to achieve running record level 13 or above in year 1 at the end of term 3.

We have learnt that our success criteria was too narrow and focused on the achievements of only the students in the Early Years, in particular the use of Running Records to track learning and growth.

Our step 4 review documentation identifies the actions for improvement with the biggest impact on student learning were:

Early Years focus on Heggerty Phonological Awareness program implemented across all Rec-Yr2 classes. We know this had impact because of our improved performance in Year One Phonics screening check and PASM testing and the transference of skills to bookmaking and reading tasks. PSC 2019= 35% of students achieved benchmark, 2020= 81% of students achieved benchmark.

Teachers implementing targeted, differentiated guided reading sessions in accordance with the site Literacy Agreement. We know this had impact because the two Early Years classes that incorporated regular guided reading sessions within their literacy program achieved stronger growth in Term 3 running records data collection. The classes that implemented regular guided reading had 82% of students achieve middle to upper level growth in their reading level compared to the other classes who only recorded 61% of students achieving middle to upper level growth (Source: Running Records 2020, Term 3 report)

Goal 2: We are on track to achieve our goal of increasing the number of students achieving in the higher bands in NAPLAN numeracy.

Due to the cancellation of NAPLAN testing in 2020 we were unable to determine if we achieved our 2020 target of retaining 5 year 5 students achieving in the higher bands in NAPLAN numeracy. Based on student achievement in PAT M with 15 students achieving beyond TTG standard of 121, the Golden Circle High Bands predictions determines that we were on track to retain 5 year 5 students in the high bands of NAPLAN numeracy.

We have learnt that through increasing teacher knowledge of task design, planning learning experiences that are differentiated and provide stretch for higher achieving students, all students are provided with increased opportunities to develop and practice skills, resulting in increased confidence when approaching assessment tasks.

Our step 4 review documentation identifies the actions for improvement with the biggest impact on student learning were:

-Teachers designing and implementing rich maths tasks that engaged students and provided opportunities for stretch and differentiation. We know this had an impact because formative assessment strategies utilised by teachers provided examples of increased student engagement and a willingness to engage in investigative learning activities. As a result of improved student dispositions towards mathematics we have seen 48% percent of year 5 students achieve above TTG standard in PAT M (124 ) and 77% of year 5 students achieve at or above TTG standard in PAT M (121 ).

-Teachers are trialing the site Numeracy Agreement to structure lessons that incorporate a consistent approach to teaching mathematics across the site including a daily focus on number and place value. We know this had an impact because 4 out of 5 year levels completing PAT M testing in 2020 showed significant improvement in the percentage of number questions answered correctly.

## Improvement: Aboriginal learners

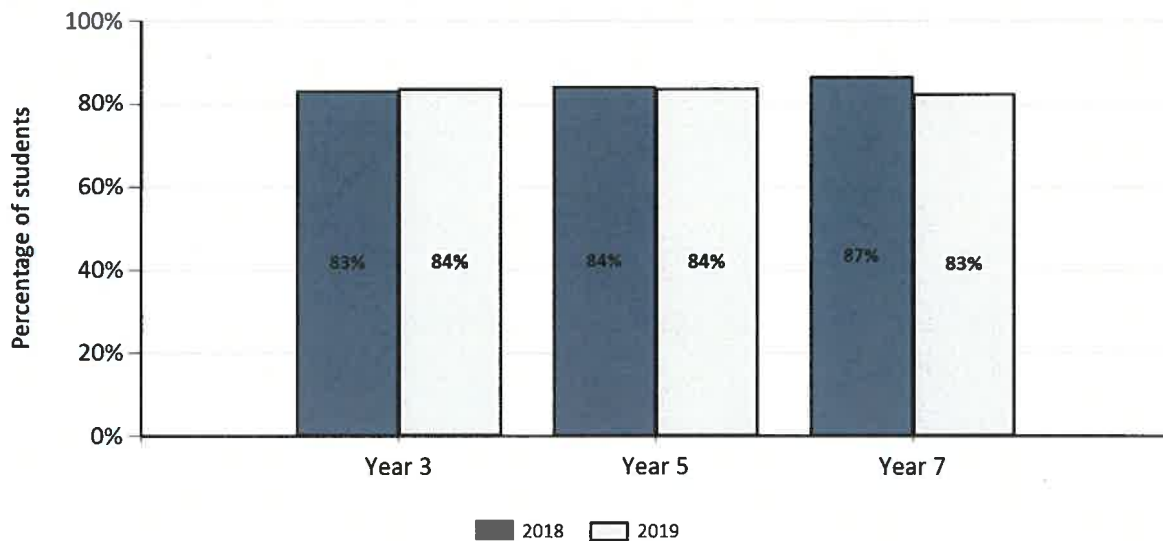
All Aboriginal Learners are supported through the development of a OnePlan that includes specific SMARTA learning goals using strengths, interests, potential barriers to learning, family considerations, and student performance reports containing assessment results, evidence of growth, intervention provided and attendance and behaviour data. The site Leadership team regularly meet to examine Aboriginal learners' data, growth and future intervention as part of their regular Leadership meetings. Teacher PDP meetings include opportunities to analyse Aboriginal learner data and review goals.

# 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

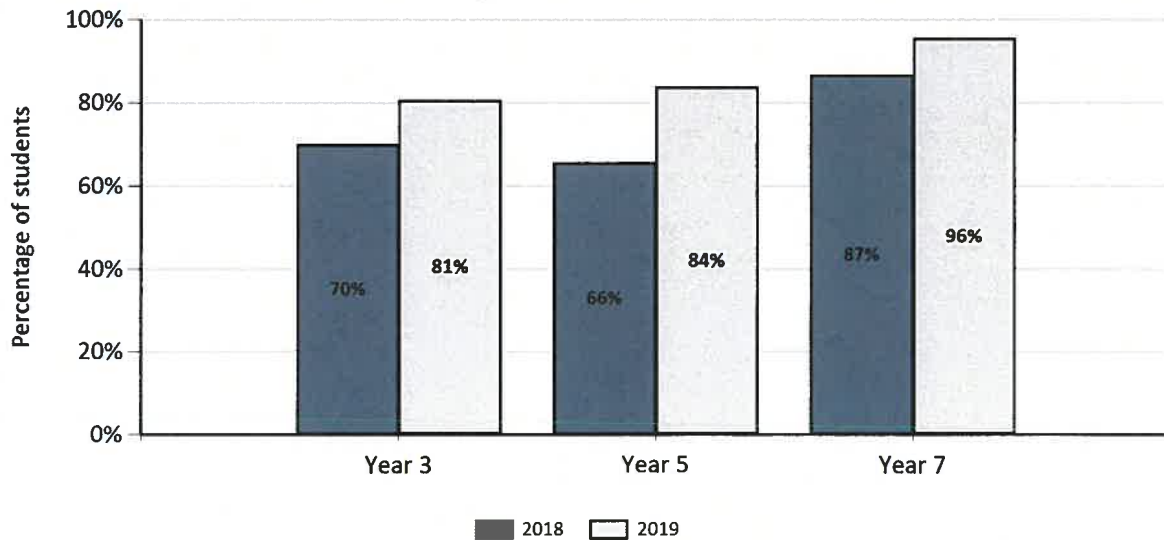


\*NOTE: No NAPLAN testing was conducted in 2020.

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	*	*	25%
Middle progress group	54%	64%	50%
Lower progress group	36%	*	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	*	36%	25%
Middle progress group	66%	59%	50%
Lower progress group	*	*	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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	31	31	17	16	55%	52%
Year 3 2017-2019 Average	31.3	31.3	14.3	11.0	46%	35%
Year 5 2019	31	31	11	5	35%	16%
Year 5 2017-2019 Average	29.3	29.3	8.7	4.0	30%	14%
Year 7 2019	23	23	4	6	17%	26%
Year 7 2017-2019 Average	22.3	22.3	5.0	6.0	22%	27%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

<sup>^</sup>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

In 2020, we were unable to compare our growth in NAPLAN achievement as a result of NAPLAN being cancelled due to the COVID-19 pandemic. Whilst NAPLAN data is not available, we were able to complete testing in both the PAT-R and PAT-M and the Year1 Phonics Screening Check. We were also able to collect running record data throughout the year.

The 2020 Phonics Screening Check provided extremely pleasing results for our Year 1 students. In 2020, 81% (35 out of 43 students) of Year 1 students achieved the Phonics Screening Check benchmark (28 out of 40 or above) compared to 35% (13 out of 37 students) in 2019. This improvement is a result of an intensive focus on phonological awareness through the implementation of the Heggerty Phonemic Awareness program in all early years classes, which is aligned to our current Site Improvement Plan agenda.

In 2020 we continued to have pleasing results in both the PAT-R and PAT-M tests with 85% from Year 2-7 achieving the SEA or better for their year level in PAT-R and 78% in PAT-M. 90% of Year 5 Students (27 out of 30) and 86% of Year 7 students (31 out of 36) achieved the SEA or better in the PAT-R while 86% of Year 2 students (30 out of 35) and 87% of Year 5 students (27 out of 31) and Year 6 (36 out of 30) also achieved the SEA or better in PAT-M.

78% (33 out of 43) of Year 1 and 50% (20 out of 40) Year 2 students had reached the SEA for running records by the end of Term 3. This data has been influenced through the site focus on explicit guided reading practices and a consistent synthetic phonics program across the Early Years and targeted teacher professional development.

The 2021 Site Improvement Plan (SIP) will continue to set specific goals and strategies dedicated to improving the number of students achieving SEA in both Reading and Numeracy. The SIP will focus on improving the Running Record outcomes for our Year 1 students as a result of investigations around the correlation between Running Record outcomes and NAPLAN performance. It will also focus greater attention to PAT-M growth analysis to increase achievement in NAPLAN Numeracy.

## Attendance

Year level	2017	2018	2019	2020
Reception	93.2%	91.2%	91.8%	86.2%
Year 1	94.3%	91.6%	90.2%	90.4%
Year 2	94.0%	95.7%	89.4%	87.0%
Year 3	95.7%	93.3%	93.5%	84.7%
Year 4	91.0%	94.9%	90.6%	86.5%
Year 5	91.5%	92.7%	93.4%	87.9%
Year 6	94.0%	90.3%	89.4%	87.8%
Year 7	90.5%	94.2%	91.4%	87.5%
Primary Other	85.3%	86.5%	88.2%	76.7%
Total	92.3%	92.4%	91.0%	86.7%

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

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

## Attendance comment

The importance of regular attendance is regularly shared with families through the Newsletter and the school's Facebook page.

Leadership and teachers regularly analyse absence data and follow up with the families of children with high absenteeism.

Day to day non-attendance is managed with phone calls and written communication with families. When necessary, the Student Attendance Counsellor is contacted and personal meetings or home visits are performed.

This year has seen a drop in our overall attendance rate to 86.7%. The drop in our overall attendance data can be attributed to a small number of students who are being monitored and supported through our Student Wellbeing teacher, who has encouraged their engagement in online learning activities.

## Behaviour support comment

Incidents involving violence, bullying and harassment are few and far between thanks to the strong relationships between students, families and staff. The site continues to work closely with our families to support the behaviour of particular children and suspensions and exclusions are very rare. This year saw 7 suspensions and zero exclusions. There were 116 incidents recorded for threatening or perpetrating violence. A focus on explicit teaching around relationships, bullying and harassment strategies has contributed to students' abilities to manage their behaviour in an appropriate manner.

## Client opinion summary

The School Parent Engagement Survey results indicated that 92% of parent responses agreed that they could talk with their children about what happens at school and 91% felt that education at school is important to their child's future. There was also 86% agreement from parent responses that teachers and students treat each other with respect at the school. Other areas of the survey that showed high agreement from the School Parent Engagement Survey were people respect each other at this school, I feel like my child is important to the school and overall, my child has a good routine around reading, studying and learning at home. Areas of improvement included; parents would like more help from the school with their child's learning, the school provides me with useful tips on how to help students learn at home and the school provides an opportunity for me to have input about my child's learning. The Perspective Staff Survey indicated that 96% of teachers felt that they know what is expected of their role and that site leaders are visible and accessible to staff. Their was also 92% agreement that we have a clear site improvement plan. Other areas of the survey that showed high agreement from the Perspective Staff Survey were at our site, we set ambitious improvement targets/goals, at our site, staff receive the necessary resources to meet their job/role expectations, staff are always willing to lend a helping hand to each other and we have high expectations for every child/student's learning Areas of improvement included a site-wide behavioural support policy is consistently applied, at our site, we challenge the practice of colleagues in a robust way and leaders actively seek feedback from staff.

## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	4	7.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	7.7%
Transfer to SA Govt School	44	84.6%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

## Relevant history screening

Site leaders ensured that the following occurred:

- copies of clearance information were sighted, recorded and kept, as well as entered on a school based spreadsheet and entered onto EDSAS
- first time visiting Department for Education, specialist support professionals or Women's and Children's Health Network employees were verified and copies of their verifications were kept for future reference
- a system for collecting and maintaining the screening information of all other visitors has been maintained and reviewed.



# 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	27
Post Graduate Qualifications	10

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	17.8	0.0	9.4
Persons	1	19	0	14

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

## Financial statement

Funding Source	Amount
Grants: State	\$3,751,575
Grants: Commonwealth	\$5,400
Parent Contributions	\$108,028
Fund Raising	\$13,537
Other	\$49,381

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	0.4 Wellbeing salary used to release a teacher two days per week to support students the implementation of site wide wellbeing programs and to monitor those students identified as being at risk from disengagement.	Student voice program is now operating. At risk students monitored and supported
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	Funding allocated to release the Deputy Principal to support all identified students each week. Individual programs actioned according to student needs.	Students EALD scale showed improved growth
Targeted funding for individual students	Inclusive Education Support Program	Funding allocated to implement speech programs for identified students in R-2 and SSO hours supporting Phonics and reading improvement in Reception classes as well as supporting students with a funding category of P.	Improved Phonics Screening check data, improvement in Reception reading data.
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	Having the support of an AEW provided Aboriginal students with 1:1 and small group support with a focus on cultural awareness  Intervention programs are targeted at students identified at risk and training and development for teachers around improvement for all students  Quicksmart, Toosmart, Minilit, Macqlit are funded through the Better Schools Funding and site budget.	Targeted intervention implemented to identified students.
Program funding for all students	Australian Curriculum	Staff training and development continued in mathematics and literacy with a focus on The Big Ideas in Number and targeted Guided Reading practice and continued focus on the Heggarty Phonics program in the early years.	Improvement in phonics screening check results and richer numeracy task design.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funds provided SSO hours and resources for two SSOs to run Minilit for students below benchmark in year 1 (Minilit) and Macqlit for students continuing to show little growth after 3 terms	Several students have graduated from Macqlit as they have reached target
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Higher Band achieving students identified and tracked by class teacher and leadership. Progress of identified students discussed through PDP meetings.	Identified students selected for formalized extension program in 2021.