

ANNUAL REPORT 2021

Site details

Site name	Surrey Downs Primary School
Site ID	1100
Name of school principal	Mr Russell Barwell
Name of governing council chairperson	Laura Sennett

Overview

Site context and highlights

Surrey Downs R-7 School is a category 6 school in Adelaide's North Eastern suburbs. In 2021 Surrey Downs R-7 School had 10 mainstream classes and 2 Special classes. 2021 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 2021 school year, enrolments reached 267 students. The total student cohort consisted of 247 mainstream students and 20 students enrolled across the Junior Primary and Primary Special Classes. Both Special Classes were at capacity throughout most of the year. The entire student population for 2021 can be broken down to 22.5% School Card holders, 17.2% Students with Disabilities, 3.4% Aboriginal and Torres Strait Islander descendant and 14.2% students from an EALD background. The school has a very supportive community who regularly attend events in great numbers.

2021 continued to provide many challenges relating to the COVID 19 pandemic, however it also provided a number a positive achievements for our school. major works were undertaken to resurface the external basketball court and the storm water system across much of the school was upgraded to significantly improve drainage across the site. The end of the 2021 school year also saw the upgrade of the carpet in the main admin building, the beginning of the office refurbishment and the refurbishment of Rooms 5 and 6 in the Junior Primary building.

2021 was a historic year for Surrey Downs R-7 with our final cohort of Year 7 students and first group of Year 6 students both graduating to High School. With the transition of Year 7 to High School in 2022, this year's graduating class of Year 6 and 7 Students saw a joint graduation ceremony for the very first and a change in our graduation events with the introduction of an excursion on the day following the graduation ceremony.

Another aspect with the transition of Year 7 to High School that has had an impact this year is the need to change the name of the school. Late in 2021 we received confirmation that the school name would be changing to Surrey Downs Primary School for the 2022 school year and beyond.

Finally, I would like to acknowledge that 2021 is the final year of my tenure as Principal at Surrey Downs R-7 School. Over the past 5 years it has been my honour and privilege to serve the Surrey Downs community as the leader of our great school. Throughout this time I have had the opportunity to watch the SDR7 community grow and flourish as a school. I have enjoyed watching our students, families and staff achieve great success. I would like to thank everyone for their support throughout my tenure and I certainly cherish my time here at SDR7.

2021 is coming to a close, and what a tumultuous year it has been! Whilst we have seen many improvements to the grounds (new basketball court, line painting, building works and oval completion) we have unfortunately come to the end of an era at SDPS. Russell is finishing up as our Principal and I know that he will be missed. SDPS is a school of choice in our district and I have heard many say that they chose SDPS purely because of Russell and how welcome he makes every one of them feel. I am sure the same could be said for all.

I am an old scholar of SDPS and when I graduated (all the way back in 98!) the school was no where near the quality it is today. I can recall we had at least three different principals in those eight years, none lasting as long as Russell has. Over time I watched as the school's ground deteriorated, the oval became unusable, the grounds overgrown and uninviting. However, since Russell has been the principal the improvements have been incredible. The grounds look tidy, we have a nature playground that is absolutely gorgeous and a fun place to visit on weekends, the oval is once again green, buildings look refreshed and, we have staff that are now long term staff! I can not recall ever having that, except for the music teacher way back when. We also have a dedicated STEM building that is going to have its very own dedicated science teacher!

The school continues to improve and I hope it continues even after Russell leaves, however he surely does leave some pretty big shoes to fill! Russell, I would like to thank you for being so welcoming to the community, the families and the children. Thank you for learning all their names, their likes and dislikes, their quirks and what makes them tick. You understand SDPS kids and families and it shows. We would like to thank you for everything you have done over the past five years, we will miss you and we wish you all the best in your next adventure!

Laura Sennett
Governing Council Chairperson

Governing council report

Improvement planning - review and evaluate (school)

Our 2021 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 with 78% of students in mainstream achieving SEA in 2020 and 80% of students in mainstream achieving SEA in 2021.

We did achieve our 2021 target for 19 students (73%) to achieve Running Record level 13 or above in year 1 at the end of term 3.

We have learnt that our 2021 target was not a true reflection of our end goal as it only focused on year 1 student achievement whilst the goal is around overall increase in students achieving SEA. We have also learnt that while our actions are having an impact on student learning, a continued focus on explicit reading instruction PD for staff, will allow for greater consistency across the site in assisting our readers currently below SEA to improve, through the use of synthetic phonics and decodables in the Early Years and a focus on comprehension skills across the site.

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

Implementing targeted, differentiated, explicit reading sessions for students. We know this had impact because every year level with the exception of the Receptions and Year 3s demonstrating an increase in the percentage of students achieving SEA in reading.

The implementation of Heggerty Phonemic Awareness Program in Early Years classes. We know this had impact because we achieved positive results in Year 1 Phonics Screening Check, Reception and Year 1 reading results and all but two Year 1s achieved SEA in PAT R, with the other 2 students achieving just below SEA.

Goal 2: We are on track to achieve our goal to increase the number of students achieving in the Higher Bands in NAPLAN Numeracy.

We did achieve our 2021 target to retain 10 year 5 students achieving in the Higher Bands in NAPLAN Numeracy.

We have learnt that our Challenge of Practice needed to be more specific in targeting a change in pedagogy

through focused actions to address one area for improvement well.

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

Teachers collaborating to review data and plan together. We know this had impact because a high percentage of students who were identified through data as being in or just below HB, were provided with differentiated instruction including stretch activities, performed in the High Bands in NAPLAN and PAT testing.

Teachers using the backwards planning approach and incorporating rich maths tasks that provide stretch. We know this had impact because 3% more students across the site achieved SEA in 2021 PAT testing compared to 2020, with 5% more students across the site achieving above SEA in 2021 PAT testing compared to 2020.

ALALR

Please indicate which one of the six key elements was focused on as part of school improvement this year?

What NEW improvement actions were implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement of Aboriginal learners?

What improvements in literacy and numeracy outcomes for Aboriginal learners have been achieved? (Including individual student successes)

Performance and attendance

School performance comment

Data Informed Planning

In 2021 our ALALR focused on collecting and strategically analysing literacy and numeracy assessment data to build learner profiles documented on OnePlan. New improvement actions implemented included discussing Aboriginal learning data weekly at leadership meetings and documenting this data on Teams for all staff to access readily and discuss/action within their PLCs.

Of the six Aboriginal learners data collected and analysed to inform classroom interventions, one year 2 student notably advanced her literacy skills, assessed as being well below standard at the conclusion of 2020 with a Running Record level of 7, to achieving a level 24 in term 4 2021 (at SEA). All other students also demonstrated an average of 9 levels growth. All students sitting NAPLAN in 2021 achieved SEA for all testing areas with the exception of one year 3 student in the area of grammar. This student also presents as a SWD.

The 2021 school year saw the return of NAPLAN testing after the cancellation of the tests in 2020 as a result of the COVID-19 pandemic. 2021 saw a drop in our percentage of Year 3 students achieving SEA or above in NAPLAN Reading to 65% as well as slight drop to 81% of Year 7 students achieving SEA or above. Pleasingly we saw an increase with 87% of Year 5 students achieving SEA or above in reading. Our NAPLAN Numeracy results also saw all three cohorts have a slight decrease in the percentage of students achieving SEA or above.

Whilst these results were as we had hoped, there were some positive results when we look at the percentage

of our students who achieved in the upper two bands in either Literacy or Numeracy. The results for both our Year 5 and Year 7 students showed a higher percentage of students achieving in the upper two bands compared to our average across 2019-2021 with the biggest increase in Year 7 Reading.

The 2021 Phonics Screening Check once again provided extremely pleasing results for our Year 1 students. In 2021, 86% of Year 1 students achieved the Phonics Screening Check benchmark (28 out of 40 or above) compared to 81% in 2020. This improvement is a result of a continued 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.

63% of Year 1 and 74% Year 2 students had reached the SEA for running records by the end of Term 3. Pleasingly, the Year 2 results have demonstrated an improvement from 43% in 2020. 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 2022 school year will see a new Site Improvement Plan (SIP) implement. The new SIP will continue to set specific goals and strategies dedicated to improving student outcomes in both Reading and Numeracy. The SIP will focus on using explicit teaching strategies to teach decoding and comprehension skills to increase achievement in reading and the use of explicit teaching strategies to teach visualisation and reasoning skills to increase achievement in Numeracy.

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 an improvement in our overall attendance rate rising to 90.1% compared to 86.7% in 2020. The improvement in our overall attendance data can be attributed to increased monitored and support through our Student Wellbeing teacher, who has encouraged student engagement in learning activities.

Behaviour and parent opinion

Behaviour support comment

Whilst incidents involving 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 18 suspensions and one exclusion. 2021 saw an increase in the recorded number of incidents for threatening or perpetrating violence with a total of 336 incidents recorded. 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.

Parent opinion summary

Strengths identified through parent survey responses indicate that people are respectful, including teachers and students, there are high levels of effective communication between home and school and that children and education are highly valued. Areas of improvement identified through parent survey responses include receiving learning tips and being encouraged to be involved in their child's learning. More than 70% of surveyed areas demonstrated improvement or remained the same based on the previous year's results.

Staff and engagement and culture survey was completed by 82% of staff with 71% reporting a positive engagement with the school and 67% indicating a positive school climate.

The student wellbeing survey indicated that more than 50% of students rated all areas of engagement with school highly, apart from school climate and verbal bullying. There were very high percentages of students reporting an emotional engagement with teachers and having an important adult at school (79% and 85% respectively). Areas for improvement for emotional wellbeing included emotional regulation (32%) and wellbeing literacy (11%). Less than 10% of students surveyed gave a low rating for learning readiness. The health and wellbeing out of school section indicated that 75% or more of students surveyed provided a medium to high rating across all areas, with 86% of students participating in organised activities. An area of concern was the decrease of 14% of students indicating that they didn't sleep well compared to the previous year.

Screening history

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, specialist support professionals or Women's and Children's Hospital Health Network employees were verified and copies of verifications were kept for future reference.
- A system for collecting and maintaining the screening information of all other visitors has been maintained and reviewed.

Financial statement

Grants: State

\$3 367 667

Grants: Commonwealth	\$8 100
Parent contributions	\$92 958
Fundraising	\$15 620
Other	\$25 672

Tier 2 Funding (part 1)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes
Outcomes achieved or progress made towards these outcomes

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.

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes
Outcomes achieved or progress made towards these outcomes

At risk students given individual support programs and increased student voice.

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes
Outcomes achieved or progress made towards these outcomes

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.

Funding allocated to implement speech programs for identified students in R-2 and SSO hours supporting phonics and reading improvement in Reception classes.

Improved Phonics Screening Check results and improved reading data.

Tier 2 Funding (part 2)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes
Outcomes achieved or progress made towards these outcomes

APAS funding was used to support Aboriginal students literacy and numeracy achievements through individual tutoring sessions in class weekly with the ACEO, focusing on the student's greatest area of need identified by the classroom teacher. Students also met as a group with the ACEO weekly to complete cultural activities acknowledging past, present and future directions.

All students are demonstrating growth in literacy and numeracy, with all students at or just below SEA in Numeracy and two thirds at or above SEA in Literacy.

Tier 2 Funding (part 3)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Outcomes achieved or progress made towards these outcomes

Staff training and development continued in Mathematics and Literacy. Training was focused on task design in Numeracy and reading and comprehension in Literacy.

Site Improvement Plan goals achieved for Literacy and Numeracy

Tier 2 Funding (part 4)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Outcomes achieved or progress made towards these outcomes

N/A

N/A

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Outcomes achieved or progress made towards these outcomes

Funds provided SSO hours and resources for two SSOs to run Minilit and Macqlit for students identified as being below benchmark in Year 1 and continuing to display minimal growth.

Several students have graduated from the Macqlit as they have reached target.

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Outcomes achieved or progress made towards these outcomes

N/A

N/A

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Outcomes achieved or progress made towards these outcomes

Focus groups of yr 5 and 7 students were removed from class to work with the numeracy coordinator to provide opportunities for stretch and collaboration on higher order thinking tasks in maths.

88% of year 5 and students attending focus group achieved in HB NAPLAN Numeracy.