

2023 annual report to the
Community

Surrey Downs Primary School

Surrey Downs Primary School
number: 1100

Partnership: Tea Tree Gully



School principal:

Rebecca Marshall

Rebecca Marshall

Signature

Date of
endorsement:

15/02/2024

Context Statement

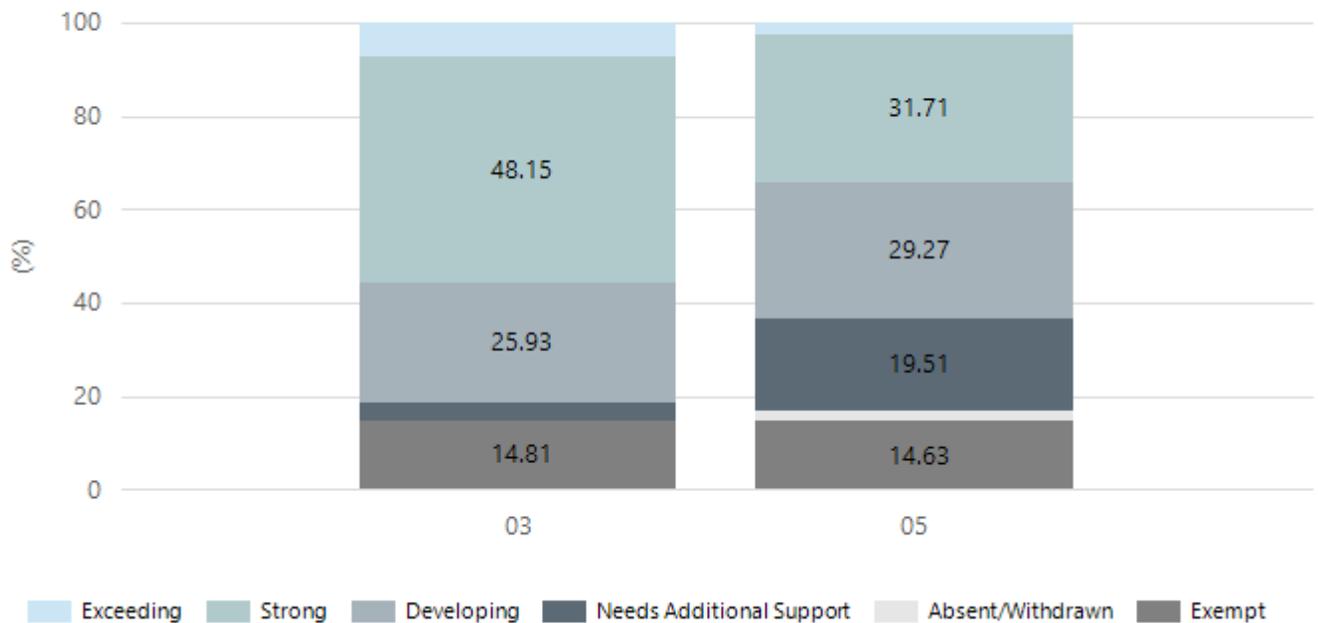
Surrey Downs Primary School caters for students from R-6. At the time of this report, the enrolment in 2023 is 208. Surrey Downs Primary School is classified as Category 6 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 6% Aboriginal students, 19% students with disabilities, 9% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Performance Summary

NAPLAN Proficiency

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

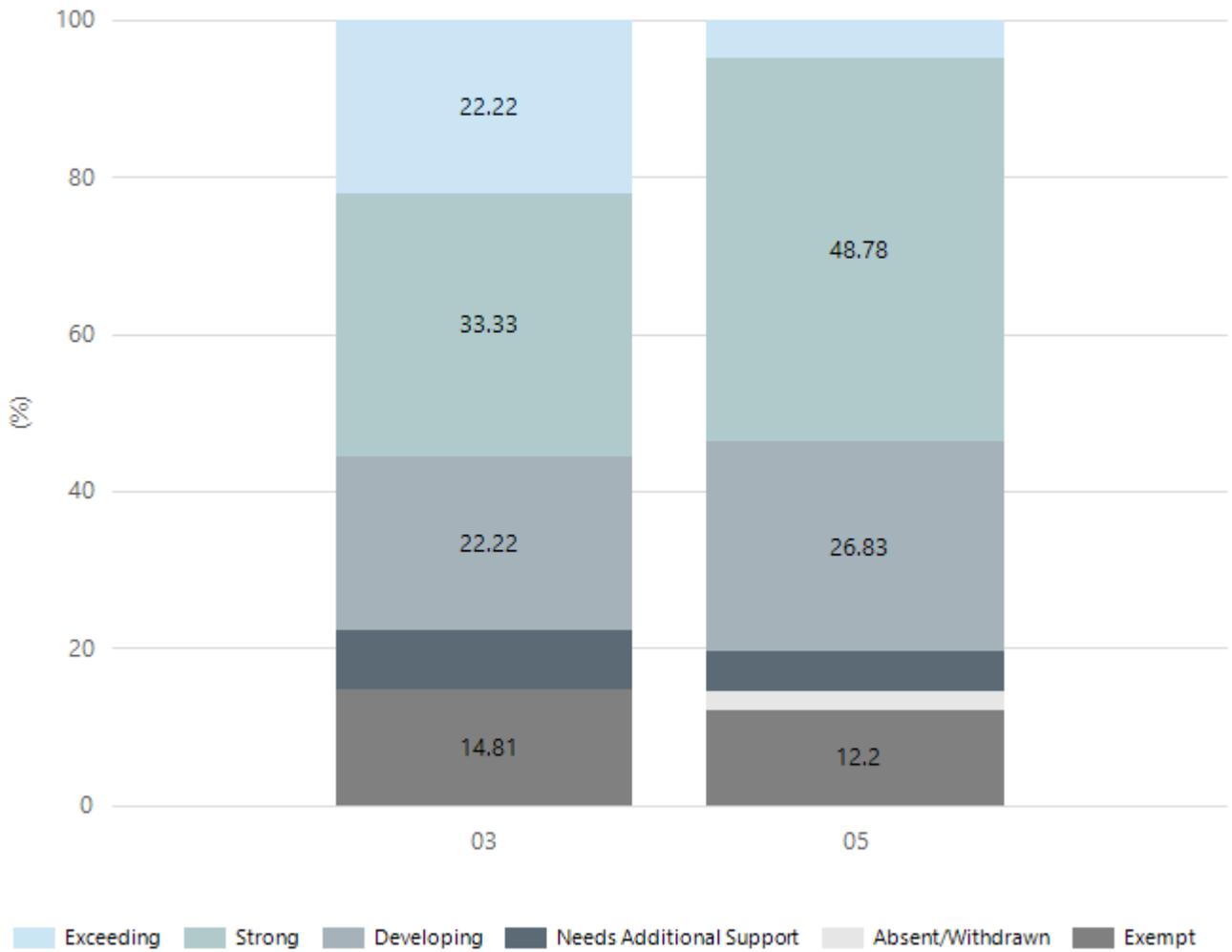
Numeracy



Year Level	03	05
Exceeding	2	1
Strong	13	13
Developing	7	12
Needs Additional Support	1	8
Absent/Withdrawn		1
Exempt	4	6
Total	27	41

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

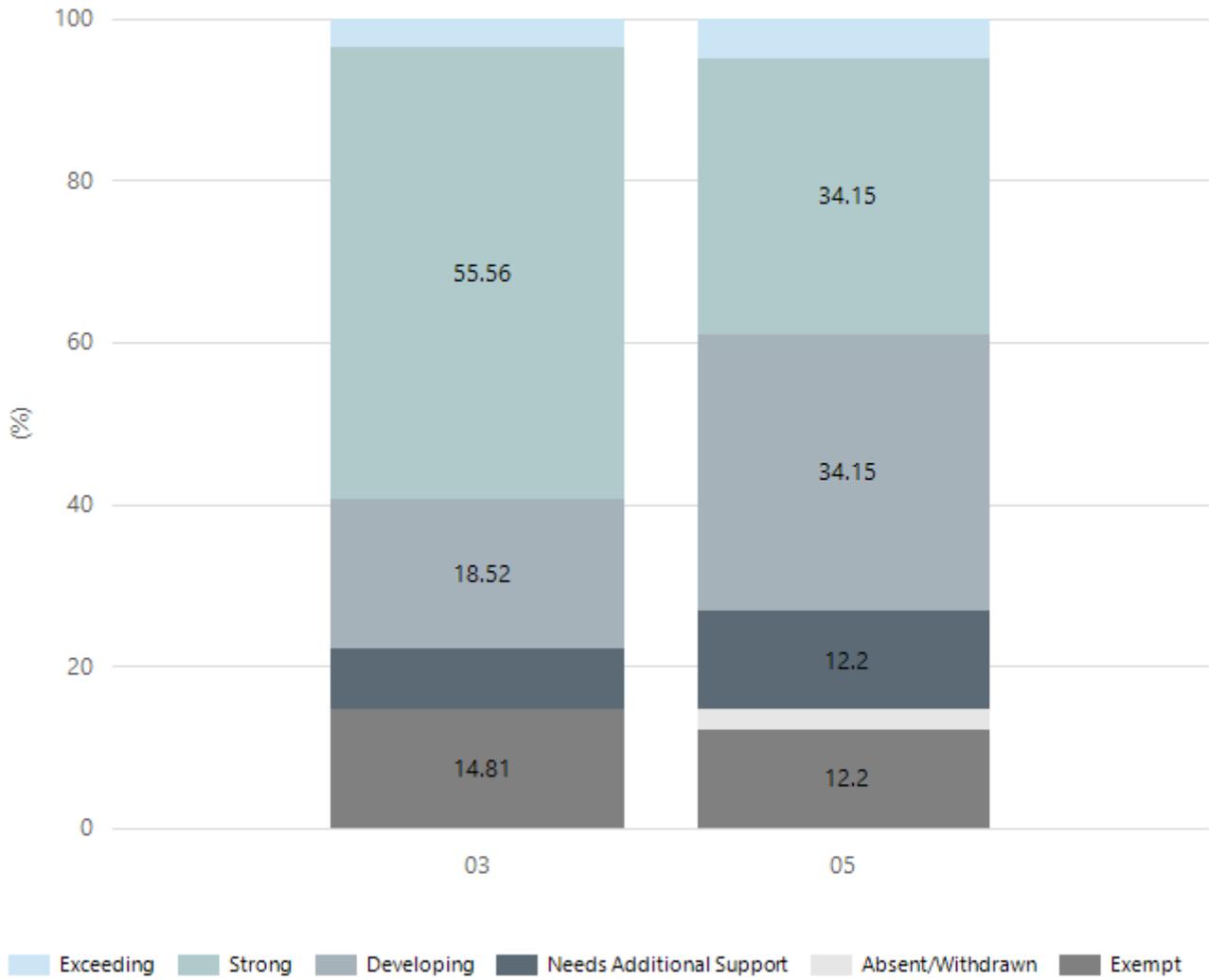
Reading



Year Level	03	05
Exceeding	6	2
Strong	9	20
Developing	6	11
Needs Additional Support	2	2
Absent/Withdrawn		1
Exempt	4	5
Total	27	41

Data Source: Department for Education Assessment Data Holdings, 2023.
When there are less than six students in a cohort, no data is supplied.

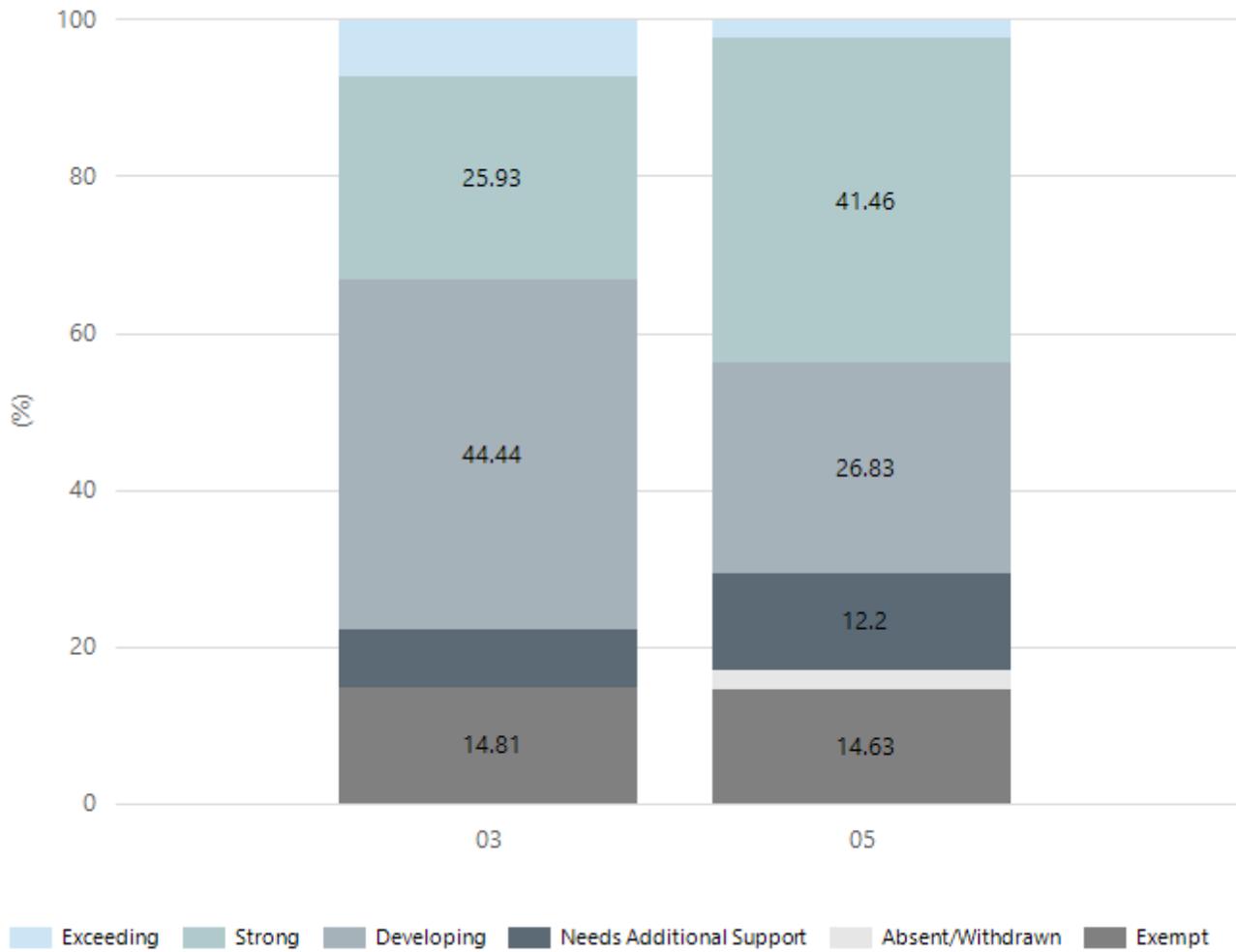
Writing



Year Level	03	05
Exceeding	1	2
Strong	15	14
Developing	5	14
Needs Additional Support	2	5
Absent/Withdrawn		1
Exempt	4	5
Total	27	41

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

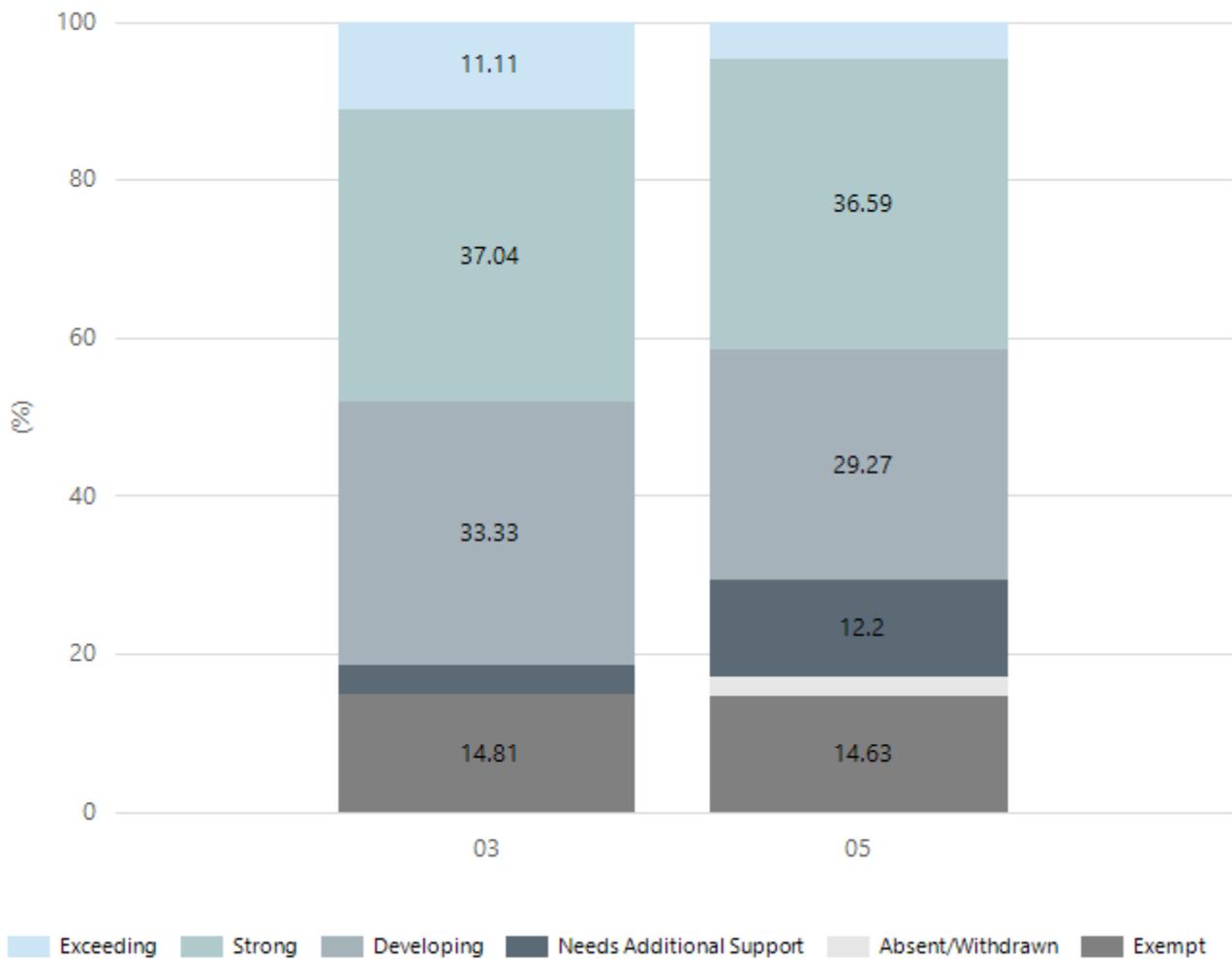
Grammar



Year Level	03	05
Exceeding	2	1
Strong	7	17
Developing	12	11
Needs Additional Support	2	5
Absent/Withdrawn		1
Exempt	4	6
Total	27	41

Data Source: Department for Education Assessment Data Holdings, 2023.
When there are less than six students in a cohort, no data is supplied.

Spelling

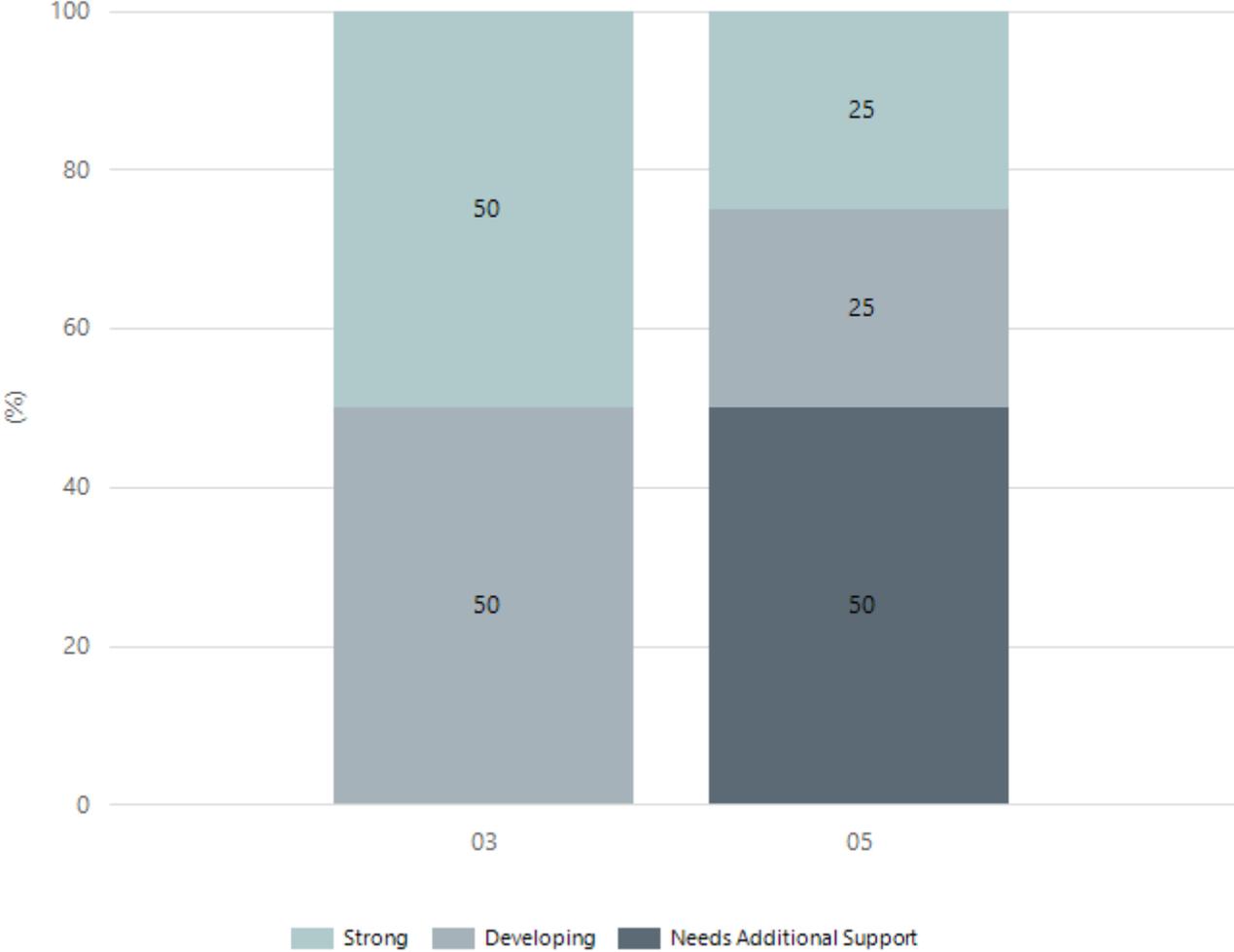


Year Level	03	05
Exceeding	3	2
Strong	10	15
Developing	9	12
Needs Additional Support	1	5
Absent/Withdrawn		1
Exempt	4	6
Total	27	41

Data Source: Department for Education Assessment Data Holdings, 2023.
When there are less than six students in a cohort, no data is supplied.

NAPLAN Proficiency - Aboriginal Learners

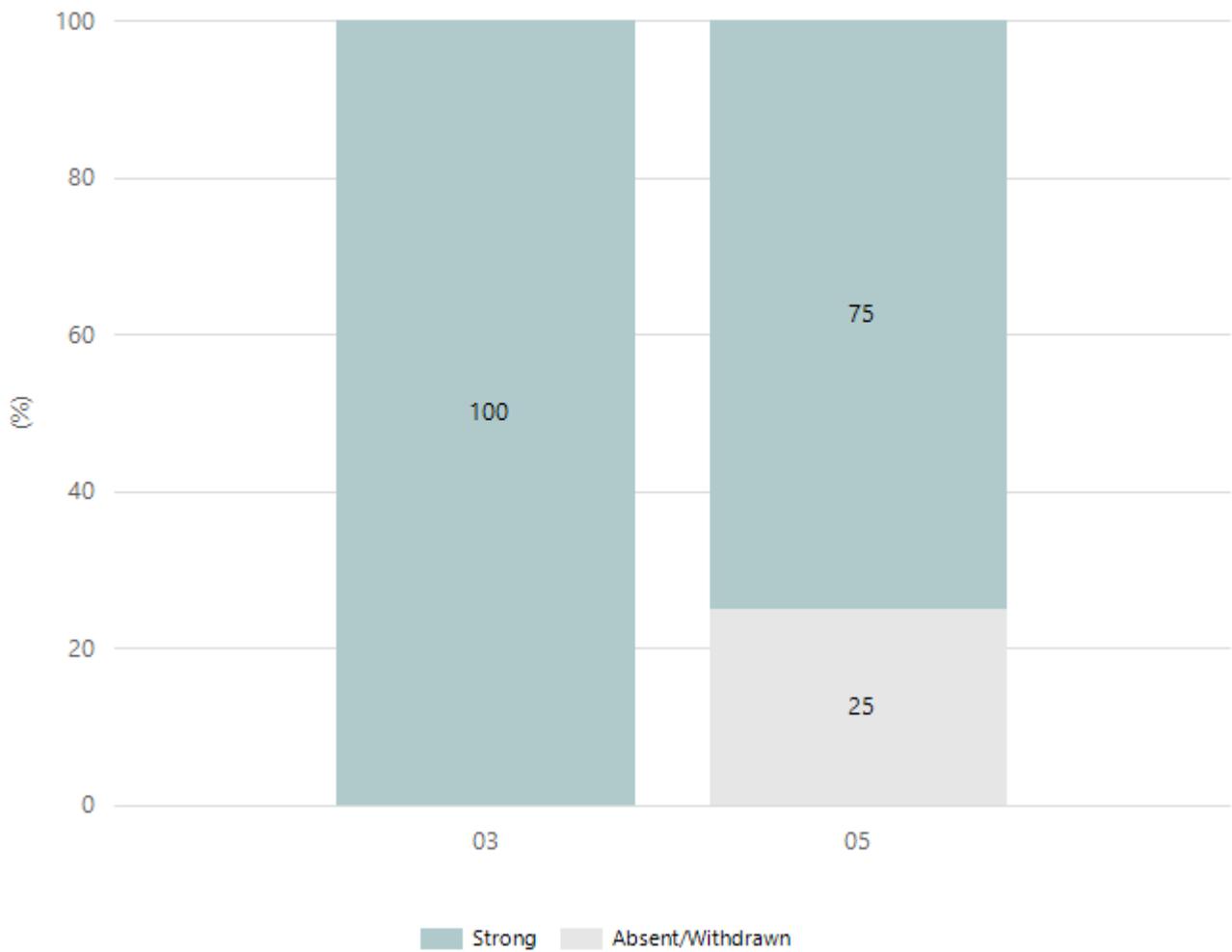
Numeracy



Year Level	03	05
Strong	1	1
Developing	1	1
Needs Additional Support		2
Total	2	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

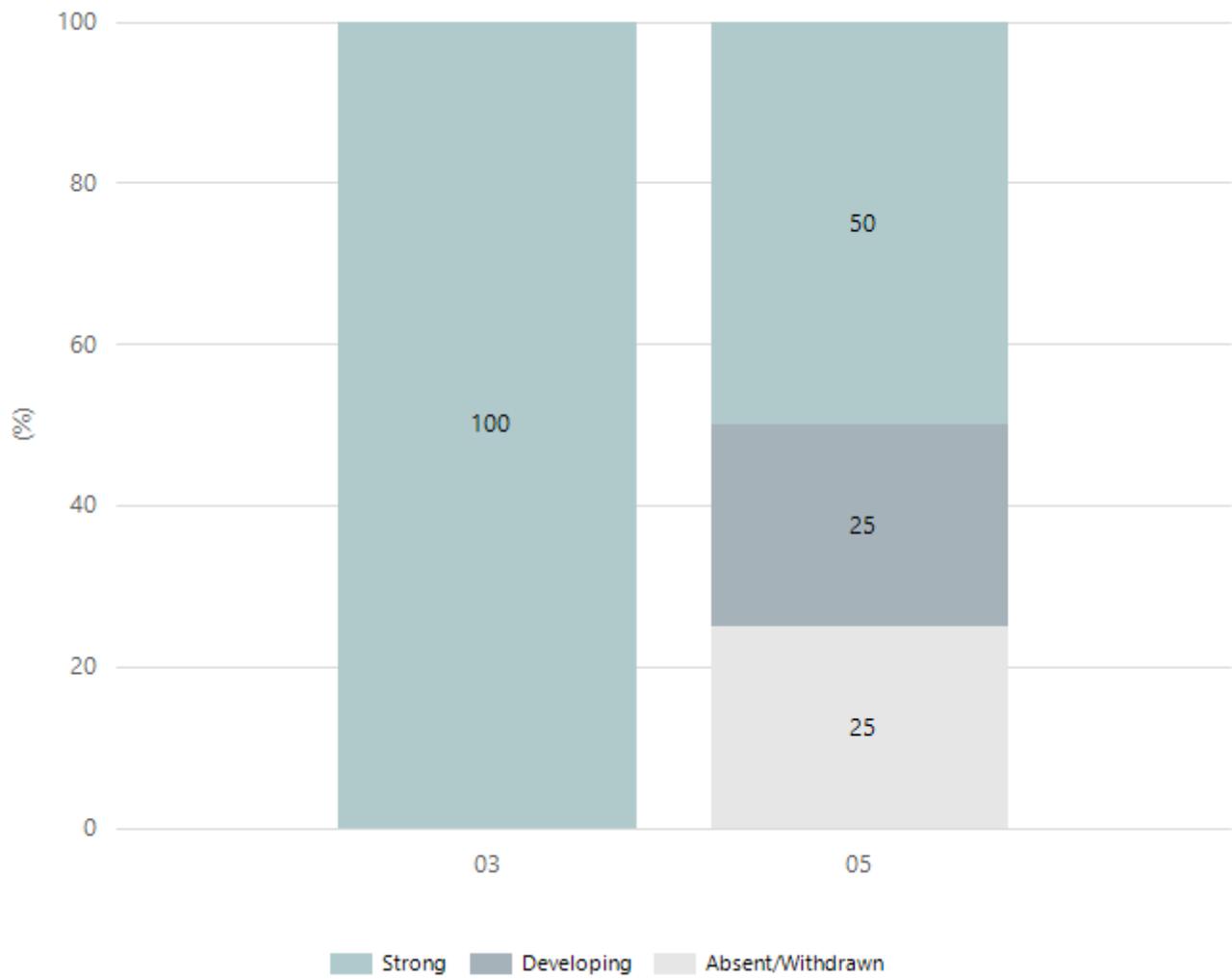
Reading



Year Level	03	05
Strong	2	3
Absent/Withdrawn		1
Total	2	4

Data Source: Department for Education Assessment Data Holdings, 2023.
 When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

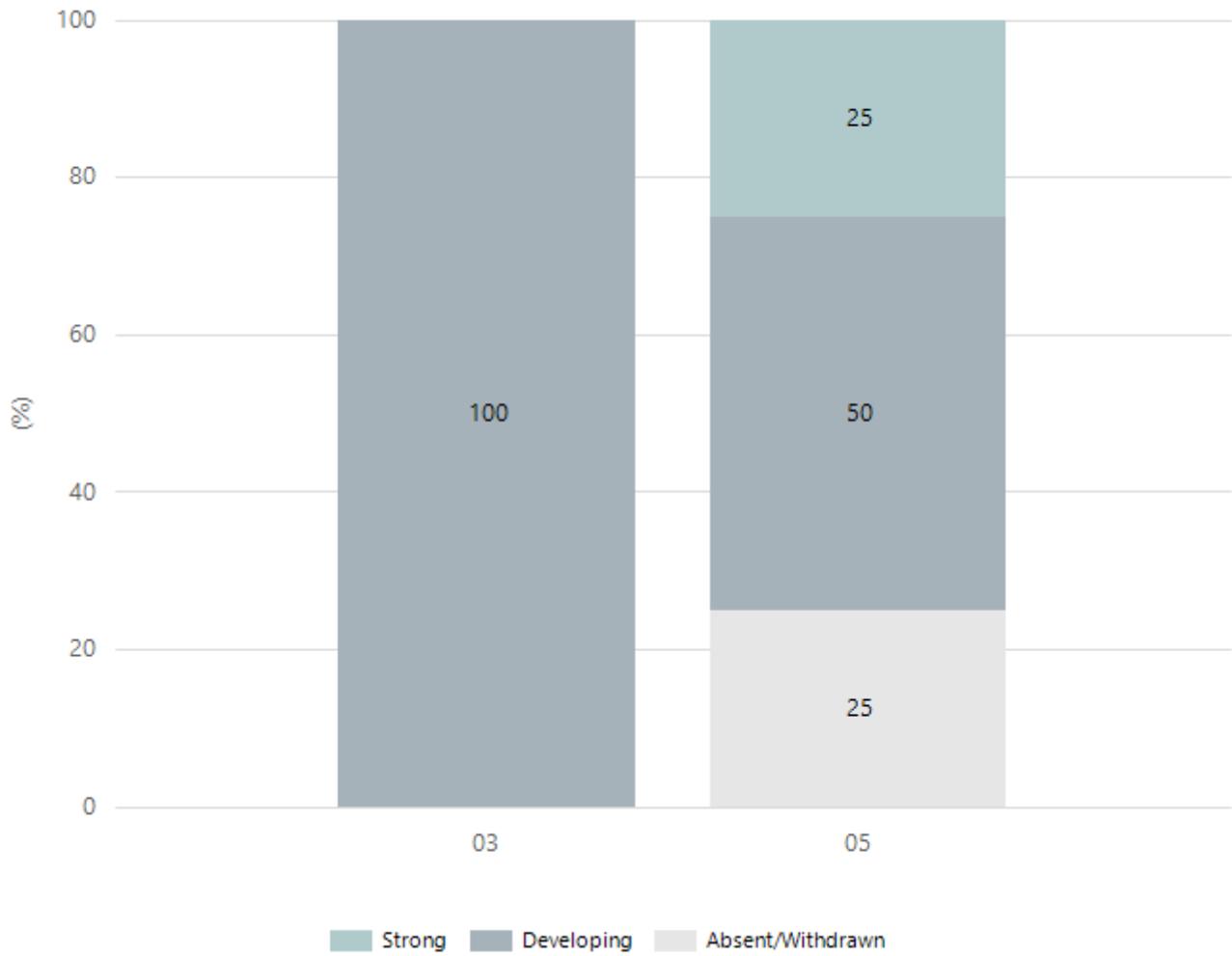
Writing



Year Level	03	05
Strong	2	2
Developing		1
Absent/Withdrawn		1
Total	2	4

Data Source: Department for Education Assessment Data Holdings, 2023.
 When there are less than six students in a cohort, no data is supplied.
 Only data for Aboriginal learners is displayed.

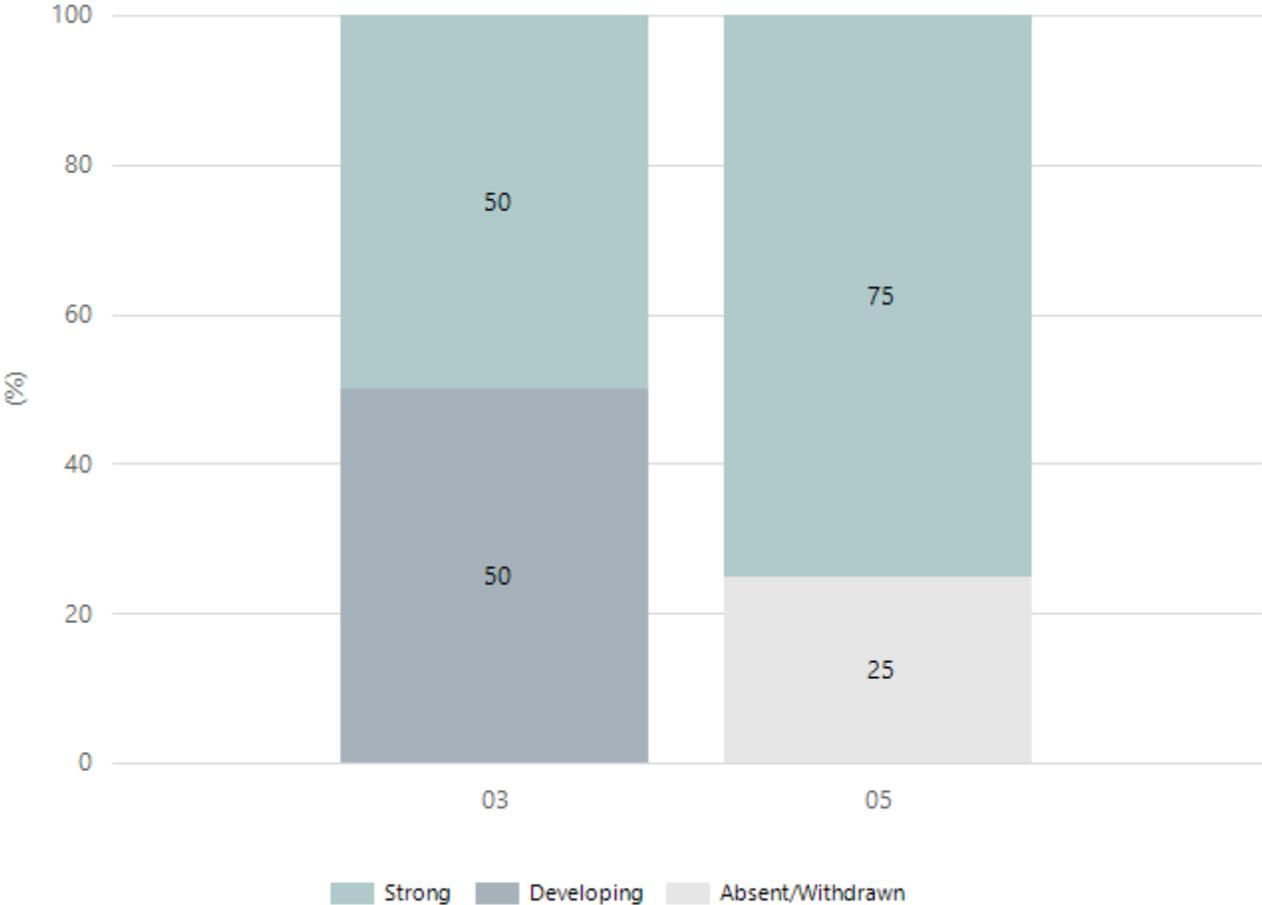
Grammar



Year Level	03	05
Strong		1
Developing	2	2
Absent/Withdrawn		1
Total	2	4

Data Source: Department for Education Assessment Data Holdings, 2023.
 When there are less than six students in a cohort, no data is supplied.
 Only data for Aboriginal learners is displayed.

Spelling



Year Level	03	05
Strong	1	3
Developing	1	
Absent/Withdrawn		1
Total	2	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

School Attendance

Year Level	2021	2022	2023
Reception	88.7%	88.6%	84.8%
Year 01	89.8%	86.5%	86.1%
Year 02	91.5%	87.3%	85.8%
Year 03	88.7%	90.2%	85.7%
Year 04	85.3%	86.3%	90.1%
Year 05	91.9%	86.0%	83.2%
Year 06	91.3%	89.2%	85.0%
Year 07	90.1%		
Primary Other	85.1%	79.9%	80.1%
Total	89.5%	87.3%	85.6%

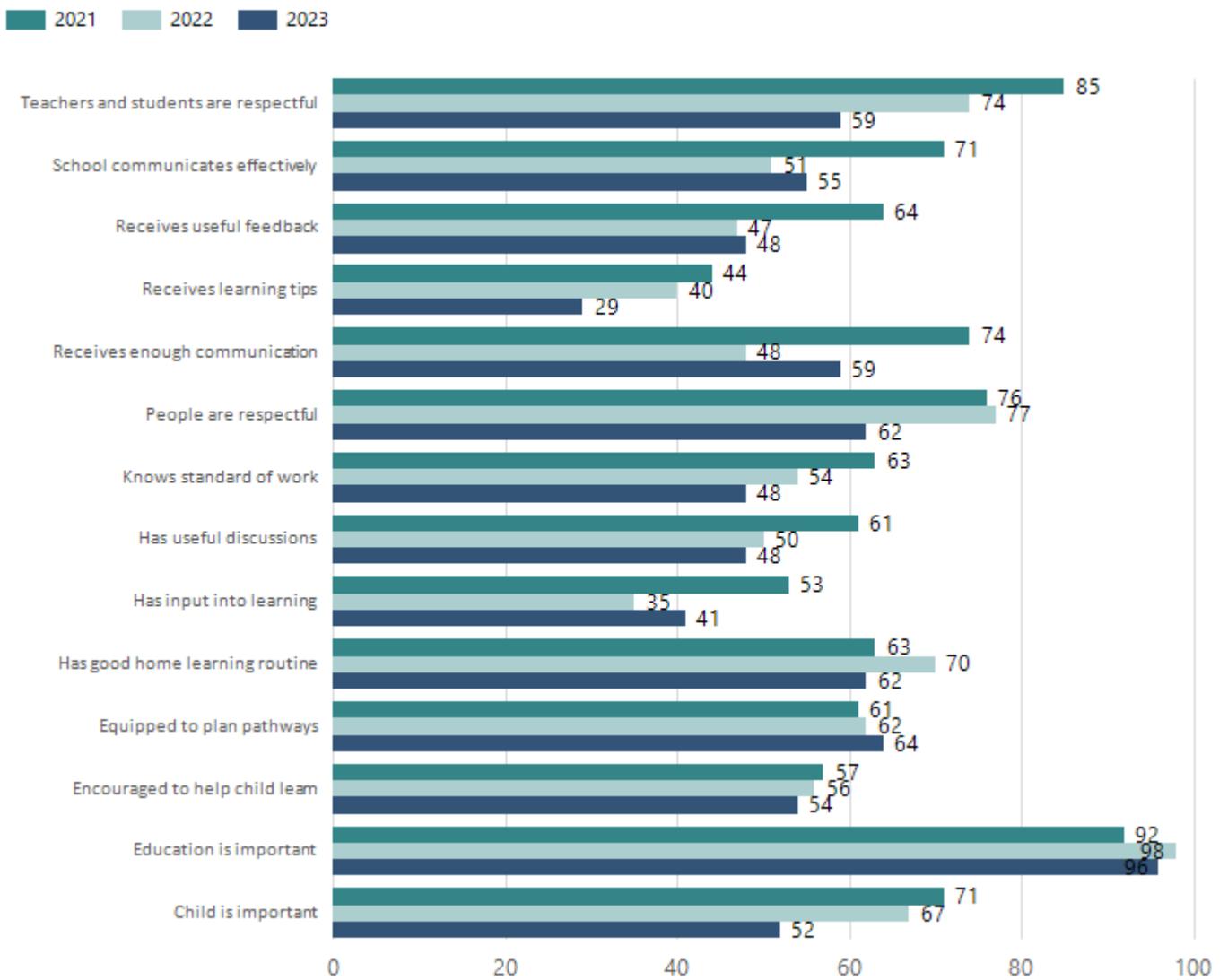
Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	20.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	80.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	10
Postgraduate Qualifications	5

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Non-Teaching Staff		Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	8.4	1.0	12.9
Persons	0.0	11.0	1.0	14.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$2,937,519.80
Grants: Commonwealth	\$20,000.00
Parent Contributions	\$63,029.11
Fund Raising	\$12,218.35
Other	\$24,167.38

Data Source: School supplied data.

Governing Council Report 2023

After a year that saw some challenges, we reflect on the role of the Governing Council in 2023 and the opportunities that lie ahead.

For Company 4 (OSHC), 2023 was a significant year, with at-times unpredictable and disruptive changes occurring to the structure and staffing of this essential service. After multiple unsuccessful rounds of recruitment of a new director, the hard decision was made by the Governing Council to begin the process of outsourcing OSHC. While it remains true that the ideal scenario would be retention of OSHC as a company managed by the School and Governing Council (as the employing authority), the difficulty in procuring and retaining staff – particularly those with experience in running and maintaining such a service – has made it increasingly difficult to manage and operate the facility in this manner. Throughout the year several stop-gap measures were implemented, and without the tireless dedication of Principal Bec Marshall and Business Manager Kylie Thompson (and many others!), there was a high possibility that OSHC may have ended completely in 2023. The process of outsourcing OSHC is not a short one and is expected to extend well into mid-2024, with the hope being that by the end of that year the service will be in a much more stable condition.

With respect to Company 2 (Canteen), the Governing Council ratified the introduction of the 'Spriggy' online ordering system to better meet community expectations, and simplify placing orders and managing stock availability. Quickly after implementation online orders surpassed traditional cash orders, indicating a quick adoption of the system by the School community.

In 2023 there was the establishment of a new 'Education Committee' to assist the School and Governing Council in reviewing and approving a number of policy updates. These included School policies for dress code, allergies, and student use of mobile phones; and OSHC policies regarding fees, and use of mobile phones.

Overall, the Governing Council has continued its work with the Principal and other staff members towards the shared goal of developing the best possible future for Surrey Downs Primary School and its community. The Governing Council looks forward to continuing this work in 2024 and beyond.

Aidan Cousins,

Chairperson

Principal's Report 2023

Enrolments & Staffing

In 2023, the school commenced with a student body of 198 individuals, dispersed among 7 mainstream classes and 2 special option classes. The year began with a warm welcome to 16 new reception students, alongside 14 transfers who chose to continue their educational journey at SDPS.

At the conclusion of the school year, the enrolment was 208. The school population including:

- 6% Aboriginal students
- 19% students with disabilities
- 9% students with English as an additional language or dialect (EALD) funded background
- 1% children/young people in care

Following an extensive and competitive selection process, Stell Pytharoulis assumed the position of Deputy Principal, with a primary focus on Inclusive Education, Numeracy, and IT. Stell, renowned for his prior roles as a Numeracy Coach and teacher at Redwood Park Primary School, brought with him a wealth of expertise and knowledge. His appointment was met with enthusiasm, as his proficiency in Numeracy, IT, and primary education promised to enhance our leadership team significantly.

The school was fortunate to sustain a consistent staff cohort, with most classroom teachers and SSOs remaining from the prior year. Noteworthy was the re-engagement of Danielle Loch on a 12-month contract, complemented by the introduction of new team members: Cara English in JP Special Options, Carmen Tetley in Physical Education and The Arts, and Chelsea Fleming in Japanese. Also, returning to the team was Kylie Burge, an SSO committed to supporting primary year students.

Additionally, Louise McAdam, resumed her position as the Wellbeing teacher for two days a week, providing invaluable support to both teachers and students. Meanwhile, Leanne Downie was appointed as the Autism Inclusion teacher, engaging in professional development aimed at enhancing staff abilities in supporting and educating children and young individuals with autism spectrum disorder.

Furthermore, Adrienne Lymn was appointed as a Learning Inclusion coordinator, tasked with providing support to students in reading R-3, Australian Indigenous and Torres Strait Islander (AITSI) students, and those with English as an Additional Language (EALD). These appointments collectively fortified the school's commitment to fostering a supportive and inclusive learning environment for all students.

Site Improvement

In the second year of our school's site improvement plan (SIP), significant strides were made in addressing the identified literacy and numeracy challenges. Focusing on literacy, our primary objective was to deepen teachers' expertise in explicitly teaching decoding skills and vocabulary to enhance the reading achievement of every student in years R-6. To achieve this, each teacher implemented a clear scope and sequence for phonics instruction, encompassing phonemic awareness, morphology, and etymology, while simultaneously teaching encoding and decoding strategies. Furthermore, explicit instruction of tier 2 and tier 3 vocabulary within context was emphasised, ensuring students could incorporate these words into their speech, reading, and writing. Teachers also undertook the crucial task of data interrogation to identify individual student needs and collaboratively construct future reading goals with students.

Ongoing monitoring against success criteria revealed notable progress, with students demonstrating improved phoneme and grapheme skills, enhanced morphemic knowledge, and a wider range of vocabulary usage, alongside their ability to articulate next steps for further reading improvement. Concurrently, in addressing the numeracy challenge, our focus remained on explicitly teaching the mathematics curriculum through the four proficiencies to boost numeracy achievement across all year levels. Teachers collaborated to adopt, adapt, and deliver the Department for Education (DfE) units of work for Mathematics, ensuring alignment with our goals and student needs. Similar to the literacy initiative, data interrogation played a pivotal role in tailoring instruction to individual student requirements, with teachers working alongside students to set personalized numeracy goals. Ongoing monitoring against predefined success criteria provided insights into student progress and highlighted areas for continued growth. Noteworthy outcomes included students' ability to demonstrate key mathematical concepts, employ various reasoning strategies, and tackle challenging problems using concrete, visual, or abstract methods. Moreover, students exhibited resilience and perseverance in engaging with mathematical challenges, alongside their capacity to articulate their next steps for further improvement in numeracy.

As we reflect on the progress made during the second year of our improvement plan, it is evident that our concerted efforts have yielded positive outcomes in both literacy and numeracy domains. Moving forward, we remain committed to refining our strategies, leveraging the insights gained from data analysis, and fostering a supportive learning environment that nurtures the holistic development of every student. With a focus on continuous improvement, we look ahead with optimism, confident in our collective ability to further enhance student achievement and ensure equitable opportunities for all learners.

Academic Achievements

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

Our students' 2023 NAPLAN achievements:

Literacy targets	Literacy achievements
35% of mainstream year 3 students (8 out of 23) to achieve HB in NAPLAN Reading.	56% of mainstream year 3 students (15 out of 27) achieved 'Exceeding' and 'Strong' in NAPLAN Reading
29% of mainstream year 5 students (10 out of 35) to achieve HB in NAPLAN Reading	54% of mainstream year 5 students (22 out of 41) achieved 'Exceeding' and 'Strong' in NAPLAN Reading

Numeracy targets	Numeracy achievements
23% of mainstream year 3 students (8 out of 23) to achieve HB in NAPLAN Numeracy	56% of mainstream year 3 students (15 out of 27) achieved 'Exceeding' and 'Strong' in NAPLAN Reading
29% of mainstream year 5 students (10 out of 35) to achieve HB in NAPLAN Numeracy	34% of mainstream year 3 students (14 out of 41) achieved 'Exceeding' and 'Strong' in NAPLAN Reading

We are delighted to report that our students have surpassed our ambitious targets. This exceptional achievement reflects the unwavering dedication of our educators and the commendable commitment demonstrated by our students.

Social/Emotional Development

We were excited to announce the adoption of the 'Play is the Way' program, a ground-breaking approach to teaching virtues, cultivating positive behaviours, and advancing social-emotional learning. This research-backed initiative held immense potential to enhance our students' educational journey.

To ensure its seamless integration, our teachers received comprehensive training. While the official launch was scheduled for the 2024 school year, we introduced elements of the program during Term 4, laying the groundwork for its success.

Our dedicated Wellbeing teacher, Louise McAdam, was instrumental in facilitating ongoing communication with the school community. Through regular updates in newsletters and reports to the governing council, we shared vital insights into the program's development, fostering transparency and community engagement.

These collaborative efforts underscored our unwavering dedication to fostering a nurturing and supportive learning environment where each student, including those with diverse needs, could thrive academically, socially, and emotionally.

Additionally, Leanne Downie was appointed as our Autism Inclusive Teacher (AIT), dedicating one day a fortnight to supporting our educators in implementing inclusive practices for students with autism spectrum disorder. Leanne actively participated in professional development sessions aimed at enhancing teachers' capacity in these practices. Her contributions included sharing relevant readings, strategies, and resources to ensure that all students, including those with diverse needs, received the support necessary to thrive academically, socially, and emotionally within our school community.

Facilities

Our leadership team remains steadfast in our commitment to enhancing our facilities, ensuring they mirror the excellence in teaching and learning at SDPS.

Improvements in recreation:

We have made significant strides in creating a dynamic and stimulating environment for our students. This includes the introduction of vibrant line markings in the Junior Primary yard, as well as the installation of a basketball hoop and football posts. These enhancements promote physical activity and teamwork, enriching the recreational experiences of our students.

Pathway upgrades:

Efforts to enhance access points to our school from Vine Street and the top car park are well underway. These upgrades not only prioritize functionality but also incorporate aesthetic considerations. We anticipate completing these enhancements by 2024, further elevating the overall ambiance of our school grounds.

Building remediation following mould concerns:

In response to a recent mould event, we have undertaken comprehensive building remediation across the school. This includes roof repairs/replacement, new guttering and downpipes, floor repairs, and an upgrade to the staff kitchen. These measures have ensured a safe and conducive learning environment for both students and staff.

Digital platform revamp:

We are pleased to announce the successful redevelopment of our school website and newsletter, significantly enhancing our digital presence. The updated platforms feature a user-friendly interface, facilitating effective communication and engagement with parents, students, and the wider community.

Investment in one-to-one devices:

Acknowledging the evolving landscape of education, we have invested in one-to-one devices for students in the upper years. This initiative aims to bolster digital literacy and provide tailored learning experiences, equipping our students with the skills needed for success in the 21st century."

Canteen

Operating a full-time canteen in a small community presents its unique set of challenges, particularly with the prevailing economic difficulties. However, we have remained committed to providing nutritious meals while also catering to the changing preferences of our students and staff.

In response to the growing trend towards cashless transactions, we have implemented the Spriggy ordering app. This initiative not only streamlines the ordering process but also aligns with the increasing reliance on digital payment methods.

Recognising the importance of adhering to the Department's Right Bite Standards, we have introduced "special days" twice per term. These days feature 'Red 1' items from the old menu favourites, offering a nostalgic treat for our students while also generating additional revenue for the canteen.

Furthermore, in line with our commitment to inclusivity, we have introduced birthday boxes to ensure that birthdays are celebrated within the bounds of the standards. This initiative has allowed us to maintain the joy of celebrating birthdays while promoting healthier food choices.

Looking ahead to Term 1 of 2024, we will closely monitor enrolment numbers and the effectiveness of these initiatives. Our aim is to ensure that our canteen remains a sustainable service within our school community.

OSHC

In Term 1 of the reporting year, the Out of School Hours Care (OSHC) program faced a significant challenge with the resignation of the director. Despite numerous attempts by the Governing Council to re-appoint a suitable candidate, the task was made difficult by a nationwide shortage of both qualified and unqualified staff. This shortage, particularly acute in smaller communities, posed a considerable obstacle in finding a suitable replacement director.

Due to the challenges in finding a suitable director in the present circumstances, the Governing Council opted to contract out the OSHC service to a third-party provider. This choice, while difficult, was deemed essential to uphold the ongoing functionality and standards of the service. Collaborative efforts with the Department's OSHC unit were undertaken to facilitate the outsourcing process. Concerns were raised by the unit regarding the limited appeal that smaller services receive during such procedures. To mitigate this issue, an opportunity will be extended for third-party providers to express their interest, and the process will proceed accordingly during this term.

Despite the challenges faced, the OSHC program was thankful for the continuity of staff, particularly the strength of the core group who have been with the program for the past three terms. These staff members have played a crucial role in initiating children's voices in the program and care environment, shaping the menu, establishing routines and expectations, and fostering inclusive practices with the children. Regular communication with families via Dojo has been maintained, and the vacation care program has seen booked out sessions, showcasing the dedication and effort of the team.

In terms of operational and organisational aspects, Lucy Arden from St. Agnes OSHC, has been overseeing key aspects, with support from the school's business manager, Kylie Thompson, who oversees the finance component. Additionally, a past employee, Sophie Thompson, has returned in a casual management role, providing invaluable support and collaboration with Lucy and Kylie.

In addition, Kristie Drury has taken on the role of Educational Lead. Her dedication to programming inclusive and engaging experiences has been instrumental in maintaining continuity in the service. As a long-standing school employee, Kristie's commitment to building relationships with both children and families has been key to the success of the program.

As the program moves into the new school year, and awaits further direction from the OSHC unit, the Governing Council has initiated a new booking system called 'Fully Booked'. This system will allow families to manage bookings, documentation, and accounts efficiently. Furthermore, uniforms for staff are to be

introduced to reflect the high standard expected at the service. These initiatives represent a last-ditch effort to maintain the service at a school level, with the Governing Council retaining ownership.

Despite the challenges faced, the OSHC program has shown resilience and adaptability in ensuring the continuity and quality of service provision. Collaborative efforts with stakeholders, operational changes, and the dedication of staff have been instrumental in navigating through difficult times and paving the way for a sustainable future.

Community Engagement

Throughout the year, we have witnessed the incredible power of community through a diverse array of events and initiatives. From the lively disco and vibrant colour explosion to the spirited Book Week parade and exhilarating Sports Day, each event has served to foster a sense of togetherness and joy within our school community.

In addition to these hallmark events, we must also acknowledge the significance of other community gatherings such as the Biggest Morning Tea and Cuppa and Chat sessions held prior to assemblies. These moments of connection have provided opportunities for members of our community to come together, share stories, and support one another.

We extend our heartfelt thanks to the numerous individuals who have generously contributed to our fundraising sub-committee through raffles, stalls, and various other initiatives. Your support has been instrumental in enhancing the educational experience of our students, and we are profoundly grateful for your unwavering commitment to our school.

As we reflect on the accomplishments of the past year, we cannot overlook the indispensable role played by our Governing Council members. Their steadfast leadership, guidance, and unwavering support have been instrumental in steering our school towards excellence. To each member of the Governing Council, past and present, we extend our sincerest thanks for your invaluable contributions.

In closing, the achievements of the past year, coupled with the dedication of our Governing Council and sub-committees, have laid a solid foundation for the continued success and growth of our school. We are immensely proud of what we have accomplished together, and we look forward to embarking on this journey of growth and success with our vibrant and supportive community by our side.

Warm regards,

Bec Marshall
Principal