



SCHOOL CONTEXT STATEMENT

Updated: 03/2024

School number: 1100

School name: Surrey Downs Primary School

School Profile:

Surrey Downs Primary School is a a medium-sized government school situated in the northern region of Adelaide. Our school offers a nurturing and encouraging learning environment for students from Reception to Year 6, with active community involvement and a team of exceptional teachers and SSO staff who are dedicated to providing high-quality education for our students.

At our school, we believe in providing our students with more than just an education; we aim to instill in them a strong sense of values that they can carry with them throughout their lives. Our values of Respect, Collaboration, Compassion, Quality, and Success form the foundation of our approach to teaching and learning.

Our vision of "Valuing Success and Maximising Potential" is central to everything we do, and it guides us in our approach to teaching and learning. "Valuing Success and Maximising Potential" is about helping our students develop into well-rounded individuals who are equipped with the skills, knowledge, and character to succeed in a rapidly changing world. We are proud to be a part of this journey, and we look forward to continuing to support our students as they work towards achieving their goals and reaching their full potential.

1. General information

School Principal name: Bec Marshall

Deputy Principal's name: Kerrie Gower

Year of opening: 1968

Postal Address: 16-24 Vine Street, Surrey Downs 5126

Location Address: Corner of Pringle and Vine Street, Surrey Downs 5126

DfE Region: Corner of Pringle and Vine Street, Surrey Downs 5126

Geographical location - ie road distance from: 1.8km GPO

Telephone number: 8251 1393

Fax number: 8289 1691

School website address: <https://www.surreydowns.sa.edu.au>

School e-mail address: dl.1100.info@schools.sa.edu.au

Child Parent Centre (CPC) attached: No

Out of School Hours Care (OSHC) service: Yes

February FTE student enrolment:

Calendar Year	Enrolments	ASTI %	SWD %	EALD %	School Card %
2024	190	7.3	19.5	18.9	12
2023	208	6.7	21.1	11.1	16
2022	212	4.7	16.1	9.5	26
2021	270	2.9	17.4	14.4	19
2020	282	3.5	19.5	11.7	18

Student enrolment trends:

	2020	2021	2022	2023	2024
Reception	23	30	22	18	17
Year 1	43	23	28	23	19
Year 2	41	43	22	26	22
Year 3	24	40	42	27	23
Year 4	32	23	38	41	25
Year 5	34	31	18	37	36
Year 6	29	33	26	18	33
Year 7	36	27	n/a	n/a	n/a
Special	20	20	16	18	15
Total	282	270	212	208	190

Staffing numbers (as at February census):

1.0 FTE classroom teachers	8.0
Tier 2 (Spec Education)	2.2
EALD	0.08
AET	0.2
Specialist LOTE (Japanese)	0.4
Specialist The Arts	0.6
Specialist Physical Education	0.4
School Services Officers	186.75 hrs/wk

Grounds person 20 hrs/wk

Canteen Manager 20 hrs/wk

Public transport access

Access via the city can be made on the O-Bahn to the Tea Tree Gully shopping centre and then by Adelaide Metro bus to Surrey Downs.

Special site arrangements

Surrey Downs R-7 School is part of the Tea Tree Gully Partnership and as a result work closely with the other Primary Schools within the Partnership through shared staff meetings and Pupil Free Days throughout the year.

2. Students (and their welfare)

General characteristics

There are two Regional Special Classes – a junior primary class comprising of a maximum of 8 students and a primary class comprising of a maximum of 12 students. Students who are placed in these classes have special learning needs and meet the criteria as a student with an intellectual disability.

Student well-being programs

The school has a Wellbeing Teacher and a Pastoral Support Worker – both of whom provide support and guidance for identified students twice a week.

Creating a safe and secure school environment is vital for the growth, thriving, and learning of children and young people. Most students feel supported and safe, and it is important to address any incidents that may occur.

To further enhance our commitment to well-being and student support, our school has secured additional funding through the Federal Government's 'Student Wellbeing Boost'. We are thrilled to receive a well-being boost of \$20,000, which will enable us to implement valuable initiatives that promote student well-being and address mental health concerns, including those arising from the challenges posed by COVID-19.

As part of our efforts to create a positive and inclusive school environment, we are intending to introduce the "Play is the Way" program. This program offers a multitude of benefits that align perfectly with the needs of our students. It actively promotes social and emotional development, enhances the learning experience, nurtures physical skills, and encourages creativity. By incorporating play into our educational approach, we aim to reduce stress levels, increase student engagement, and foster an overall positive atmosphere within the school. Additionally, the program fosters problem-solving abilities, resilience, and cultural awareness, all of which contribute to long-term academic success and well-being.

With these initiatives in place, we are confident that our school will continue to flourish as a safe and supportive environment where children can thrive, learn, and reach their full potential.

Student support offered

Students are identified for the programs using learner achievement data collected at a school and system level and grouped according to their needs in relation to the programs.

Students identified with a disability are supported as per their individual One Plans.

Speech support is provided to students who have a current speech program assigned by the Department for Education Speech services. This program is reviewed regularly through our Student Review Team and regular speech assessments.

Student management

The school has a well-established Behaviour Support Policy. A strong focus is on promoting positive behaviour. There are clear school rules and consistent expectations for behaviour across the school.

Behaviour records are monitored and documented via EDSAS. Students are actively encouraged to be involved in decisions about their learning and behaviour in all classes.

Student government

Student voice is activated for projects throughout the school year.

Students are also included in the step 4, school improvement evaluation processes at least once per term.

Special programmes

The school offers a Senior choir, comprising of enthusiastic students from grades 4 to and 6, and takes part in the Festival of Music annually.

3. Key School Policies

Site Improvement Plan and other key statements or policies:

Through key actions outlines in the Site Improvement Plan the school aims:

- Increase the reading achievement of every student R-6
- Increase the numeracy of every student R-6

Recent key outcomes

NAPLAN and SIP

NAPLAN results from 2023 onwards cannot be directly compared with results from 2008 to 2022. This is because a new measurement scale that is more suited to the online tests has been

introduced with the new standards. However, as in previous years, achievement is against the national average for the year.

As our 2023 SIP targets were predicted and developed around the previous reporting format of numerical bands, direct correlation of bands and the proficiencies is difficult. As a site, we have considered 'exceeding' and 'strong' as high band achievement (HB) as they are both beyond the national standard. We are awaiting information for the Department regarding direct comparison.

Our students' 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 extremely proud of our students' achievements.

As a school, we analyse NAPLAN data at a whole school, cohort (year level), and individual student level. This enables us to identify trends and to evaluate individual students' skills in key areas of literacy and numeracy, providing valuable information about their strengths and areas for improvement. Teachers plan their teaching and learning programs accordingly to support each individual student's learning through quality teaching practice.

Year 1 Phonics Screen Check

The 2023 Phonics Screening Check was disheartening as it showed a 24% decline compared to the results from the previous year. It's worth noting that a higher percentage of students in this cohort had identified learning difficulties/disabilities. Consequently, it is imperative to maintain a strong focus on implementing early intervention strategies for these students.

Room	Average score /40	Benchmark 28/40	Full marks
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5	18	14%	
6	36	100%	47%
Special	28	0%	
Total	27	57%	

Room 6 demonstrated exceptional performance by surpassing the benchmark significantly, and all students achieved scores no lower than 34 out of 40.

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 year's 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.

4. Curriculum

Subject offerings

Subject offerings centre around the Australian Curriculum with subject areas of: Mathematics, English, Humanities (History, Geography, Civics & Citizenship, Business & Enterprise), Science, Languages Other Than English (Japanese), Health & Physical Education, Technologies and The Arts (Visual Arts, Performing Arts, Dance, Drama and Music).

Science, Japanese, The Arts and Physical Education are all taught by specialist teachers.

Special needs

At Surrey Downs Primary School, there are two regional Special classes, a Junior Primary class comprising a maximum of 8 students and a Primary class comprising a maximum of 12 students. Students in these classes have special learning needs and meet the criteria as a student with an intellectual disability. Special class students work with class teachers and School Services Officers (SSOs).

Mainstream students who have been identified as a student with a disability are provided support in class by an SSO according to their identified level of support. Students with Disabilities, Indigenous students and students under Guardianship of the Minister are supported with a One Plan that is resourced with staff support as appropriate and reviewed on a regular basis. One Plans are developed and assessed each semester to ensure optimum student learning. The Deputy Principal coordinates and supervises these programs with the support of the Student Review Team.

Special curriculum features

Our school provides choir opportunities for Primary students with a Year 4/5/6 Festival Choir program.

SAPSASA Sports' programs are provided for interested students in Years 5-7.

Teaching methodology

We place a high value on Literacy and Numeracy teaching with an underlying integration of STEM teaching methodologies across all curriculum areas.

Learning programs are developed, delivered and reviewed using the Australian Curriculum.

Teachers design a balanced relevant, contemporary curriculum, which provides opportunities for every student to achieve success and maximise their potential.

All classes have access to iPads and laptops to support their learning programs. Classes are able to book in specific times to access both the Resource Centre and STEM Centre as alternative learning spaces to complement their teaching and learning programs.

Student assessment procedures and reporting

All teachers provide written curriculum overviews to families each term and communicate an aspect of the class program at least once a week through our school app.

Families are invited to meet with class teachers early in Term 1 (Acquaintance Evening) and again at the end of Terms 1 and 3 (Parent-Teacher Interviews). Comprehensive written reports on all areas of study are provided at the end of Terms 2 and 4.

5. Sporting Activities

Physical Education is actively promoted, including daily fitness programs, specialist skill instruction and a variety of sporting activities such as sports clinics.

Sports day is usually held annually and all classes are actively involved in the program provided on the day.

The school participates in SAPSASA district events including swimming, athletics, cross-country running, softball, football, netball and soccer. A teacher facilitates, coaches and manages the teams with parent volunteer support.

6. Other Co-Curricular Activities

The school participates in the Primary Schools Musical Festival, musical events and our end of year celebration concert.

7. Staff (and their welfare)

Staff profile

Leadership members are in tenured positions.

A high level of expertise, commitment and energy is evident in the way that teachers and support staff work with students and families Collaborative work practices are established

as an important component of the school's philosophy and are reflected in all aspects of the school's operation.

Our staff consists of 7 mainstream class teachers, 2 Regional Special Classes teachers and 3 Specialist subject teachers (Science, Health, LOTE – Japanese and The Arts).

School Services Officers (SSOs) are employed as required within the classroom and administration areas to enhance students learning programs.

Leadership structure

The School Leadership team comprises Principal, Deputy Principal and a Learning Inclusion Coordinator who work closely together modelling strong collaborative practice.

Staff support systems

Staff members work collaboratively on school culture, vision and values as an integral part of the life of the school.

School Service Officers (SSOs) work collaboratively to provide curriculum and administrative support to students and staff.

Professional Development is undertaken to maintain a quality teaching and learning with a focus on continuous learning.

Performance Management

A performance development program is in place and all staff members engage in a range of activities to celebrate their successes and continually reflect on and improve their practice.

All staff access professional development opportunities based on Site Learning Plan priorities and identified individual needs.

Access to special staff

A Pastoral Care Worker (PCW) works closely with staff, students and families with a focus on Well Being.

8. School Facilities

Buildings and grounds

The school's grounds and facilities are meticulously maintained and presented, with an abundance of trees scattered throughout the play areas and grassy spaces. In 2020, a new nature playground was added to the existing two traditional playgrounds.

The school is comprised of four buildings, a demac, gymnasium, and resource centre. One of the buildings features two classrooms, a junior primary inquiry space, and a Japanese room, while the second building includes two classrooms, a double-sized Performing Arts space, and a specialised STEM area. The third building offers a spacious OSHC and three classrooms, and the fourth building houses the front office, staffroom, first

aid room, and meeting room. The demac building contains two special classes, an interoception room, and a kitchen area. The gymnasium is a recent addition, equipped with court facilities and a staged area. The Resource Centre comprises three main areas, namely a computer suite, an intervention room, and the primary library area. All classrooms and buildings operate Split System Reverse Cycling Air-conditioning units throughout the year.

Specialist facilities and equipment

2018 saw the opening of specialist facilities to cater for STEM learning, with the redevelopment of four classrooms to provide the school with a dedicated Maker's Space, Science Laboratory, Computer/Coding lab and Film Studio

Student facilities

The computer suite is well equipped, with computers, a printer and 3D printer. Students also have access to laptops and iPads within their own classroom areas.

All classrooms have been fitted with interactive TVs.

Spacious play areas include an oval with a cricket pitch, soccer pitch, football oval, two sports courts, two metal framed playgrounds and a nature playground.

A school canteen operates on site every day and orders are placed in the classroom and delivered to class. The canteen is also open for over the counter sales at recess and lunch times.

A school offers OSHC which operates before and after school care, as well as vocational care.

Staff facilities

All teaching staff are provided with a school laptop to support their work.

There is a large staffroom in the main administration building and a small meeting room is also co-located adjacent to the staffroom.

Access for students and staff with disabilities

The site has access for physically disabled students and staff. All buildings have ramp access provided and there are a number of other ramps located to access all parts of the school site.

Access to bus transport

Public bus transport services are located within walking distance on Hancock rd. and link to the Tea Tree Plaza interchange. For excursions, transport is organised through booking a bus from a private company.

10. School Operations

Decision making structures

Surrey Downs has a number of decision-making structures that provide all community members with opportunities to contribute to the decision-making processes of the school.

The leadership team meets weekly to consider staff leave requests, excursion/camp requests and to discuss overall operations of the school.

Staff meetings are held weekly to allow staff input.

Governing Council meetings are held twice a term. Subcommittee meetings for Education, Fundraising, Canteen, Grounds, OSHC and Finance are held regularly and report back to Governing Council.

Regular publications

Communication strategies in the school include the use of email, Class Dojo, Facebook, and a SWAY school newsletter, which is published every three weeks.

School financial position

The school is in a sound financial position but needs to maintain close monitoring due to the transition of Year 7 students to High School in 2022 and the impact that this will have on student numbers and funding.

11. Local Community

General characteristics

Surrey Downs is a cohesive community school where the majority of students and their families live locally.

Our end of year School Concert and Sports Day are excellent examples of activities that foster our community spirit.

The school is an integral part of the community, both socially and physically. Surrey Downs is a growing community with both well-established and new residents living in the area. Two Karate Groups, several fitness groups and Neighbourhood Watch groups use the school facilities.

Staff at Surrey Downs Primary School, actively participate in professional development including working with other schools in the Tea Tree Gully Partnership.

Feeder or destination schools

The school has established excellent professional interaction and dialogue with the Surrey Downs and Fairview Park Kindergartens.

Orientation programs to secondary schools are in place and are continually evolving and developing. Most parents of students in Year 6 choose Banksia Park International High School, The Heights R-12 School or Golden Grove High School for the secondary education of their children.

Transition to High School programs are in place for all students.

Other local care and educational facilities

The Surrey Downs Community Childcare Centre is located within walking distance to the school.

Commercial/industrial and shopping facilities

Fairview Green and Surrey Downs Shopping Centres are within walking distance and Tea Tree Plaza is 6 kms from the site.

Other local facilities

Local sporting facilities include squash, golf, football, netball, cricket, tennis, bowls and horse riding.

Local Government body

Surrey Downs Primary School is located in the Tea Tree Gully Council area.