

2024 annual report to the Community

Surrey Downs Primary School

Surrey Downs Primary School number: 1100

Partnership: Tea Tree Gully



School principal:

Rebecca Marshall

Date of endorsement:

04/02/2025



Government
of South Australia
Department for Education

Context Statement

Surrey Downs Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 177. 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 7% Aboriginal students, 16% students with disabilities, 2% students with English as an additional language or dialect (EALD) funded background. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report

2024 was an extremely successful school year for Surrey Downs Primary School. The school's commitment to every student was evident through celebrations—both big and small—that recognised individual and group achievements. The many sub-committees were well supported by passionate and dedicated parent and grandparent volunteers, helping to strengthen the Surrey Downs Primary School community.

As always, the school community came together for many exciting events throughout the year, including Disco Night, Science Week, the Colour Run Fundraiser, United in Uniform Days, and the Book Week Parade. Our weekly Kickstart for Kids Breakfast Club thrived thanks to the generosity of two incredible families, who arrived early, served with a smile, and stayed back to clean up every single week.

Sports Day was another highlight, expertly led by Miss Mel, our PE teacher. This year, we introduced a new event format, which was met with great enthusiasm and saw a record number of families attending and cheering on the students.

The Festival of Music Choir, led by Miss Carmen and accompanist Heather, showed incredible dedication, with their enthusiasm and improvement shining brightly on the Festival Theatre stage. A special mention goes to Year 5 student Emma, who proudly represented Surrey Downs as a Festival of Music host. The choir also had the wonderful opportunity to spread holiday cheer by performing Christmas carols at The Grove shopping centre.

In sports, our school saw great success in SAPSASA competitions, with teams competing in cross country, basketball, netball, AFL, and tag rugby. A special shout-out goes to our netball team, who remained undefeated throughout the entire carnival!

The Garden Market Stall, generously run by the Grounds Committee, was another highlight. Both market stall days were a huge success, with most items selling out! It was heartwarming to see even local neighbours—drawn in by the vibrant garden—stopping by to purchase items.

A significant milestone in 2024 was the formalisation of the Surrey Downs Village, a collaborative partnership between Surrey Downs Primary, Surrey Downs Kindy, and Surrey Downs Children's Centre. This initiative holds great promise, and we look forward to seeing the positive impact it will have on our students and families.

The school community was also thrilled by the announcement of a \$16.5 million redevelopment, made by Minister Blair Boyer MP. This investment marks an exciting new chapter for Surrey Downs Primary.

2024 was also a year of resurgence for Company 4 (OSHC). After an unsettling and unpredictable period, we were delighted to welcome Alison as our new OSHC Director. From the moment she stepped into the role, the improvements were evident. Through her courage and determination, she has revitalised OSHC, saving it from being outsourced and turning it into a thriving service once again. The Governing Council extends its deepest gratitude to Alison and the OSHC Committee for their dedication and commitment to ensuring OSHC's success.

Similarly, Company 2 (Canteen) saw a steady increase in sales. Thanks to the Canteen Committee and Jane, students enjoyed exciting new lunch options and weekly specials. Their efforts have made a significant impact, and we look forward to seeing this continued success.

Following such a fantastic year in 2024, the Governing Council looks forward to embracing new and ongoing opportunities for our students and the wider school community in 2025.

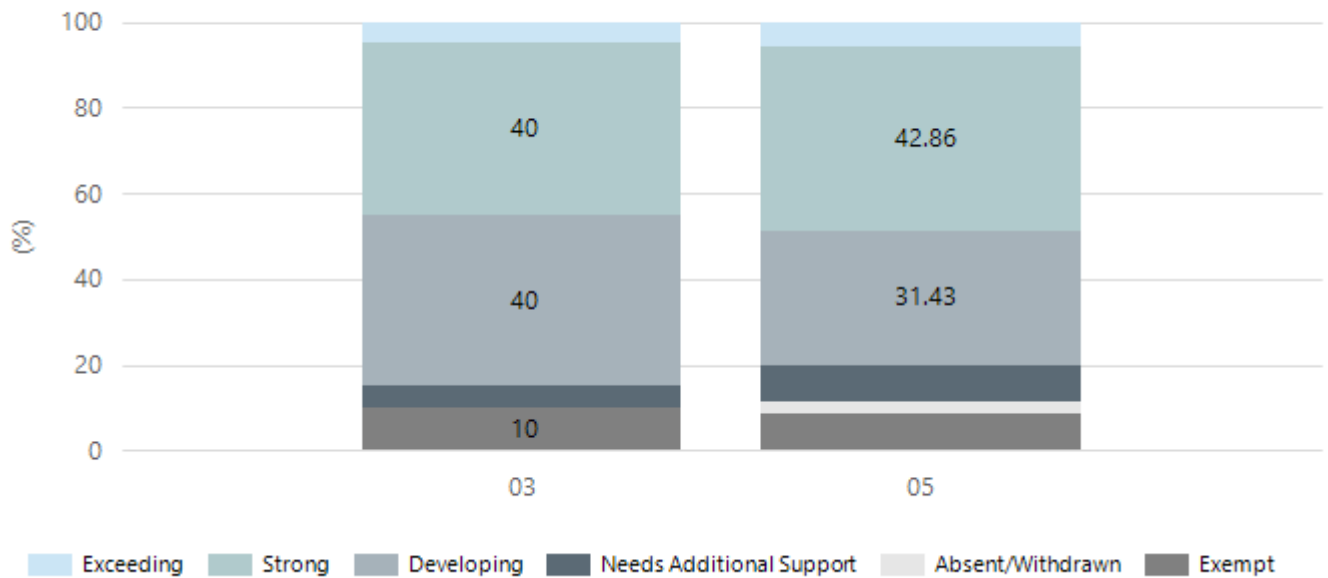
Jo Wardle (Chairperson)

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. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

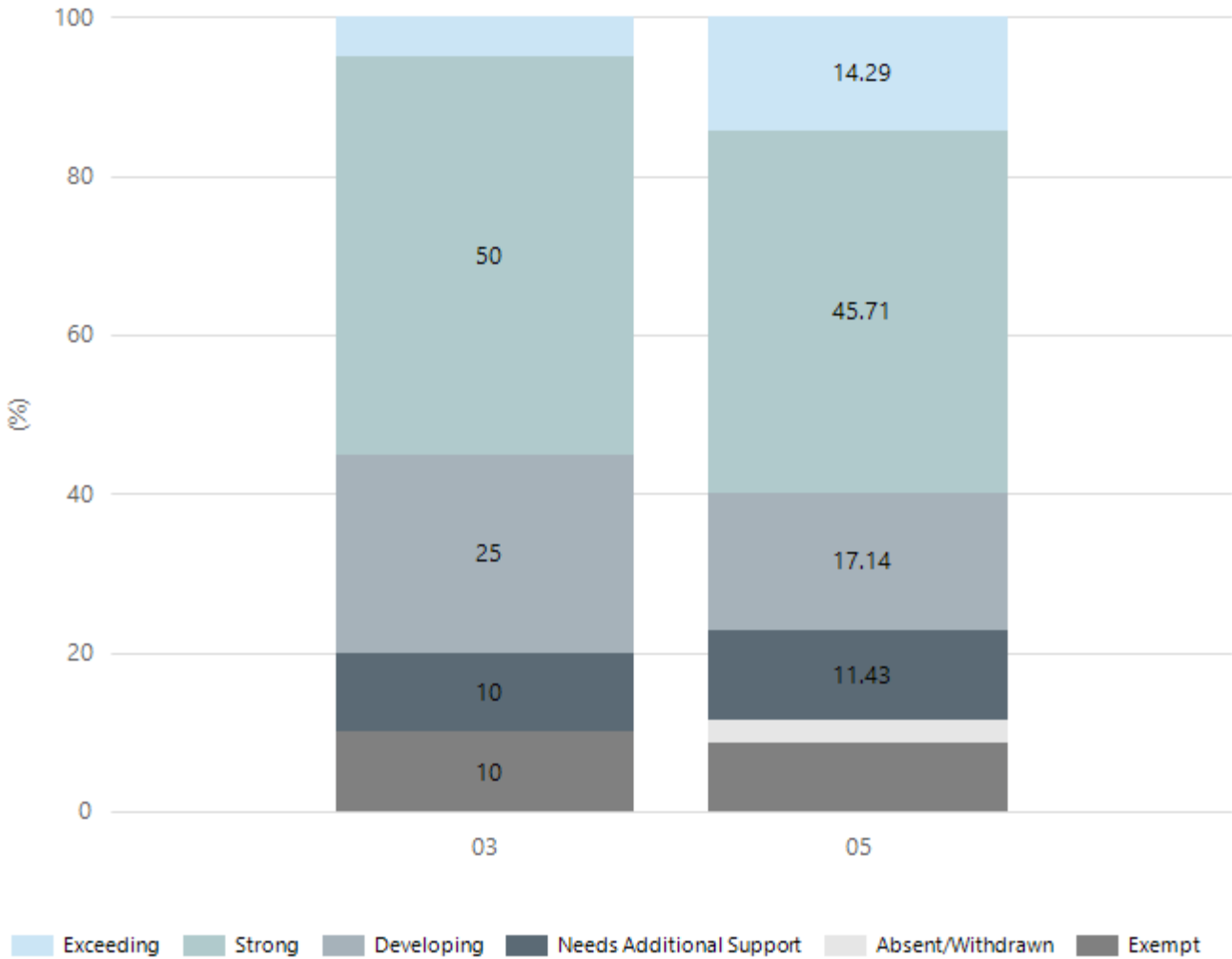
Numeracy



Year Level	03	05
Exceeding	1	2
Strong	8	15
Developing	8	11
Needs Additional Support	1	3
Absent/Withdrawn		1
Exempt	2	3
Total	20	35

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

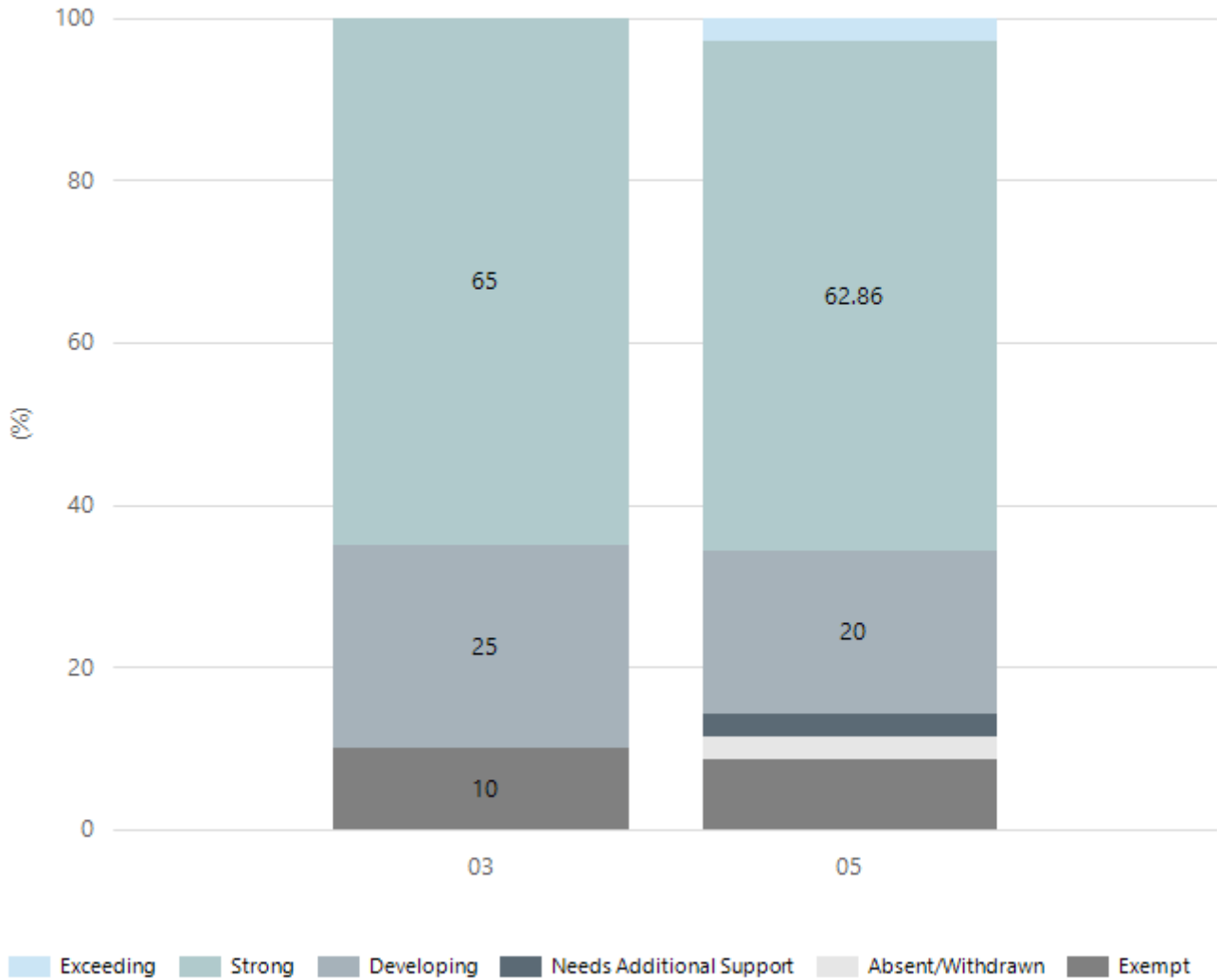
Reading



Year Level	03	05
Exceeding	1	5
Strong	10	16
Developing	5	6
Needs Additional Support	2	4
Absent/Withdrawn		1
Exempt	2	3
Total	20	35

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

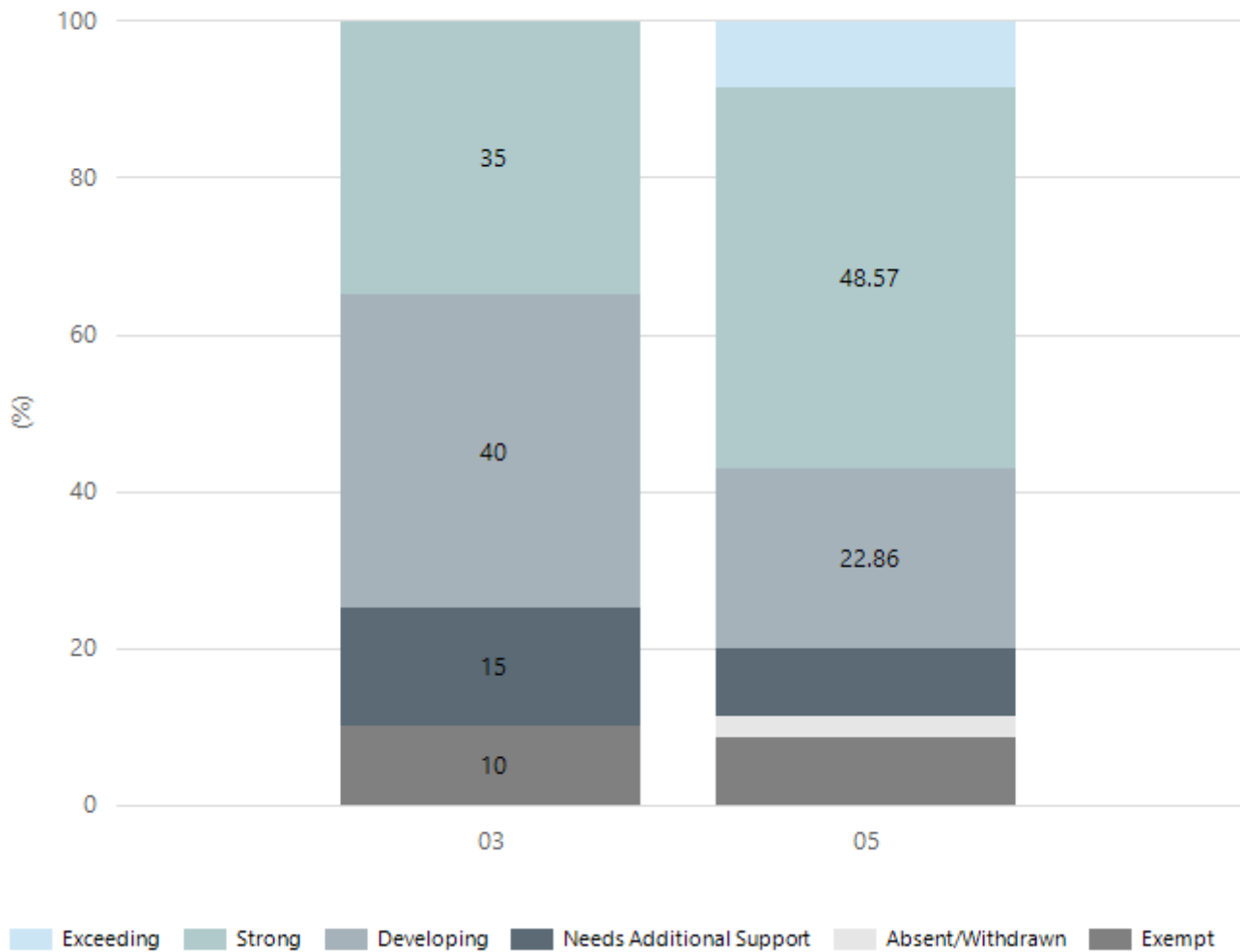
Writing



Year Level	03	05
Exceeding		1
Strong	13	22
Developing	5	7
Needs Additional Support		1
Absent/Withdrawn		1
Exempt	2	3
Total	20	35

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

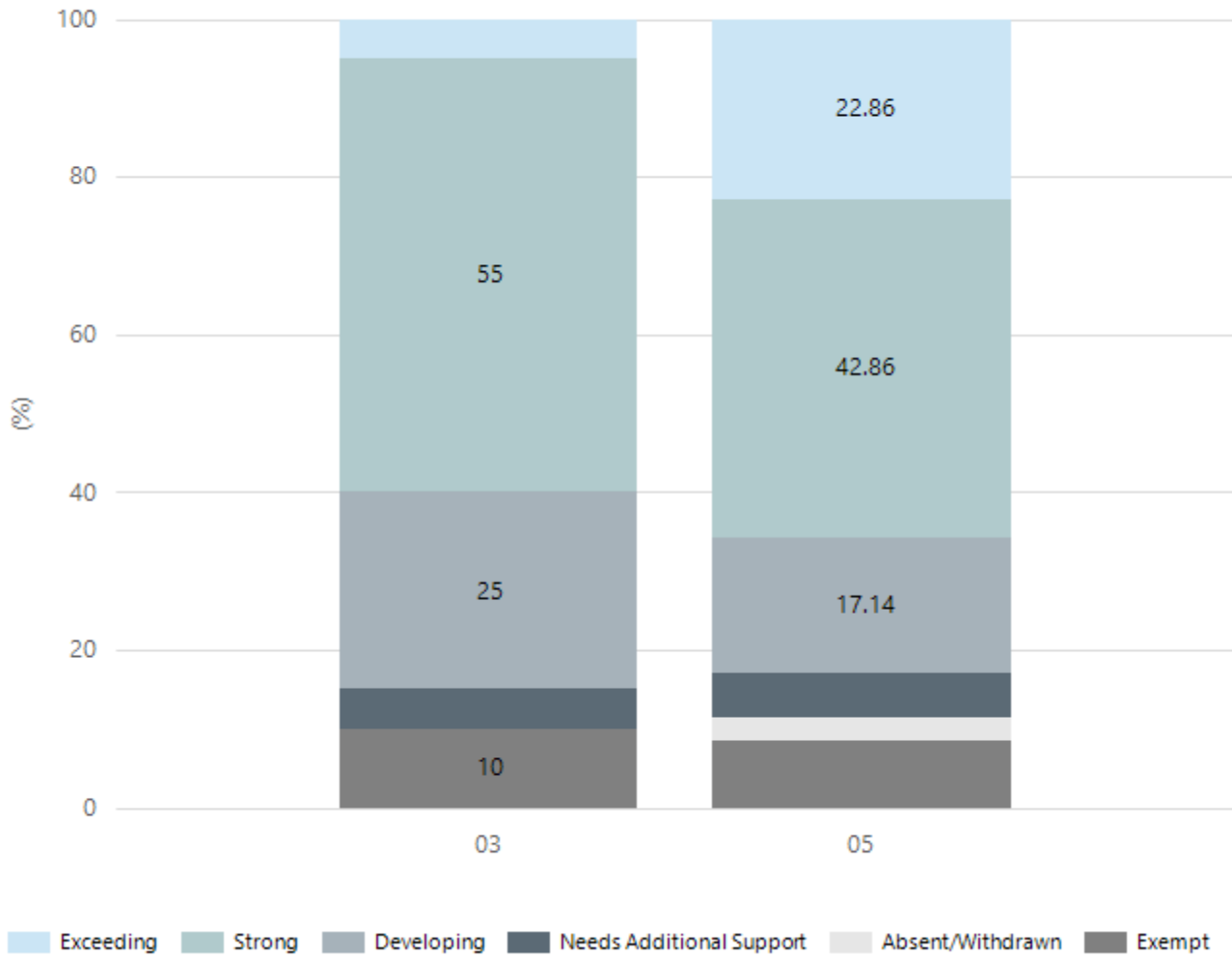
Grammar



Year Level	03	05
Exceeding		3
Strong	7	17
Developing	8	8
Needs Additional Support	3	3
Absent/Withdrawn		1
Exempt	2	3
Total	20	35

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



Year Level	03	05
Exceeding	1	8
Strong	11	15
Developing	5	6
Needs Additional Support	1	2
Absent/Withdrawn		1
Exempt	2	3
Total	20	35

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Our students have demonstrated commendable performance in various NAPLAN domains.

Numeracy:

40% of our Year 3 students are achieving strong results, with a similar trend in Year 5, where 42.86% are in the 'Strong' category. This success is largely due to our strategic implementation of the Department for Education's curriculum units, which offer a structured and comprehensive framework for teaching mathematics. Furthermore, our dedication to ongoing maths chat revisions has significantly enhanced students' understanding and engagement. These regular discussions enable students to delve deeply into mathematical concepts, fostering a collaborative learning environment that promotes critical thinking and problem-solving skills. By continuing to integrate these resources and practices, we aim to further enhance our students' numeracy outcomes.

Reading:

Results are promising, with 50% of Year 3 students demonstrating strong skills and a notable 14.29% of Year 5 students exceeding expectations. This achievement is largely due to our participation in the Literacy Guarantee Unit's (LGU) phonics program, which has provided students with a robust foundation in phonemic awareness. This foundation enables them to decode words more effectively and improve their reading fluency. By emphasising systematic phonics instruction, we have successfully supported our students in developing essential reading skills, as reflected in these impressive results. We are committed to continuing our involvement in this program to further enhance our students' reading capabilities.

Writing:

Writing remains a strong area, with 65% of Year 3 and 62.86% of Year 5 students achieving strong results. This success is closely linked to our participation in the LGU program, which has provided valuable resources and strategies to enhance students' writing skills. Additionally, the growing number of teachers incorporating text work based on reading content has significantly contributed to these outcomes. By aligning writing tasks with reading materials, students engage more deeply with the content, enhancing their ability to express ideas clearly and creatively. This integrated approach not only reinforces literacy skills but also fosters a more cohesive learning experience.

Grammar:

We have observed a positive shift, with Year 5 students showing improvement in the 'Strong' category. This progress reflects our dedicated efforts to enhance grammatical understanding through targeted teaching strategies and resources. By integrating grammar lessons with reading and writing activities, students can apply grammatical concepts in context, reinforcing their learning. Our teachers have been instrumental in providing consistent feedback and support, enabling students to refine their skills and gain confidence in their grammatical abilities. We are encouraged by these results and will continue to build on this momentum to further strengthen our students' proficiency in grammar.

Spelling:

Our Year 3 students have shown strong performance, with 55% in the 'Strong' category and 25% developing. For Year 5, 42.86% of students are in the 'Strong' category, with 22.86% exceeding expectations. This improvement is attributed to our participation in the LGU program, which provides valuable resources and strategies to enhance spelling skills. By integrating spelling with reading and writing activities, students can apply their skills in various contexts, reinforcing their learning. We are committed to continuing these efforts to further support our students' spelling proficiency.

Overall, these results highlight our students' dedication and the effective teaching strategies employed by our staff.

School Attendance

Year Level	2022	2023	2024
Reception	88.6%	84.8%	80.0%
Year 01	86.5%	86.1%	90.1%
Year 02	87.3%	85.8%	89.5%
Year 03	90.2%	85.7%	85.9%
Year 04	86.3%	90.1%	85.9%
Year 05	86.0%	83.2%	89.9%
Year 06	89.2%	85.0%	83.5%
Primary Other	79.9%	80.1%	75.6%
Total	87.3%	85.6%	85.7%

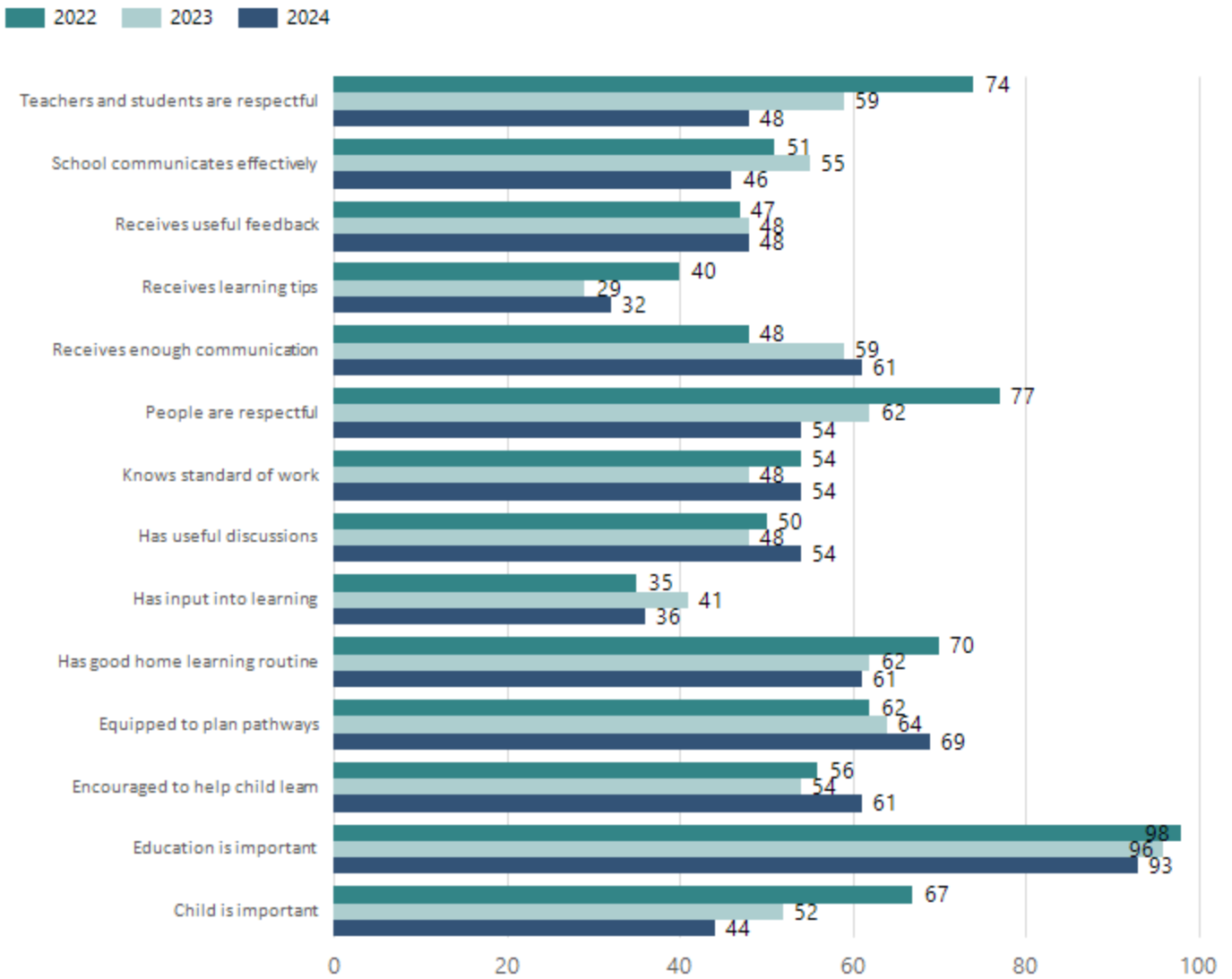
Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to 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.

School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

Intended Destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	12	100.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. 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	12
Postgraduate Qualifications	5

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. 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	7.6	1.0	15.0
Persons	0.0	13.0	1.0	16.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

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	\$2,772,022.70
Grants: Commonwealth	\$5,300.00
Parent Contributions	\$52,845.22
Fund Raising	\$8,627.66
Other	\$40,581.38

Data Source: School supplied data.