



# Surrey Downs R-7 School 2017 Annual Report to the School Community



Government  
of South Australia  
Department for Education  
and Child Development

Surrey Downs R-7 School Number: 1100

Partnership: Tea Tree Gully

Name of School Principal:

Russell Barwell

Name of Governing Council Chair:

Simone Pedlar

Date of Endorsement:

12th February 2018

## School Context and Highlights

Surrey Downs R-7 is a medium sized school with enrolments peaking at 204 students in mainstream classes and 20 students across our two special classes in 2017. Special class enrolments remain constant at capacity and places are filled through a regional selection process. Total school enrolments for 2017 finished at 224 students.

Surrey Downs R-7 is a category 6 school with 18% School Card holders, 15% Students with Disabilities (mainstream) 6 Aboriginal students and 17 students with an EALD background. Parents and Caregivers are highly supportive of the school and are involved in a range of school activities. The school has an OSHC providing before and after school care, and a canteen on site.

Students are encouraged to strive for personal excellence in a supportive learning environment where a growth mindset is encouraged.

2017 saw both a new Principal and Assistant Principal join the staff group at Surrey Downs R-7. Staff had three major focus areas; STEM, Positive Education and Building Learning Power with an underlying commitment towards whole school promotion. Staff also had the opportunity to work with other schools in the TTG Partnership with a focus on Numeracy and the use of learning data.

Our success is reflected throughout this report; however, the following are just some of the key highlights from the year:

- Obtaining a 4 year return on our External School Review
- An announcement that Surrey Downs R-7 had been awarded a Fund My Neighbourhood grant of \$150,000 to upgrade the irrigation on the football oval and install a nature playground.
- The planning stage of the \$1,000,000 STEMworks upgrade
- Establishment of official School Facebook page and new website
- Participation in the Festival of Music
- Introduction of Engineering is Elementary and EduSTEM programs
- Involvement in a range of SAPSASA events for years 4-7
- A highly successful Sports Day with fabulous community involvement
- Almost 100% of students completing both the Premier's Reading Challenge and Premier's Be Active Challenge
- Facility, signage and branding upgrades and external painting of two buildings
- Ongoing opportunities for our Special class children to be involved in Variety Club days and activities
- A continued focus on wellbeing and intervention, including the many supportive programs run by our Christian Pastoral Support Worker
- A very successful Colour Fun Run organised by the Governing Council Fundraising Committee

## Governing Council Report

During the past year, the school has encouraged a strong connection between the parent community and teaching staff. We have also witnessed the many achievements of the school.

I would like to thank all of the members of the Governing Council and the sub-committees, including parents and teachers, for their participation and hard work this year.

In 2017 we welcomed Russell Barwell as our school Principal and are encouraged by his passion and dedication to the school.

During 2017 we have seen the commencement of the STEM works together with improvement to the school buildings with the painting of the outside to match the gym with the balance of buildings to be done over the next few years. The pergola in front of OSHC and Classrooms 18 and 21 was also replaced with funding from OSHC and the Fundraising Committee.

Along with the excitement of the STEM works the school successfully won a Fund My Neighbourhood grant for \$150,000 for upgrade of the back-oval installation of a Nature Playground. This will be a great addition to the school and the community and we thank everyone who took the time to vote.

Russell has worked hard to ensure that the school website was current and up to date and has increased the school's marketing resources.

The introduction of the school's official Facebook Page has been a great resource and together with the Skoolbag app keeps parents up to date and informed of what is happening in the school community.

The children have enjoyed the introduction of Performing Arts to the school curriculum with Kendall Hurst. This subject together with the new STEM resources will provide the school with a well-balanced curriculum which will give every student the opportunity to experience different opportunities.

I would like to take this opportunity to say thank you to the Surrey Downs R-7 School past and present community for having me as your Governing Council chairperson for the past

## Improvement Planning and Outcomes

Our four priorities on the 2016/2017 Site Improvement Plan were : Learning, Improving, Leadership and Connections.

Some of our achievements this year include;

Learning;

- \*Reading Eggs continued to be used R-7 and in special classes to support literacy learning
- \*Staff continued working towards the development of agreed whole school literacy and numeracy agreements.
- \*Training and development for staff in numeracy pedagogy with Teirney Kennedy through Partnership Pupil Free Days and Staff meeting training sessions.
- \*All staff implemented at least one change that reflected Growth Mindset/Powerful learners in their classroom

Improvement;

- \*Staff use of MarkIt to track and monitor student learning and intentionally plan for improvement has been greater enhanced with the introduction of a PLC for staff at Partnership level and whole school training and development.
- \*Staff use of NAP Tracker and PAT Tracker to monitor and plan for students growth using NAPLAN and PAT data with a focus on 12 months growth for every student with the assistance of the Partnership Local Champions PLC.
- \*Intervention programs for students identified below benchmark included Multilit, Minilit, TOOsmart and Quicksmart.

Leadership;

- \*Staff participated in the final Transforming Tasks module professional development with local Partnership schools.
- \*Staff Performance Development Plans focused on differentiation for individual students and professional conversations were centered on meeting the needs of individual students amongst class cohorts
- \*All staff identified and tracked the growth of identified students using PAT Tracker and NAP Tracker
- \*Staff participated in a number of training and development sessions on Positive Education and STEM pedagogies
- \*Individual staff identified to undertake training as Data Champions, Local Champions (Tierney Kennedy Maths) and STEM 500 and then lead staff through pedagogical improvement processes.

Connections;

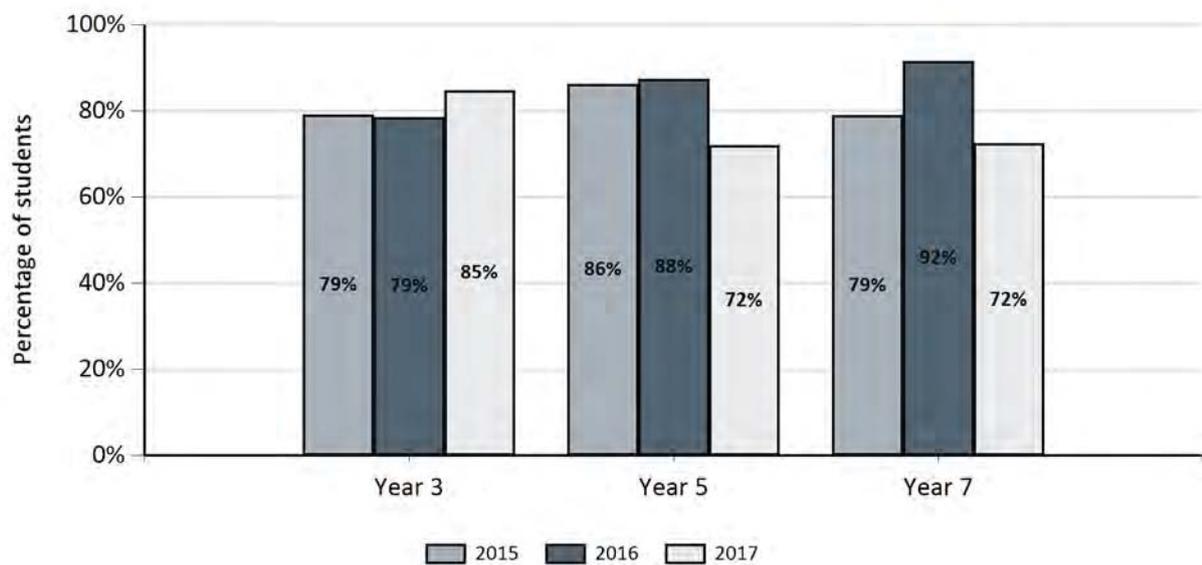
- \*Designated staff meeting times allow staff to plan for improved learning outcomes for students, collaboratively plan units of work with transformed tasks as the focus, providing intellectual stretch for all learners
- \*Training and development for middle years teachers occurred with staff from Banksia Park International High School focusing on Mathematics.
- \*All partnership priorities are reflected in the SIP
- \*Individual staff represented Surrey Downs R-7 in Partnership Local Champions, Data Champions and STEM 500 PLCs.
- \*Increased Partnership connections through week 5 staff meetings, 2 Pupil Free Days and Data Champions, Local Champions and STEM 500 PLCs

## Performance Summary

### NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

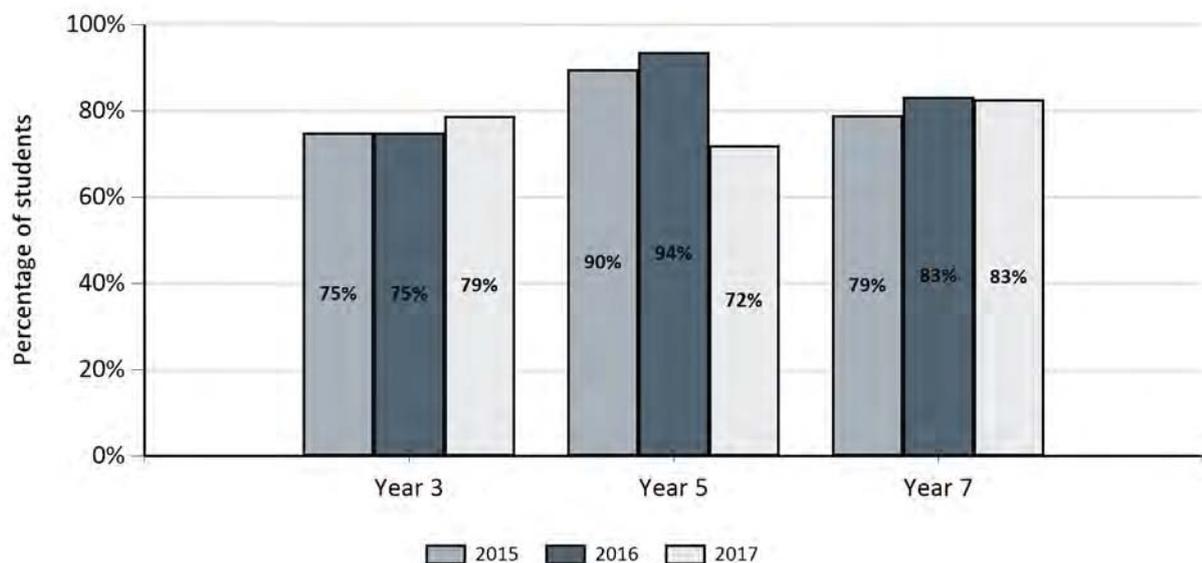
#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*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.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	11%	13%	25%
Middle progress group	59%	70%	50%
Lower progress group	30%	17%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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	22%	22%	25%
Middle progress group	57%	59%	50%
Lower progress group	22%	19%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2017	33	33	18	12	55%	36%
Year 3 2015-17 Average	28.3	28.3	12.3	8.0	44%	28%
Year 5 2017	25	25	5	2	20%	8%
Year 5 2015-17 Average	23.3	23.3	7.3	4.7	31%	20%
Year 7 2017	29	29	6	7	21%	24%
Year 7 2015-17 Average	24.0	24.0	7.0	7.7	29%	32%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

<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 2017 our Year 3 students demonstrated growth in NAPLAN with 85% of Year 3 students achieving the SEA in Reading and 79% of 3 students achieving the SEA in Numeracy. This growth represents a three year high in both areas for our Year 3 students. Unfortunately this trend was not reflected with our Year 5 cohort who demonstrated a decline in the percentage of students achieving the SEA with 72% of students achieving the SEA in both Reading and Numeracy. Our year 7 cohort had a decline in Reading with 72% of students achieving SEA in Reading and maintained 83% of students achieving SEA in Numeracy.

Intervention programs such as MiniLit, MultiLit, Quick Smart and TOO Smart have continued to reap rewards for our students with 55% of students achieving the upper two bands in NAPLAN for Reading and 36% of students achieving the upper two bands in NAPLAN for Numeracy in Year 3. These programs are also demonstrating their worth for our Year 5 & 7 students with 20% of students achieving in the upper two bands for Reading in Year 5 and 21 % in Reading and 24% in Numeracy in Year 7.

In 2018 an area of focus will be to continue to focus on the percentage of students achieving in the upper 2 bands in all areas. This will be supported through continued work across the Tea Tree Gully Partnership in the area of Numeracy and at a site level with the introduction of a Literacy Coach through the Literacy and Numeracy First funding, an increased focus on Powerful Learning and STEM and continued reflection and around teaching pedagogies and whole school Literacy and Numeracy Agreements.

## Attendance

Year level	2014	2015	2016	2017
Reception	92.2%	93.7%	95.1%	93.2%
Year 1	94.8%	93.8%	95.9%	94.3%
Year 2	92.4%	94.8%	95.6%	94.0%
Year 3	94.2%	92.9%	93.7%	95.7%
Year 4	96.0%	93.6%	91.6%	91.0%
Year 5	90.5%	93.3%	93.5%	91.5%
Year 6	96.4%	90.4%	93.4%	94.0%
Year 7	91.8%	94.4%	92.3%	90.5%
Primary Other	87.3%	90.4%	87.5%	85.3%
Total	93.0%	93.1%	93.4%	92.3%

Data Source: Site Performance Reporting System, 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 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. The regional Family Focus Social Worker has provided extensive support to re-engage students and increase attendance.

## Behaviour Management 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 district Behaviour Coach to support the behaviour of particular children and suspensions and exclusions are very rare. This year saw a decrease in office referrals, six suspensions and one exclusion. A focus on Positive Education with explicit teaching around relationships, bullying and harassment strategies and mindfulness has contributed to students' abilities to manage their behaviour in an appropriate manner.

## Client Opinion Summary

Parent Opinion Survey results indicate that more than 90% of parent responses agreed that their children felt safe at Surrey Downs R-7, that they could talk to their teachers about their concerns and that their child likes being at Surrey Downs R-7. They also unanimously agreed that teachers expect their child to do their best. Areas of improvement include improved communication between home and school and school maintenance issues.

Student Opinion survey results showed the majority of students surveyed think teachers expect them to do their best and that the school looks for ways to improve. They also spoke highly of the feedback provided by teachers, the way they were motivated to learn and feeling safe at school.

\*80% of students reported that they liked being at school

\*76% of students reported that the school gives them opportunities to do interesting things.

\*Only 58% of students felt that they were able to talk to their teachers about their concerns. This will become a focus area for improvement in 2018

Staff Opinion survey results indicated that the majority of staff agreed that students like being at school, that parents can talk to teachers about their concerns and that they expect students to do their best.

\*83% of teachers felt that they motivate their students to learn

\*82 % of teachers felt that they provide students with useful feedback about their school work

\*The majority of staff feel that we need to continue to work together to increase the learning outcomes for our students

Areas of improvement in 2018 include improved feedback about staff performance, support for staff and site maintenance.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	4.9%
Transfer to SA Govt School	39	95.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

## DECD 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 DECD 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 was further established and implemented

## Teacher Qualifications 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	25
Post Graduate Qualifications	7

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	15.0	0.0	10.2
Persons	1	17	0	15

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

## Financial Statement

Funding Source	Amount
Grants: State	\$2,510,396
Grants: Commonwealth	N/A
Parent Contributions	\$72,215
Fund Raising	\$420,529
Other	\$42,440

Data Source: Data Source: Education Department School Administration System (EDSAS).

## 2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Challenging Behaviour funding, RAAP and DSF was allocated to identified students providing 1:1 SSO support to monitor and manage difficult behaviours. Proactive procedures and positive reinforcement supported success.	Students supported to maintain engagement and learning and behaviour improved
	Improved Outcomes for Students with an Additional Language or Dialect	Funding allocated to an SSO to support all identified students each week. Individual programs actioned according to student needs.	Students EALD scale showed improved growth
	Improved Outcomes for Students with Disabilities	Intervention programs targeted tier 2 students and additional site funds further supported small group and individual instruction in reading and numeracy.	All student demonstrated significant growth, with several achieving benchmark
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	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, Minitit, Multilit are funded through the Better Schools Funding and site budget.	Some students for whom previous early intervention programs showed little or no growth have demonstrated steady growth in reading and numeracy
Program Funding for all Students	Australian Curriculum	Staff training and development continued in mathematics and literacy with a focus on transforming tasks to support learner growth	
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	Funds provided SSO hours and resources for two SSOs to run Minitit for students below benchmark in year 1 (Minitit) and Multilit for students continuing to show little growth after 3 terms	Several students have graduated from Multilit as they have reached target
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	An additional 0.2 release for Senior Leader provided for the implementation of site wide proactive programs	Increased attendance for some students and significantly lower behavioral issues