

## SCHOOL CONTEXT STATEMENT

Updated: 05/2020

**School number:** 1100

**School name:** Surrey Downs R-7 School

### School Profile:

Surrey Downs R-7 School is a community committed to successful learning in a cohesive, collaborative environment. The core values of Respect, Collaboration, Compassion, Quality and Success form the foundation of everyday life within our school and our broader community. Over the past four years the school has seen steady growth in student population with enrolments now peaking at 282 students. We currently have 10 mainstream classes and 2 Regional Special Classes. Our student population is made up of 262 mainstream and 20 special class students. The school boasts expansive grounds and the recent completion of specialist STEM facilities.

### 1. General information

- School Principal name: Russell Barwell
- Deputy Principal's name, if applicable: Karen Gage
- Year of opening: 1978
- Postal Address: 16 – 24 Vine Street, Surrey Downs 5126
- Location Address: Corner Pringle and Vine Street, Surrey Downs 5126
- DECD Region: Corner Pringle and Vine Street, Surrey Downs 5126
- Geographical location – i.e. road distance from GPO (km): 18km
- Telephone number: 8251 1393
- Fax Number: 8289 1691
- School website address: <http://www.surreydr7.sa.edu.au>
- School e-mail address: [dl.1100.info@schools.sa.edu.au](mailto: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	Percentage ATSI	Percentage SWD	Percentage NESB	Percentage School Card
2020	282	3.5%	19.5%	11.7%	18%
2019	275	2.18%	18.55%	10.5%	15%
2018	245	2.04%	20%	9.8%	23%
2017	224	2.23%	17.86%	7.5%	18%
2016	216	2.78%	19.44%	7.9%	18%
2015	217	2.30%	21.20%	6.9%	18%

- Student enrolment trends**

	2015	2016	2017	2018	2019	2020
Reception	24	23	26	38	45	23
Year 1	36	22	24	22	38	43
Year 2	28	34	26	32	22	41
Year 3	23	28	33	30	31	24
Year 4	15	21	29	30	27	32
Year 5	28	16	23	34	31	34
Year 6	24	28	14	23	37	29
Year 7	19	24	29	16	24	36
Special	20	20	20	20	20	20
Total	217	216	224	245	275	282

- Staffing numbers (as at February census)**

1.0 FTE classroom teachers	10.0
Tier 2 (Spec Education)	2.2
Specialist LOTE (Japanese)	0.4
Specialist Performing Arts	1.0
Specialist Physical Education/Health	0.8
School Services Officers	304 hrs/wk
Grounds person	16 hrs/wk
Canteen Manager	16 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**

The school has shown steady growth in student numbers over the past four years and as such has put on additional classes throughout this time. At Surrey Downs 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 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 currently releases a teacher to take on the role of Student Wellbeing Teacher and also has a Pastoral Support Work, both of whom provide support and guidance for students.

- **Student support offered**

Target support is provided to students in the areas of Literacy and Numeracy through explicit intervention programs such as MiniLit, MacqLit, TooSmart and QuickSmart. 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. 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 clear classroom and yard expectations for all students. It is expected all students will interact respectfully with others. Policies and grievance procedures are in place to ensure all students experience learning in a positive supportive environment, free from harassment.

- **Student government**

2020 will see a restructuring of our student voice program. Each class from Year 3 to Year 7 will elect two representatives who will meet with the Wellbeing teacher once a fortnight to gather student opinions and discuss areas of improvement, student ideas and provide student feedback and voice to staff.

- **Special programmes**

The school facilitates an instrumental music program for students who wish to learn an instrument. Instrumental music instruction is available in guitar and keyboard.

### 3. Key School Policies

- **Site Improvement Plan and other key statements or policies**

The current Site Learning Plan was developed in 2019 and both the goals and targets were reviewed and updated for 2020 to reflect our current areas of improvement in line with the Department for Education and our local Partnership priorities in Literacy and Numeracy improvement. Site Improvement Plan goals are focussed on both Literacy and Numeracy improvement and targets are reviewed throughout the year and refined for the following year during Term 4 each year.

The current goals are:

Literacy - To increase the number of students achieving SEA in Reading.

Numeracy - To increase the number of students achieving in the Higher Bands in NAPLAN Numeracy.

## 4. Curriculum

- **Subject offerings**

At Surrey Downs R-7 School our subject offerings centre around the Australian Curriculum subject areas of Mathematics, English, Humanities (History, Geography, Civics & Citizenship, Business & Enterprise), Languages Other Than English (Japanese), Health & Physical Education, Technologies and The Arts - including Performing Arts. Japanese, Performing Arts and Health and Physical Education are all taught by specialist teachers.

- **Special needs**

At Surrey Downs R-7 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 who are placed in these classes have special learning needs and meet the criteria as a student with an intellectual disability. The two special class students work with class teachers and SSOs. (School Services Officers) 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.

The past few years has seen a rise in the number of students from a Non-English Speaking Background. Support for these students is provided through small group intervention programs.

- **Special curriculum features**

At Surrey Downs R-7 School we run a Bush School Program at the local Greenway Reserve. This program operates throughout the year and encourages students to embrace nature, outdoor learning and ownership of the local reserve and creek system.

Our school provides choir opportunities for all Primary students with, a Year 5/6/7 Festival Choir program and Year 3/4 Junior Choir. We also currently have a vocal ensemble and Percussion group.

A specialist Physical Education program operates for all students R-7. SAPSASA Sports' programs are provided for interested students in Years 5-7.

A Japanese LOTE program is provided for all students R-7.

- **Teaching methodology**

At Surrey Downs R-7 School 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. Teachers provide curriculum overviews at the start of each term to families. 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.

Targeted Interventions programs such as MiniLit, MacqLit, TooSmart and QuickSmart are all provided to support identified students in both Literacy and Numeracy. These programs are run by SSOs with the Deputy Principal overseeing the implementation.

- **Student assessment procedures and reporting**

The school has a structured assessment and reporting policy, which is part of a whole school approach and includes an Acquaintance Night, Parent Teacher Interviews are held in Term 1 and Term 3 (as required). Written reports, encompassing all areas of study are supplied to parents twice a year. The midyear report at the end of Term 2 reflects detailed student achievement in relation to the Australian Curriculum standards in all areas. The final report in Term 4 reflects overall student achievement against the expected Australian standard for the student's year level. Parents may request extra interviews as required.

## 5. Sporting Activities

- Physical Education is actively promoted R-7, including daily fitness programs, specialist skill instruction and a variety of sporting activities such as dance and Sports clinics. Sports day is usually held in Term 1 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 SA. Primary Schools Choral Festival, school performance productions, musical events and our end of year celebration concert.

The year 7 Graduation Ceremony is a feature of our end of year school community events. The students prepare and plan throughout the year and present their own dance and class point presentation to celebrate their achievements.

Camps are an extension of classroom programs and it is expected that all children will experience at least one camp in their primary years of schooling.

## 7. Staff (and their welfare)

- **Staff profile**

All 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 10 mainstream class teachers, 2 Regional Special Classes teachers and 3 Specialist subject teachers (Health & PE, LOTE – Japanese and Performing Arts).

Our School Services Officers 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 Numeracy Coordinator who work closely together modelling strong collaborative practice. A collaborative culture exists and success and achievement are acknowledged and celebrated.

- **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 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. Facilities

- **Buildings and grounds**

The school has extensive grounds and facilities, which are very well presented and maintained. Trees abound amidst hard play and grassed areas. There are two traditional playgrounds and a new Nature Playground that has recently been established with a second stage planned for 2020. The school has a Resource Centre which comprises 3 main areas; a computer suite, an intervention room and the main library area. All classrooms have acoustic panelling to support all students, but particularly students with hearing disabilities. The site has access for physically disabled students and staff. All classrooms are accessible by ramps. In 2019 The school undertook the major step of rejuvenating the AFL oval to provide added outdoor facilities that have not been available for use for a considerable number of years.

- **Heating and cooling**

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**

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.

- **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**  
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 following framework outlines the decision making structures in place at Surrey Downs:  
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 Fundraising, Canteen, Grounds, Uniform, OSHC and Finance are held regularly and report back to Governing Council. Class meetings are held to discuss class and school issues and reported back to our Kid's Council.
- **Regular publications**  
Communication strategies in the school include the use of email, One Note, Skoolbag App, Facebook, an electronic daily diary, term planner and a school newsletter, which is published every three weeks. Every student uses a diary/communication book to facilitate the sharing of information between home and school.
- **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.

The Governing Council consists of 12 elected parents, 1 school leader, and 1 staff representative. There are Portfolio/Committee groups for Out of School Hours Care, Canteen, Uniform, Grounds, Finance and Fundraising. Each Governing Council meeting has an educational focus.

Staff at Surrey Downs R-7 School, actively participate in Professional Development including working with other schools in the Tea Tree Gully Partnership.

The Principal is also a member of the Surrey Downs Community Village Committee, comprised of the educational and care services that serve the Surrey Downs Community.

- **Parent and community involvement**

Parent/School Liaison is actioned by the Governing Council. Governing Council members coordinate all portfolio/committee groups. All groups have staff members and wider school community membership.

Parents participate in many aspects of the educational program including teaching and learning support, parent workshops, additional supervision and support with camps and excursions, canteen, Governing Council and its sub-committees.

- **Feeder or destination schools**

The school has established excellent professional interaction and dialogue with the Surrey Downs and Fairview Park Kindergartens. Strong orientation and shared professional development programs are features of the school's First Years Strategy.

Orientation programs to Secondary Schools are in place and are continually evolving and developing. Most parents of students in Year 7 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 R-7 School is located in the Tea Tree Gully Council area.