

# SCHOOL CONTEXT STATEMENT 2016

School number: 1100

School name: Surrey Downs R-7 School

## 1. General Information

### Part A

School name : Surrey Downs R-7 School  
School No. : 1100  
Principal's name : Di Scott  
Principal's email : di.scott500@schools.sa.edu.au  
Postal Address : 16 – 24 Vine Street, Surrey Downs 5126  
Location Address : Corner Pringle and Vine Street, Surrey Downs 5126  
Courier number : Tea Tree Gully  
Telephone : 8251 1393  
Facsimile : 8289 1691  
District : Tea Tree Gully  
Road distance from GPO : 18 kms  
CPC attached : No

### Part B

Assistant Principal: Jodie Pryce

Staffing numbers:

Total 1.0 FTE classroom teachers	
Teacher/Librarian	0.6
Tier 2 (Spec Education)	2.2
Specialist LOTE (Japanese)	0.4
Specialist Science	0.4
Specialist Physical Education/Health	0.6
School Services Officers	304 hrs/wk
Grounds person	16 hrs/wk
Canteen Manager	16 hrs/wk

### OSHC:

Out of School Hours Care program is offered before and after school.

### Enrolment trends:

Number of students: 217

**Year of Opening:**

The school opened in 1968 and a Junior Primary School was established in 1987. The school has operated as an R-7 school since the commencement of Term 2, 1996.

In November 2008 our school community celebrated 40 years of public schooling at Surrey Downs.

**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.

**Students and their Welfare**

The school has a low Non English Speaking Background, (NESB) population, low numbers of Indigenous students and 24% school card numbers.

At Surrey Downs there are two district 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)

A range of support programs occur throughout the Early Years of Schooling, which focus on Literacy, Numeracy, Collaborative Learning and using Information and Communication Technologies. Identified students receive specialised assistance with literacy, numeracy, and Co-ordination programs.

Surrey Downs is committed to the Jolly Phonics Program in all Early Years classes. This program supports reading research that indicates there are three factors that make a significant difference to students' reading and spelling achievement, of course what is taught, the time spent and making it fun. Jolly Phonics has high expectations for student achievement, a detailed and structured approach and a thorough testing regime to monitor progress.

The comprehension focus at Surrey Downs is supported by Guided Reading program's are established in all classrooms. Reading assessments and Running Records data are collected by teachers each term to monitor student learning. Diagnostic testing occurs at the start of each year; results placed on a database for comparison purposes and reported to parents/caregivers in term one interviews. A Data Testing Timeline provides a whole school approach to testing and collection of student data.

In 2016 our staff learning focuses on Powerful Learners and Mathematics. Our Mathematics focus is centred on further developing teacher understanding of Natural Maths approaches.

Some of the intervention programs that SSO's manage include Reading Doctor, Mini Lit and Quicksmart.

At Surrey Downs we have a large group of highly trained School Services Officers (SSOs) who work in classrooms with teachers and support special needs programs. The Assistant Principal monitors and coordinates programs for Special Needs students.

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.

Our school has a focus on the value of RESPECT (for themselves, each other, the environment and property) and is an integral part of our school ethos.

Countering harassment in all forms is addressed with students. Countering Bullying and Harassment Curriculum is taught in classroom programs R-7. A Child Protection Curriculum Scope and Sequence has been developed to support curriculum continuity R-7.

Habits of Mind provide the Framework for promoting positive student disposition.

Social Learning and Student Voice has a strong focus at Surrey Downs. A Student Representative Council (Kids' Council) meets fortnightly and is active in decision-making.

### **Key School Priorities:**

To develop all students as confident, competent learners who achieve success and maximise their potential.

### **Site Improvement Plan Priorities 2016 -2017**

#### **LITERACY**

- Whole school commitment to teaching Reading Comprehension.
- Develop a common understanding of and commitment to teaching Spelling.

#### **NUMERACY**

- Implement a sequence for the teaching of Natural Maths Secret Code R-7.
- Students using strategies to demonstrate their thinking processes in the proficiency strands of Understanding, Fluency, Problem Solving and Reasoning activities.

#### **POWERFUL LEARNERS/GROWTH MINDSET**

- Introduce Learning Disposition to our school community.

**PEDAGOGY** and learning tasks reflect the needs of all learners.

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

The school facilitates an instrumental music program for students who wish to learn an instrument. Instrumental music instruction is available in clarinet, flute, guitar, keyboard and special interest singing groups. Instrumental music programs are reviewed and modified each year dependant on student demand.

As part of our Music/Arts program incursions are offered each term to provide opportunities for our students to experience high quality music and drama performances.

Our school provides choir opportunities for all Primary students with, a year 5/6/7 Festival Choir program and year 3/4 Junior Choir.

Each year our Year 6/7 students participate in the Interschool "Book Cup" Program established by the District Librarians to motivate and foster interest in reading.

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

Students with Disabilities are supported with Negotiated Education Plans (NEPs) that are resourced with staff support as appropriate and reviewed on a regular basis. All Indigenous students, students with NEPs, students who have not reached minimum standard in the NAPLAN tests, GOM (Guardianship of the Minister) students or identified gifted students will have Individual Learning Plans. (ILPs)

ILPs are developed and assessed each semester to ensure optimum student learning. The Assistant Principal coordinates and supervises these programs with the support of the Student Review Team.

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.

An Assessment and Reporting Policy is in place. Teachers share information about student learning, progress and achievement with students, their parents/caregivers and staff each term. An Acquaintance Night is held early in term 1, where parents have an opportunity to visit all areas of the school. At the end of this term, parent interviews are held with a focus on teachers supplying diagnostic data in regard to student progress and achievement.

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.

Trained parent volunteers are actively involved in supporting aspects of curriculum delivery. A volunteer training session for parents, new to the school occurs each term on Thursday of week 5. All parent volunteers must complete DECD Volunteer training before working in the school. All parents who volunteer with students are required to have a DCSI clearance.

Our focus at Surrey Downs is always Learning and Improvement and staff members work collaboratively to further develop their skills and support our students to achieve optimum development. In 2016 we will continue our collaborative work with Tea Tree Gully Partnership Schools. Teachers will work with staff from these schools in shared staff meeting sessions as well as Pupil Free Days.

A Transition to School Program is offered for all new receptions to our school. This transition between the Kindergarten/Preschool setting and school occurs.

All students use Information and Communication Technologies as an integral part of their learning programs. A technology suite and a library computer suite are available for use by class groups. Computers are also located in each teaching and learning space around the school. Class sets of iPads and Windows 8 tablets are also available for use in classrooms.

All classrooms are equipped with Interactive Smart Board technology.

## **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.

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.

## **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 individual power point presentation to celebrate their achievements.

All Year 7 students attend the State Young Leaders leadership development conference at the Adelaide Convention Centre. This is generously sponsored by Surrey Downs Neighbourhood Watch which enables all Year 7 students to attend.

Every alternate year the Year 6/7 students attend a camp. 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.

## **Staff (and their Welfare)**

Surrey Downs R-7 School has an outstanding team of highly skilled and professional staff. The School Leadership team comprises Principal, and Assistant Principal who work closely together modelling strong collaborative practice. A collaborative culture exists and success and achievement are acknowledged and celebrated.

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.

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.

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

## **School Facilities**

The school has extensive grounds and facilities, which are very well presented and maintained. Trees abound amidst hard play and grassed areas. Two adventure shaded playgrounds with play equipment have been established.

The school has a Resource Centre which comprises 3 main areas, a computer suite, a reading 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.

A school canteen operates as a service for students and staff; providing lunches compliant with DECD Rite Bite Policy. A canteen manager is employed for 4 days each week with a volunteer manager working on the other day. Parent volunteers assist the Manager in the day-to-day operation of the Canteen.

## **School Operations**

An R-7 teaching and learning collaborative culture has been a feature of the school for many years. There is a decision-making policy in place where portfolio or committee representative groups have a major role in decision making along in the staff meeting, Governing Council and Kids' Council forums.

Communication strategies in the school include the use of email, One Note, Skoolbag App, a daily diary, term electronic planner and a school newsletter, which is published each fortnight. Every student uses a diary/communication book to facilitate the sharing of information between home and school.

The Governing Council reviews school fees each year following consultation with the school community. Currently 19% of the school population benefits from School Card.

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## **Local Community**

Surrey Downs is a cohesive community school where the majority of students and their families live locally. Our end of School Concert is an example of activities that foster our community spirit.

The school is an integral part of the community, both socially and physically. Surrey Downs is a stable community with well-established residents. It is located in the Tea Tree Gully Council area. Fairview Park and Surrey Downs Shopping Centres are within walking distance.

Tea Tree Plaza is 6 kms from the site. Local sporting facilities include squash, golf, football, netball, cricket, tennis, bowls and horse riding.

A Callisthenics group, Karate Group several fitness groups and two 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, Finance and Fundraising. Each Governing Council meeting has an educational focus.

Parent/School Liaison is actioned by the Parent Group on behalf of 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, Fundraising committee, Class Parent Group and Governing Council.

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.

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

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.

## **SURREY DOWNS R-7 SCHOOL**

### **VISION STATEMENT:**

Surrey Downs School is a community committed to successful learning in a cohesive, collaborative environment

### **Our MISSION is to –**

- provide a welcoming and safe environment
- provide a range of quality educational programs to promote learning
- involve staff, parents and students in decision making
- practise and model the skills of collaboration and cooperation
- confidently set high expectations for individual learning outcomes
- encourage and support each other
- provide challenges
- value diversity, honesty and constructive criticism
- encourage/share new or different ideas
- nurture a passion for life-long learning
- enthusiastically and positively promote our school