1. General Information

Part A

School name: Surrey Downs R-7 School
School No.: 1100
Principal’s name: Cathy McAuley
Principal’s email: cathy.mcauley839@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

Senior Leader: Di Scott

Staffing numbers:
Total 12.4 FTE teachers includes –
Teacher/Librarian: 0.8
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

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

Enrolment trends:

Number of students: 213
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) and join mainstream classes for inclusion programs.

A range of support programs occur throughout the Early Years of Schooling, which focus on Literary, Numeracy, Collaborative Learning and using Information and Communication Technologies. Identified students receive specialised assistance with literacy, numeracy, articulation and gross and fine motor skills programs.

In 2010 Surrey Downs implemented 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.

Literacy Blocks of learning time, with a focus on Guided Reading programs 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 2014 our staff learning focuses on Reading Comprehension and Mathematics. The Reading Comprehension focus has an emphasis on building teacher capacity to further improve the comprehension for all learners. Our Mathematics focus is centred on further developing teacher understanding of Natural Maths approaches and their connection to explicit Reading Comprehension strategies to problem solve and reason.
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. Students enjoy extensive support from parent/caregivers who volunteer to assist across all areas of learning. The Senior Leader, Special Needs, monitors and coordinates programs for Special Needs students.

The school has clear classroom and yard expectations for all students with an emphasis on Restorative Justice Practices and a focus on counselling and skilling 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.

An R-7 Virtues Program has been implemented for all students, which involves explicit teaching of the 52 identified virtues. Our Virtues’ program is designed to increase awareness and understanding and further develop character.

Students participate in class and group collaborative learning activities, student forums, problem solving activities and class meetings. Students are also encouraged to meet regularly with school leadership staff to access school decision making forums.

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.

**Strategic Directions (2014)**
Reading Comprehension
- Deepen teachers understanding and knowledge of Comprehension strategies improving the quality of pedagogy delivered and learning outcomes achieved for all students.
- Deepen the teachers understanding and knowledge of assessment of and for learning.
- Improve comprehension outcomes for all learners.
- Tailor Literacy Intervention to suit the needs of the learners.
• Implement a whole school approach to data collection for Literacy.

Numeracy
• Deepen teachers understanding and knowledge of Numeracy strategies, including Natural Maths strategies, improving the quality of pedagogy delivered and learning outcomes achieved for all students.
• Develop a deeper understanding of the link to explicit Reading Comprehension strategies to problem solve and reason in Mathematics.
• Implement a whole school approach to data collection for Mathematics.
• Deepen the teachers understanding and knowledge of assessment of learning and for learning.
• Improve Numeracy outcomes for all learners but particularly targeted groups.
• Tailor Numeracy Intervention to suit the needs of the learners.

Attendance
• Improve the attendance rates at all year levels including a reduction in lateness and unexplained absences.

Curriculum

A specialist Physical Education program operates for all students R-7 in our Gym. 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 drums. 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 dance, 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. Our Early Years students have weekly singing groups.

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)
The ILPs will be developed and assessed each semester to ensure optimum student learning. The Senior Leader coordinates and supervises these programs with the support of the Student Review Team.

Learning programs are developed, delivered and reviewed using the SACSA Frameworks and 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 8 required 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 SACSA/Australian Curriculum standards in all curriculum areas. The final report in term 4 reflects overall student achievement against the expected SACSA/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 DECS 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 2014 we will continue our collaborative work with local schools Fairview Park and St Agnes Primary. Teachers will work with staff from these schools in shared staff meeting sessions as well as Pupil Free Days.

An Early Intervention programme is in place for students R-3. Guided Reading programs are operating in all classes and student progress and achievement is monitored closely. As per our Site Learning Plan staff members are focussing on further developing student Numeracy and Literacy attainment. Professional development activities to support staff with this process are in place.

In 2011 a Sky Rocket Reading Club was introduced as an Intervention program for identified students. This program operates every day in the Resource Centre.

A Transition to School Program is offered for all new receptions to our school. This transition between the Kindergarten/Preschool setting and school takes place over a two week period towards the end of the year.
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. Pods of computers are also located in each teaching and learning space around the school. An ICT Scope and Sequence is in place R-7 for all students. 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 Zumba 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.

An active and inclusive out of hours sporting program includes basketball, indoor soccer and netball. The school’s Governing Council administers these sports through the Sports Committee.

**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 leadership development 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 a Senior Leader who work closely together modelling strong collaborative practice. A
collaborative culture exists and success and achievement are acknowledged and celebrated.

Classroom teachers share their specialist knowledge and experience in embedding Learning Technologies with the SACSA/Australian Curriculum. Staff learning programs focus on using current and emerging theories and practice about student engagement and learning to focus on pedagogy and improve the quality of student learning outcomes.

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 Christian Pastoral Support Worker 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.

A combination of DEMAC and SAMCON buildings offer a range of teaching and learning settings. The school has a Resource Centre which comprises 3 main areas, a computer suite, a reading room and the main library area.

A new computer room was restructured and refurbished doubling the room size and the computer access for students. The Science/Technology/Health room was developed in 2009.

All buildings are heated, and cooled and serviced by an alarm system. All classrooms have acoustic panelling to support all students, but particularly students with hearing disabilities.

The site although sloping and multi-levelled 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 DECS Healthy Eating 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 and email notice boards, 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 25% of the school population benefits from School Card.

Over recent years, school budget and fundraising priorities has been given to the purchase of computers, Smart boards and data projectors, Literacy and Numeracy resources, as supported by Site Learning Plan priorities.

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, 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, Fundraising, and Sports. 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, the uniform shop, Parent Liaison 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 or Golden Grove High School for the secondary education of their children. Transition to High School programs are in place for all students.
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