

2025 annual report to the Community

# Surrey Downs Primary School

Surrey Downs Primary School number: 1100

Partnership: Tea Tree Gully



School principal:

Rebecca Marshall

*Rebecca Marshall*

Signature



Date of endorsement: 02/02/2026

# Context Statement

Surrey Downs Primary School caters for students from R-6. At the time of this report, the enrolment in 2025 is 148. Surrey Downs Primary School is classified as Category 5 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 7% Aboriginal students, 25% students with disabilities, 4% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. 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 2025.

## Governing Council Report

2025 was another incredibly successful year for Surrey Downs Primary School, with the school continuing its commitment to each individual student. Our RISE values—Respect, Integrity, Strength, and Empathy—have united the entire school community. It has been truly inspiring to hear students proudly recite the RISE acronym at assemblies. The recognition of these values has been reflected throughout the school with the Connect 4 boards in every classroom and the large shared board in the front office, both of which have been embraced by staff and students from Reception to Year 6. This initiative has been well received by all.

Our numerous sub-committees and events saw strong representation from dedicated parent and grandparent volunteers, whose involvement has helped strengthen the sense of community at Surrey Downs Primary. The school came together for a variety of fun events, including the combined R-6 Disco Night, Science Week, Colour Fundraiser Run, Student-Led Casual Day Fundraiser, and the Book Week Parade. Sports Day, expertly led by Mel, was another highlight, with a huge turnout from families, and the students' enjoyment was evident in their faces.

The weekly Kickstart Breakfasts have continued to be a great way to bring the community together at the end of each week, with support from generous families and students who stepped up to serve their peers. The Garden Club also held several produce stalls, which were exciting for the students involved and provided fresh produce to our families.

Our Festival of Music Choir showed great dedication, and their improvement and enthusiasm were on full display during their performance at the Adelaide Entertainment Centre. A special thanks to Krystal Patching and Charlotte Marshall, who supervised the students all day, calming nerves and supported them in the 1000-voice choir! Year 6 student Emma wonderfully represented Surrey Downs Primary, both as a solo artist and as part of the South Australian Public Primary Schools Choir.

Parent volunteer David led instrumental music lessons for students free of charge, and we are deeply grateful to him and the Tea Tree Gully Redbacks band for their donation of time, expertise, and instruments. Mid-Term 4 saw the school celebrate the performing arts with an entertaining assembly showcasing every class.

In 2025, over 50 brave Surrey Downs students took part in two successful, sold-out performances of an original adaption of *Alice in Wonderland* at the Golden Grove Arts Theatre. This incredible experience was well supported by leadership and staff and allowed students to develop skills in acting, dancing, theatre terminology, choreography, performance, teamwork, stage crew, and front-of-house operations. The emphasis on teamwork was truly inspiring, and the experience will stay with them for years to come.

Connections between Surrey Downs Primary and Surrey Downs Kindy were strengthened when the school raised funds to bring preschoolers to a matinee performance of *Alice in Wonderland*, deepening the community bond.

2025 was also a year of continued growth in sports. With a focus on inclusivity and teamwork, we have seen students develop not only their physical skills but also important life skills such as collaboration and resilience.

Students have proudly represented our school at **SAPSASA** events, showing fantastic teamwork, sportsmanship and school pride.

Thank you to our staff and families for supporting these opportunities for students to challenge themselves and shine.

The announcement of a \$16.5 million redevelopment for Surrey Downs Primary by Minister Blair Boyer MP in 2024 set the stage for a significant transformation. Throughout 2025, countless meetings and hours of negotiation, led by our principal, Bec Marshall, ensured that the new spaces would prioritize students' wellbeing and learning.

Every detail, big and small, was considered with care, and with the students always as number one, we eagerly anticipate the start of the redevelopment process in 2026.

In 2025, we farewelled Jane, our Canteen Manager, after a decade of dedicated service. We also saw continued growth and improvement in Company 4 OSCHC under the leadership of director Alison.

As we look ahead to 2026, the Governing Council is excited about the new opportunities and continued growth for our students and the entire school community.

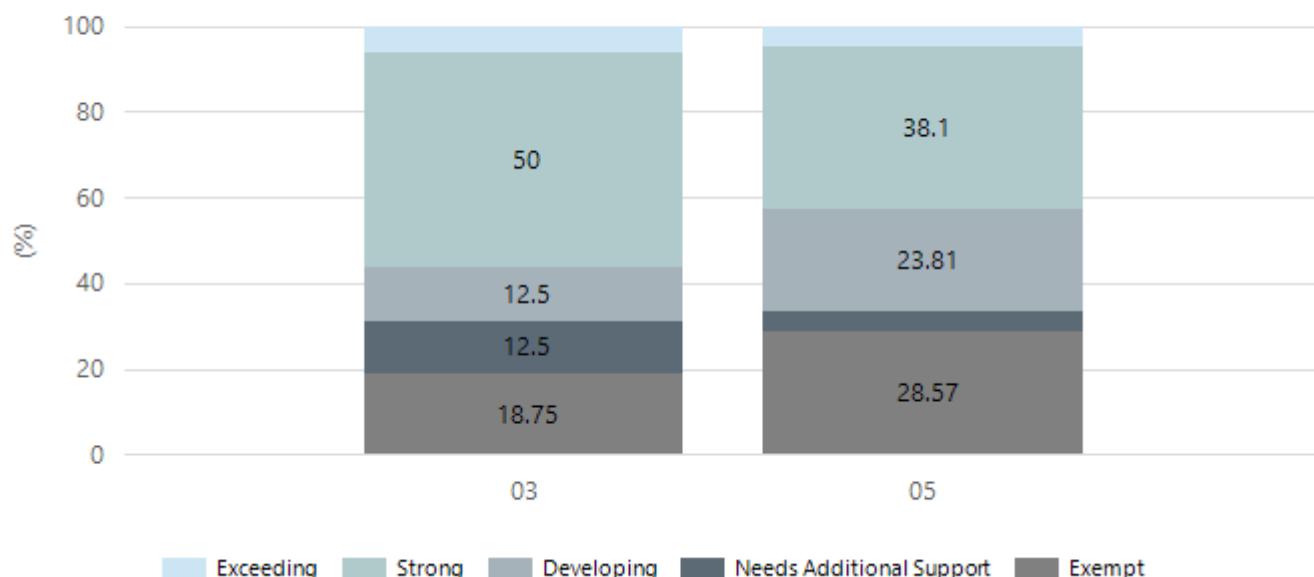
(Penned by Jo Wardle - Governing Council Chair Person)

## 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.

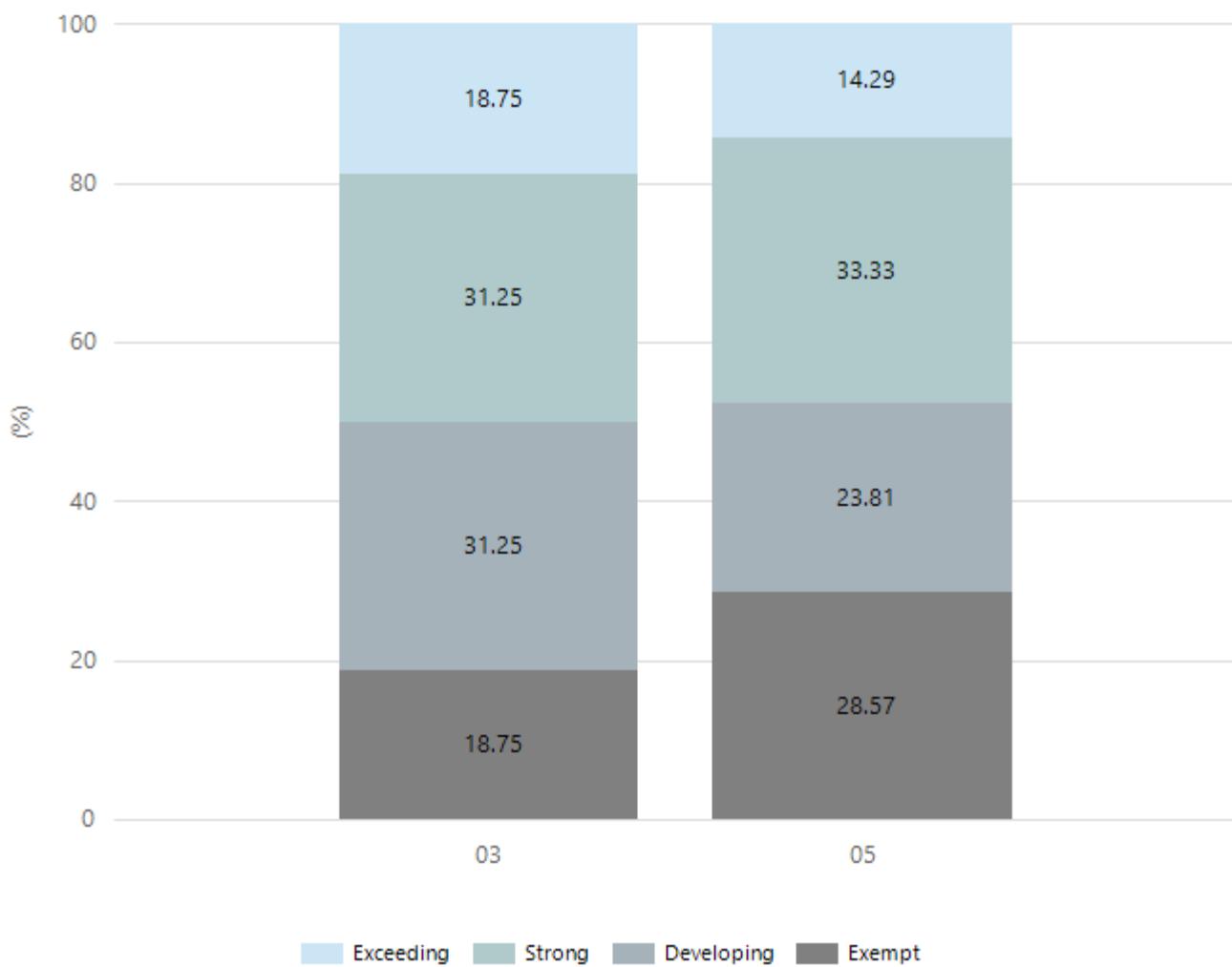
#### Numeracy



Year Level	03	05
Exceeding	1	1
Strong	8	8
Developing	2	5
Needs Additional Support	2	1
Exempt	3	6
Total	16	21

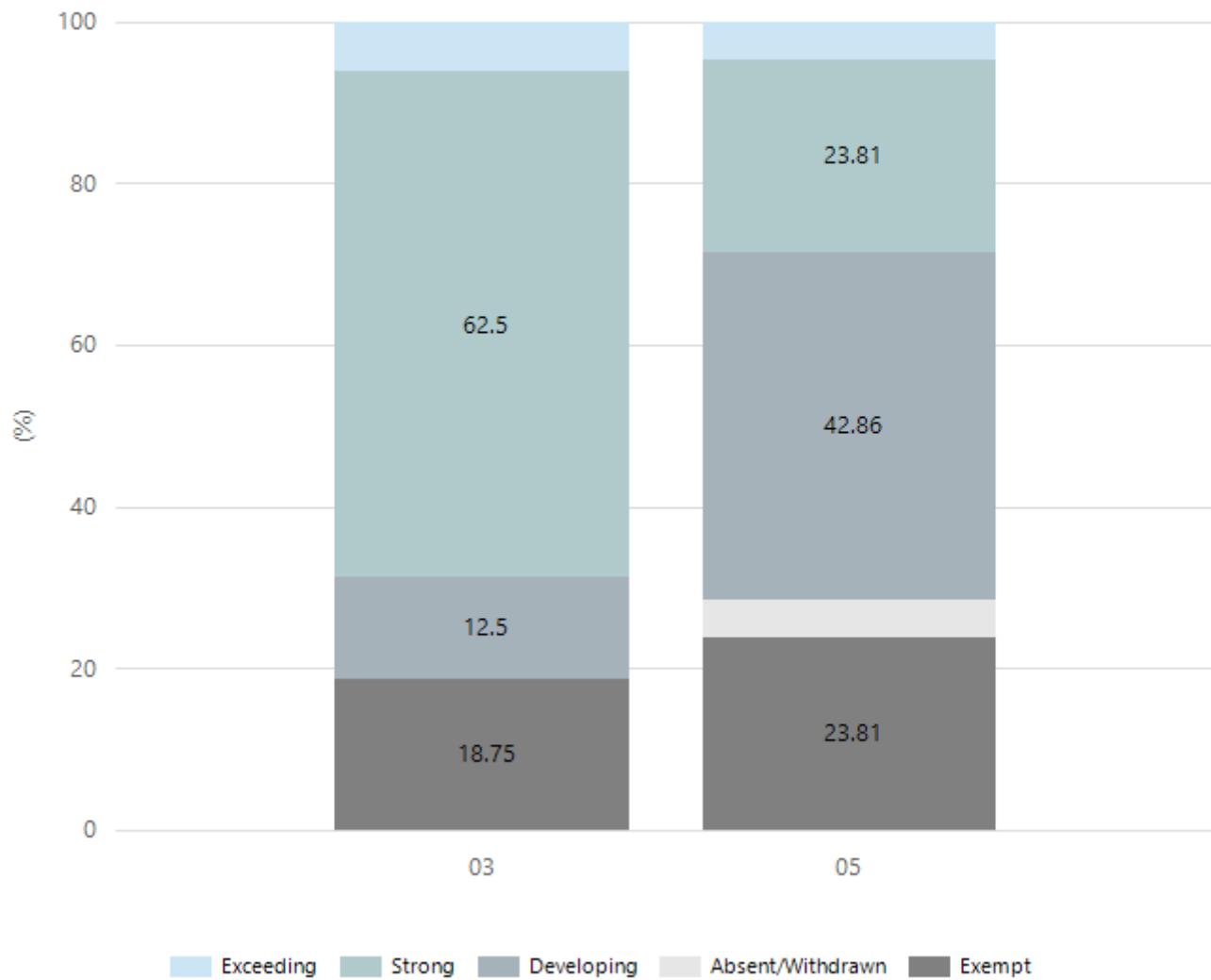
Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

## Reading



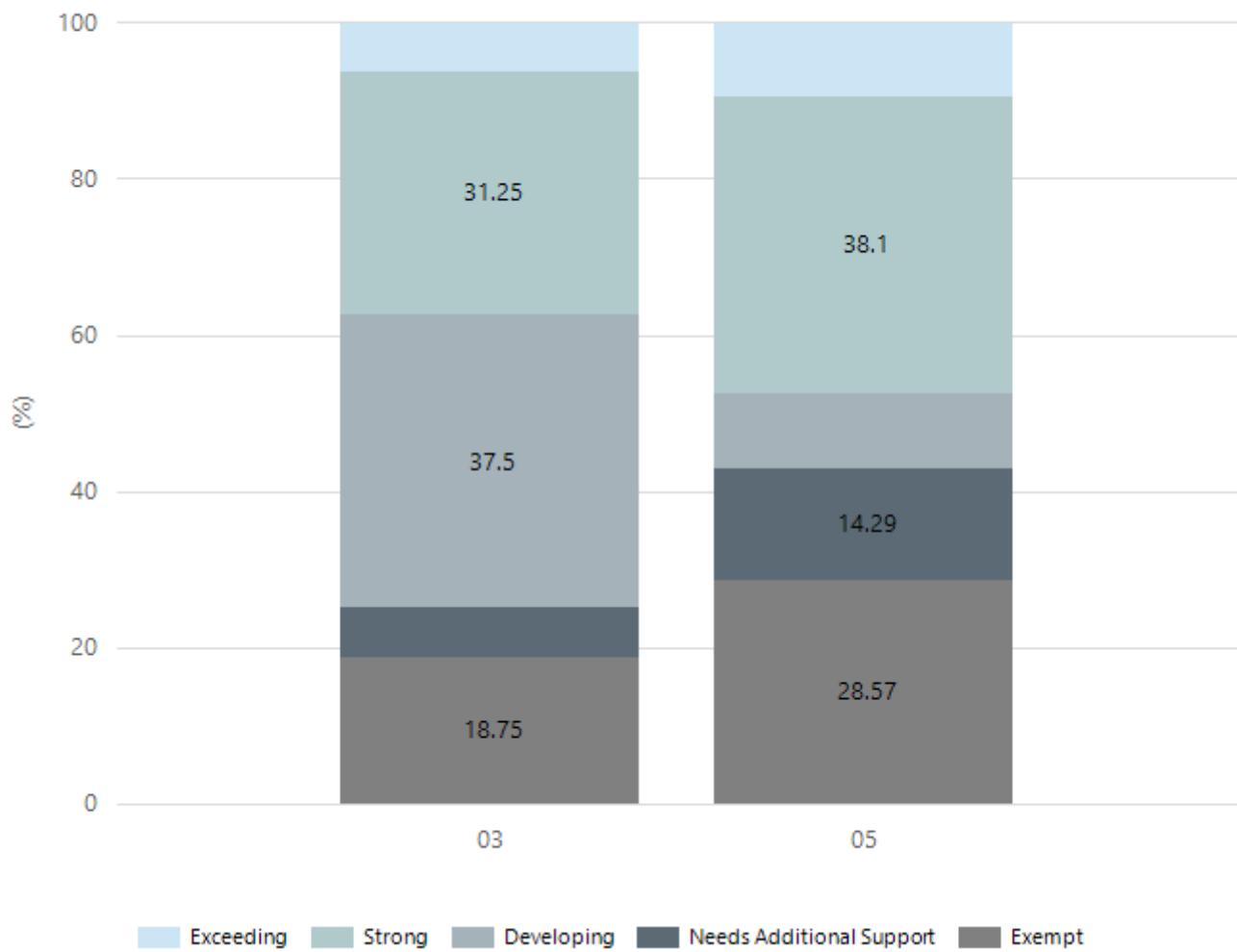
Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

## Writing



Data Source: Department for Education Assessment Data Holdings, 2025. 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.

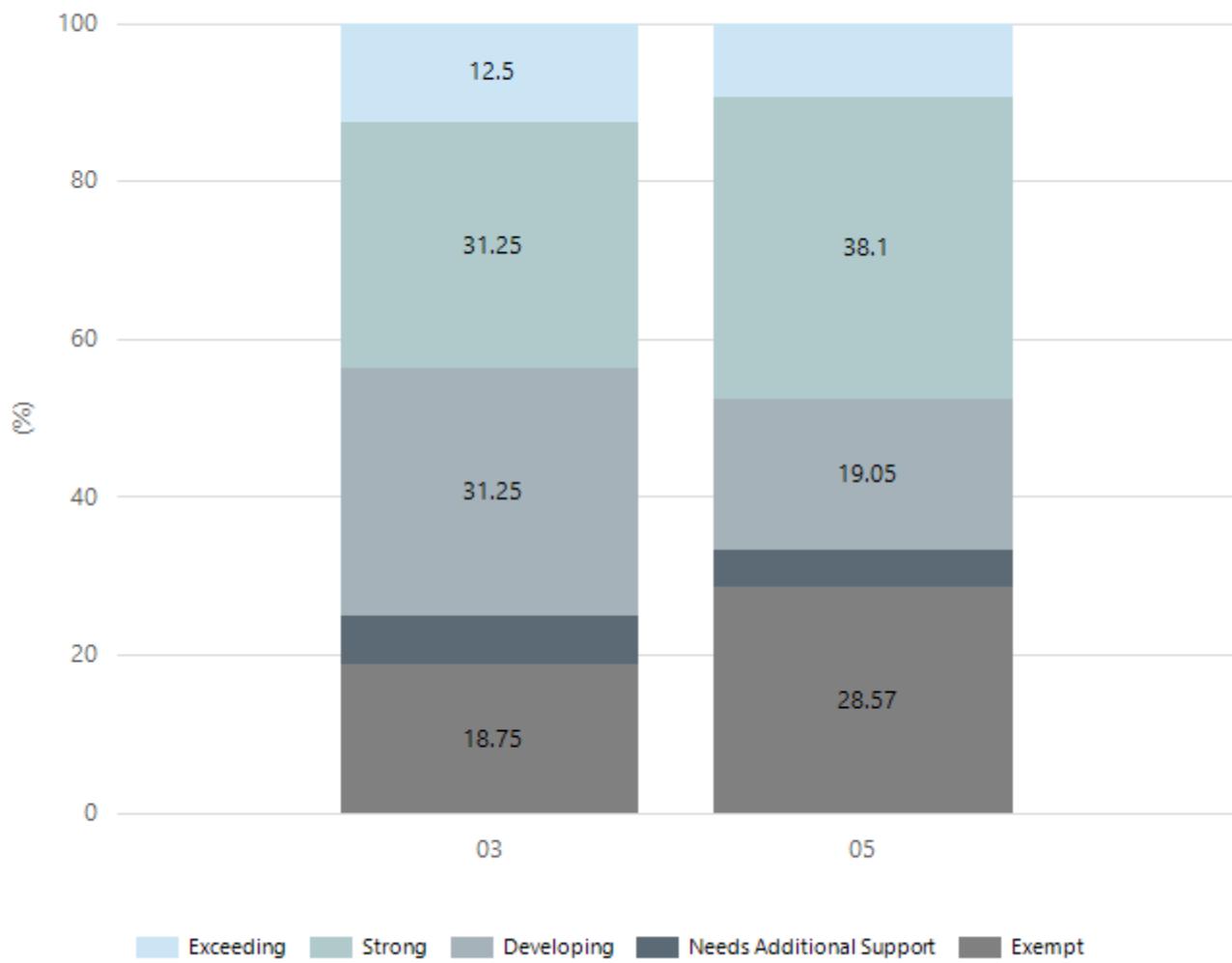
## Grammar



Year Level	03	05
Exceeding	1	2
Strong	5	8
Developing	6	2
Needs Additional Support	1	3
Exempt	3	6
Total	16	21

Data Source: Department for Education Assessment Data Holdings, 2025. 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	2	2
Strong	5	8
Developing	5	4
Needs Additional Support	1	1
Exempt	3	6
Total	16	21

Data Source: Department for Education Assessment Data Holdings, 2025.  
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.

## NAPLAN Growth 2024–2025

Despite changes in cohort size and student needs, NAPLAN results from 2024 to 2025 show steady and sustained progress. Strong and Exceeding achievement remained stable, fewer students required additional support, and targeted interventions are driving growth in literacy and numeracy.

Reading and writing continue as strengths, while increased complexity in spelling, grammar, and numeracy highlights areas for focused improvement.

Whole-school strategies—including consistent literacy practices, aligned curriculum, data-informed teaching, and wellbeing initiatives—are ensuring all students are supported to make meaningful progress.

## School Attendance

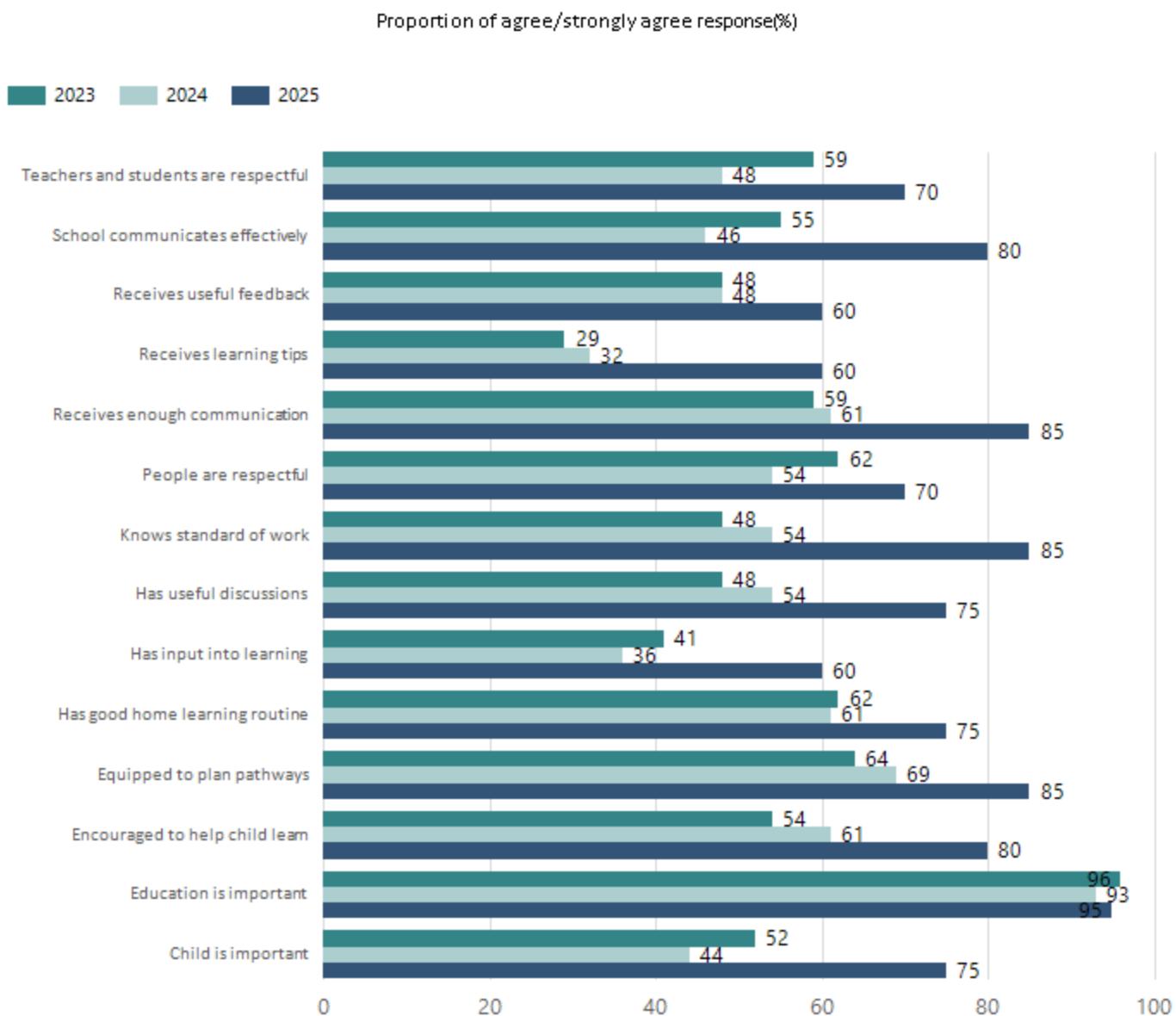
Year Level	2023	2024	2025
Reception	84.8%	80.0%	90.6%
Year 01	86.1%	90.1%	78.8%
Year 02	85.8%	89.5%	89.0%
Year 03	85.7%	85.9%	86.6%
Year 04	90.1%	85.9%	85.2%
Year 05	83.2%	89.9%	86.9%
Year 06	85.0%	83.5%	90.1%
Primary Other	80.1%	75.6%	71.0%
Total	85.6%	85.7%	86.3%

Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there were 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



Data Source: 2025 Department for Education Parent Opinions Survey, Term 3 2025.

## Analysis of Parent Opinion Survey Results and Growth

The Parent Opinion Survey results from 2023 to 2025 show strong and consistent growth, with the most notable improvements occurring between 2024 and 2025. Overall, the data reflects increasing parent trust, confidence, and satisfaction with the school's culture, communication, and learning partnerships.

### Key Findings:

- **Sustained Growth:** Nearly all survey measures improved year-on-year, with many reaching their highest levels in 2025. Areas related to communication, learning engagement, and partnerships showed the most significant gains, while measures of shared values and belonging remained consistently high.
- **Effective Communication:** Parents report receiving clearer, more timely updates, which has strengthened their connection to the school and confidence in its operations.
- **Stronger Learning Partnerships:** Parents feel better equipped to support learning, understand expectations, and engage with their child's education, reflecting deeper collaboration between home and school.
- **Enhanced Feedback and Student Voice:** Improvements in feedback, learning discussions, and opportunities for student input indicate more student-centred teaching and stronger two-way communication with families.
- **Inclusive and Positive Culture:** Growth in perceptions of respectful relationships and students being valued highlights the school's nurturing and inclusive environment.

### Drivers of Growth:

- Clear, consistent, and transparent communication
- Strengthened home–school partnerships valuing parent voice
- Greater clarity on learning expectations and progress
- Focus on student wellbeing, belonging, and inclusion
- Practical strategies supporting family engagement in learning

These results demonstrate increasing parent confidence, trust, and satisfaction, reflecting the positive impact of strategic initiatives across communication, learning, and school culture.

## Intended Destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	3	100.0%

Data Source: Department for Education Destination Data Report, 2025. Data extract term 3 2025. 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	11
Postgraduate Qualifications	3

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2025. 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	8.8	1.0	11.9
Persons	0.0	14.0	1.0	13.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2025.

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	\$2,957,833.20
Grants: Commonwealth	\$ 8,145.45
Parent Contributions	\$51,404.86
Fund Raising	\$7,608.37
Other	\$26,579.17

Data Source: School supplied data.