

2024 annual report to the Community

# Glenelg Primary School

Glenelg Primary School number: 1017

Partnership: Holdfast



School principal:

Shane Misso

Signature

Date of endorsement:

17/03/2025



Government  
of South Australia  
Department for Education

# Context Statement

Glenelg Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 608. Glenelg Primary School is classified as Category 6 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 3% Aboriginal students, 3% students with disabilities, 6% students with English as an additional language or dialect (EALD) funded background. 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 2024.

## Governing Council Report

Ladies and Gentlemen, esteemed members of the Glenelg Primary School community,

On behalf of the Glenelg Primary School Governing Council, I would like to extend my heartfelt gratitude to our incredible school community—staff, students, parents, and volunteers—for your unwavering support throughout 2024. This year has been one of progress, collaboration, and commitment, with a strong focus on improving school operations, enhancing facilities, and fostering greater community engagement.

Throughout the year, the Governing Council convened regularly to discuss and implement initiatives aimed at strengthening the school's policies and overall governance. A major focus was the review and refinement of key policies, including those related to uniform guidelines, communication protocols, and the Sun Smart policy. To ensure consistency and relevance, a structured review cycle for all policies was introduced. Additionally, the council engaged in discussions regarding campus security, particularly around the locking and unlocking times of security gates.

Financial oversight remained a priority, with the school's budget undergoing thorough review and approval in close collaboration with the finance committee. This ensured financial stability and addressed any discrepancies. The canteen also saw important operational improvements, including a well-deserved pay rise for the canteen manager and the implementation of improved reporting measures for hours worked. Maintaining financial viability and enhancing inventory management remained key areas of focus.

Community engagement was at the heart of our efforts, with the Parents and Friends (P&F) committee leading the way in organizing a range of successful events. The Colour Run and another highly successful annual fete not only raised valuable funds but also strengthened the sense of connection and involvement within the school community. These events showcased the enthusiasm and dedication of our volunteers, parents, and staff, reinforcing the importance of collaboration in making our school a vibrant and welcoming place.

The progress made in 2024 has laid a strong foundation for the future, with advancements in financial management, community engagement, facility improvements, and curriculum development setting the stage for continued success in 2025. I am confident that, with the ongoing support of our dedicated school community, we will build upon these achievements and strive for even greater outcomes in the year ahead.

Thank you once again for your commitment, support, and dedication to making Glenelg Primary School a place of excellence and opportunity.

Warm regards, Andre Small

## 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.

#### Performance Improvement Summary:

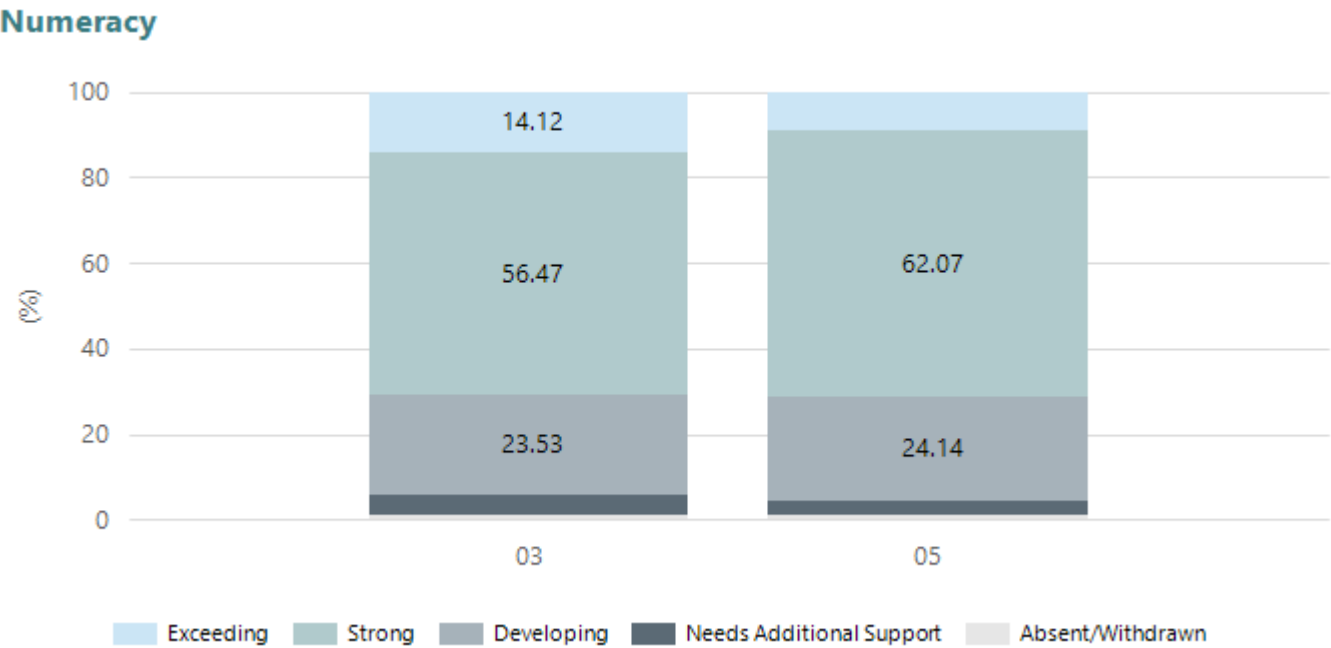
In 2024, Glenelg Primary School achieved significant improvements in student learning outcomes through strategic instructional approaches, particularly in Year 3 and Year 5. Our new spelling and phonics program led to increased student engagement and participation, with enhanced accuracy in spelling and decoding tasks.

Success stories include students progressing from basic sound recognition to reading and writing sentences, and significant advancements in Year 1 phonics results. This initiative, supported by our Literacy Guarantee Unit coach and collaborative staff efforts, resulted in higher assessment scores and positive feedback from students and parents.

In mathematics, Year 3 demonstrated a commendable increase in the "Exceeding" category for Numeracy and Reading, reflecting our focus on foundational skills. However, a decrease in the "Strong" category suggests a need for targeted interventions to support students transitioning from "Developing" to "Strong." Year 5 showed stability in Reading, with growth in both the "Exceeding" and "Strong" categories for Writing, highlighting the effectiveness of our reading programs.

Moving forward, we aim to address any decreases in Numeracy by enhancing our data-driven approaches and focusing on differentiated instruction. Our focus for 2025 will expand to include mathematics and wellbeing, while maintaining our commitment to successful phonics and spelling initiatives. Continued professional development and resource accessibility will be key to sustaining and extending these successes across all year levels. In 2025 “Lead Curriculum Teams” have been established and will drive this improvement across the school.

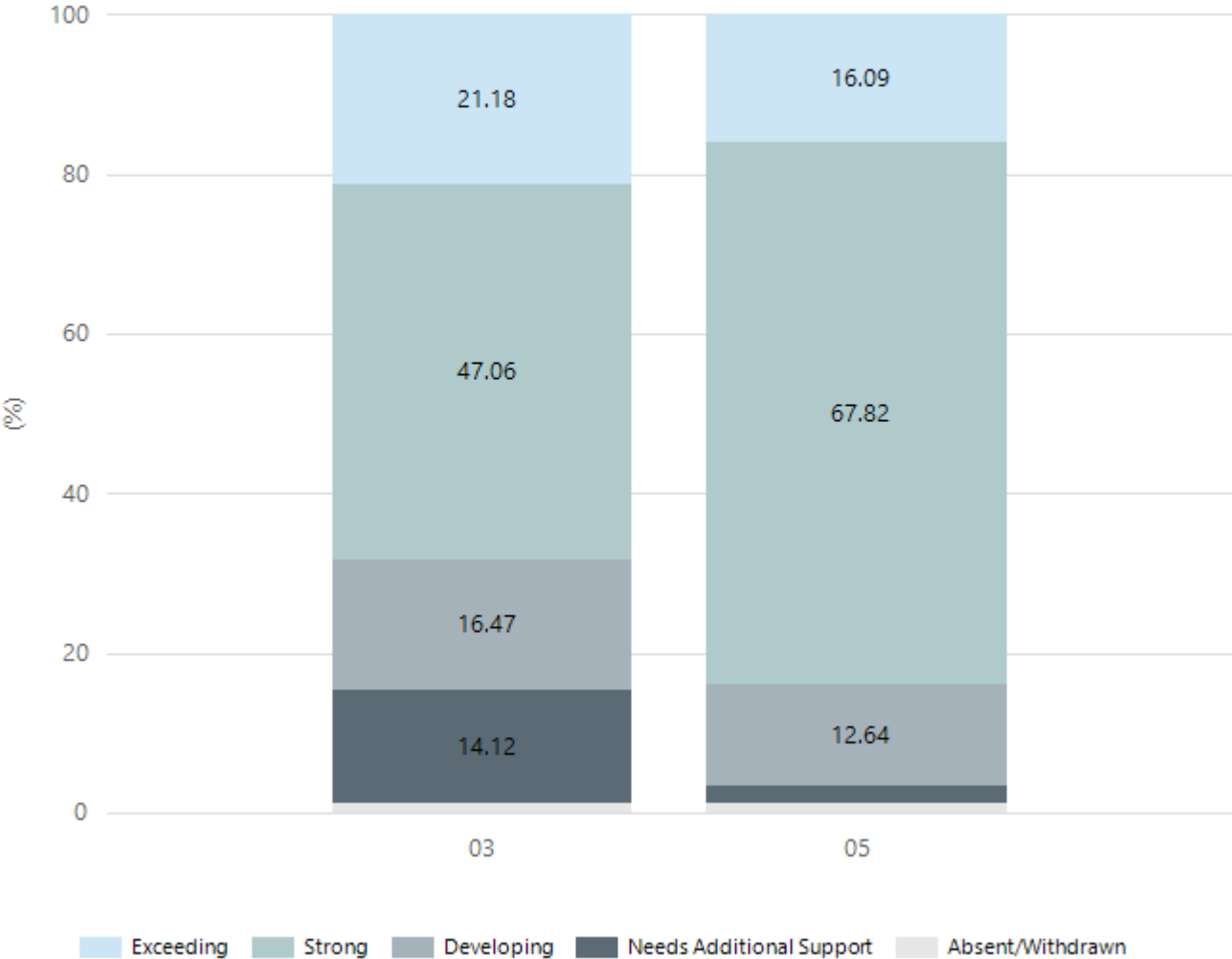
Overall, the progress made in 2024 underscores our commitment to providing high-quality education and ensuring every student has the opportunity to excel.



Year Level	03	05
Exceeding	12	8
Strong	48	54
Developing	20	21
Needs Additional Support	4	3
Absent/Withdrawn	1	1
Total	85	87

Data Source: Department for Education Assessment Data Holdings, 2024. 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.

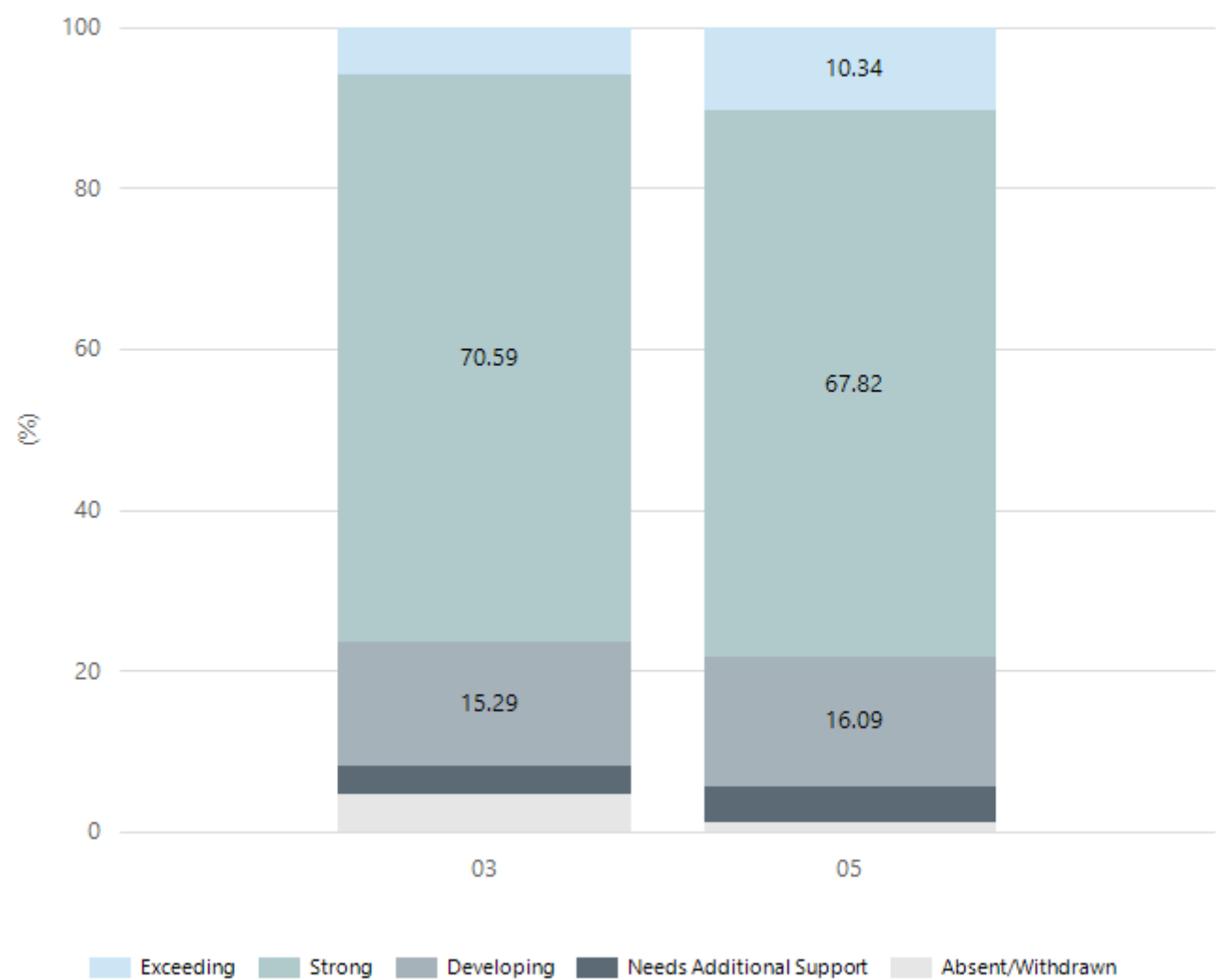
# Reading



Year Level	03	05
Exceeding	18	14
Strong	40	59
Developing	14	11
Needs Additional Support	12	2
Absent/Withdrawn	1	1
Total	85	87

Data Source: Department for Education Assessment Data Holdings, 2024. 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.

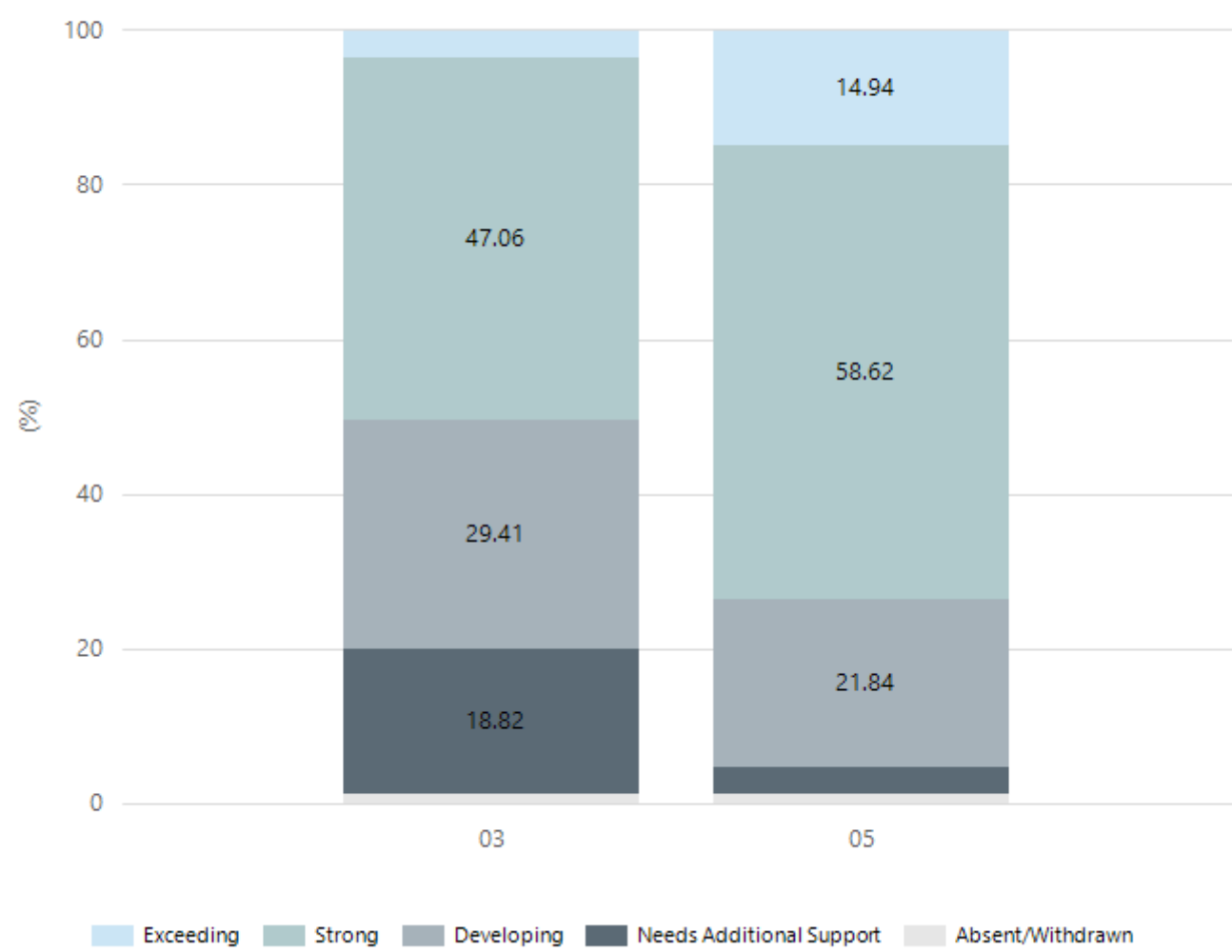
Writing



Year Level	03	05
Exceeding	5	9
Strong	60	59
Developing	13	14
Needs Additional Support	3	4
Absent/Withdrawn	4	1
Total	85	87

Data Source: Department for Education Assessment Data Holdings, 2024. 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.

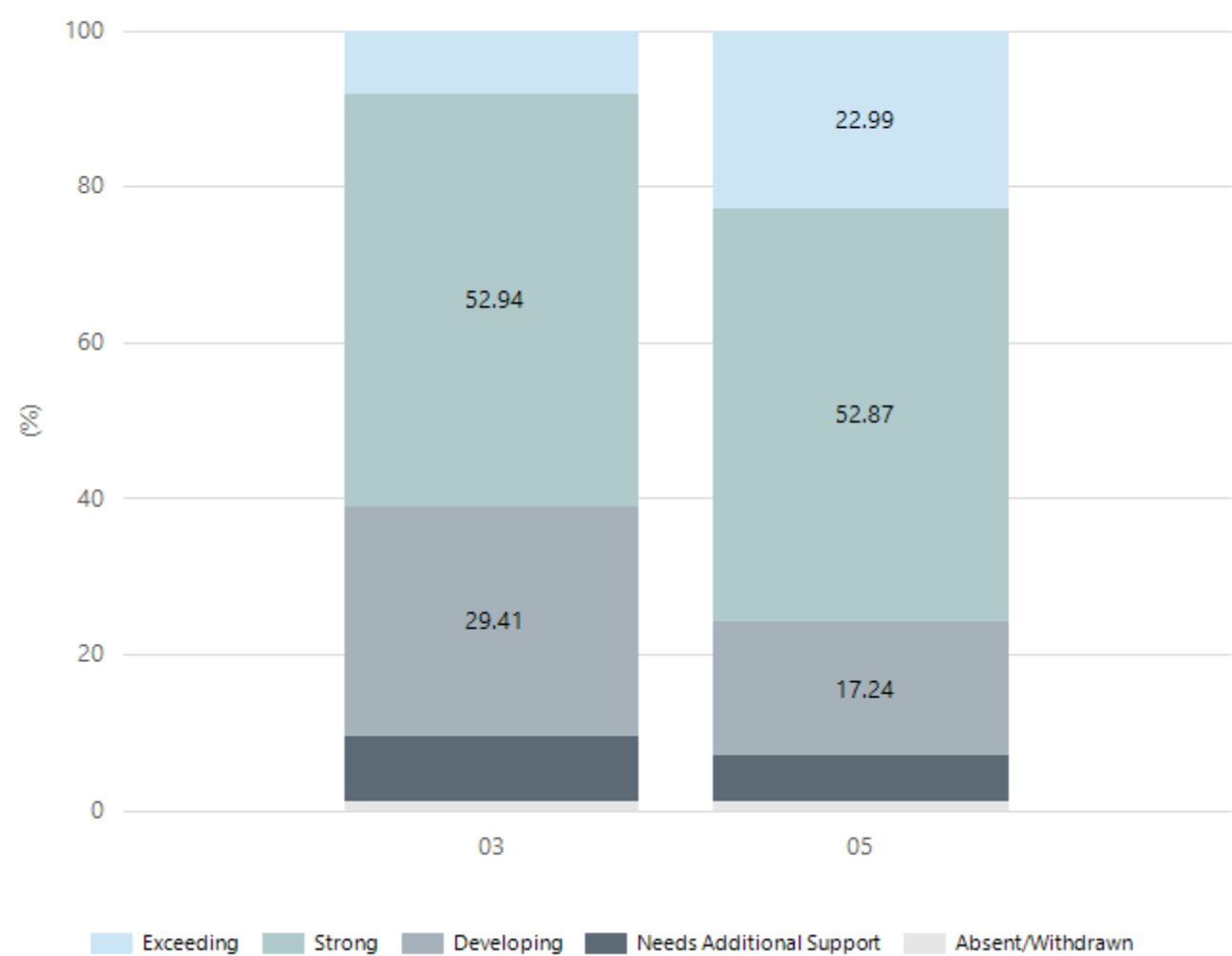
Grammar



Year Level	03	05
Exceeding	3	13
Strong	40	51
Developing	25	19
Needs Additional Support	16	3
Absent/Withdrawn	1	1
Total	85	87

Data Source: Department for Education Assessment Data Holdings, 2024. 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	7	20
Strong	45	46
Developing	25	15
Needs Additional Support	7	5
Absent/Withdrawn	1	1
Total	85	87

Data Source: Department for Education Assessment Data Holdings, 2024. 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.





## School Attendance

Year Level	2022	2023	2024
Reception	88.4%	92.1%	92.5%
Year 01	88.1%	88.2%	90.9%
Year 02	90.6%	90.0%	91.4%
Year 03	89.6%	89.5%	89.5%
Year 04	89.4%	90.6%	90.6%
Year 05	87.8%	91.1%	90.8%
Year 06	87.6%	89.0%	91.8%
Total	88.7%	90.0%	91.0%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we 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

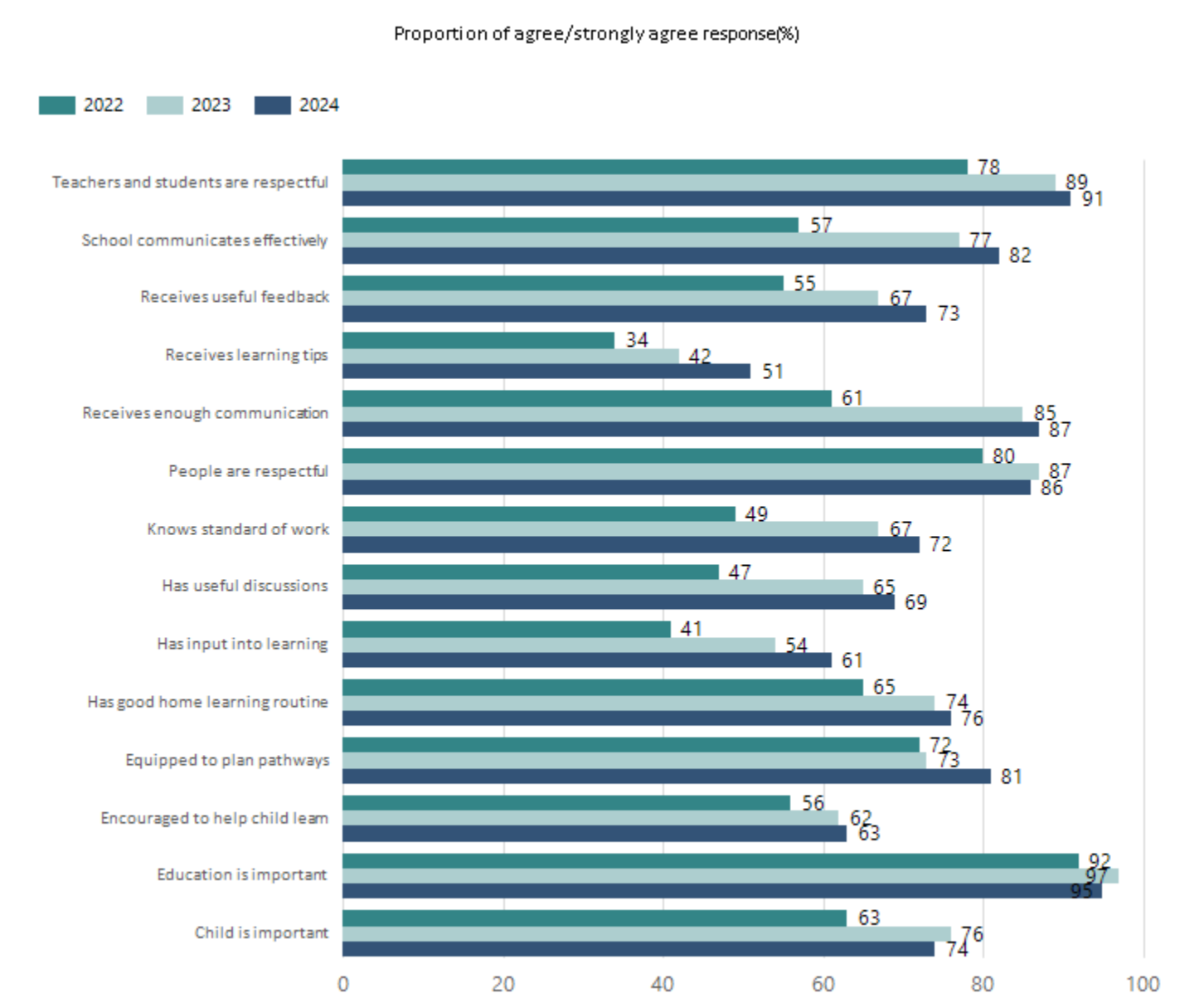
In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited 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.

Glenelg Primary School has an attendance policy where a series of actions are administered when an absence is recorded. Our attendance policy requires front office administration staff to send an alert to the primary caregiver listed when an absence is noted. Classroom teachers are expected to contact the parent/guardian after three days of unexplained absence.

When chronic patterns of non-attendance occur, formal letters notifying parents about the concern are administered via post/email. Chronic absenteeism is then addressed by a school leader. The family/caregiver is contacted and required to attend a meeting to address concerns and implement support measures that may be required to resolve the barriers. Other measures include making DCP reports, accessing DfE personnel and involving our ACEO where appropriate.

Students of high concern are referred to the Social Work Duty Line and home visits may be conducted by a school leader(s). Some cases are referred to the DfE Child Wellbeing Practitioner where matters involve Child Protection concerns. During 2024 we worked with DfE and DCP staff to support 3 families with habitual/chronic absence. The process was successful for 2 with the third engaging in alternative schooling arrangements. Overall our attendance profile continues to strengthen annually.

# School Parent Opinion Survey Results



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

**Strengths:**

- 1. Respectful Environment: Our school continues to excel in fostering a respectful environment, with 91% of parents agreeing that teachers and students are respectful. This is a significant increase from previous years.
- 2. Communication: Effective communication remains a strong point, with 82% of parents feeling that the school communicates effectively. This consistent improvement reflects our commitment to keeping you informed and engaged.

**Areas for Improvement:**

- 1. Learning Tips: While there has been progress, only 51% of parents feel their child receives enough learning tips. We aim to enhance this by providing more resources and guidance to support your child's learning journey.
- 2. Input into Learning: Currently, 61% of parents feel they have input into their child's learning. We are working on strategies to increase parental involvement and ensure your voice is heard in your child's education.

We appreciate your feedback and are committed to continuous improvement to provide the best educational experience for your children.

# Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	6	21.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	11.0%
OV - LEFT SA FOR OVERSEAS	2	7.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	11	39.0%
U - UNKNOWN	6	21.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. 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	30
Postgraduate Qualifications	16

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. 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	11.9	0.4	38.7
Persons	0.0	16.0	1.0	45.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

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	\$6,225,040.00
Grants: Commonwealth	\$3,150.00
Parent Contributions	\$188,111.00
Fund Raising	\$110,758.00
Other	\$326,621

Data Source: School supplied data.