

2025 annual report to the Community

Glenelg Primary School

Glenelg Primary School number: 1017

Partnership: Holdfast



School principal:

Shane Misso

Signature



Government
of South Australia
Department for Education

Date of endorsement:

16/03/2026

Context Statement

Glenelg Primary School caters for students from R-6. At the time of this report, the enrolment in 2025 is 613. Glenelg Primary School is classified as Category 7 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 2025.

Governing Council Report

Governing Council Annual Report - 2025–2026

As we wrap up another busy and rewarding year at Glenelg Primary School, the Governing Council is pleased to share some highlights from 2025/2026. Thank you to our wonderful staff, volunteers, families, and students for helping make this year such a positive one.

A Year of Progress and Partnership

Our leadership team continued strengthening teaching, learning, and wellbeing across the school. New staff settled in well, enrolments remained steady, and our school community worked together to support a safe, inclusive, and engaging environment for all students.

OSHC

OSHC remained an essential service for many families, with strong attendance and a warm, caring environment. Preparations have begun for the required OSHC re-tender process in 2026, ensuring that the service continues to meet the needs of our community.

Canteen

Our school canteen continued to operate successfully and remains a valued part of daily school life. This year saw a healthy financial position, improvements to equipment, staffing stability, and consistently positive feedback from families. We extend our thanks to the canteen team and volunteers who help make this service such a reliable and appreciated part of our school.

Parents & Friends

P&F had another terrific year, running much-loved events including the Colour Run, stalls, BBQs, and various community fundraisers. Their hard work has contributed significantly to school projects such as playground upgrades, bike rack improvements, and support for special events.

Traffic & Safety

The school continued its close partnership with council representatives to improve road safety, signage, and crossing arrangements around the school. These improvements are ongoing and remain a long-term focus for the Governing Council.

Playground & Facilities

Thanks to fundraising and community support, the playground project is moving closer to reality. Planning and consultation with students and families will continue into 2026.

Playgroup

We are pleased to share that the Glenelg Primary School Playgroup continues successfully and will carry on into 2026. This program remains an important early-years connection point for families joining our school community.

Looking Ahead

In 2026, the Governing Council will continue focusing on school improvement, community engagement, and supporting key projects such as the OSHC tender process, playground development, and policy updates.

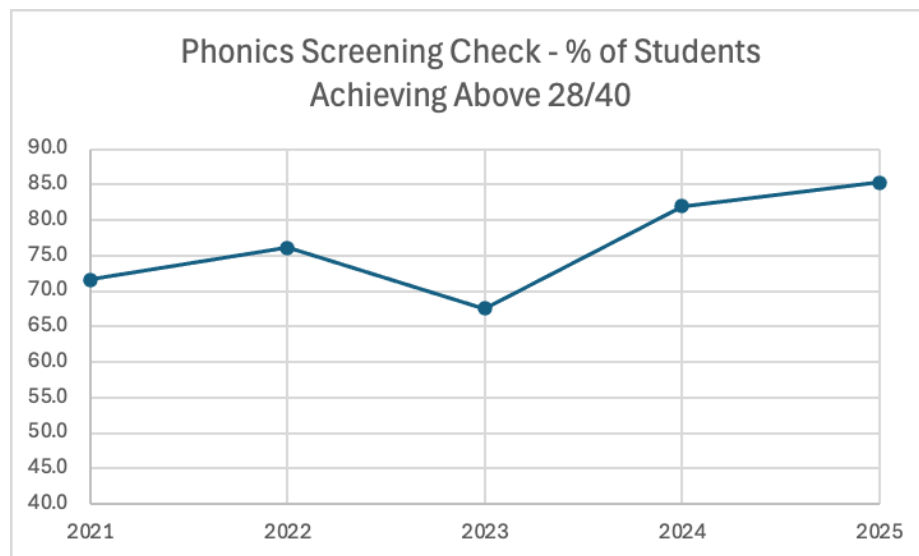
We thank all members of our school community for their ongoing support and look forward to another great year at Glenelg Primary School.

Regards,
Andre Small
Governing Council Chairperson

Performance Summary

Phonics Screening Check 2025

Glenelg Primary School has continued to strengthen student outcomes in reading through a sustained focus on evidence-informed teaching practices. Over the past two years, Phonics Screening Check results have increased by 12 percentage points, reflecting the impact of consistent, explicit phonics instruction across the early years.



NAPLAN Proficiency

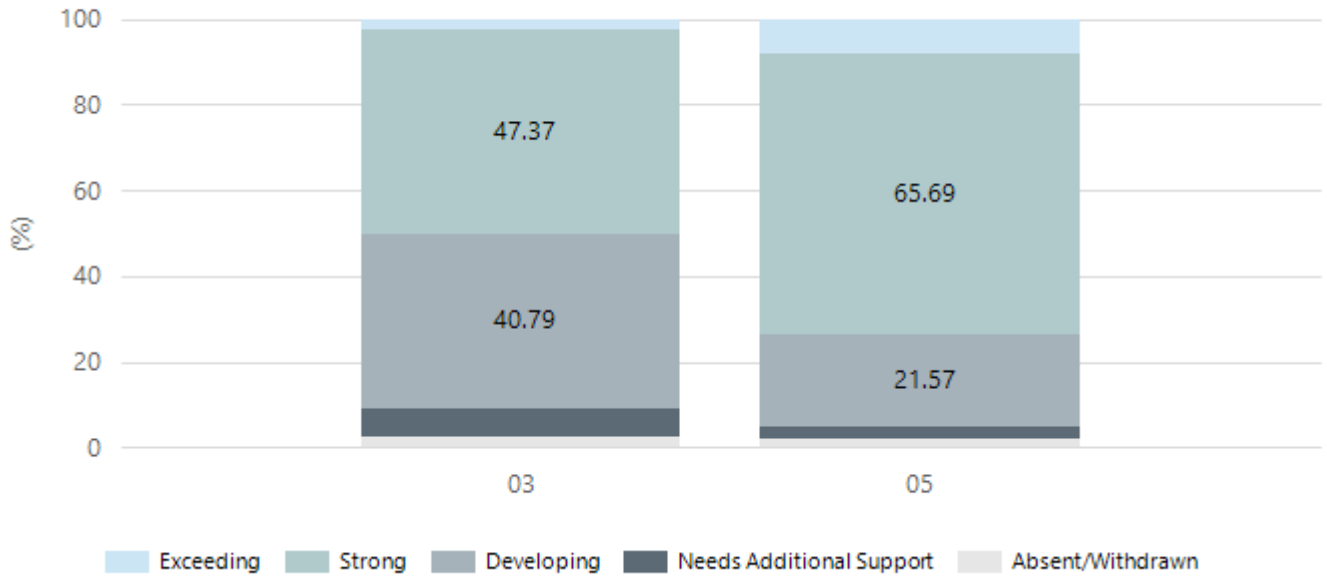
In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

Achievement in the upper primary years remains strong. Year 5 NAPLAN reading results show 83% of students achieving strong or exceeding, up from 77% in 2025. Encouragingly, a higher proportion of students are achieving in the exceeding proficiency level (23%), demonstrating strong reading capability across the cohort.

In numeracy, NAPLAN results remain stable, with around 73% of students achieving strong or exceeding in Year 5. Other school-based measures indicate positive student growth across the upper primary years, with students demonstrating steady improvement in mathematical understanding. Alongside this, the school has strengthened its focus on developing students' mathematical problem-solving capability, supporting learners to think deeply, explain their reasoning and apply strategies in unfamiliar contexts. This work is complemented by an intentional focus on developing students as resourceful, resilient and reflective learners, building the dispositions required to engage confidently with challenging mathematical problems.

These results reflect the school’s continued commitment to explicit teaching practices, monitoring of student progress and collaborative professional learning, ensuring students build strong foundations for future learning.

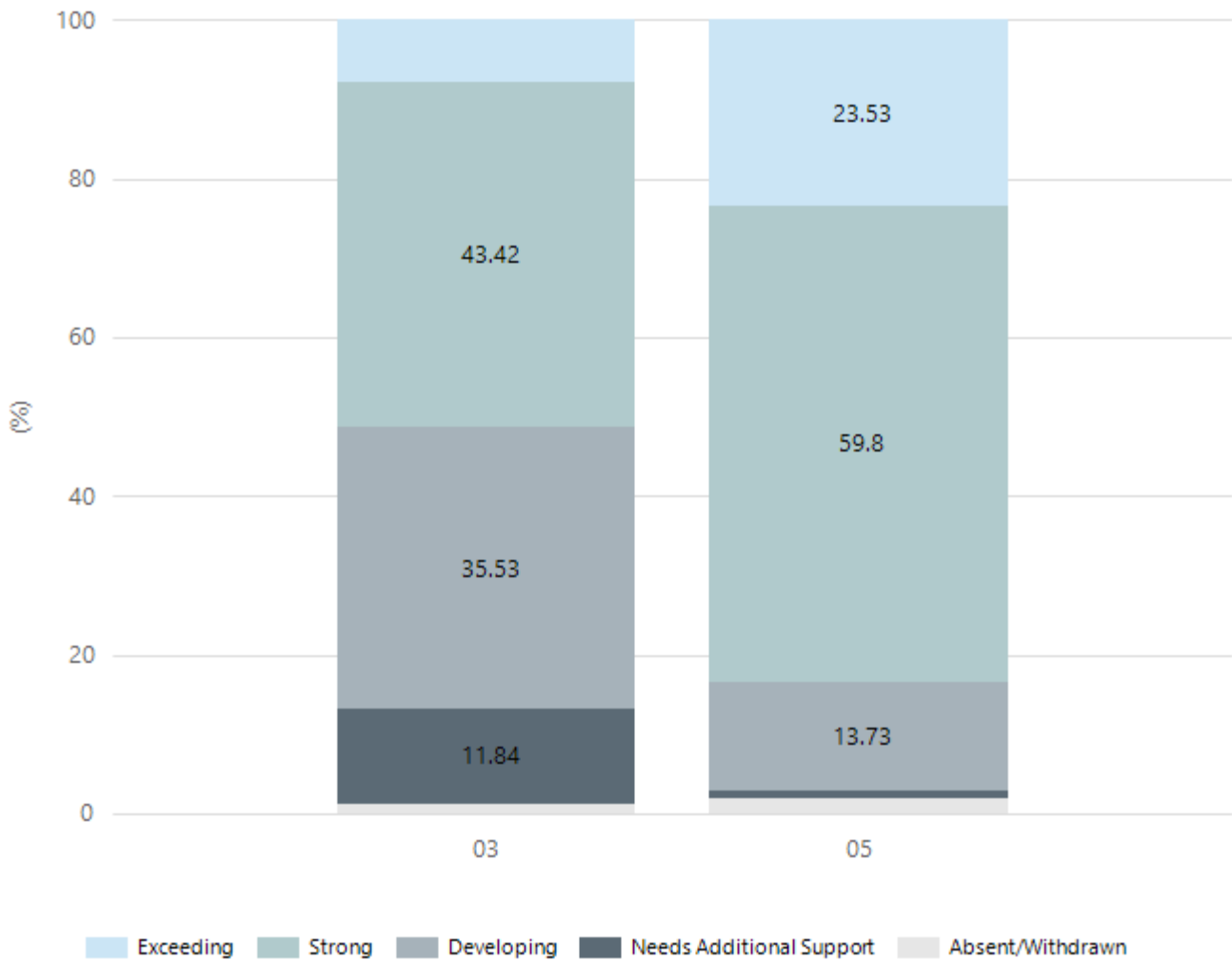
Numeracy



Year Level	03	05
Exceeding	2	8
Strong	36	67
Developing	31	22
Needs Additional Support	5	3
Absent/Withdrawn	2	2
Total	76	102

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.

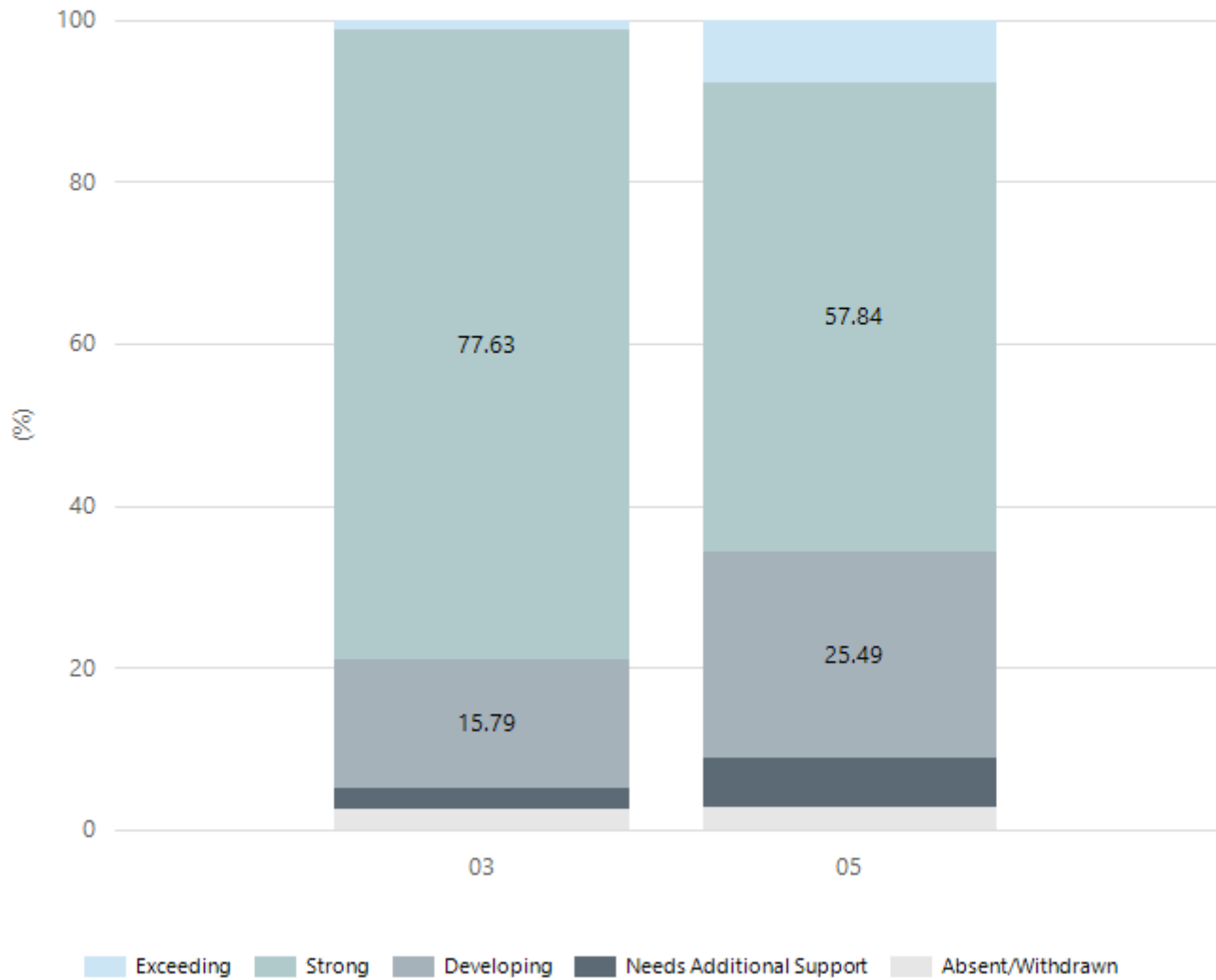
Reading



Year Level	03	05
Exceeding	6	24
Strong	33	61
Developing	27	14
Needs Additional Support	9	1
Absent/Withdrawn	1	2
Total	76	102

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.

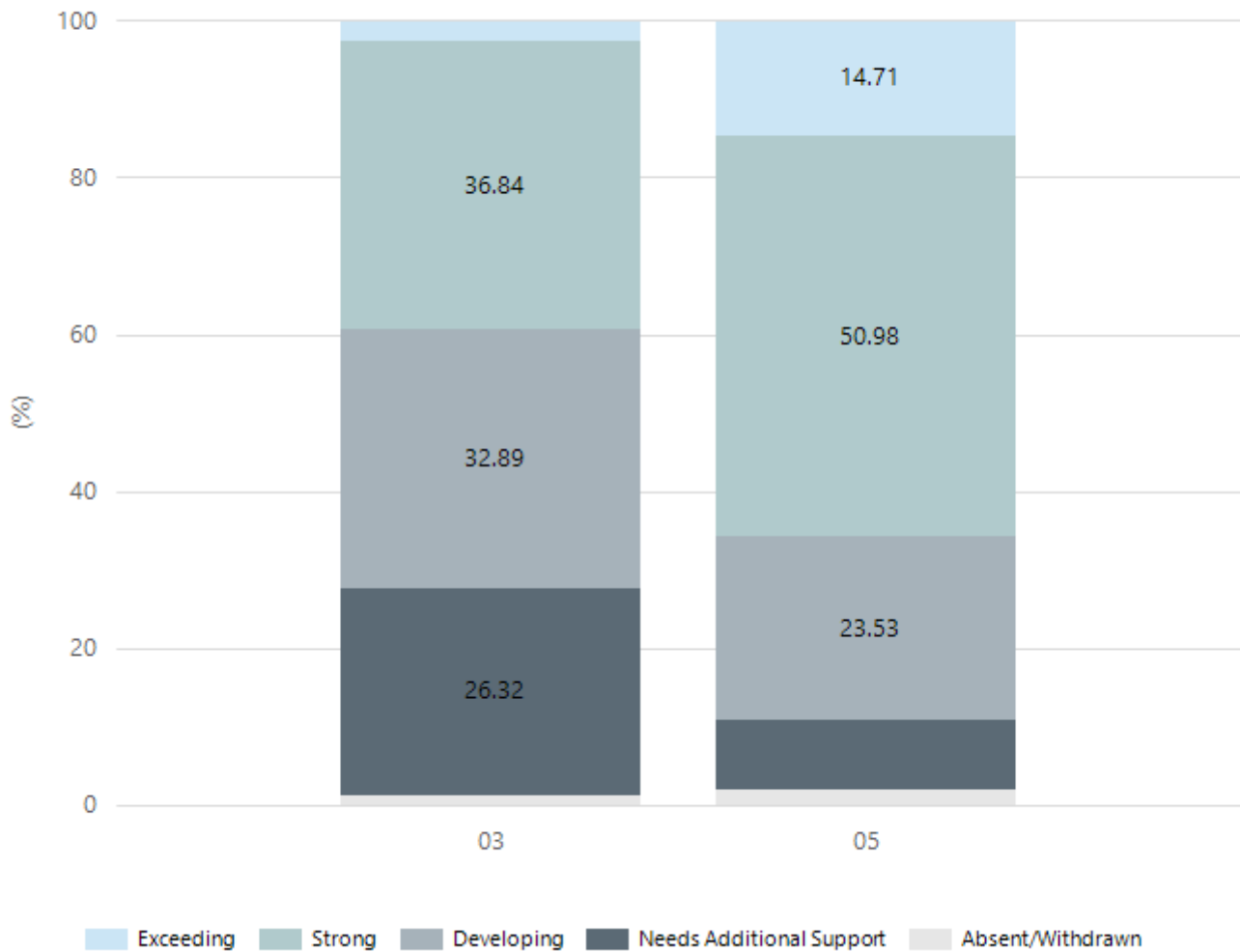
Writing



Year Level	03	05
Exceeding	1	8
Strong	59	59
Developing	12	26
Needs Additional Support	2	6
Absent/Withdrawn	2	3
Total	76	102

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.

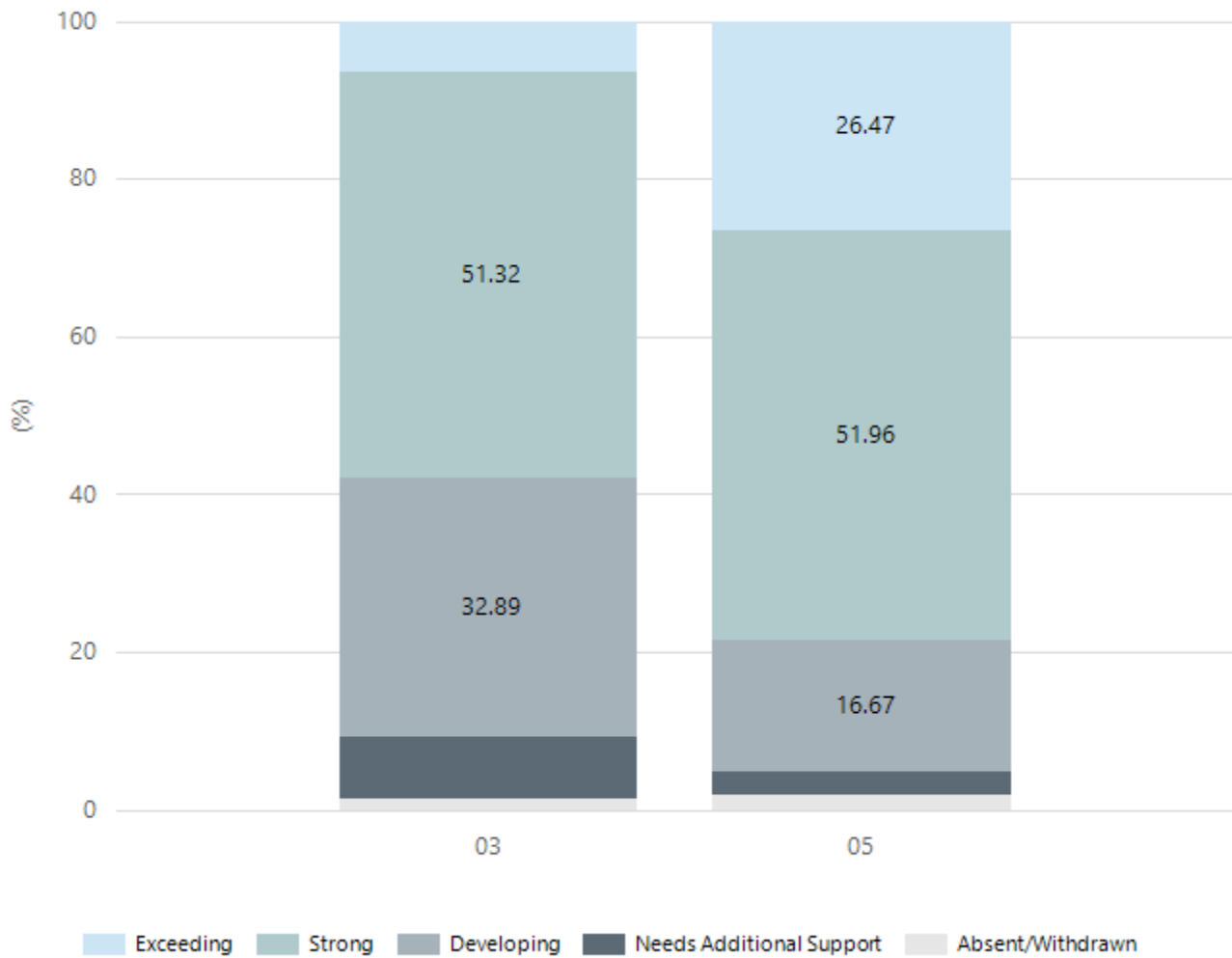
Grammar



Year Level	03	05
Exceeding	2	15
Strong	28	52
Developing	25	24
Needs Additional Support	20	9
Absent/Withdrawn	1	2
Total	76	102

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	5	27
Strong	39	53
Developing	25	17
Needs Additional Support	6	3
Absent/Withdrawn	1	2
Total	76	102

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.

School Attendance

Year Level	2023	2024	2025
Reception	92.1%	92.5%	92.4%
Year 01	88.2%	90.9%	91.7%
Year 02	90.0%	91.4%	92.2%
Year 03	89.5%	89.5%	92.3%
Year 04	90.6%	90.6%	92.3%
Year 05	91.1%	90.8%	92.8%
Year 06	89.0%	91.8%	92.0%
Total	90.0%	91.0%	92.3%

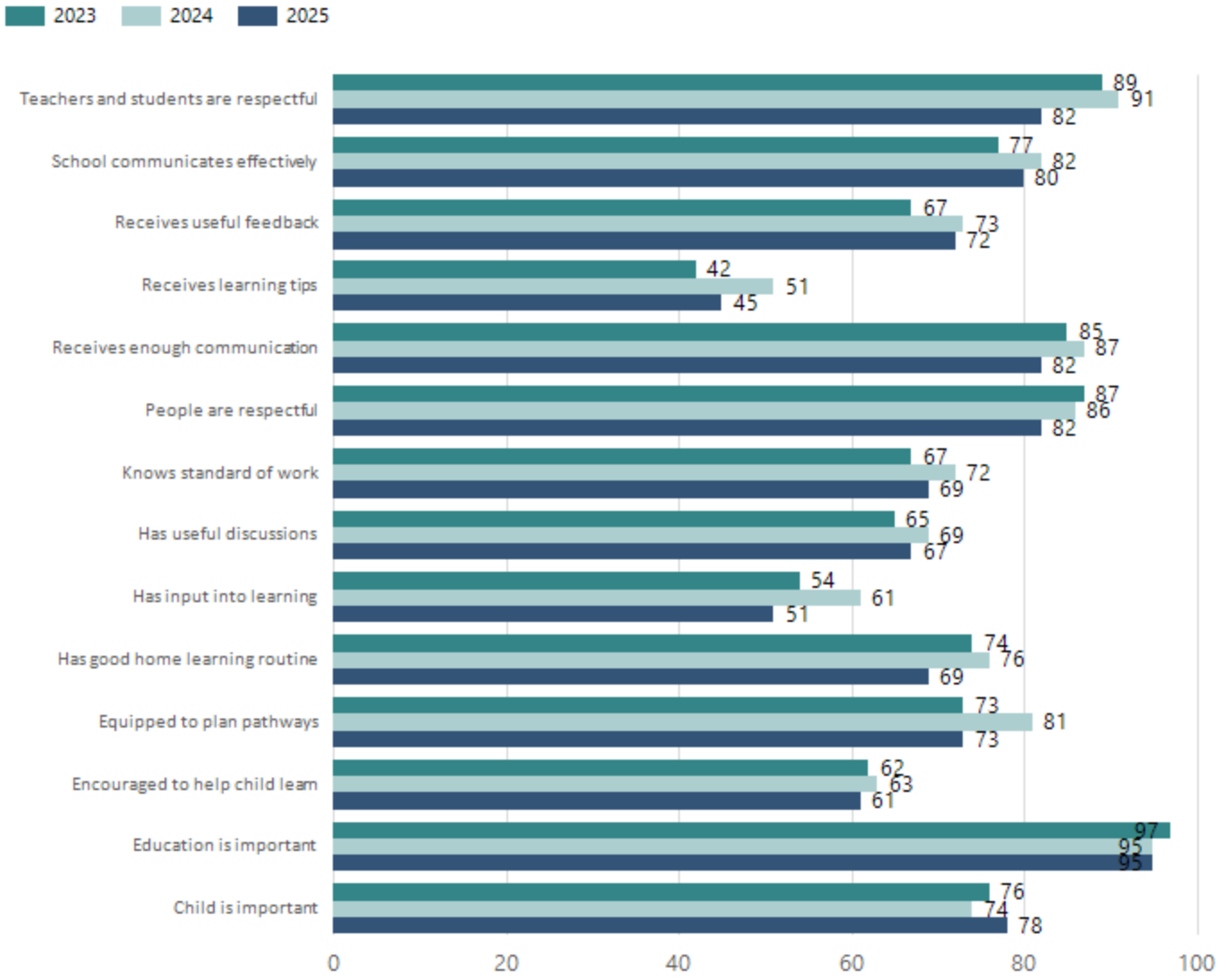
Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected 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

Proportion of agree/strongly agree response(%)



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

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	17	59.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	7.0%
OV - LEFT SA FOR OVERSEAS	7	24.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	3	10.0%

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	29
Postgraduate Qualifications	12

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	13.0	0.6	34.9
Persons	0.0	17.0	1.0	40.0

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	\$ 6,633,571.00
Grants: Commonwealth	\$ 5,550.00
Parent Contributions	\$ 284,201.00
Fund Raising	\$ 98,201.00
Other	\$ 105,172.00

Data Source: School supplied data.