Aldinga Beach Primary School

2024 annual report to the Community

Aldinga Beach Primary School

Aldinga Beach Primary School number: 222

Partnership: Sea & Vines

School principal:	Amanda Badcock
Date of endorsement:	03/02/2025

Government of South Australia
Department for Education

Context Statement

Aldinga Beach Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 387. Aldinga Beach Primary School is classified as Category 4 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 8% Aboriginal students, 6% students with disabilities, 1% students with English as an additional language or dialect (EALD) funded background, 2% 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.
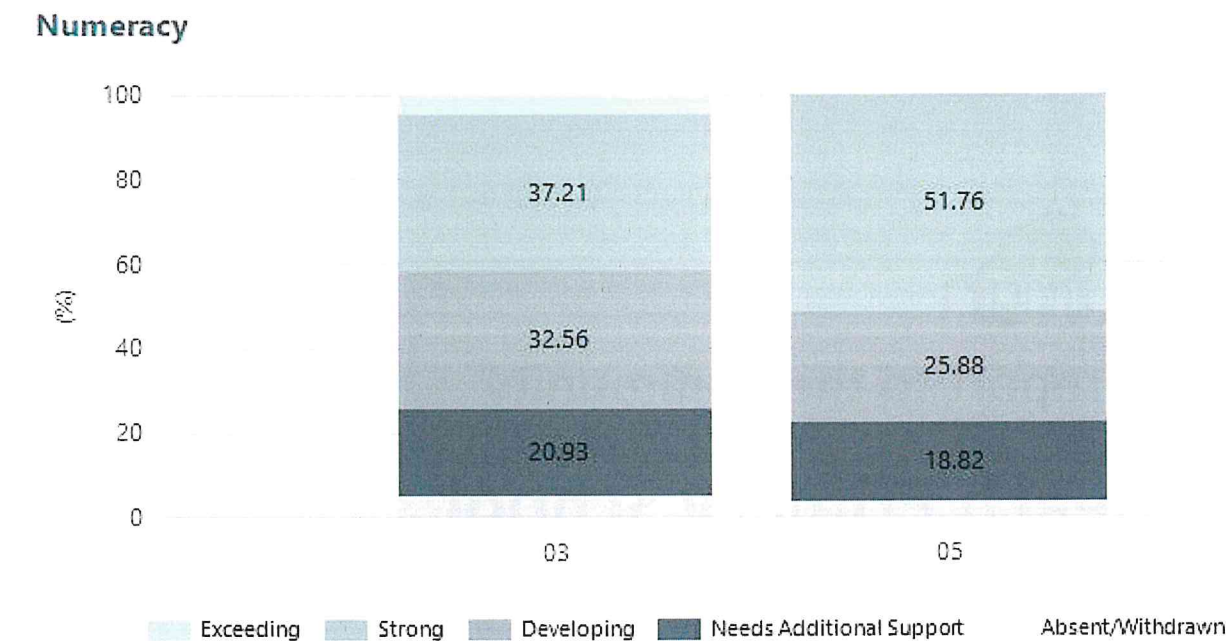
Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report

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	2	
Strong	16	44
Developing	14	22
Needs Additional Support	9	16
Absent/Withdrawn	2	3
Total	43	85

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
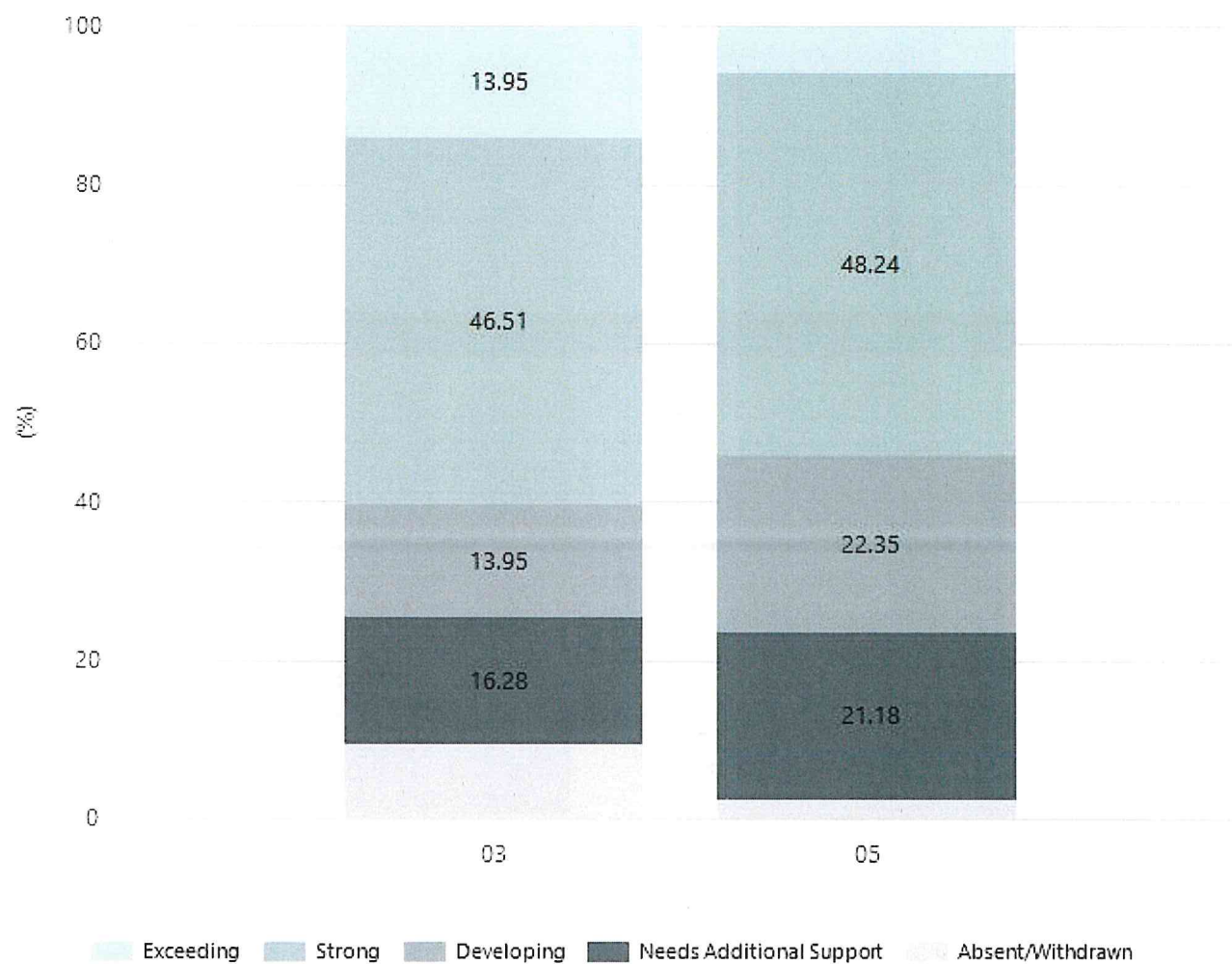
Year Level	03	05
Exceeding	6	5
Strong	20	41
Developing	6	19
Needs Additional Support	7	18
Absent/Withdrawn	4	2
Total	43	85

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.
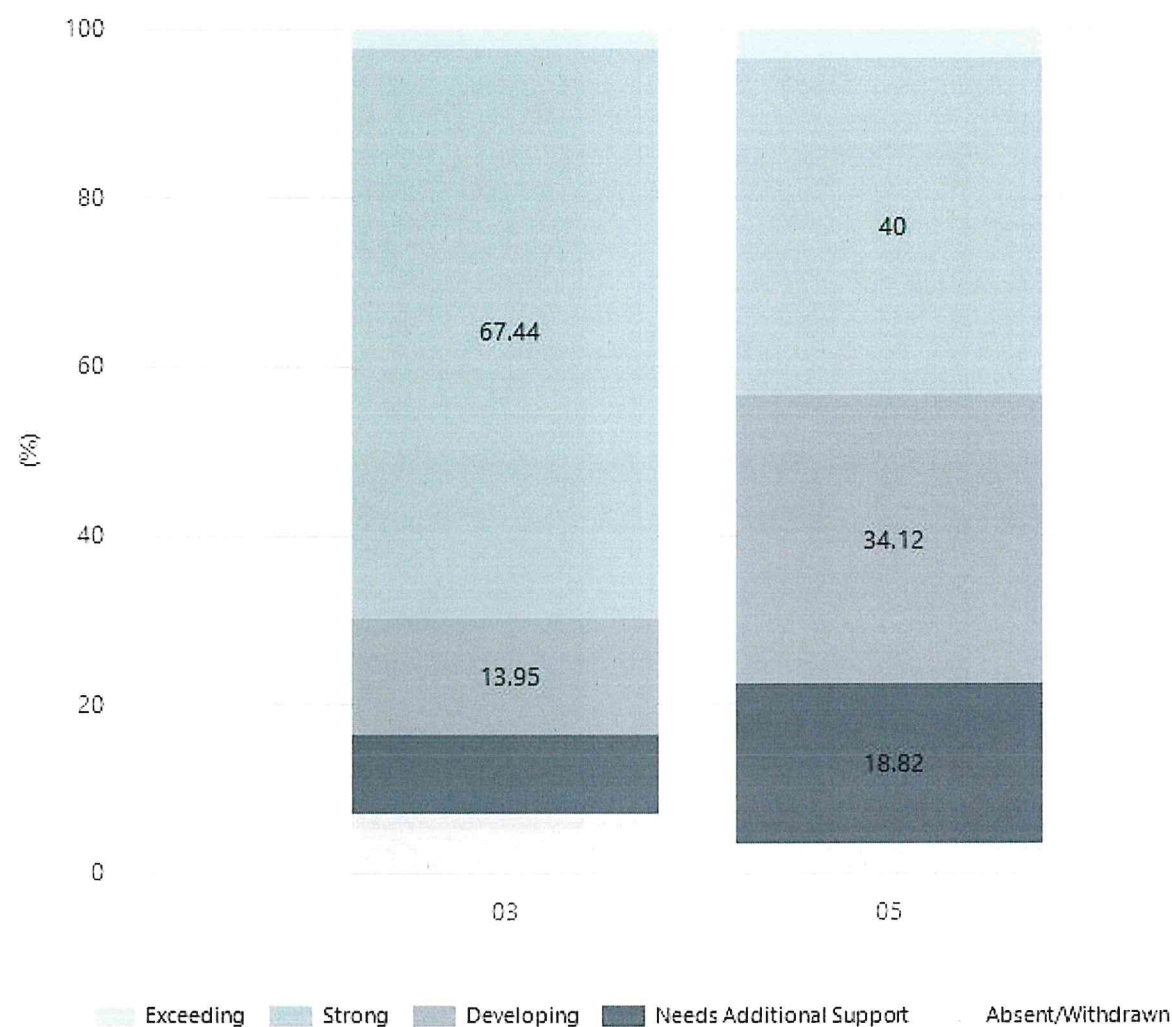
Writing

Year Level	03	05
Exceeding	1	3
Strong	29	34
Developing	6	29
Needs Additional Support	4	16
Absent/Withdrawn	3	3
Total	43	85

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
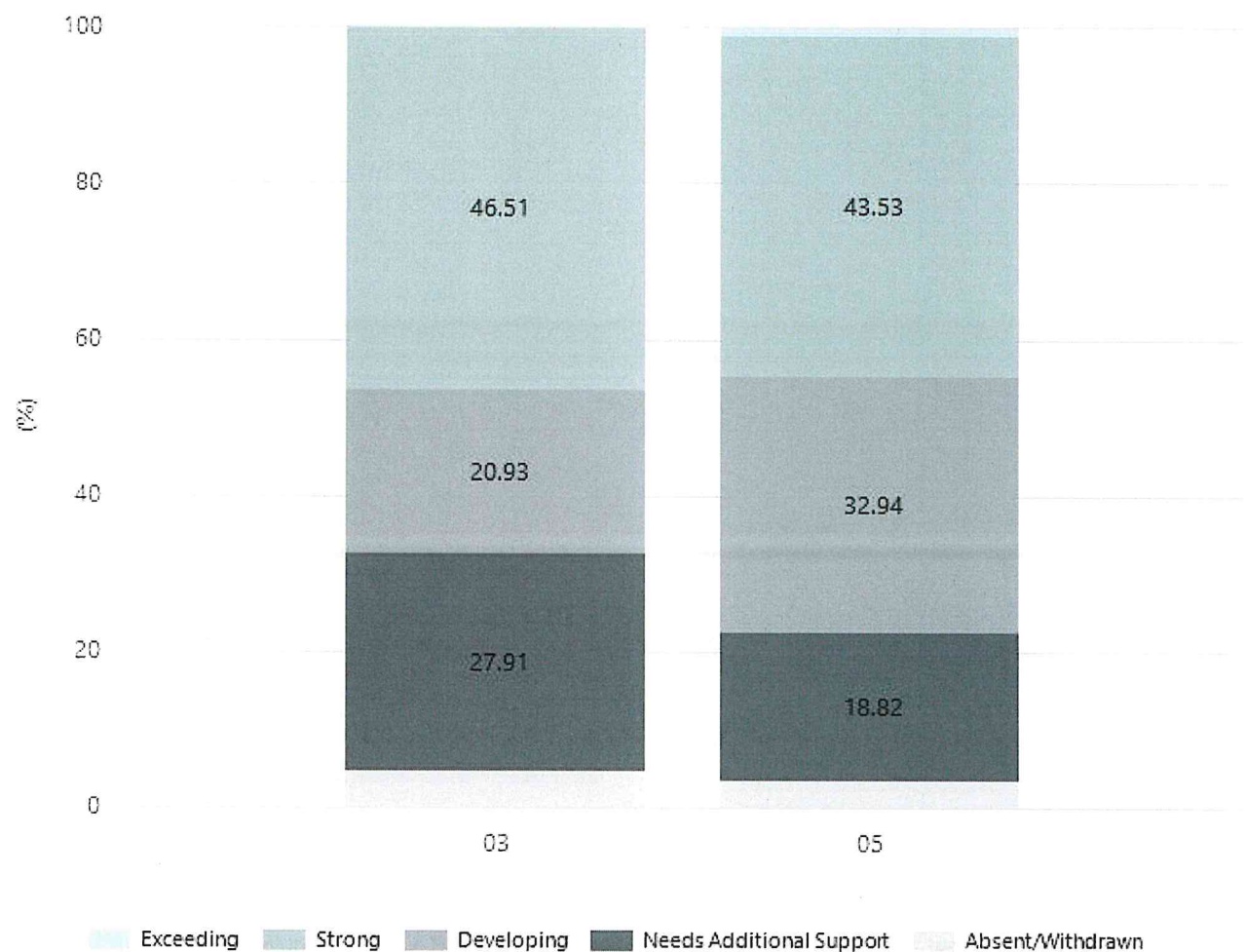

Year Level	03	05
Exceeding		1
Strong	20	37
Developing	9	28
Needs Additional Support	12	16
Absent/Withdrawn	2	3
Total	43	85

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.
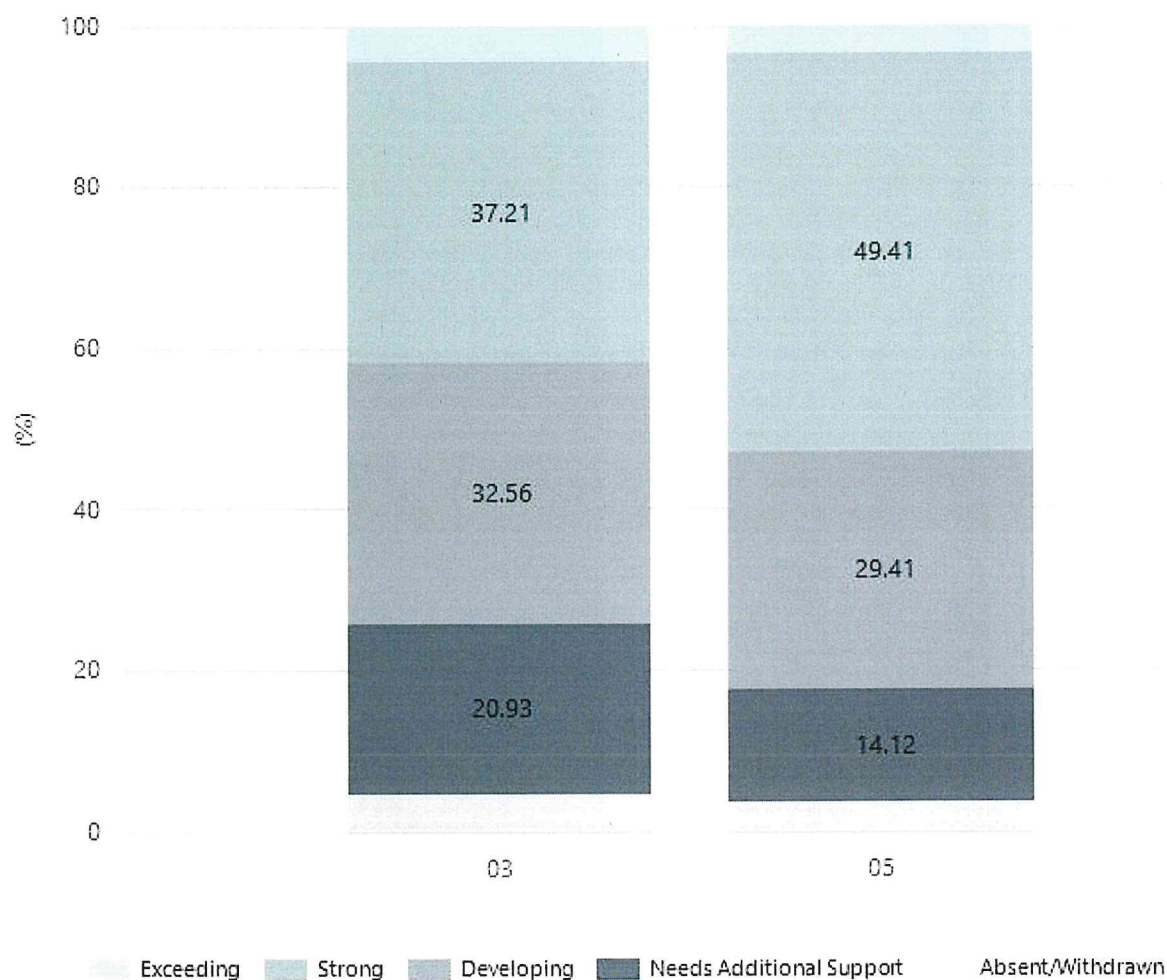
Spelling

Year Level	03	05
Exceeding	2	3
Strong	16	42
Developing	14	25
Needs Additional Support	9	12
Absent/Withdrawn	2	3
Total	43	85

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.

NAPLAN Proficiency - Aboriginal Learners

Numeracy

Year Level	05
Strong	5
Needs Additional Support	2
Total	7

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. Only data for Aboriginal learners is displayed.
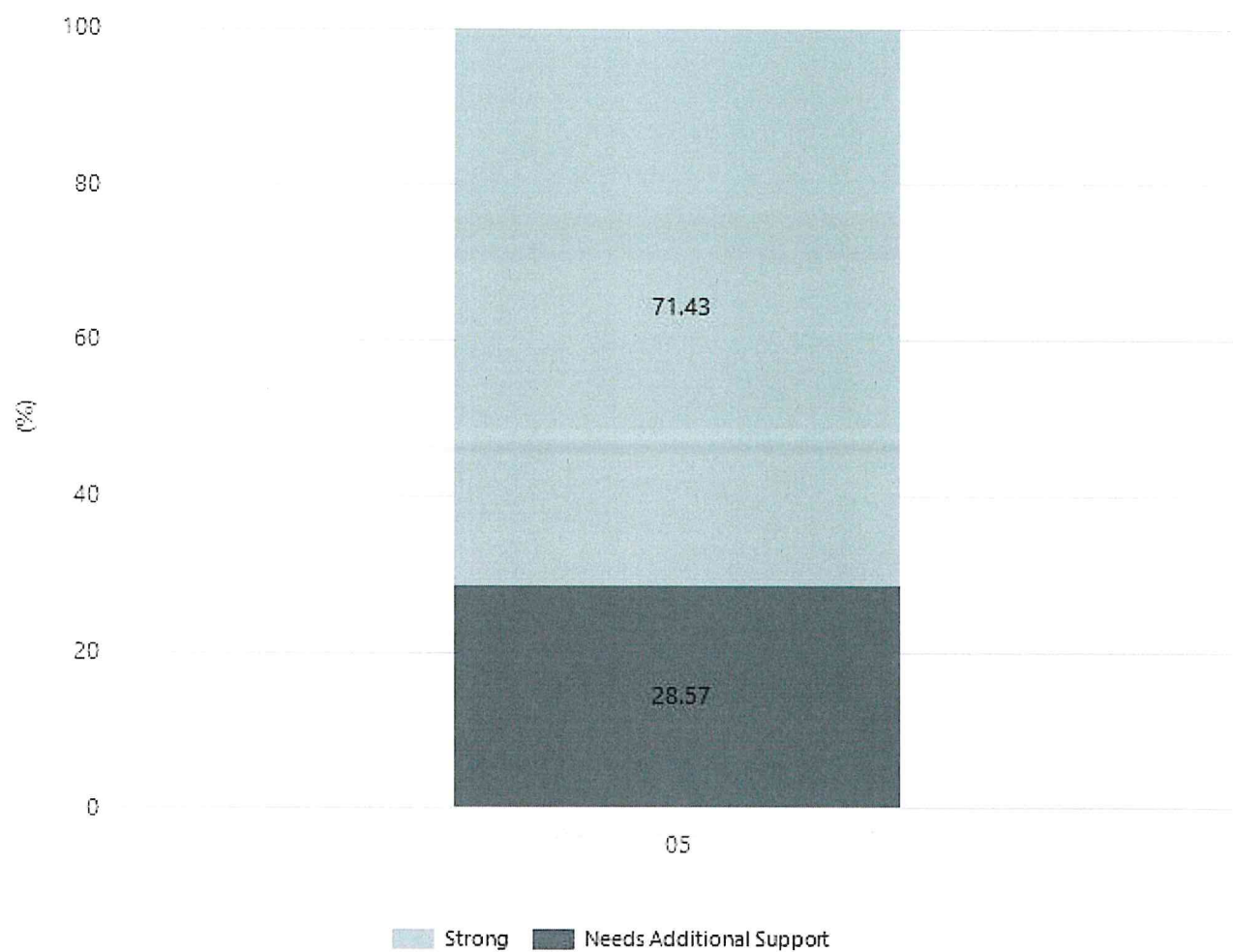
Reading

Year Level	05
Exceeding	1
Strong	3
Developing	1
Needs Additional Support	2
Total	7

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. Only data for Aboriginal learners is displayed.
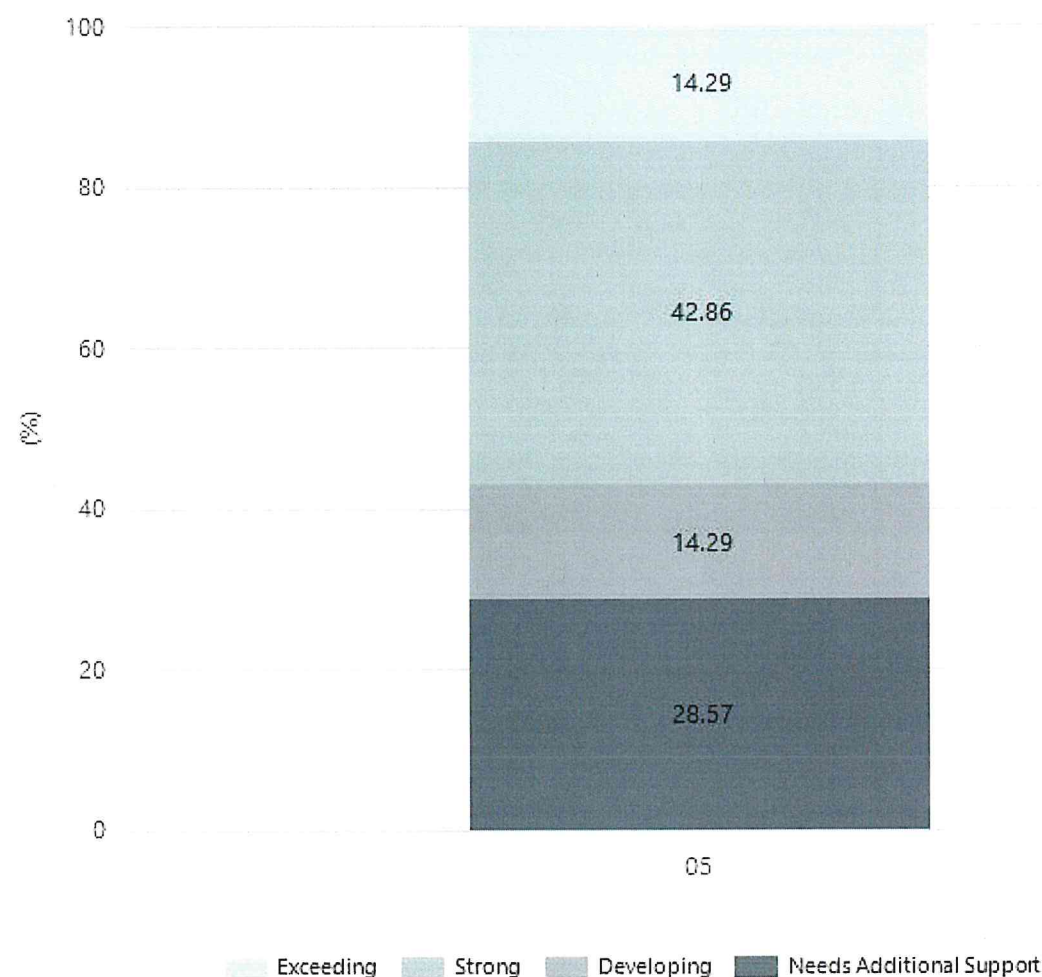
Writing

Year Level	05
Strong	2
Developing	5
Total	7

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. Only data for Aboriginal learners is displayed.
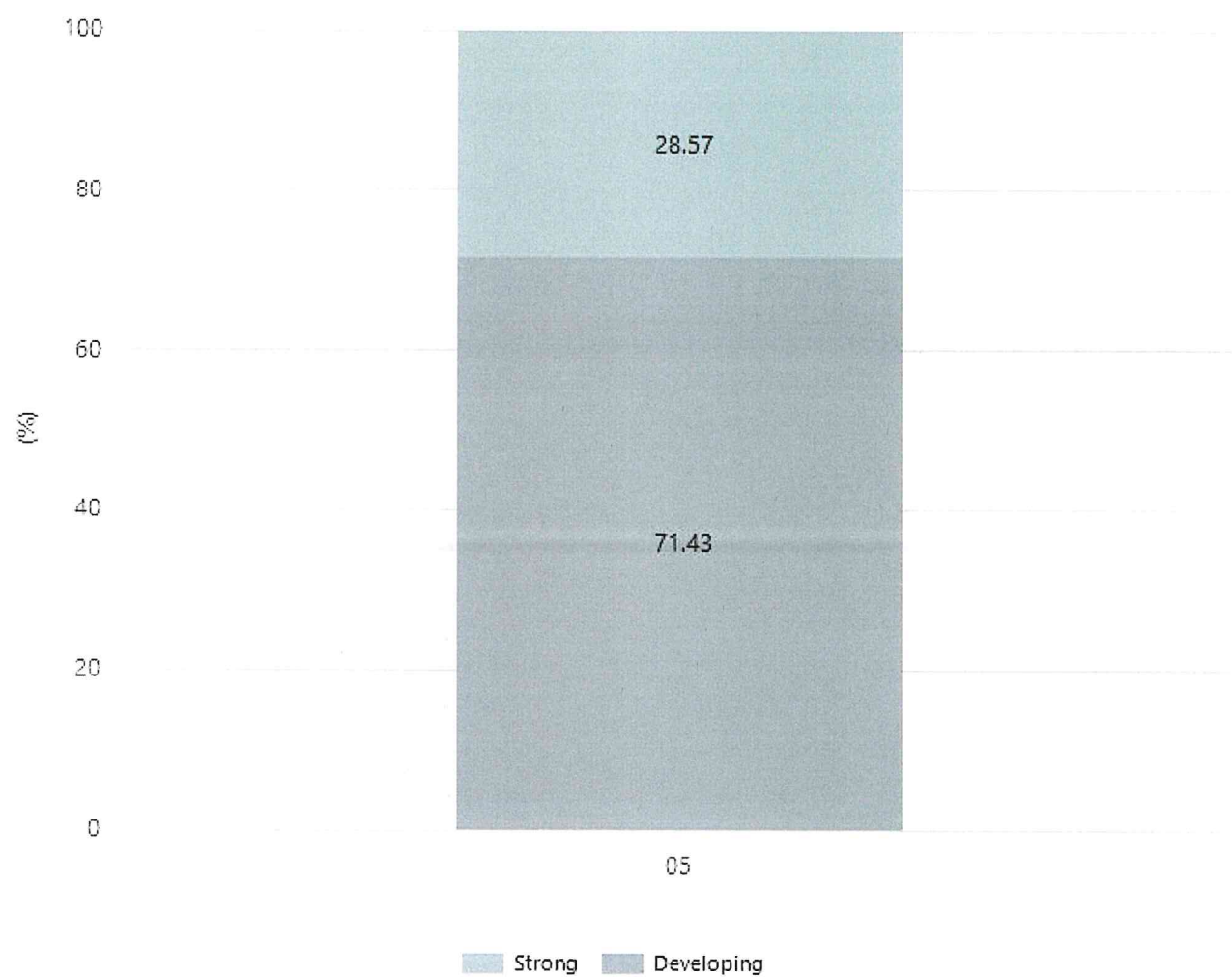
Grammar

Year Level	05
Strong	4
Developing	1
Needs Additional Support	2
Total	7

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. Only data for Aboriginal learners is displayed.
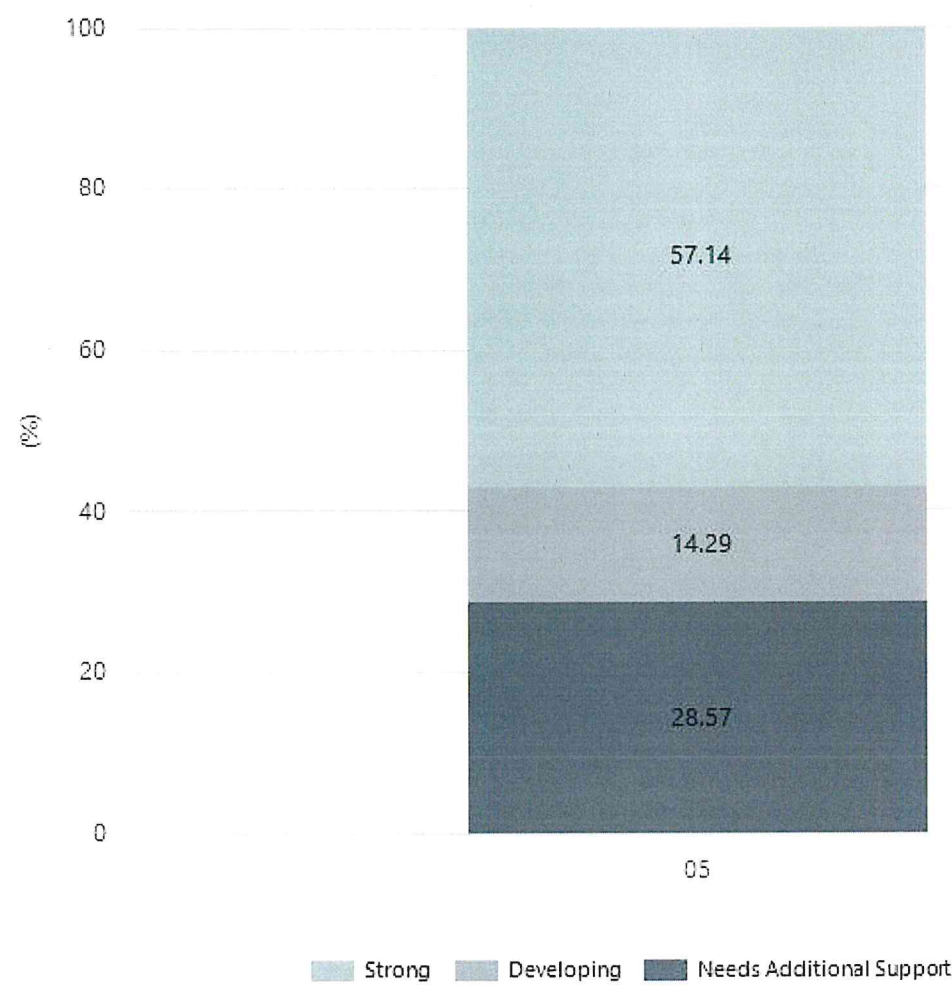
Spelling

Year Level	05
Strong	4
Developing	3
Total	7

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. Only data for Aboriginal learners is displayed.
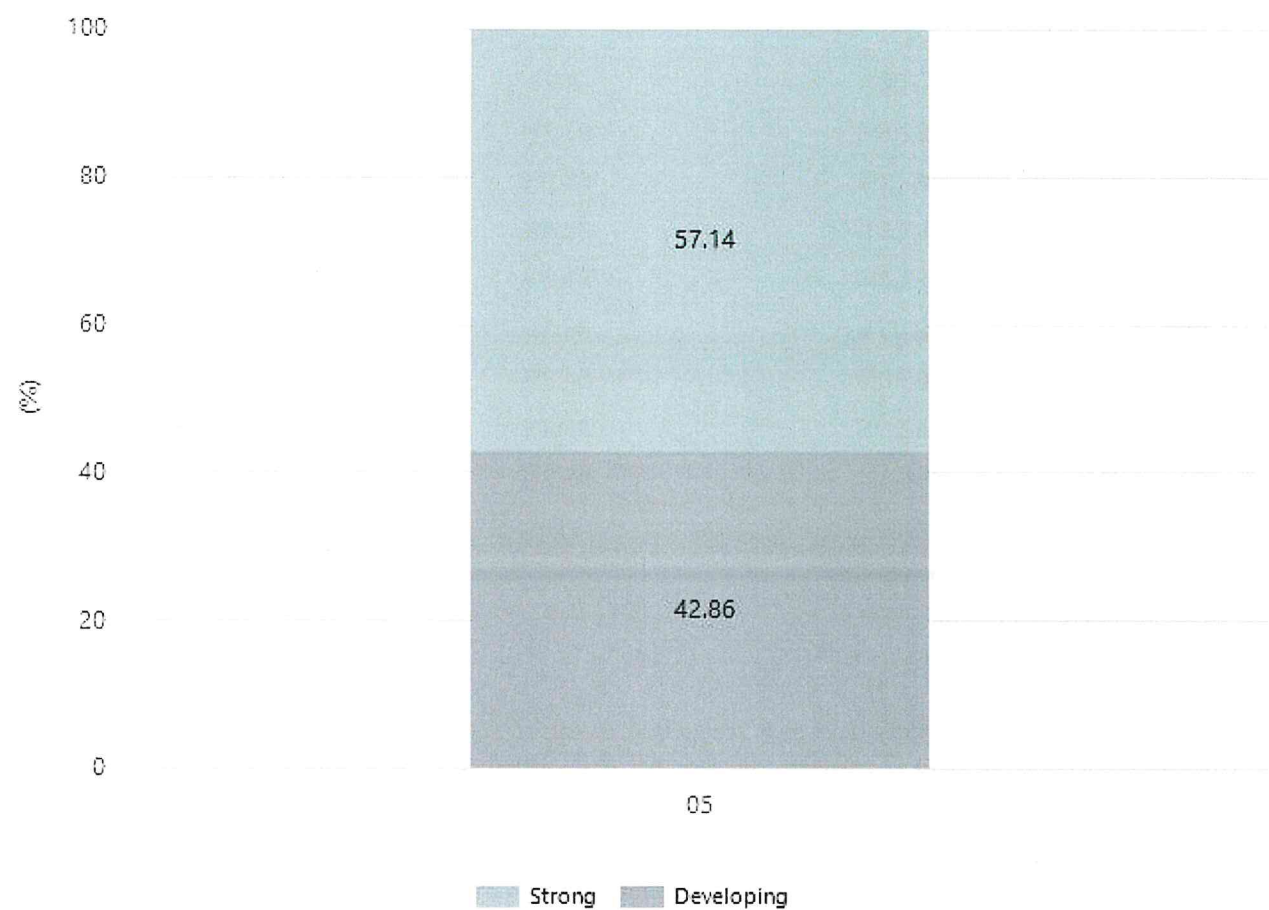
School Attendance

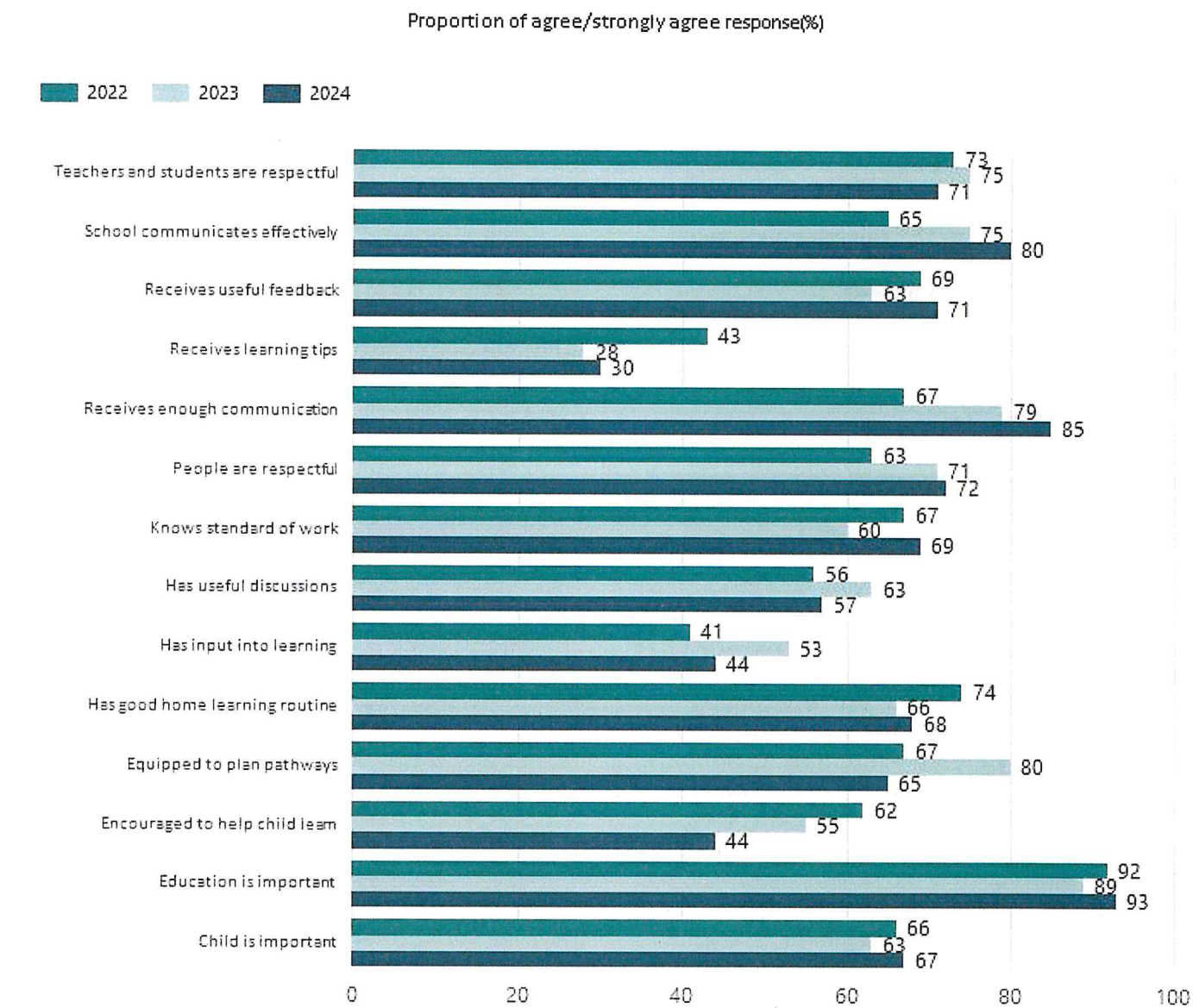| Year Level	2022	2023	2024
Reception	82.6%	87.7%	91.3%
Year 01	87.3%	85.0%	88.1%
Year 02	87.1%	87.6%	83.9%
Year 03	85.4%	87.2%	87.5%
Year 04	81.5%	86.5%	86.7%
Year 05	83.0%	84.3%	87.7%
Year 06	82.5%	85.4%	84.9%
Total	84.3%	86.2%	87.1%

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.

School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)

Legend: ■ 2022 ■ 2023 ■ 2024

Category	2022	2023	2024
Teachers and students are respectful	73	75	71
School communicates effectively	65	75	80
Receives useful feedback	69	63	71
Receives learning tips	43	28	30
Receives enough communication	67	79	85
People are respectful	63	71	72
Knows standard of work	67	60	69
Has useful discussions	56	63	57
Has input into learning	41	53	44
Has good home learning routine	74	66	68
Equipped to plan pathways	67	80	65
Encouraged to help child learn	62	55	44
Education is important	92	89	93
Child is important	66	63	67

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

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	15.0%
QL - LEFT SA FOR QLD	2	10.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	13	65.0%
U - UNKNOWN	2	10.0%

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	25
Postgraduate Qualifications	4

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

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	24.8	1.3	14.2
Persons	0.0	29.0	2.0	20.0

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	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

Data Source: School supplied data.

Aldinga Beach Primary School Governing Council Report 2024

Chairperson's Report

It has been a productive and successful year for the Aldinga Beach Primary School Governing Council, marked by positive developments that have enhanced our school environment and strengthened our connection with the community. I am proud to share some of the key highlights and achievements for 2024.

School Improvements and Upgrades

One of our significant accomplishments this year has been the installation of new school signs, which have greatly improved the visibility and welcoming atmosphere of our school. These signs not only enhance navigation but also contribute to fostering pride in our school grounds.

The long-anticipated opening of the new Primary Playground was another highlight. This vibrant play space provides students with a safe, engaging environment to explore, play, and develop their social skills. The joyful response from the children confirms the positive impact of this project.

Security and communication upgrades have also been a focus. The installation of an upgraded intercom system, security gates, and additional CCTV cameras has strengthened the safety and functionality of our school facilities. These enhancements ensure a secure learning environment for all students and staff.

Looking ahead, we are excited about the upcoming relocation of the school sandpit. This project is partially funded through a generous donation from our OSHC service, and we are grateful for their continued support of school initiatives.

Cultural Recognition and Identity

This year, we proudly introduced new building names—Pirlta, Ngauwaka, Nantu, and Wilampa—which are Kaurna names for native animals. This initiative reflects our commitment to honouring the culture and language of the Traditional Custodians of the land on which we learn and grow.

The development of new sports day house logos for our teams—Culley Cockatoos, Croser Kangaroos, Lovelock Lorikeets, and Pengilly Possums—was another meaningful enhancement. These colourful, vibrant logos capture the spirit of teamwork and school pride that define our sports day celebrations.

Community Engagement and Fundraising

Fundraising activities have continued to play a crucial role in supporting school initiatives and fostering community engagement. Highlights from this year include:

- School Discos, which were supported positively by students and families.

- Mother's Day and Father's Day stalls, providing thoughtful and affordable gift options for students.

- Food stalls at major events such as the Arts Showcase, Sports Day, and the Twilight Concert.

The success of these events is a testament to the dedication of our volunteers, staff, and wider school community.

Time Capsule Milestones

This year, we had the privilege of opening the time capsule that was sealed back in 2001. The artefacts and memories within provided a fascinating glimpse into the school community over two decades ago and sparked engaging discussions about how much has changed since then. To continue this tradition, we have sealed a new time capsule to be opened in the future. The 2024 time capsule includes reflections from students, school memorabilia, and snapshots of current events and achievements.

Acknowledging Council Members

In 2024, we farewelled three long-serving Governing Council members, myself included, as our children transitioned to secondary school. Additionally, one valued member is relocating to the country. We extend our heartfelt thanks for their dedication, leadership, and countless contributions over the years. Their efforts have left a lasting impact on our school community.

Looking Ahead

As the school moves forward, the Governing Council remains committed to fostering a safe, inclusive, and dynamic learning environment for our students. I have no doubt that they will continue to collaborate with families, staff, and community members to ensure Aldinga Beach Primary School thrives as a place of learning, connection, and opportunity.

Thank you to everyone who has supported and contributed to our successes this year. Together, we are building a stronger, more vibrant school community.

Warm regards,

Emma Jones

Chairperson,

Aldinga Beach Primary School Governing Council

Annual Report 2024 Site Summary

Curriculum:

In 2024, we focused on advancing student success with a strong emphasis on reading development. A key strategy was using the DIBELS assessment suite, whole staff professional development, which provided detailed insights into individual student progress, allowing us to tailor our curriculum and instruction to meet their unique needs. Phonics instruction continued as a priority, with targeted interventions and differentiated teaching methods ensuring that students developed the skills necessary to decode and comprehend words, thereby enhancing reading fluency.

In the area of writing, we began enhancing our instruction through a collaborative focus group. A group of seven teachers, led by our Assistant Principal, researched best practices through a book study with the aim of improving both the structure and creativity of students' writing. This effort involved analysing student work and sharing strategies to foster stronger writing skills. These teachers are trailing different strategies and will lead their peers in 2025 along with trialling the Brightpath program.

We finalised the **Continuity of Learning** booklet, which played a crucial role in ensuring consistency and focus in teaching practices. This resource outlined expectations for Mathematics and English instruction, emphasising structured, sequential teaching, and evidence-based pedagogies. It provided clear guidelines for planning, assessment, and differentiation, ensuring that all teachers followed a cohesive approach in delivering the curriculum, which helped create a unified learning experience for students.

Additionally, we explored the South Australian Curriculum as part of the initial stages of it's roll out across the state. We will work towards full implementation in 2026.

Intervention and Support:
We have continued our Case Management process, meeting fortnightly to discuss students' needs in regards to intervention and support, wellbeing, attendance and referrals. 2024 saw a refinement of this process to improve the documentation for individual students that were discussed during the Case Management meetings.

Students were supported with their learning and regulation needs through 1:1 SSO support and small group intervention including Speech, MiniLit, MacqLit, Skill Narrative, TooSmart, QuickSmart and Zones of Regulation. These groups provided support for students ranging from Reception to Year 6. Behaviour Plans and Zones Tool Kits were developed for individual students, to support them with their individual needs, including documentation to support the regular use of the Reconnect Room.

PBL:
In 2024 after a year of preparation, the PBL team launched PBL to the wider teaching staff. This included a new site-wide consistent teaching schedule for behaviour expectations, the introduction of kindness, respect and integrity tokens for encouraging expected behaviours and professional development sessions for PBL classroom practices. The PBL team engaged in tier 3 training which resulted in the refinement of behaviour data collection and analysis as well as the beginnings of new tier 3 interventions for students requiring further behavioural support.

Attendance:
In 2024 ABPS was part of the Primary Schools Attendance Action Research Project (PSAAR). This involved the addition of an Attendance Support Officer (ASO) 3 days a week. This resulted in an overall improvement not just in our overall attendance but an 11% increase in satisfactory attendance compared to other like schools. As part of the project, ABPS was invited to present at the National Attendance Community of Practice to share our standout results from the project. Despite the project ending at the end of 2024, we have elected to retain our ASO in 2025.