

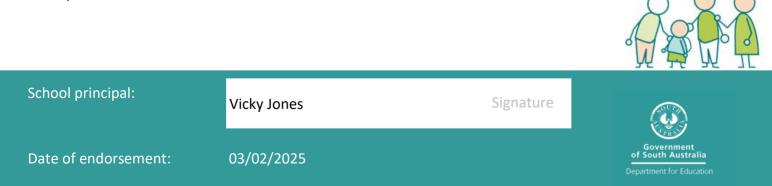


2024 annual report to the Community

Brooklyn Park Primary School

Brooklyn Park Primary School number: 231

Partnership: West Torrens



Context Statement

Brooklyn Park Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 123. Brooklyn Park 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 2% Aboriginal students, 12% students with disabilities, 23% 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 2024.

Governing Council 2024 Summary

Lockleys Primary School

Chair of Governors 2024 Reflection

2024 was a year of significant change for Lockleys Primary School in the changing of its name and the transition to a new principal. Throughout the year, a selection process was undertaken for the new principal, and we are very excited to welcome and congratulate Vicky Jones as the new principal of our school and we look forward to working with her. Late in the year, under new leadership and after engagement with the school community we started the process to change our name to Brooklyn Park Primary School. As we look to the future, we hope this name change will better align with our neighbourhood and address legacy issues and confusion between Lockleys and Lockleys North primary schools

2024 for Lockleys Primary school saw the introduction of several new clubs and social activities for the students, including the lunch time games club, paper planes club and SSO facilitated breakfast club. In addition, the Student Representative Council identified and planned student fundraising days, raising funds for the Hutt St Centre, Childhood Cancer, Heart Kids, and Walk a Mile in my Boots. From a sporting perspective, students actively participated in a range of sporting events, including Sports Day in Term 1 with Elston winning the day, swimming lessons and aquatics, the Airport District SAPSASA Athletics Carnival and the Colour Fun Run.

Several school enhancements were achieved during 2024, beginning with a well-attended Community Working Bee on the school grounds in May. Following this, we saw a new backboard installed for the basketball court, new seating installed, removal of a few trees to make way for new landscaping, installation of a new fence on the northern side of the school and new sand for the junior primary sand pit. Mid-year also saw the school administration transition back into the administration building following repairs. It was also great to see our successful application for Way2Go funding approved and new bike/scooter racks installed for the students.

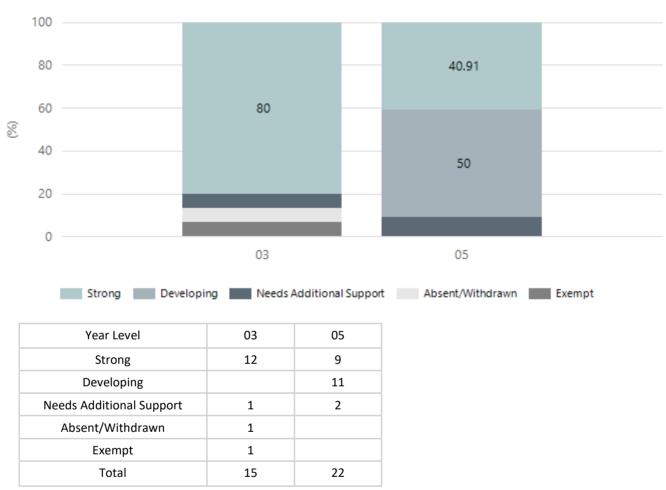
Teachers in Lockleys Primary school embraced a number of professional learning and development days, including several days dedicated to the introduction of the Berry St Education Model. In addition, they took the opportunity to enhance their training in Self-Regulation and Sensory Processing and engaged in staff wellbeing activities including the Lockleys Primary School Staff Olympics.

In May, a School Disco and Parent Gathering was hosted by the Governing Council, with both events a great success. In addition, the Governing Council and School Community supported Bunnings Sausage Sizzle events, hosted a successful welcome to school breakfast to start the year, undertook Kytons fundraising and hosted a Sports Day barbecue throughout the year.

At the end of the year, we farewelled the Year 6 students with a Graduation Ceremony and the Year 4, 5 and 6 students enjoyed an overnight camp to AFL Max. Following these events, the school community gathered for one final time for the all-school end of year concert before breaking for the Christmas and New Year break.

Performance Summary NAPLAN Proficiency

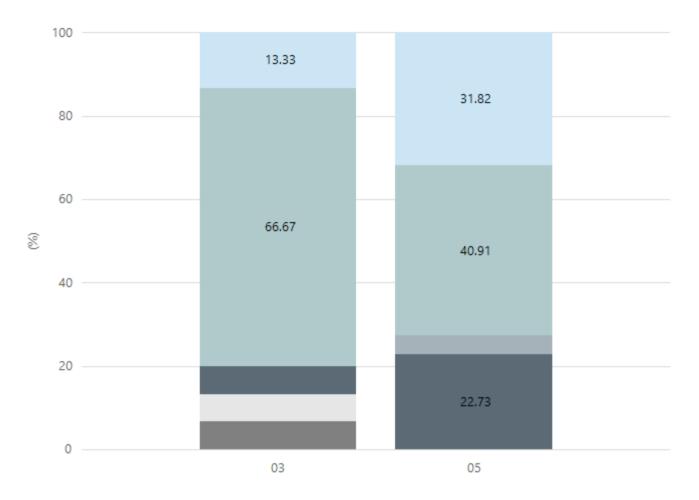
In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.



Numeracy

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

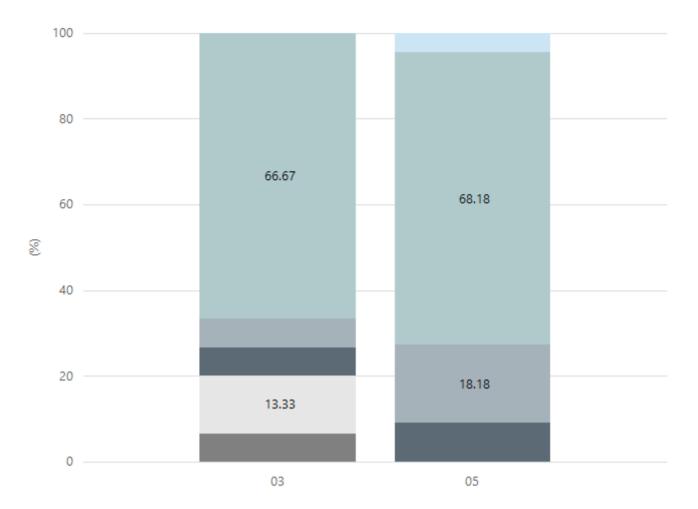


Exceeding Strong Developing Needs Additional Support Absent/Withdrawn Exempt

| Year Level | 03 | 05 |
|--------------------------|----|----|
| Exceeding | 2 | 7 |
| Strong | 10 | 9 |
| Developing | | 1 |
| Needs Additional Support | 1 | 5 |
| Absent/Withdrawn | 1 | |
| Exempt | 1 | |
| Total | 15 | 22 |

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

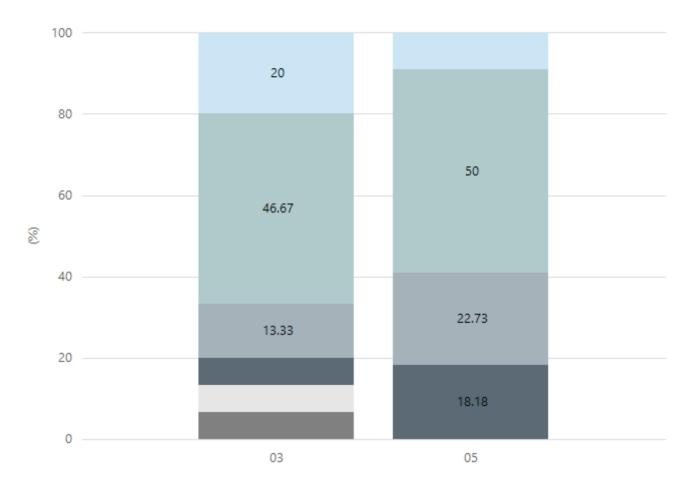


Exceeding Strong Developing Needs Additional Support Absent/Withdrawn Exempt

| Year Level | 03 | 05 |
|--------------------------|----|----|
| Exceeding | | 1 |
| Strong | 10 | 15 |
| Developing | 1 | 4 |
| Needs Additional Support | 1 | 2 |
| Absent/Withdrawn | 2 | |
| Exempt | 1 | |
| Total | 15 | 22 |
| lotai | | |

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

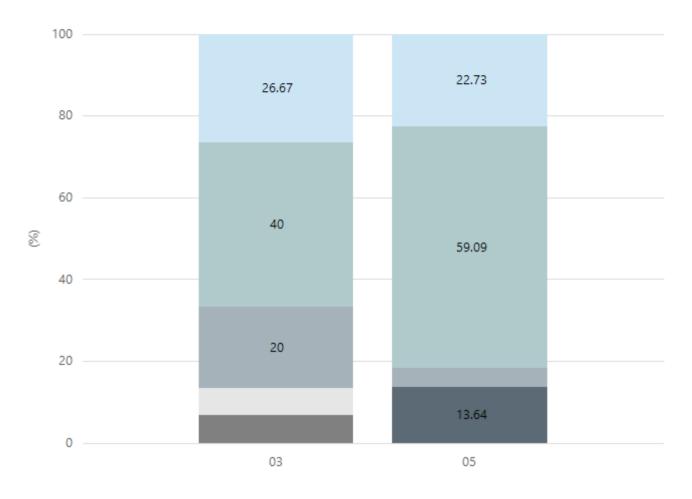


| Exceeding | Strong | Developing | Needs Additional Support | Absent/Withdrawn | Exempt |
|-----------|--------|------------|--------------------------|------------------|--------|
| | | | | | |

| Year Level | 03 | 05 |
|--------------------------|----|----|
| Exceeding | 3 | 2 |
| Strong | 7 | 11 |
| Developing | 2 | 5 |
| Needs Additional Support | 1 | 4 |
| Absent/Withdrawn | 1 | |
| Exempt | 1 | |
| Total | 15 | 22 |

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



Exceeding Strong Developing Needs Additional Support Absent/Withdrawn Exempt

| Year Level | 03 | 05 |
|--------------------------|----|----|
| Exceeding | 4 | 5 |
| Strong | 6 | 13 |
| Developing | 3 | 1 |
| Needs Additional Support | | 3 |
| Absent/Withdrawn | 1 | |
| Exempt | 1 | |
| Total | 15 | 22 |
| | | |

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 | 87.4% | 90.9% | 93.0% |
| Year 01 | 89.5% | 88.5% | 93.0% |
| Year 02 | 89.6% | 88.7% | 94.0% |
| Year 03 | 91.8% | 86.3% | 94.9% |
| Year 04 | 94.9% | 86.6% | 95.6% |
| Year 05 | 89.6% | 90.9% | 95.1% |
| Year 06 | 91.2% | 90.0% | 94.4% |
| Primary Other | 83.5% | 84.8% | 94.3% |
| Total | 90.3% | 88.4% | 94.3% |

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.

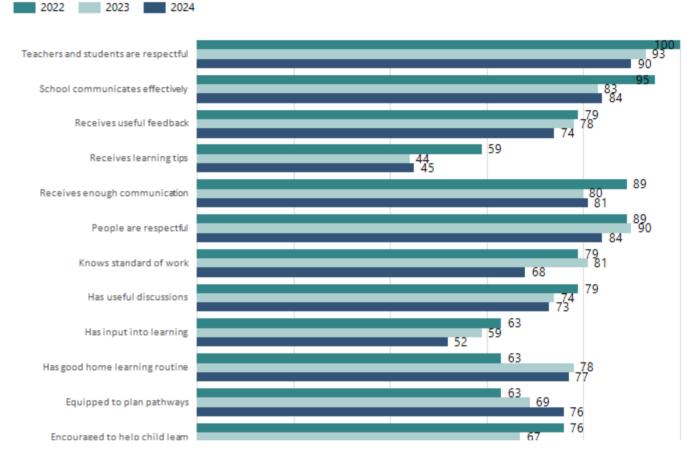
Attendance Comment

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

Proportion of agree/strongly agree response(%)



Intended Destination

| Leave Reason | Number | % |
|--|--------|-------|
| IS - INTERSTATE | 1 | 4.0% |
| NG - ATTENDING NON-GOV SCHOOL IN SA | 3 | 13.0% |
| OV - LEFT SA FOR OVERSEAS | 3 | 13.0% |
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL | 14 | 61.0% |
| U - UNKNOWN | 2 | 9.0% |

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 | 9 |
| Postgraduate Qualifications | 2 |

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 | 10.6 | 0.0 | 5.4 |
| Persons | 0.0 | 11.0 | 0.0 | 9.0 |

ANNUAL GENERAL MEETING

FINANCE REPORT

EOY 2024

| RECONCILED CASH AT BANK AS OF 31/12/2024 | | |
|--|--------------|--|
| SCHOOL – BANK SA \$12,679.37 | | |
| SASIF - ANZ | \$245,368.78 | |

| TOTAL ACTUAL REVENUE FOR 2024 | \$2,023,685.79 |
|--------------------------------|----------------|
| TOTAL ACTUAL EXPENSES FOR 2024 | \$2,171,848.29 |
| ACTUAL DEFICIT FOR 2024 | -\$148,162.50 |

| APPROVED BUDGET FOR 2024 HAD A DEFICIT OF | \$220,654.97 |
|---|--------------|
| WE FINISHED THE YEAR WITH A DEFICIT OF | \$148,162.50 |
| DIFFERENCE OF | \$72,492.47 |

Please find attached the Balance Sheet and Profit & Loss Statement.

| FINANCIAL STATEMENT | |
|----------------------|---------------|
| Funding Source | Amount |
| Grants: State | \$1,856856.57 |
| Grants: Commonwealth | \$5100.00 |
| Parent Contributions | \$49,212.69 |
| Fundraising | \$14,344.49 |
| Other | \$93,000.47 |