2024 annual report to the Community

Angaston Primary School

Angaston Primary School number: 242

Partnership: Barossa Valley

School principal: Lynda Fitzpatrick-Brown   Signature

Date of endorsement: 17/03/2025

Government of South Australia
Department for Education

Context Statement

Angaston Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 249. Angaston 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 4% Aboriginal students, 2% students with disabilities, 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.

Angaston Primary School is located in the Barossa Valley historic township of Angaston some 88km northeast of Adelaide. The school is focused on building a collaborative and consistent teaching and learning culture R-6 inclusive of all learners. The implementation of our Responsible Behaviour Plan and school motto of 'Be Safe, Be Kind, Work Hard' focuses on a whole school approach to valuable social learning, where behaviour choices and a positive attitude lead to improved learning outcomes.

The school boasts a very talented choir and multiple sporting teams. Performing Arts as a specialized subject is featured in our biannual school concert. Three Instrumental Music Service teachers teach a variety of brass, woodwind and percussion instruments weekly.

Through the Public Education strategy areas of impact, we continue to focus on student Wellbeing and Effective Learners by supporting our students to develop the awareness of, and strategies for developing resilience and persistence for learning.

Governing Council Report

The past year has been a period of significant progress and proactive engagement for our Governing Council (GC).

We have undertaken a comprehensive review of several key policies, including those related to phone usage and anaphylaxis management. These reviews are aimed at ensuring the safety and well-being of our students while maintaining a conducive learning environment.

We are pleased to report an increase in the number of new members joining the Governing Council last year. This influx of fresh perspectives and ideas has been instrumental in driving our initiatives forward. The GC has been exceptionally proactive in terms of fundraising activities, organising various events and campaigns to support our school community.

The funds raised through these efforts have been strategically utilised to reduce the costs associated with camps, excursions, and other educational activities. This has made these opportunities more accessible to all students, ensuring that financial constraints do not hinder their participation.

Moreover, we have witnessed a heartening increase in family involvement within the school. More families are now actively volunteering, contributing their time and skills to support various school programs and events. This renewed sense of community and collaboration has greatly enriched the school environment.

In conclusion, I would like to thank all members of the Governing Council and the Fundraising Committee for their continued support, time and efforts throughout the school year. The Governing Council remains committed to fostering a supportive and inclusive school community. We look forward to continuing our efforts in the coming year, building on the successes of the past year and addressing any challenges that may arise.

And finally, I would like to thank Lynda, Sokhan and the rest of the staff and all the SSO's for the leadership, hard work, support and encouragement of the students here at the school to Be Safe, Be Kind, Work Hard, and achieve their best!
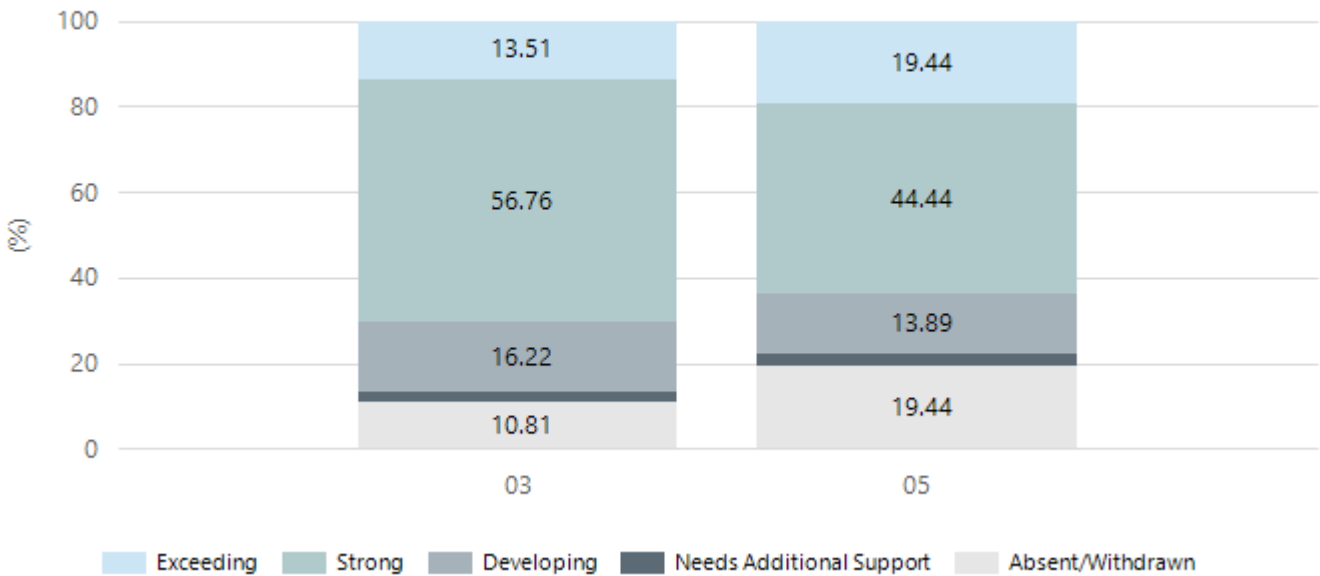
Adam Forbes

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	5	7
Strong	21	16
Developing	6	5
Needs Additional Support	1	1
Absent/Withdrawn	4	7
Total	37	36

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
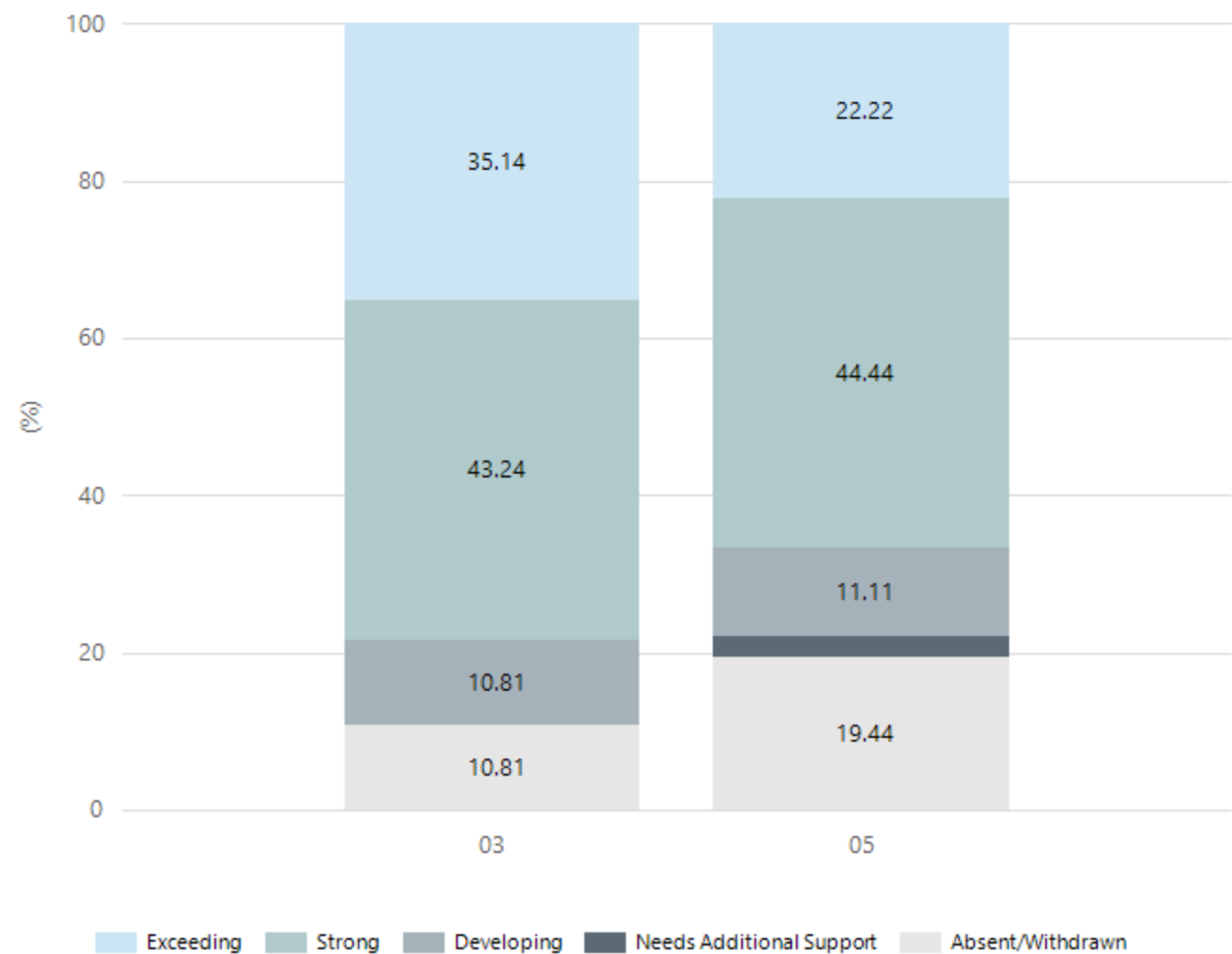
Year Level	03	05
Exceeding	13	8
Strong	16	16
Developing	4	4
Needs Additional Support		1
Absent/Withdrawn	4	7
Total	37	36

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	10	2
Strong	19	22
Developing	3	4
Needs Additional Support		2
Absent/Withdrawn	5	6
Total	37	36

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.
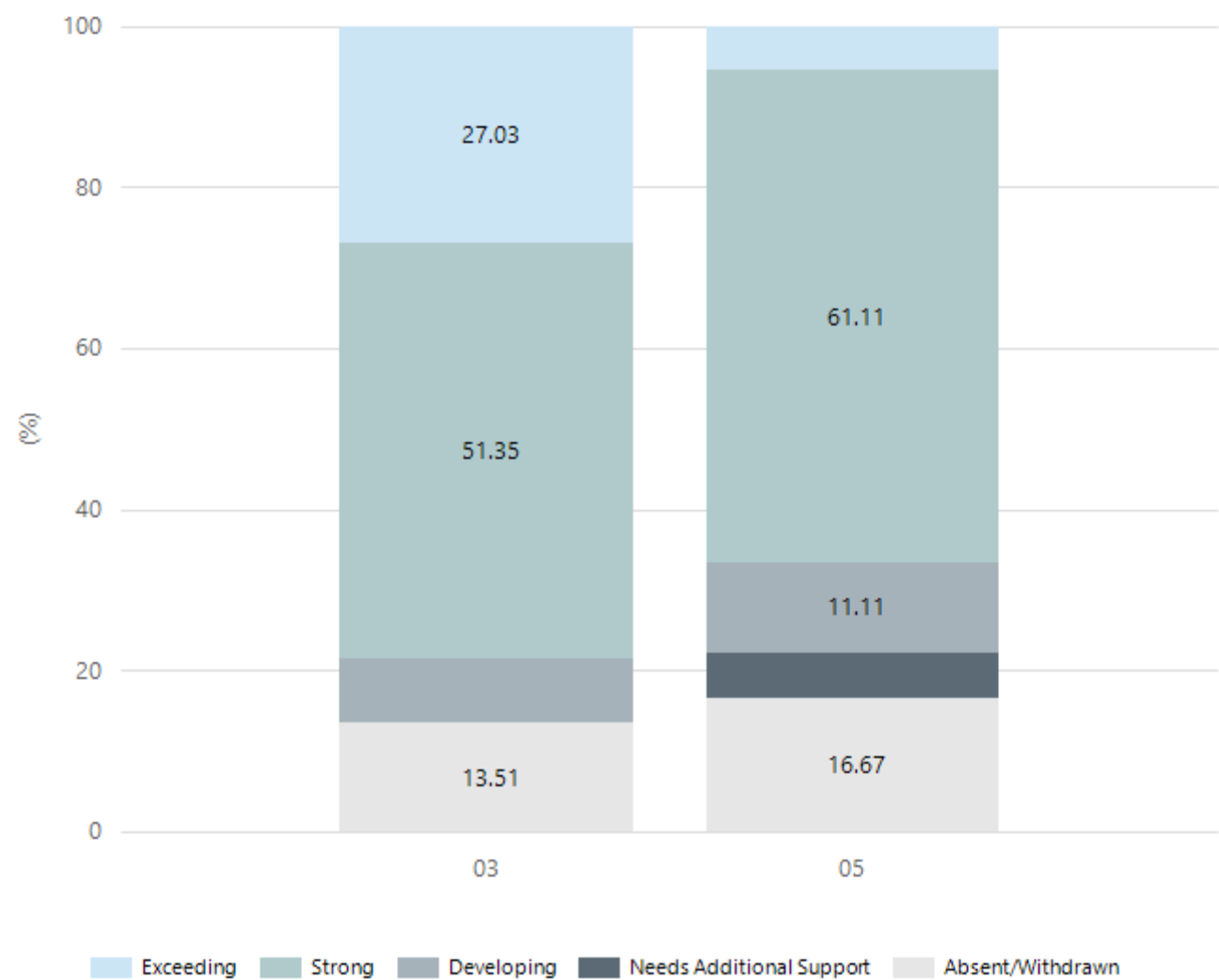
Grammar
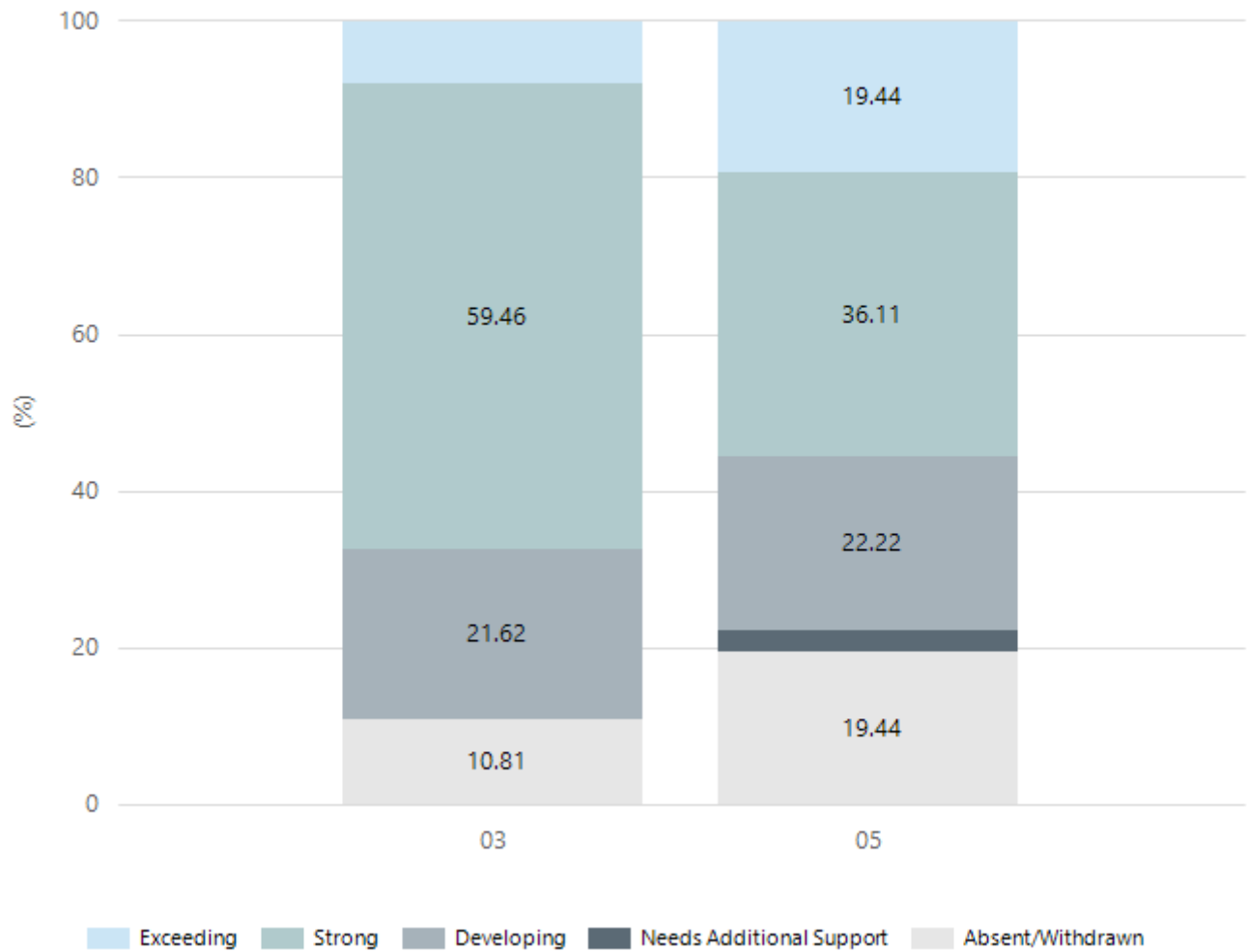
Year Level	03	05
Exceeding	3	7
Strong	22	13
Developing	8	8
Needs Additional Support		1
Absent/Withdrawn	4	7
Total	37	36

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	5	3
Strong	22	17
Developing	5	8
Needs Additional Support	1	1
Absent/Withdrawn	4	7
Total	37	36

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.
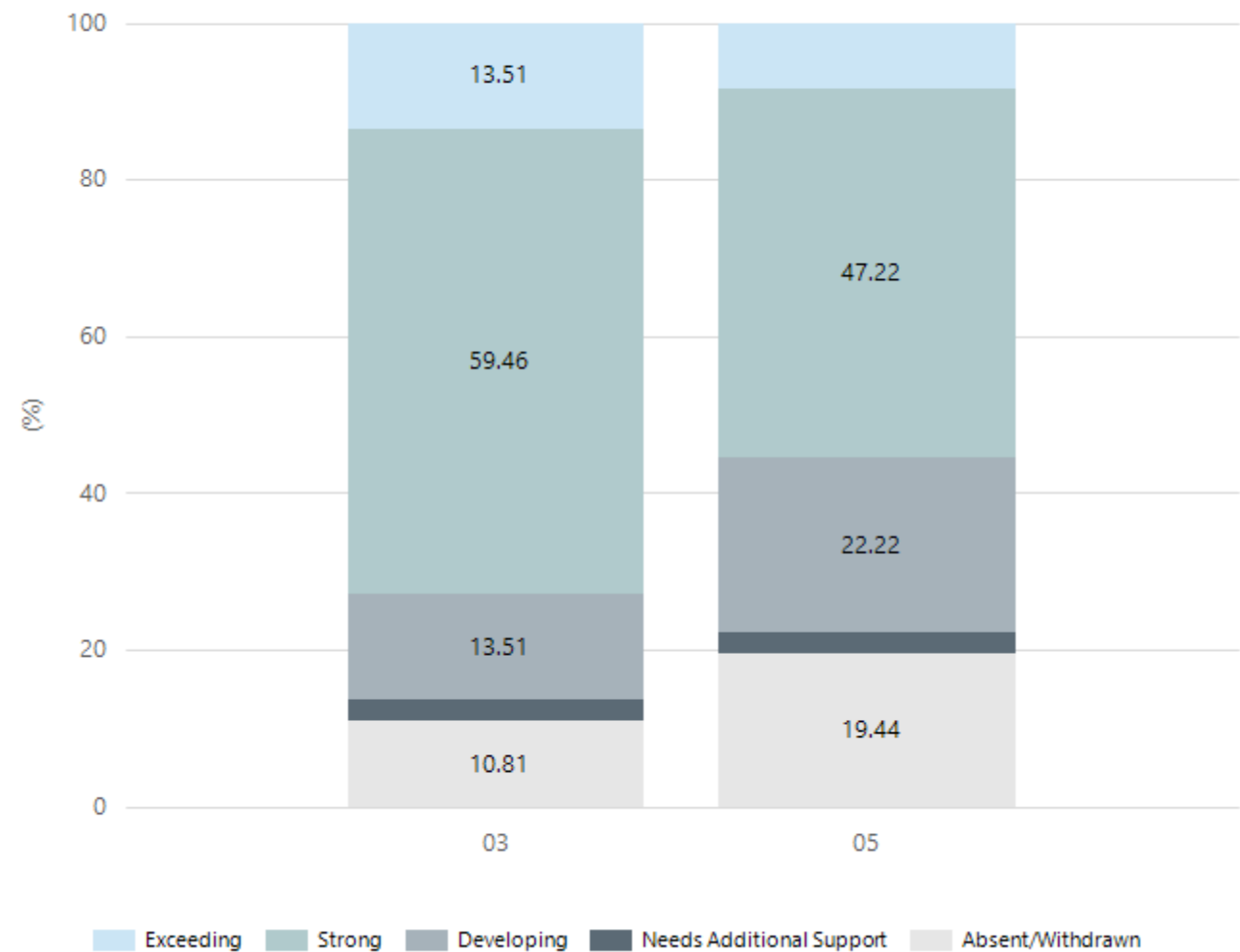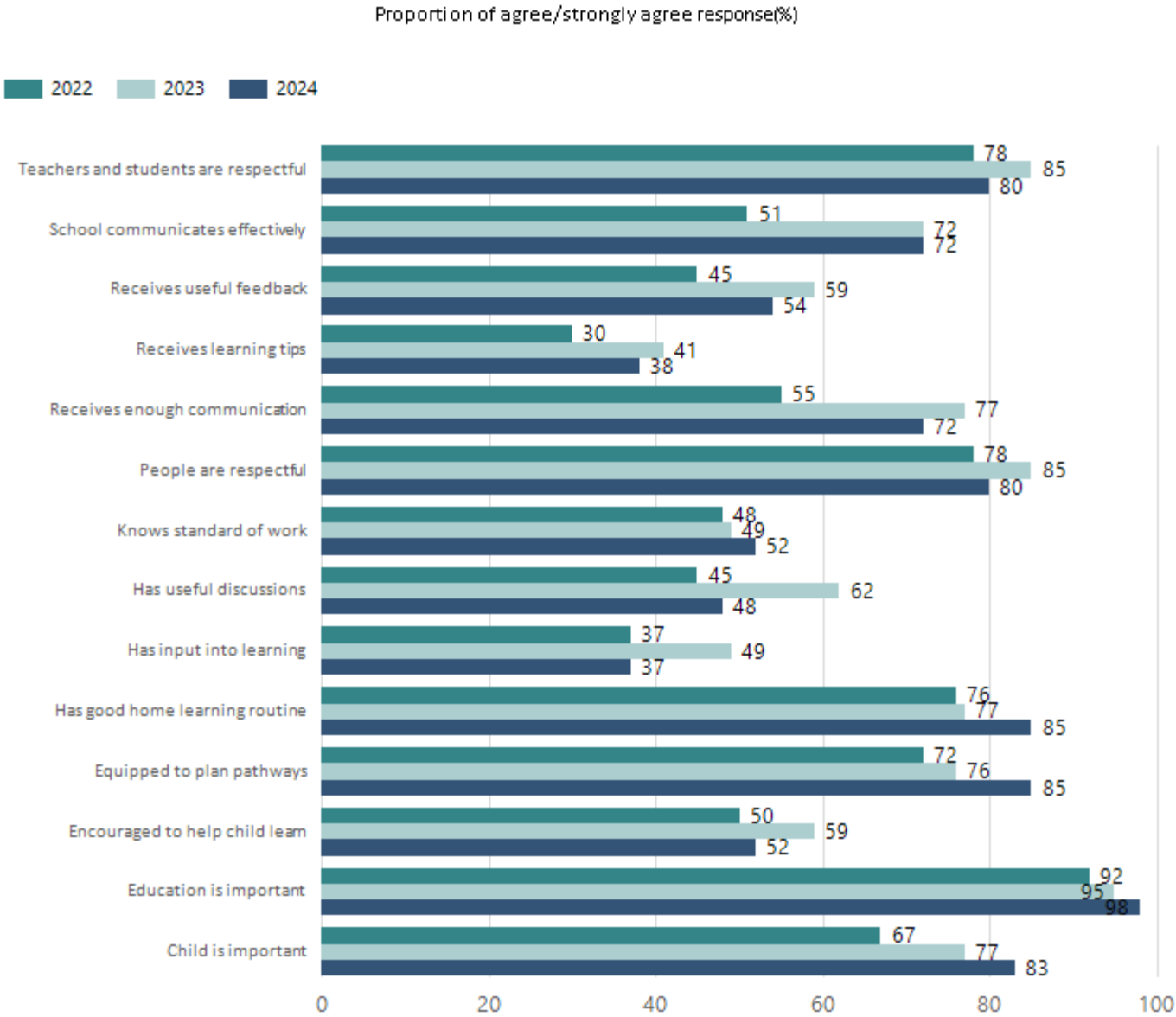
School Attendance

Year Level	2022	2023	2024
Reception	86.3%	89.6%	89.5%
Year 01	86.3%	90.1%	92.4%
Year 02	90.4%	91.3%	85.4%
Year 03	90.4%	90.1%	90.2%
Year 04	87.0%	89.9%	90.5%
Year 05	90.1%	89.3%	90.4%
Year 06	87.5%	88.8%	90.2%
Total	88.3%	89.8%	90.0%

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.

School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)

Legend: 2022, 2023, 2024

Question	2022	2023	2024
Teachers and students are respectful	78	85	80
School communicates effectively	51	72	72
Receives useful feedback	45	59	54
Receives learning tips	30	41	38
Receives enough communication	55	77	72
People are respectful	78	85	80
Knows standard of work	48	49	52
Has useful discussions	45	62	48
Has input into learning	37	49	37
Has good home learning routine	76	77	85
Equipped to plan pathways	72	76	85
Encouraged to help child learn	50	59	52
Education is important	92	95	98
Child is important	67	77	83

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

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	27.0%
QL - LEFT SA FOR QLD	1	7.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	9	60.0%
VI - LEFT SA FOR VIC	1	7.0%

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	13
Postgraduate Qualifications	6

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	5.8	0.9	15.9
Persons	0.0	11.0	1.0	18.0

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.

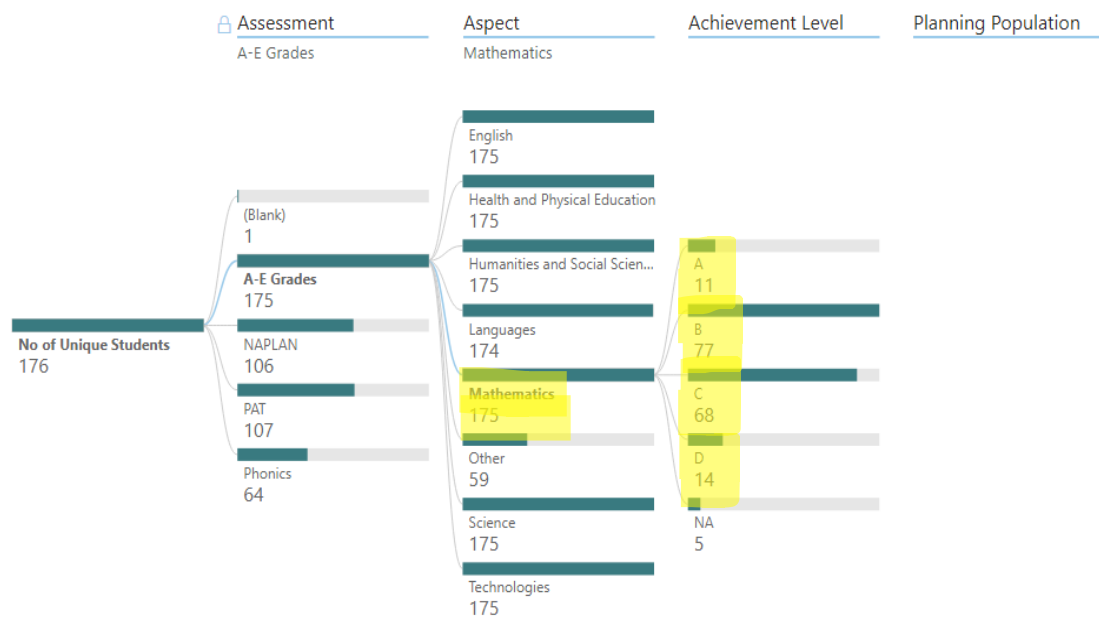# Financial Statement

Funding Source	Amount
Grants: State	$2 319 028.20
Grants: Commonwealth	$
Parent Contributions	$136 848.17
Fund Raising	$17 414.58
Other	$44 917.15

Data Source: School supplied data.

A – E grades Mathematics Year 1-6

No of Unique Students, % of Students
BY ASSESSMENT, ASPECT, ACHIEVEMENT LEVEL

Assessment	Aspect	Achievement Level	Planning Population
A-E Grades	Mathematics		

English 175
Health and Physical Education 175
Humanities and Social Scien... 175
(Blank) 1
A-E Grades 175
Languages 174
No of Unique Students 176
NAPLAN 106
Mathematics 175
PAT 107
Other 59
Phonics 64
Science 175
Technologies 175

Achievement Level:
A 11
B 77
C 68
D 14
NA 5

A – E grades English Year 1-6

No of Unique Students, % of Students
BY ASSESSMENT, ASPECT, ACHIEVEMENT LEVEL

Assessment	Aspect	Achievement Level	Planning Population
A-E Grades	English		

English 175
Health and Physical Education 175
Humanities and Social Scien... 175
(Blank) 1
A-E Grades 175
Languages 174
No of Unique Students 176
NAPLAN 106
Mathematics 175
PAT 107
Other 59
Phonics 64
Science 175
Technologies 175

Achievement Level:
A 4
B 59
C 86
D 21
NA 5
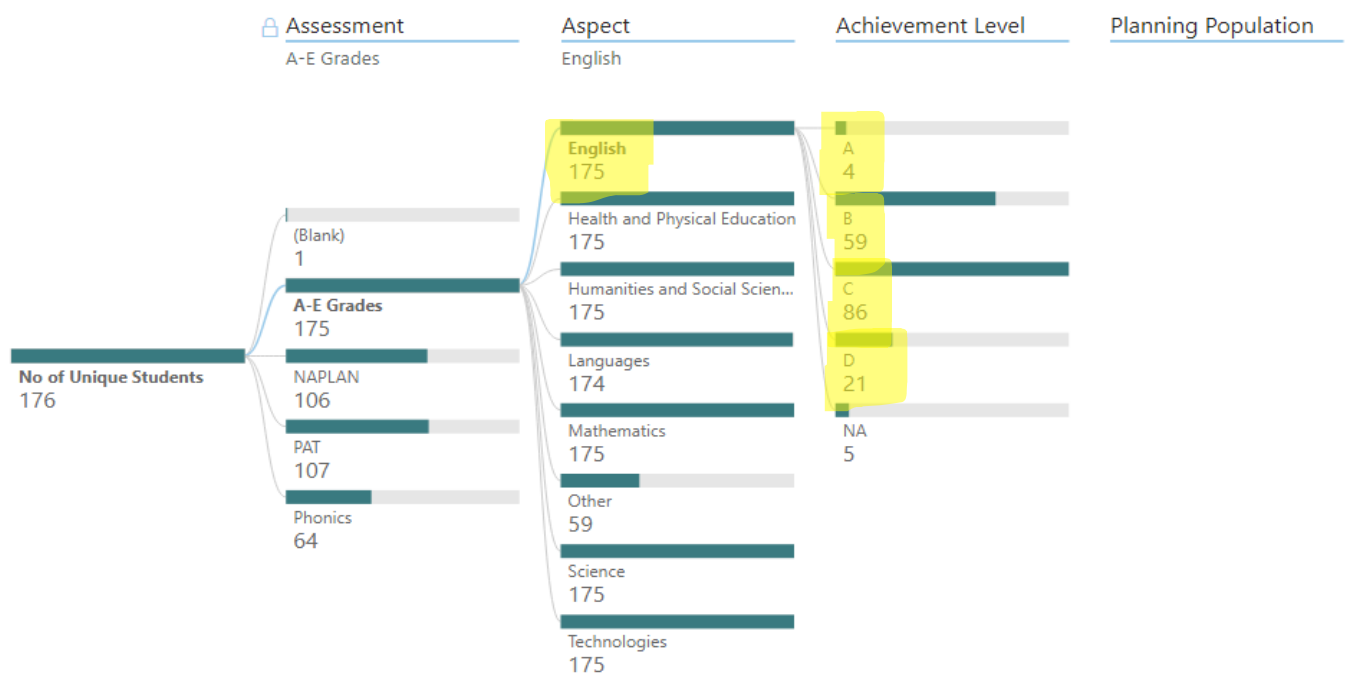
PAT (Progressive Assessment Test) Maths Year 3 - 6

No of Unique Students, % of Students
BY ASSESSMENT, ASPECT, ACHIEVEMENT LEVEL

Assessment	Aspect	Achievement Level	Planning Population
PAT	Mathematics		

No of Unique Students
247

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71

A-E Grades
176

NAPLAN
106

PAT
107

Phonics
64

Mathematics
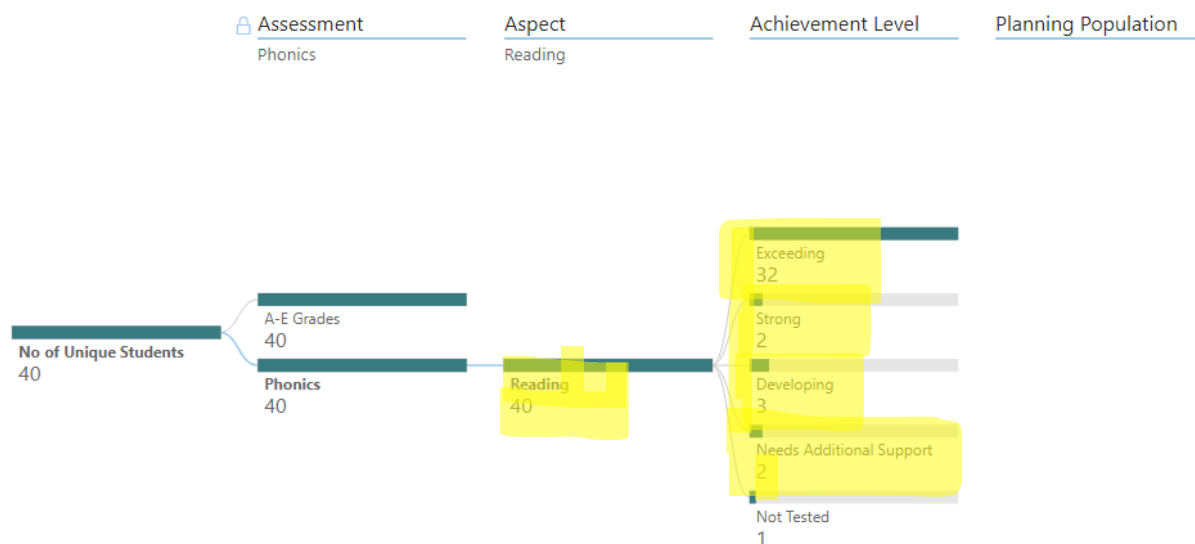107

Reading
107

Exceeding
7

Strong
85

Developing
4

Test level is below year level
11
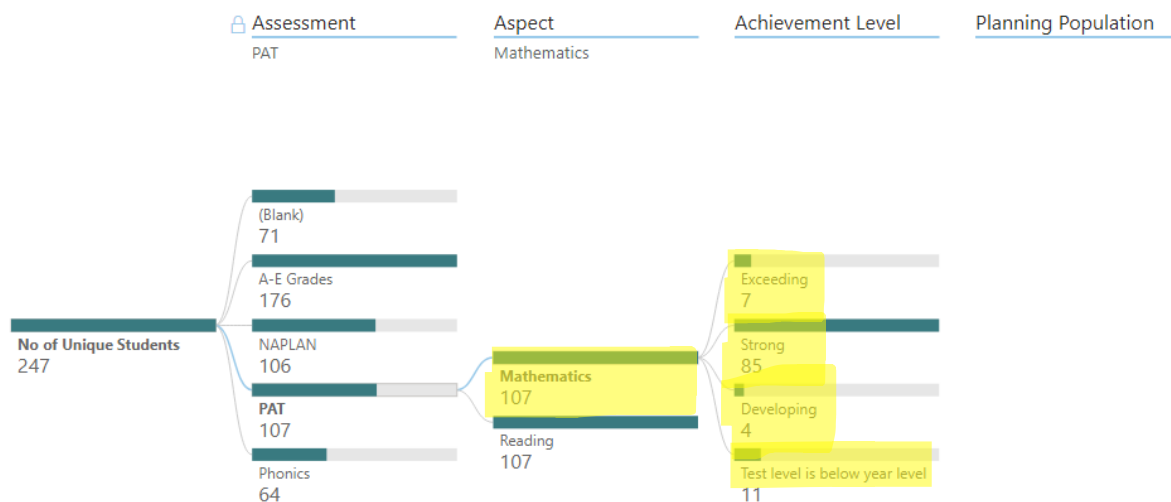
PAT (Progressive Assessment Test) Reading Year 3 - 6

No of Unique Students, % of Students
BY ASSESSMENT, ASPECT, ACHIEVEMENT LEVEL

Assessment	Aspect	Achievement Level	Planning Population
Phonics	Reading		

No of Unique Students
40

A-E Grades
40

Phonics
40

Reading
40

Exceeding
32

Strong
2

Developing
3

Needs Additional Support
2

Not Tested
1

Phonics Screen Check

No of Unique Students, % of Students
BY ASSESSMENT, ASPECT, ACHIEVEMENT LEVEL

Assessment	Aspect	Achievement Level	Planning Population
PAT	Reading		

No of Unique Students
210

(Blank)
34

A-E Grades
176

NAPLAN
106

PAT
107

Phonics
64

Mathematics
107

Reading
107

Exceeding
1

Strong
91

Developing
3

Test level is below year level
12