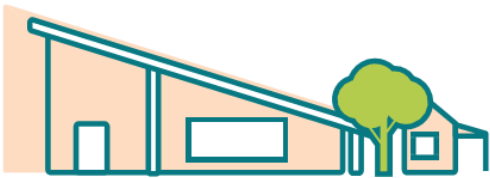




Marree
Aboriginal School
Courage Integrity Strength



2024 annual report to the Community

Marree Aboriginal School and Marree Preschool

Marree Aboriginal School number: 248

Marree Preschool number: 1597

Partnership: Far North



School principal:

Kathryn James

KLJames

Date of endorsement:

27/04/2025



Context Statement

Marree Aboriginal School caters for students from R-12. At the time of this report, the enrolment in 2024 is 23. Marree Aboriginal School is classified as Category 1 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 87% Aboriginal students, 13% students with disabilities, 56% students with English as an additional language or dialect (EALD) funded background, 17% 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.

Information about Marree Preschool is available on the centres website, as well as the Australian Children's Education and Care Quality Authority (ACECQA) website.

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Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report

2024 was a challenging year for the Governing Council as we were unable to hold regular meetings due to individual and community circumstances for Governing Council members. As a small Governing council with only 6 member when this occurs we are unable to hold meetings with a quorum.

Despite these challenges the Governing Council supports the school. The school has good communication with members as well as parents/caregivers around what is happening at the school and seeks feedback where relevant. We are involved in relevant decision making.

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.

NAPLAN results are not shown where sites have enrolment of less than 6 students in the applicable NAPLAN year levels.

At Marree Aboriginal School we use a wide range of different measures to monitor and track student achievement across the site on an individual basis that is not measureable through NAPLAN. Some of the assessments we use are PAT testing, DIBELS assessments, DfE required assessments and checklists, LEAP levels, Maths concept checklists as well as observational and work samples. All teachers have extensive tracking and monitoring of students across the site.

Year 12 Students undertaking Vocational or Trade Training (VET)

	2022	2023	2024
Percentage of Year 12 students undertaking Vocational Training or Trade Training			0
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification			0

Data Source: School supplied data

School Attendance

Year Level	2022	2023	2024
Reception	80.8%	77.1%	70.3%
Year 01	44.1%	81.4%	81.2%
Year 02			83.8%
Year 04	85.3%		82.4%
Year 05	87.3%	82.2%	
Year 06		81.4%	59.4%
Year 07	82.0%		88.6%
Year 08		88.4%	
Year 09	83.0%		63.5%
Year 10	59.0%	93.1%	
Year 11	87.0%	36.1%	95.0%
Year 12	91.0%	71.8%	63.4%
Total	79.6%	77.0%	77.1%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. 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.

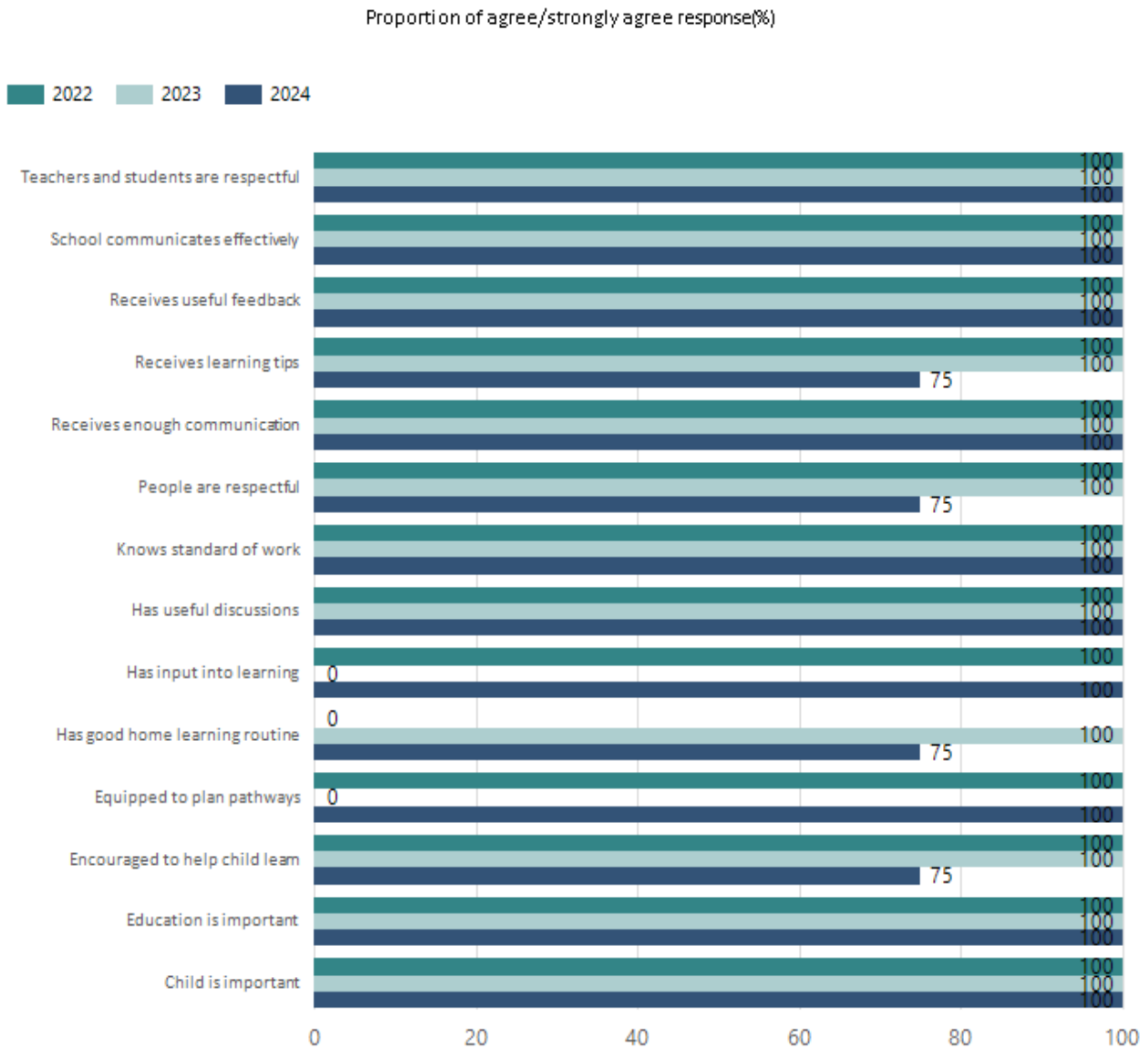
Attendance at Marree Aboriginal school is monitored daily. Families are vigilant in informing the school if their child is not attending mainly through SMS on the school phone. Any unknown absences are followed up by the Front office and we work with families to offer support if needed.

Our attendance data is affected by our small class sizes. What can look like low attendance for a year level may actually only be one student in that year level. We need to consider this when looking at attendance data percentages for Marree Aboriginal School. We adopt an individual approach to attendance data and follow this up daily with families.

One of the challenges of remoteness and a lack of facilities in a very small community means families need to travel long distances for services, appointments, family business etc. and this sometimes require students needing time off school. This would not occur in larger centres and is unique to our context. Any patterns we see in non-attendance is followed up with families and strategies are put in place to support why a student may not be attending school. If needed, we involve support services.

Home visits are used to support families. As a small site we are able to monitor and track all our students on a daily basis.

School Parent Opinion Survey Results



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

In 2024 we were able to provide our families with a paper copy of the survey. This was more inclusive and we were able to sit it with families if needed to discuss the questions. This allowed us to get some genuine feedback from families. The change to a paper version was more culturally responsive to our families and we will be seeking this opportunity again in 2025.

We had 4 parent/caregivers who responded to the survey out of a possible 6. This showing how effective the change being to a previous response of no parents/caregivers completing the survey in 2023.

The school is now able to use these survey results for genuine conversations and act on feedback from parents/caregivers. We also access information from our families through open mornings, learning yarns and home visits.

Destination Schools

Feeder Schools (Site number - Name)	2022	2023
0248 - Marree Aboriginal School	100.0%	100.0%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2024.

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	2	67.0%
U - UNKNOWN	1	33.0%

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.

Marree Aboriginal School is able to offer schooling for crèche to year 12. Out students are able to complete SACE onsite with face to face teaching. Most students begin and complete their schooling at Marree. On occasions a student may complete their primary years at Marree Aboriginal School and then attend private schools in Adelaide.

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	5
Postgraduate Qualifications	1

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	5.8	2.7	0.5
Persons	0.0	6.0	3.0	1.0

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	\$ 1,240,887.01
Grants: Commonwealth	\$ 64,564.05
Parent Contributions	0.00
Fund Raising	0.00
Other	\$ 25,655.59

Data Source: School supplied data.