

2024 annual report to the Community

Marryatville Primary School

Marryatville Primary School number: 249

Partnership: Central East



School principal:

Brett Hammerl

Date of endorsement:

20/06/2025



Government
of South Australia
Department for Education

Context Statement

Marryatville Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 505. Marryatville 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, 1% students with disabilities, 17% 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 2024.

Governing Council Report

2024 GC CHAIRPERSONS REPORT

The 2024 year at MPS was one of great change and the governing council were asked to navigate some substantial challenges. It was also a year of focus and collaboration as the school community moved to rebuild a sense of connection. A summary of the major events and achievements for the year are as follows:

Leadership Change

The year began with Brett Hammerl in the position of interim principal after Angela Van had left the school towards the end of the previous year. This meant at least part of the year was to be dedicated to the process of appointing a new principal for the school.

The year also began with an AGM which threatened to challenge the configuration of the existing GC due to a change in the school's constitution from the previous year. While a bit of a bumpy start we found a way to move forward with a constitutional GC and a series of enthusiastic guests who could contribute to the work of the group.

Soon after the year commenced however, we also lost the director of the schools OSHC, meaning the need to appoint a new OSHC director was also on the cards. This was happening while the school's leadership team, all of which were new to their positions, were finding their feet at school.

The appointment of the OSHC director was complex and time consuming. The OSHC service is well regarded and an extremely valuable service to the school so there were substantial risks around a significant change in leadership. As interim principal Brett navigated the process very thoroughly and should be commended for his balanced and considered approach. Thankfully Michael, who was a current employee at the time, put in his application and was a standout for the position.

Soon after this was completed, the process for the appointment of a new Principal began. While driven mainly by the Department, as chair I was a little surprised as to the weight of responsibility placed on me as part of the selection process. While the working of the group and the decision-making process is confidential, I did find it a very informative and enlightening process and gave me a new appreciation for the job of school principal.

We were soon able to welcome David Muldoon as the new Principal. The school community was able to meet him a few times during the year before he formally starting his new position this year.

Community events

One of the greatest achievements of the 2024 GC was the re-introduction of a series of school social events. It was clear that since COVID the number of events held at the school and general level of engagement from the community had waned. There was a motivation to get the ball rolling and set some tracks in the ground for future events.

The year began with a very successful busy bee followed by a huge attendance at the school acquaintance night. These events gave license for the introduction of more events for the year. During the year Sophie Wilkinson also spearheaded the establishment of what we hope will become the schools Parents and Friends events sub-committee in 2025.

After much planning the school eventually hosted its first movie night in August at the Regal theatre. While it took a modest amount in terms of fund raising, it was a great way to start

bringing people back together and it was obvious could be the launching pad for larger events in future.

Soon after the movie night, planning began on the schools Springfest held in November. The aim of the event was to replicate similar events from the past which had great community engagement while celebrating the school’s 125 year anniversary. The event was a huge success with a substantial turnout from the school community and some significant fundraising to boot.

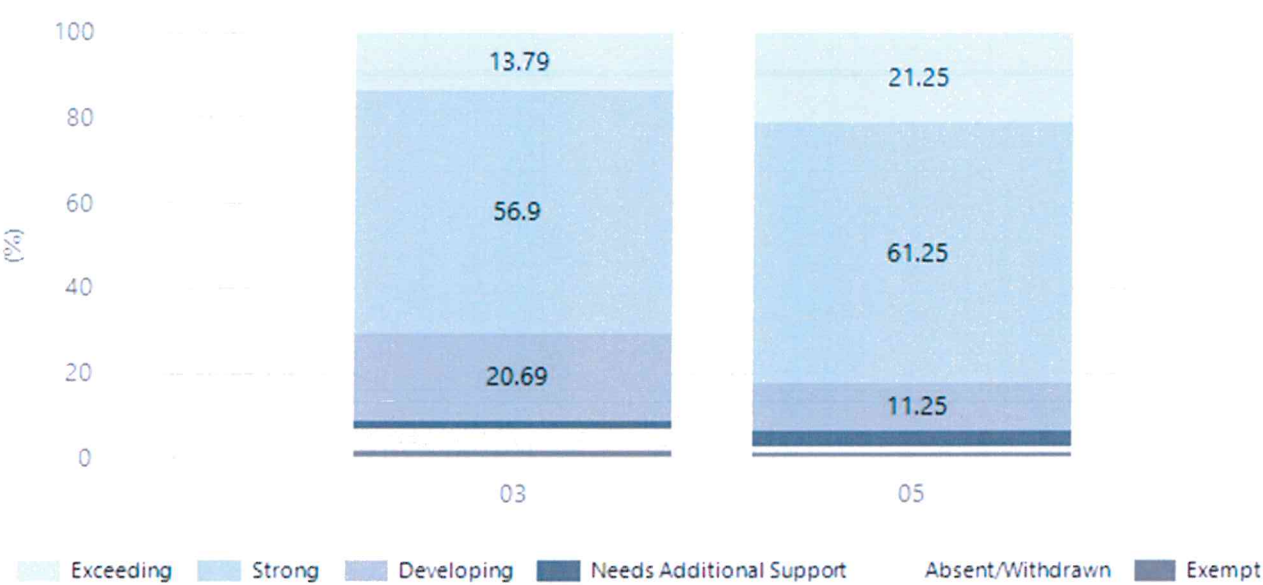
While 2024 presented some challenges it was also a year of celebrating significant milestones and what we hope is the groundwork for some very successful years into the future.

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.

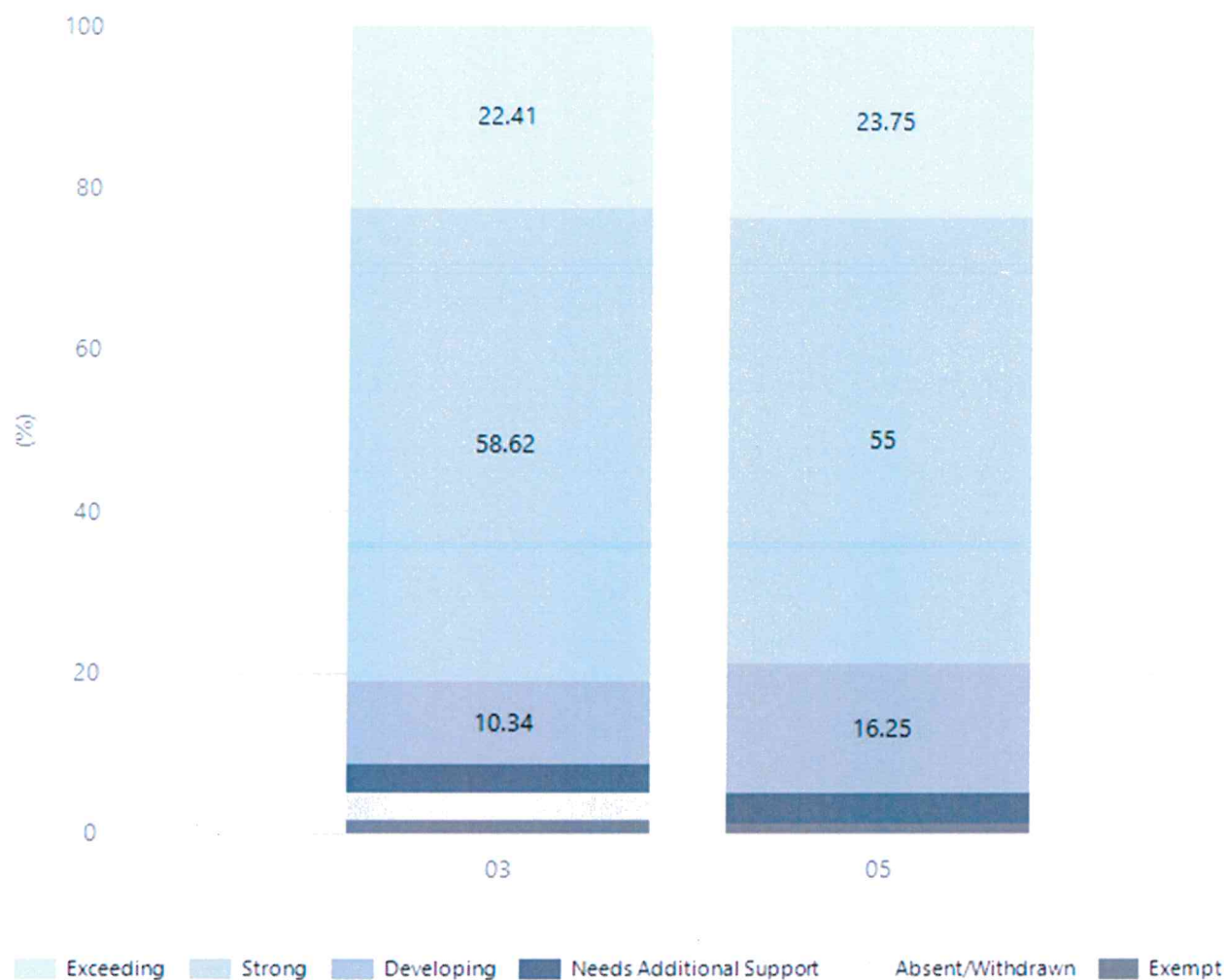
Numeracy



Year Level	03	05
Exceeding	8	17
Strong	33	49
Developing	12	9
Needs Additional Support	1	3
Absent/Withdrawn	3	1
Exempt	1	1
Total	58	80

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.

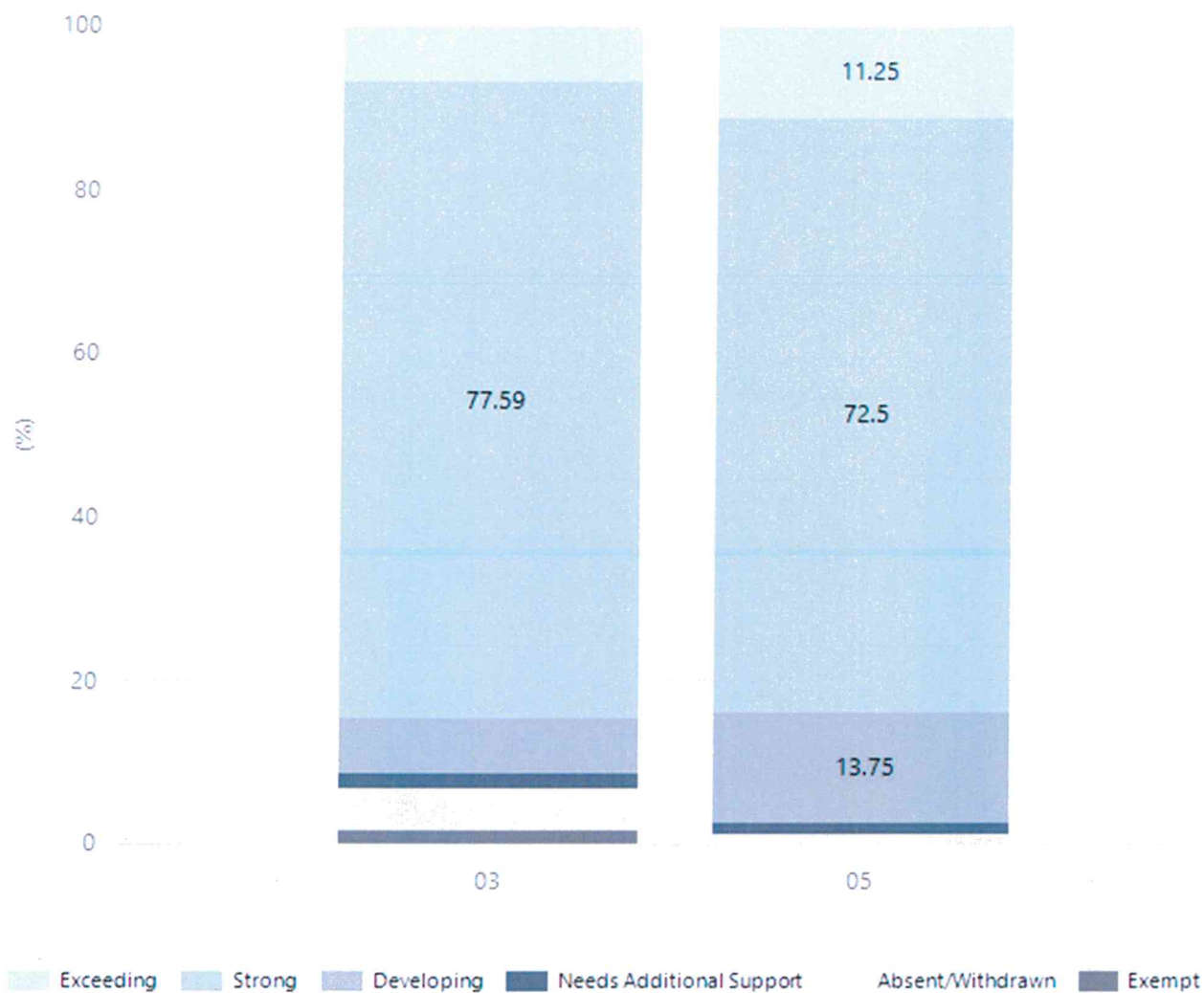
Reading



Year Level	03	05
Exceeding	13	19
Strong	34	44
Developing	6	13
Needs Additional Support	2	3
Absent/Withdrawn	2	
Exempt	1	1
Total	58	80

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.

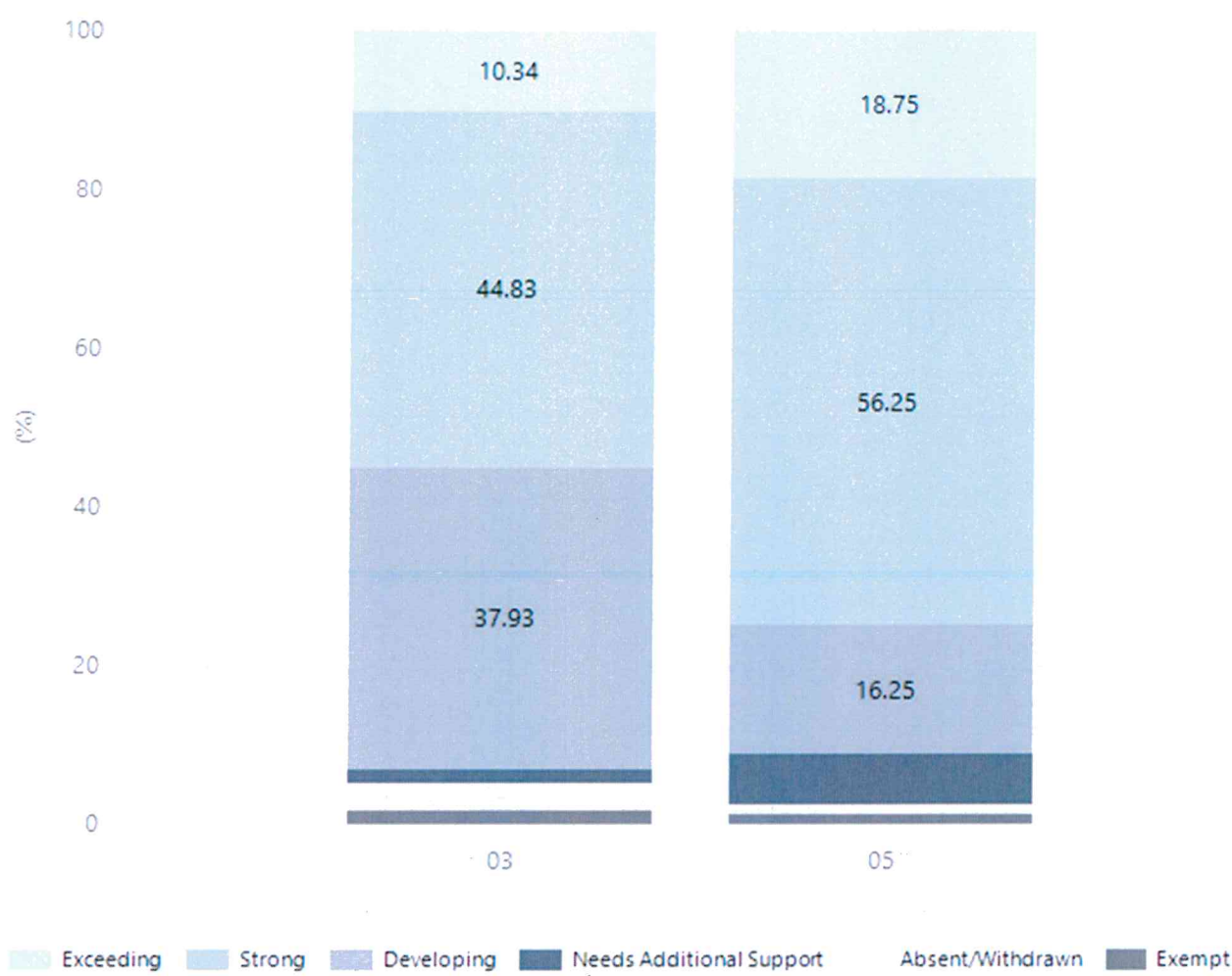
Writing



Year Level	03	05
Exceeding	4	9
Strong	45	58
Developing	4	11
Needs Additional Support	1	1
Absent/Withdrawn	3	1
Exempt	1	
Total	58	80

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.

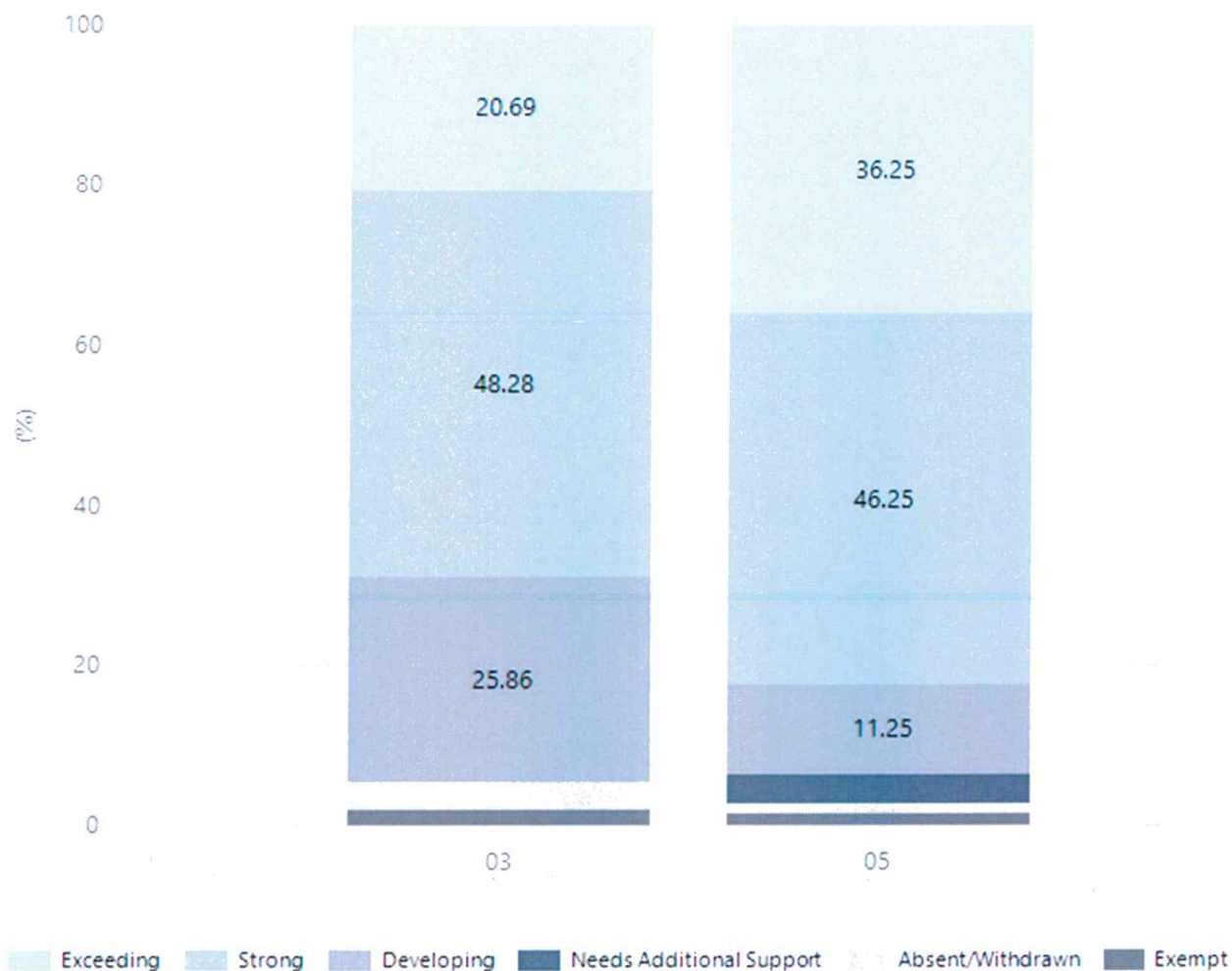
Grammar



Year Level	03	05
Exceeding	6	15
Strong	26	45
Developing	22	13
Needs Additional Support	1	5
Absent/Withdrawn	2	1
Exempt	1	1
Total	58	80

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	12	29
Strong	28	37
Developing	15	9
Needs Additional Support		3
Absent/Withdrawn	2	1
Exempt	1	1
Total	58	80

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

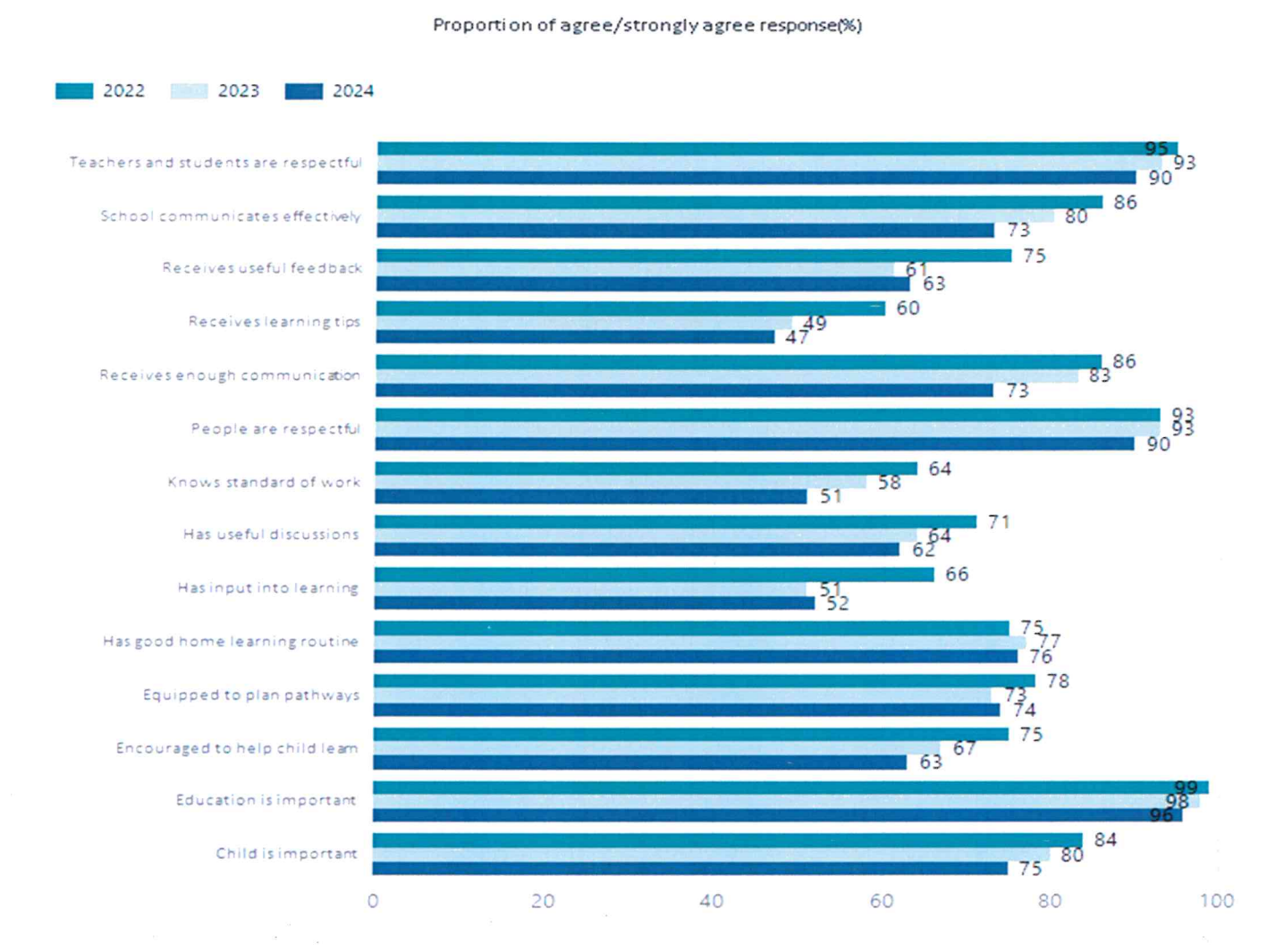
Year Level	2022	2023	2024
Reception	89.1%	90.6%	94.0%
Year 01	89.1%	91.6%	93.3%
Year 02	88.4%	93.4%	93.5%
Year 03	90.5%	92.8%	94.2%
Year 04	91.1%	89.2%	93.1%
Year 05	91.0%	92.6%	92.9%
Year 06	88.5%	91.1%	90.1%
Total	89.7%	91.5%	92.9%

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



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

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	5	23.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	18.0%
OV - LEFT SA FOR OVERSEAS	6	27.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	23.0%
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	27
Postgraduate Qualifications	9

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	12.4	0.8	30.5
Persons	0.0	18.0	1.0	35.0

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	\$4,930,740.47
Grants: Commonwealth	\$2500.00
Parent Contributions	\$484,782.78
Fund Raising	\$33,061.75
Other	0

Data Source: School supplied data.