2024 annual report to the Community

Athelstone School

Athelstone School number: 419

Partnership: Campbell

School principal: Michael Cain

Date of endorsement: 21/02/2025

Context Statement

Athelstone School caters for students from R-6. At the time of this report, the enrolment in 2024 is 358. Athelstone 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% Aboriginal students, 3% students with disabilities, 13% 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 Report

As we conclude an eventful 2024, we reflect on a year of leadership transitions, new initiatives and community engagement. Looking ahead, we are pleased to welcome Michael Cain as our appointed leader for a five-year tenure at Athelstone School. After a period of change over the past two years, we are excited to embrace stability, growth, and continuity under his leadership, ensuring that our school continues to thrive, support, and connect as a strong and united community, welcome Michael! This year has seen significant progress, including the successful installation of our street library, providing a valuable resource for students and the broader community. Additionally, we secured a $2,500 grant, which will be instrumental in furthering community and student engagement initiatives.

New Developments and Facilities Upgrades
We are excited to announce the approval of a project to install two new refrigerated water drinking fountains, ensuring students have access to cool, freshwater fountains fantastic upgrade from our previous facilities. Looking ahead, we are also planning several key improvements, including: Upgraded basketball and netball rings to enhance sports facilities.
Junior primary nature play and playground updates, with budget discussions currently underway with facilities management.

A new direction for our kitchen garden, with dedicated support from parents and friends volunteers. This includes the installation of two new mud kitchens, further enriching student's outdoor learning experiences.

Community Growth: The Grow and Share Cart
A wonderful new initiative we propose for 2025 is our Grow and Share Cart. Designed to foster community connection and sustainability. This cart will provide families with a space to share freshly grown produce, fruits, vegetables, and handmade goods for students and families to enjoy. This initiative strengthens the spirit of giving and sharing within our school and ensures that everyone has access to fresh, homegrown produce. Stay tuned for updates!

Healthy Eating and Family Inspiration
We are also excited to introduce "Cooking with Athelstone Families" a Facebook page created to share healthy recipes, meal inspiratio and nutritional tips. This page serves as a fantastic resource for busy families looking for delicious, nutritious meal ideas, further strengthening our school's focus on health, wellbeing, and community engagement.

Inspiring New Mural for Our School Community
We are thrilled to announce approval commissioning of a beautiful mural on the Brookside Avenue wall by the talented artist Chad Spencer. This was developed in collaboration of ideas from Rooms 7&8 in 2024.The mural will serve as a powerful reflection of growth, development and the supportive environment that Athelstone School provides. Stay tuned for this to roll out in term 1 2025.

OSHC Service Growth and Development
Our Out of School Hours Care (OSHC) service plays a vital role in supporting our students and families. In 2024, we conducted a refresh and engagement survey to explore ways we can enhance OSH facilities and strengthen its connection with the school. Our goal is to ensure a united front between the school and OSHC service, fostering growth, collaboration, and support as we continue to build a strong partnership.

Community Engagement and Fundraising
We are thrilled with the success of our Colour Fun Run Blast, which raised $8884 one of our largest fundraising achievements yet! This incredible effort by our community will directly contribute to upgrading artwork in the asphalt playing areas of the junior primary school, providing students with a vibrant and engaging space for outdoor learning and play. Well done, everyone.

Street Safety and School Crossing Improvements
Student safety remains one of our top priorities. We are actively working on improving street safety around our school crossing, including the creation of new signage designed by the community to promote safe crossing practices. We take this matter very seriously, as we are committed to preventing any near misses or accidents involving students and vehicles.

Acknowledgment and Gratitude

I would like to extend my sincere thanks to our wonderful, dedicated, and passionate Governing Council members Alex McKay, Josie O'Callaghan, Vanessa Davis, Stacey Muchmore, Jess Kenny, Jenah Bambrick, Arielle Kroschel, Beth Riding, and Tara Nicholson. Your unwavering support, commitment, and expertise's have been invaluable, and without you, we would not be the school we are today.

Additionally, I want to express my deepest gratitude to our supportive school community for embracing leadership changes over the past two years. Your resilience, trust, and commitment have been instrumental in shaping the school's future. As we move forward into the next five years, we are excited to continue growing, thriving, and strengthening our connections with Michael- a leader who will provide stability and long-term development for staff and students.

Looking Ahead into 2025

Thank you for your continued support and dedication as a community partnership. I wish to continue my role as GC Chairperson for 2025. I will commit and foster a thriving school environment with Governing Council guidance to strengthening our community connections and ensuring the best possible outcomes for our staff students.

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

Legend: Exceeding | Strong | Developing | Needs Additional Support | Absent/Withdrawn
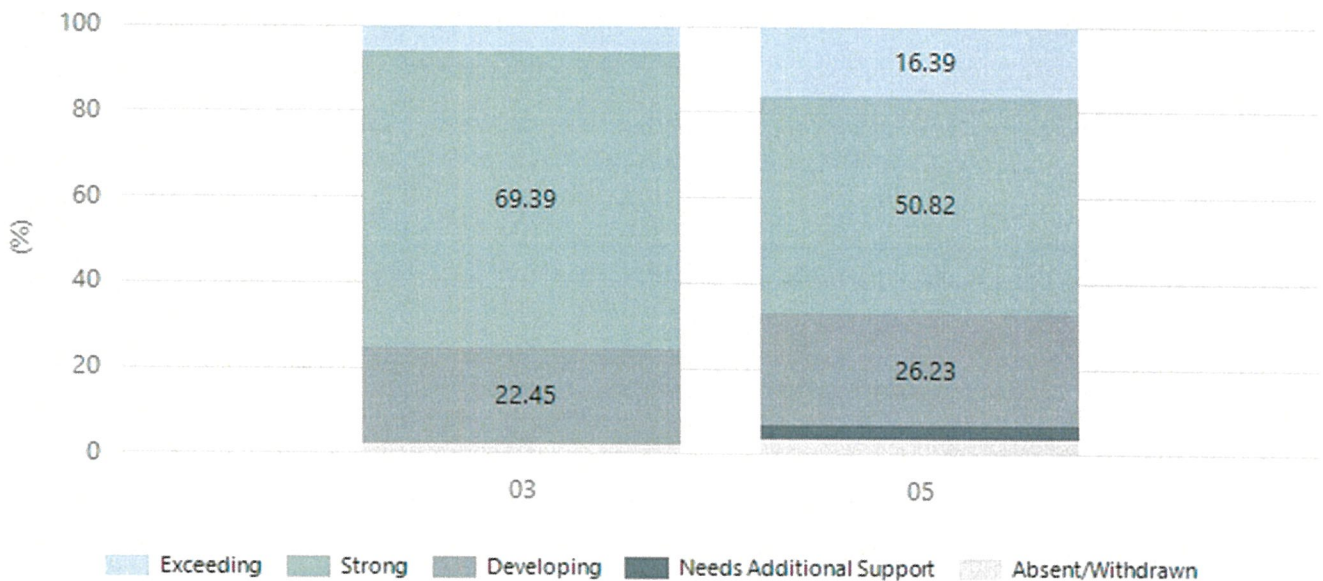
Year Level	03	05
Exceeding	3	10
Strong	34	31
Developing	11	16
Needs Additional Support		2
Absent/Withdrawn	1	2
Total	49	61

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
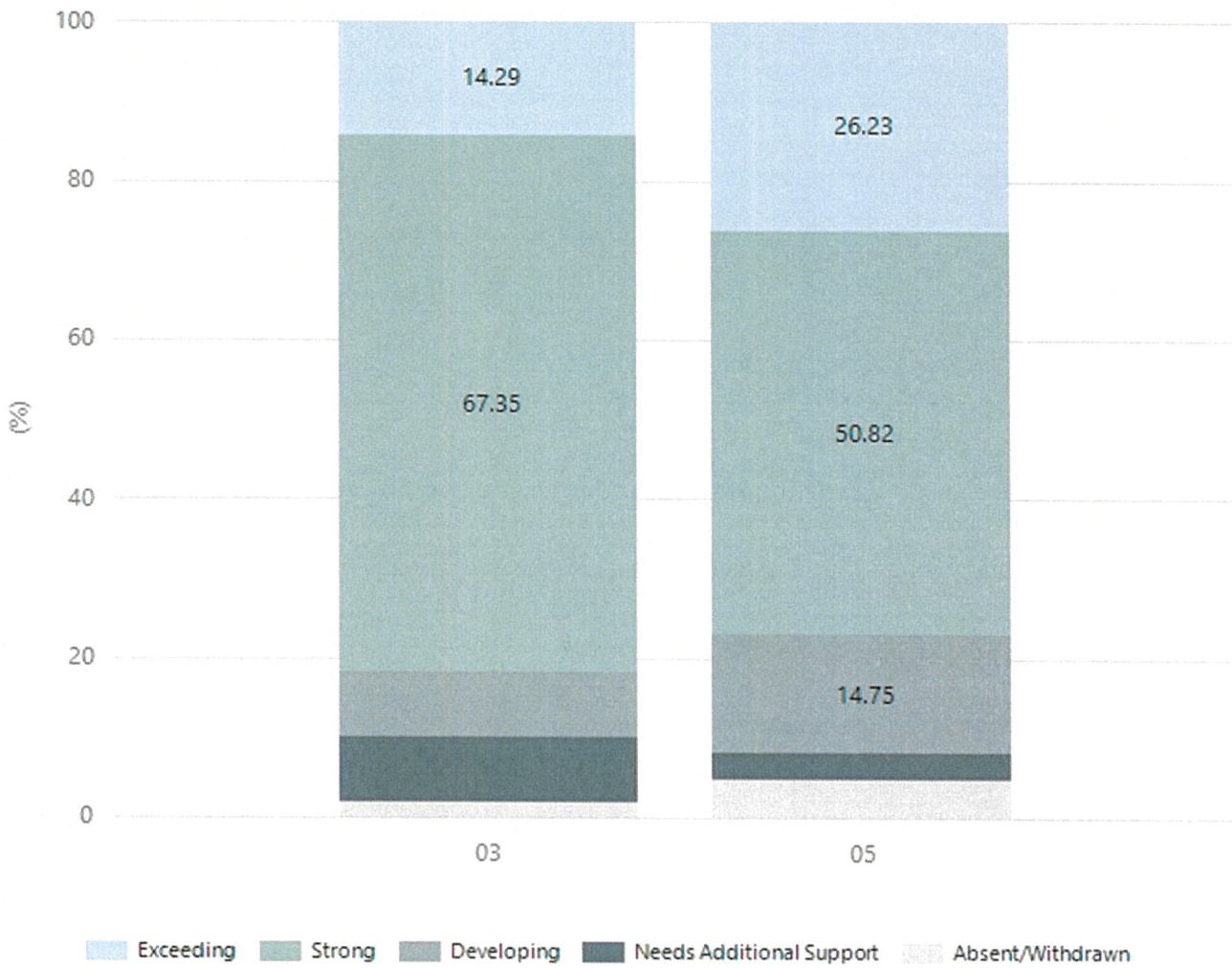
Year Level	03	05
Exceeding	7	16
Strong	33	31
Developing	4	9
Needs Additional Support	4	2
Absent/Withdrawn	1	3
Total	49	61

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	2	12
Strong	37	34
Developing	9	11
Needs Additional Support		1
Absent/Withdrawn	1	3
Total	49	61

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.
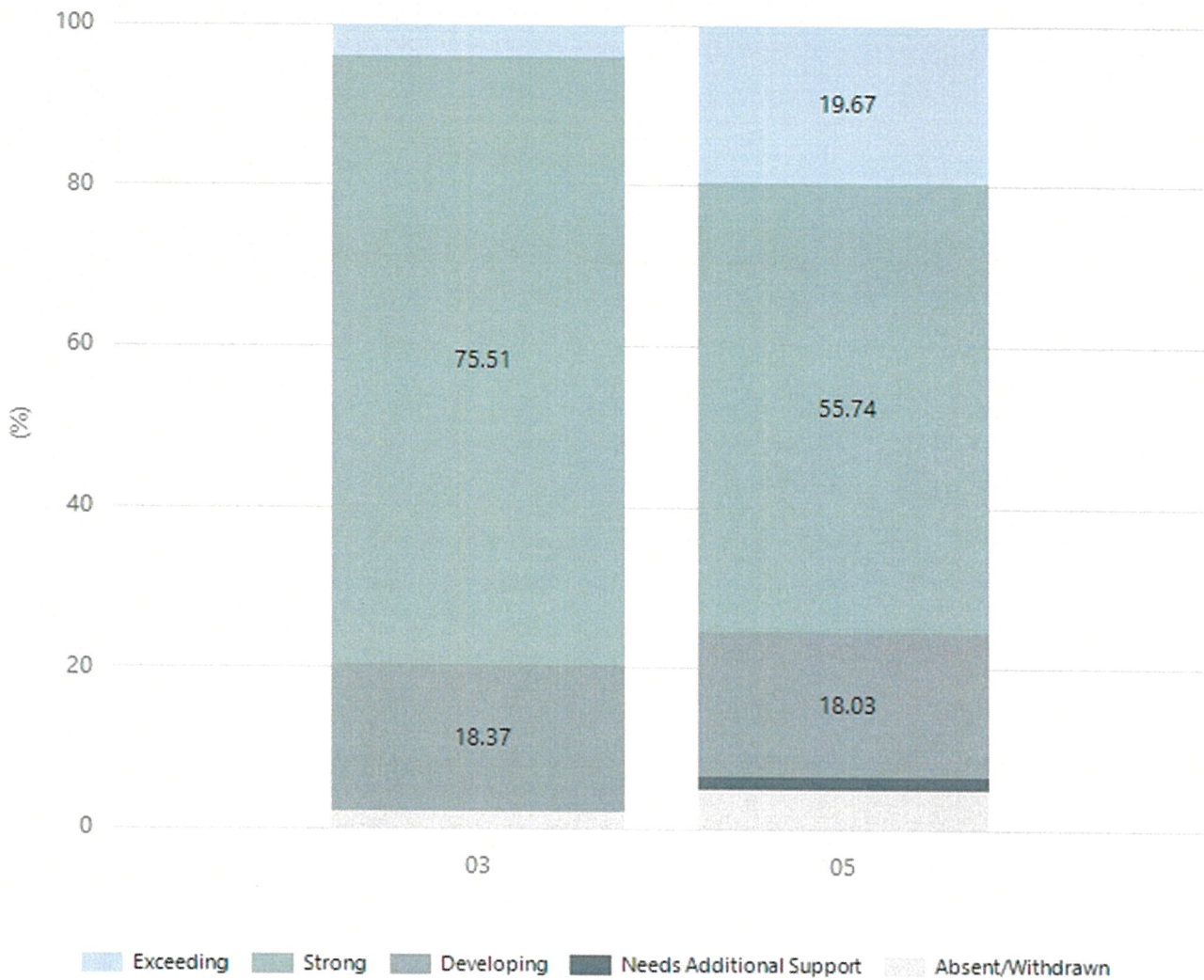
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Grammar
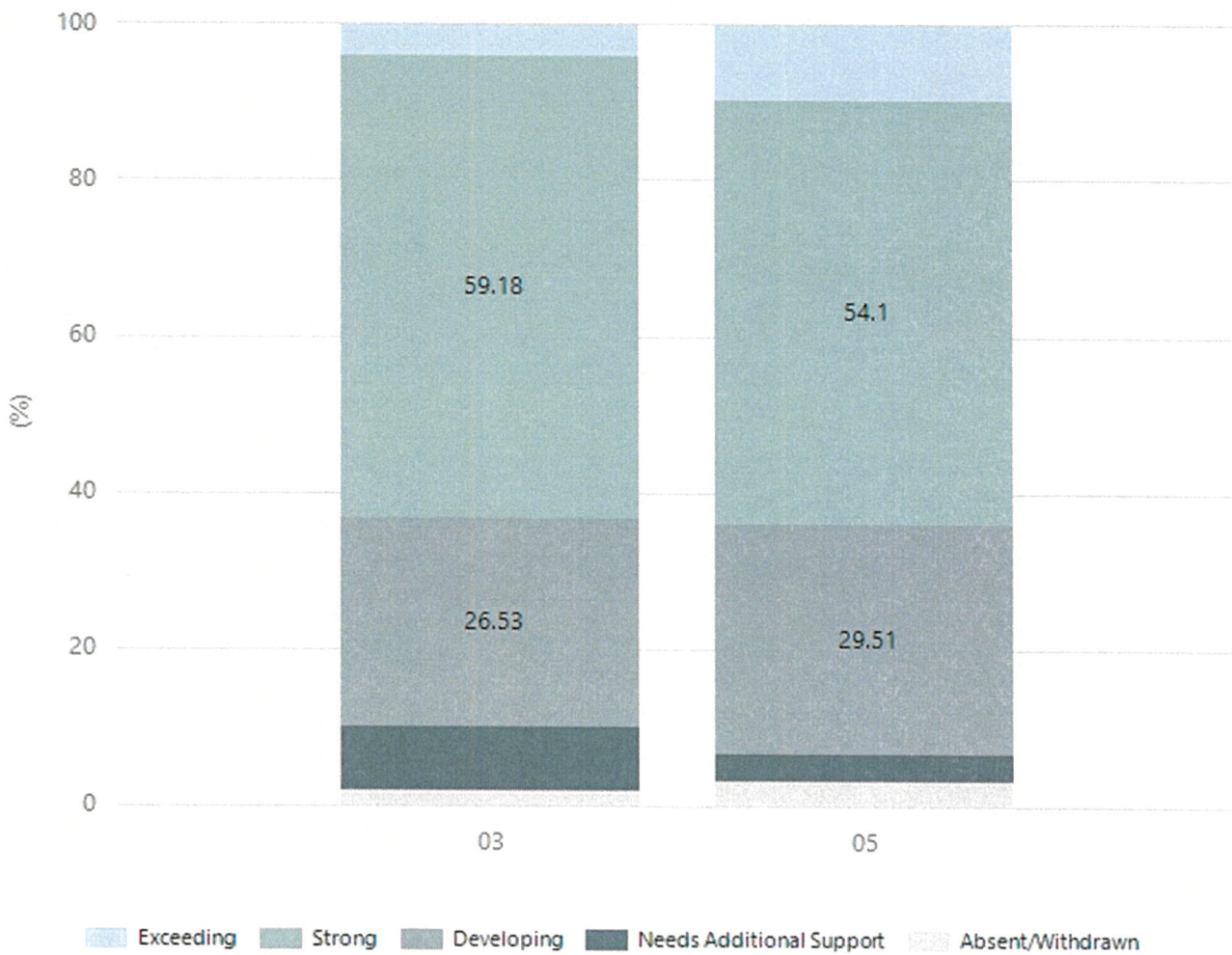
Year Level	03	05
Exceeding	2	6
Strong	29	33
Developing	13	18
Needs Additional Support	4	2
Absent/Withdrawn	1	2
Total	49	61

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

Chart legend: Exceeding, Strong, Developing, Needs Additional Support, Absent/Withdrawn
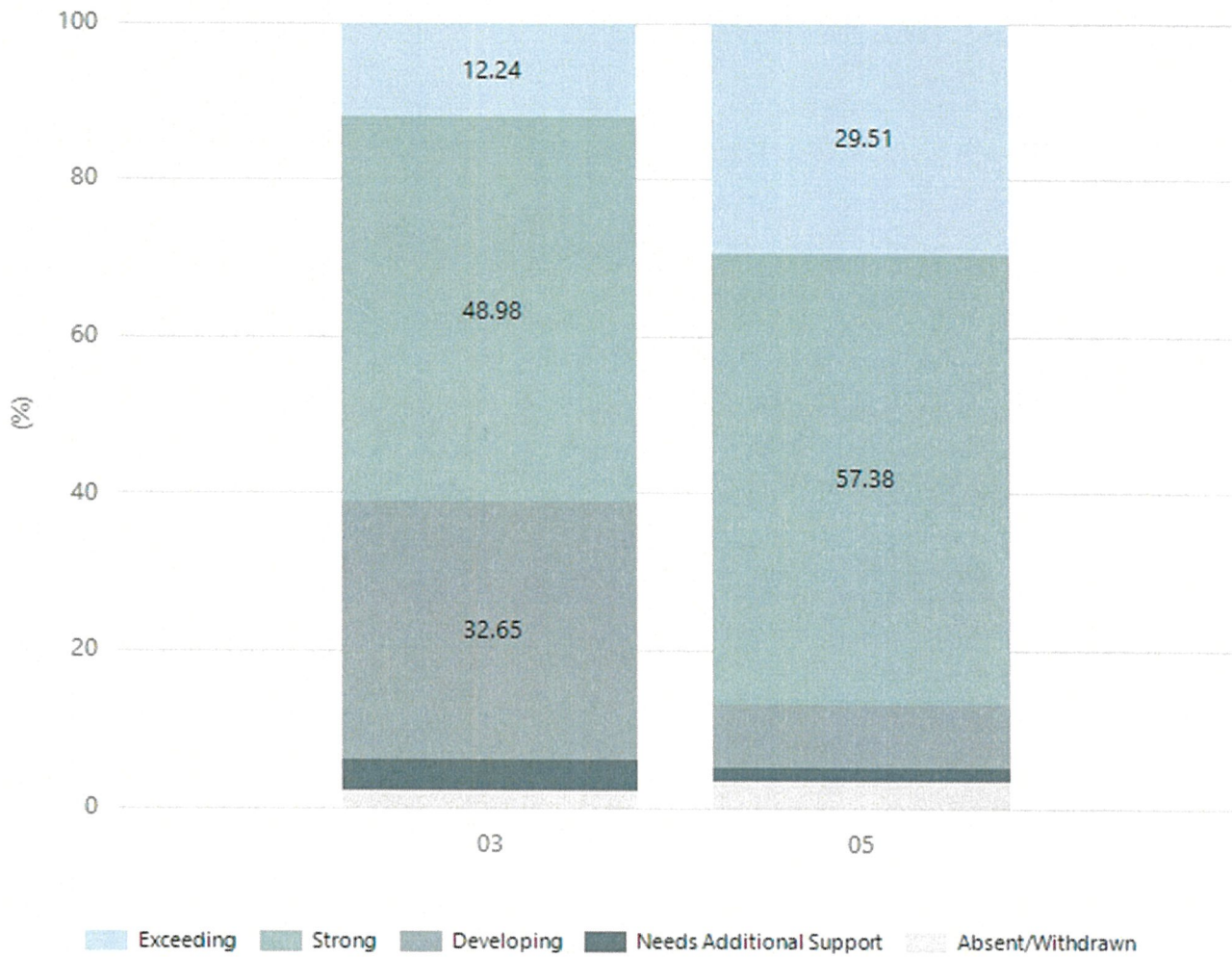
Year Level	03	05
Exceeding	6	18
Strong	24	35
Developing	16	5
Needs Additional Support	2	1
Absent/Withdrawn	1	2
Total	49	61

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

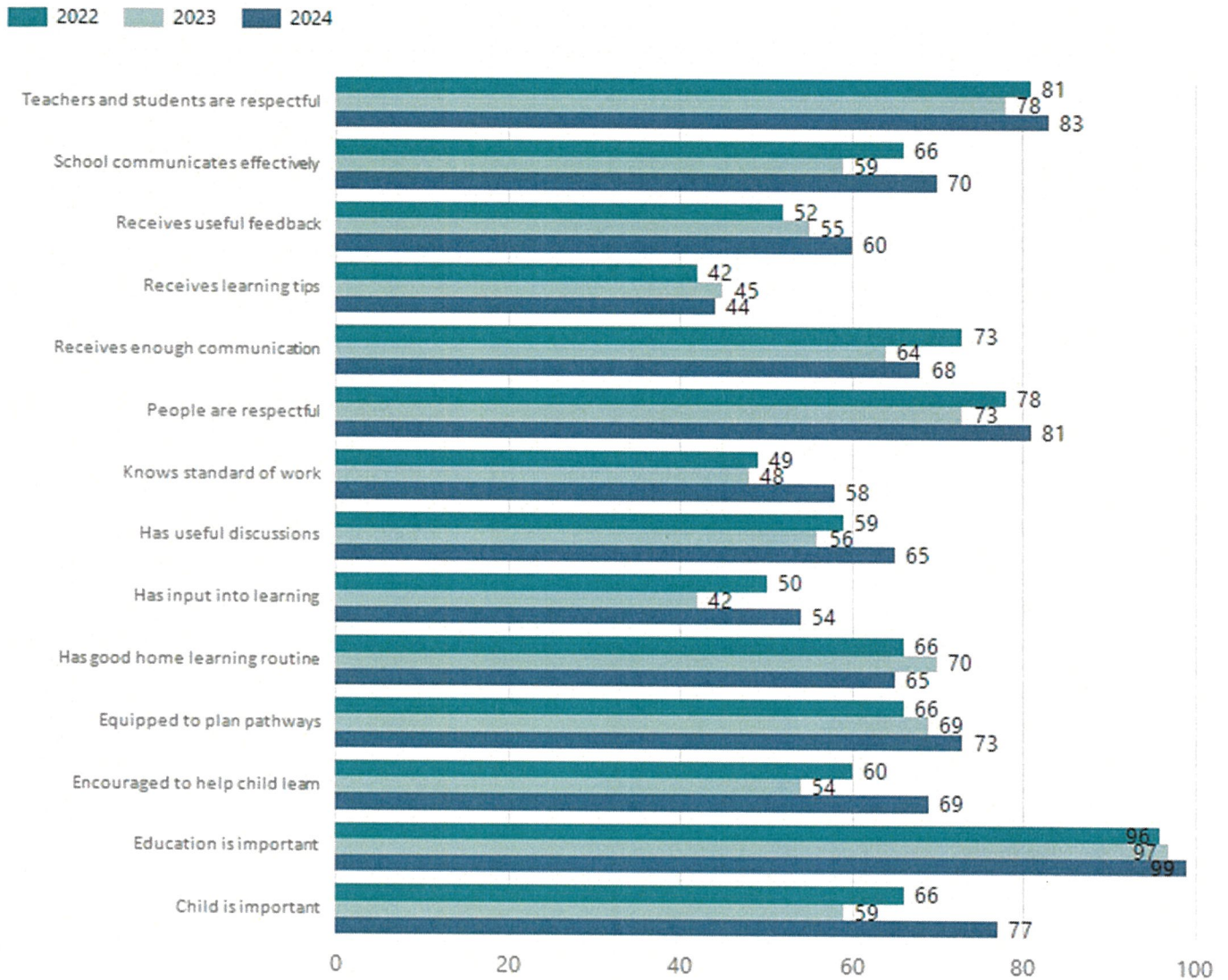| Year Level	2022	2023	2024
Reception	89.6%	88.4%	92.0%
Year 01	91.4%	92.6%	90.0%
Year 02	91.3%	92.3%	90.2%
Year 03	92.0%	93.0%	93.1%
Year 04	89.6%	92.8%	93.1%
Year 05	91.0%	90.7%	91.0%
Year 06	89.0%	91.9%	90.6%
Total	90.6%	91.8%	91.4%

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

Statement	2022	2023	2024
Teachers and students are respectful	81	78	83
School communicates effectively	66	59	70
Receives useful feedback	52	55	60
Receives learning tips	42	45	44
Receives enough communication	73	64	68
People are respectful	78	73	81
Knows standard of work	49	48	58
Has useful discussions	59	56	65
Has input into learning	50	42	54
Has good home learning routine	66	70	65
Equipped to plan pathways	66	69	73
Encouraged to help child learn	60	54	69
Education is important	96	97	99
Child is important	66	59	77

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

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Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	3	25.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	17.0%
U - UNKNOWN	7	58.0%

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	18
Postgraduate Qualifications	10

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	23.9	0.0	5.2
Persons	0.0	28.0	0.0	9.0

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	$3,592,698
Grants: Commonwealth	$2850
Parent Contributions	$140371
Fund Raising	$15840
Other	$2000

Data Source: School supplied data.