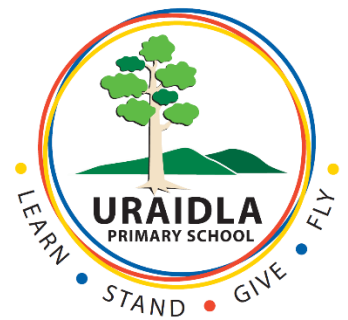




2024 Annual Report to the Community

Uraidla Primary School



Uraidla Primary School number: 449

Partnership: Mount Lofty



School principal:

Margie Sarre

Date of endorsement:

11/2/2025



Context Statement

Uraidla Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 175. Uraidla 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% Aboriginal students, 6% students with disabilities, 2% 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

2024 was another strong year at Uraidla Primary School, led capably by Principal Margie Sarre and Assistant Principal Troy Welfare, and advised by a very supportive Governing Council and a very active Parents and Friends group.

Issues that we managed this year included:

- capacity planning, as our numbers continue to grow and we have run out of space for new classrooms
- updating food guidelines and processes to reflect the Right Bite food guidelines
- our first mid-year intake of Reception students
- increased traffic, safely and parking issues on Kidney Street due to our increasing numbers
- the upgrade of road / parking on Parks land, in conjunction with the local Council

We are lucky to have such a high-quality learning program and great teachers. Curriculum highlights included:

- phonics instruction consolidated from Reception to year 2
- numeracy interventions and programs, new this year
- teachers collaborating with students to set writing goals, and
- the whole staff trained in dyslexia

As always, we love to contribute to the local community. This year community involvement included:

- creating a giant 'demon' and students creating and performing the story of the Uraidla Demon at the 'Winter Soulstice'
- students visiting the Summerhill retirement home and exchanging letters with residents, and
- our students learning about Kurna seasons with local Aboriginal woman Deanne Hanchant-Nichols, then illustrating and writing content for a local Redi-Communities safety calendar which was then published for the community

Some of the year's highlights included:

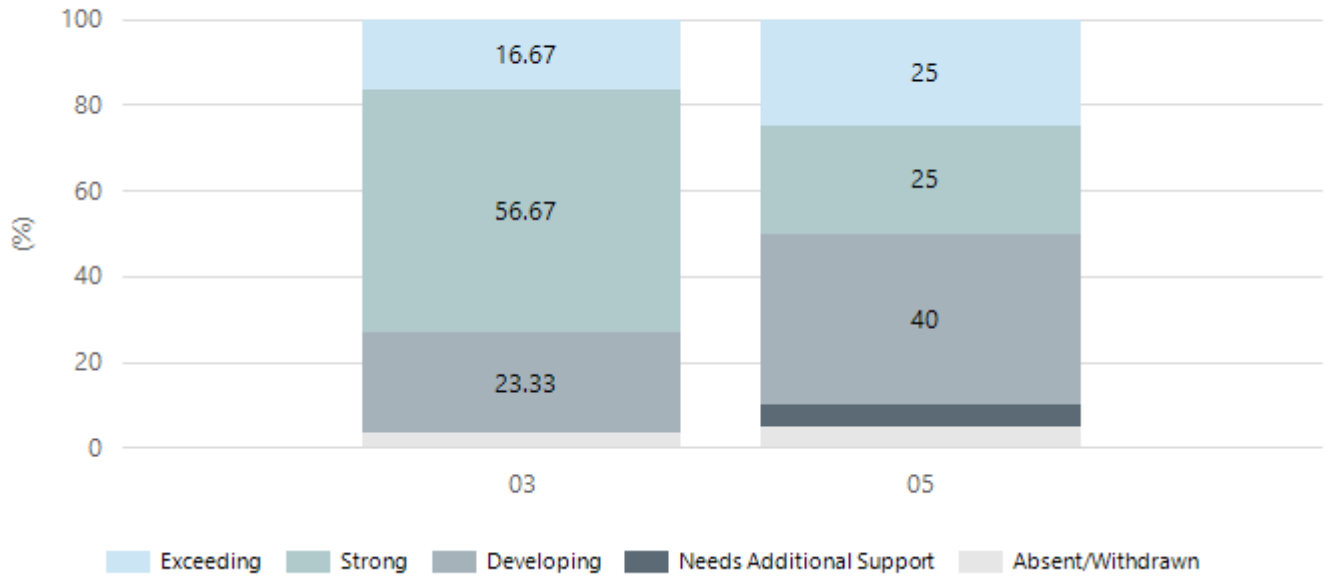
- David Booth workshop and Aboriginal mural co-created by all the students for our front office
- Reconciliation week, where we launched our first Reconciliation Action Plan
- Book Week staff performance and parents reading to children in cross-age groups
- Colour Run and Sports Day
- Maker's Empire Kids in Space presentation at Convention Centre
- And the children's favourite, 'Gravity and Other Myths' acrobatics workshops

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.

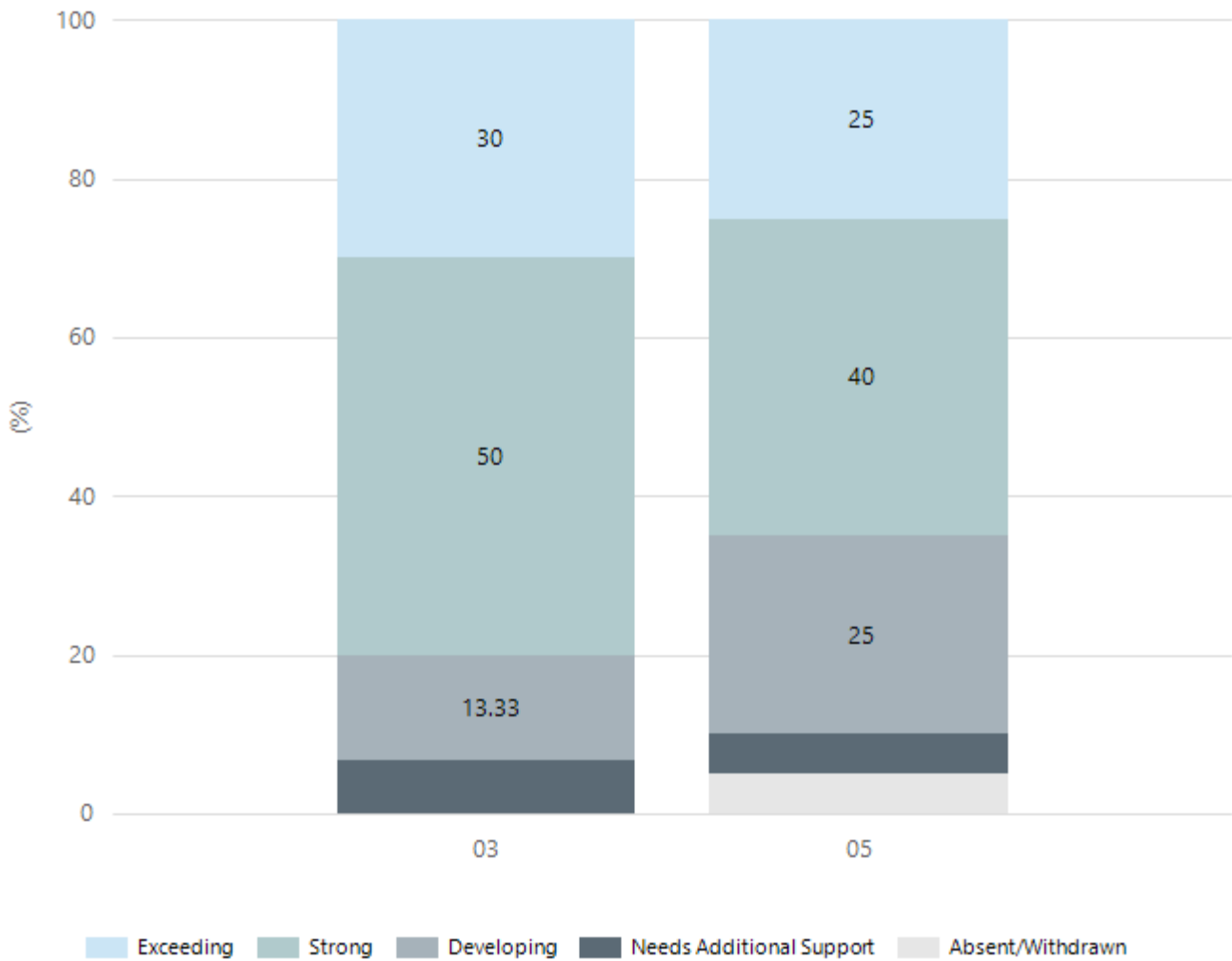
Numeracy



Year Level	03	05
Exceeding	5	5
Strong	17	5
Developing	7	8
Needs Additional Support		1
Absent/Withdrawn	1	1
Total	30	20

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.

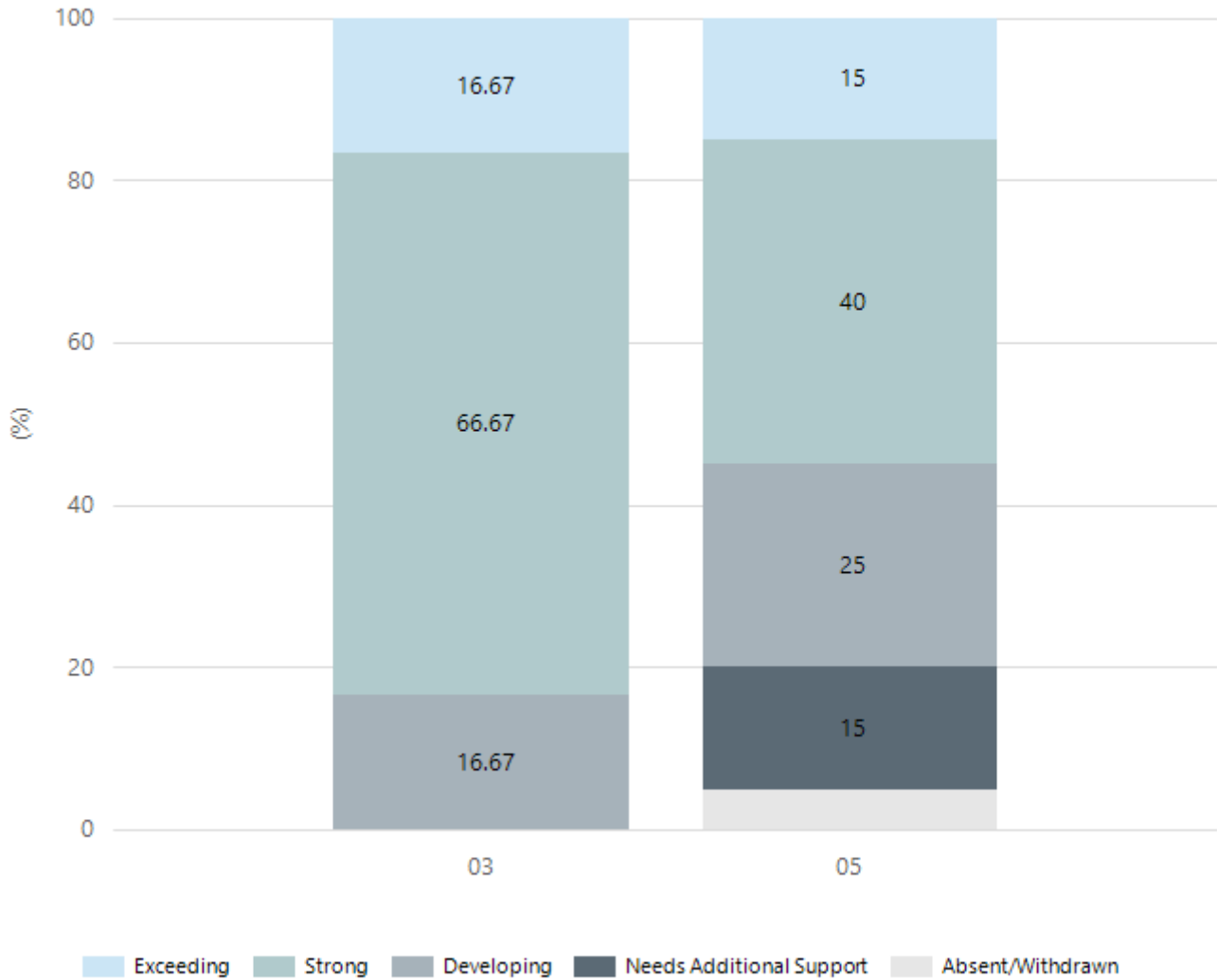
Reading



Year Level	03	05
Exceeding	9	5
Strong	15	8
Developing	4	5
Needs Additional Support	2	1
Absent/Withdrawn		1
Total	30	20

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.

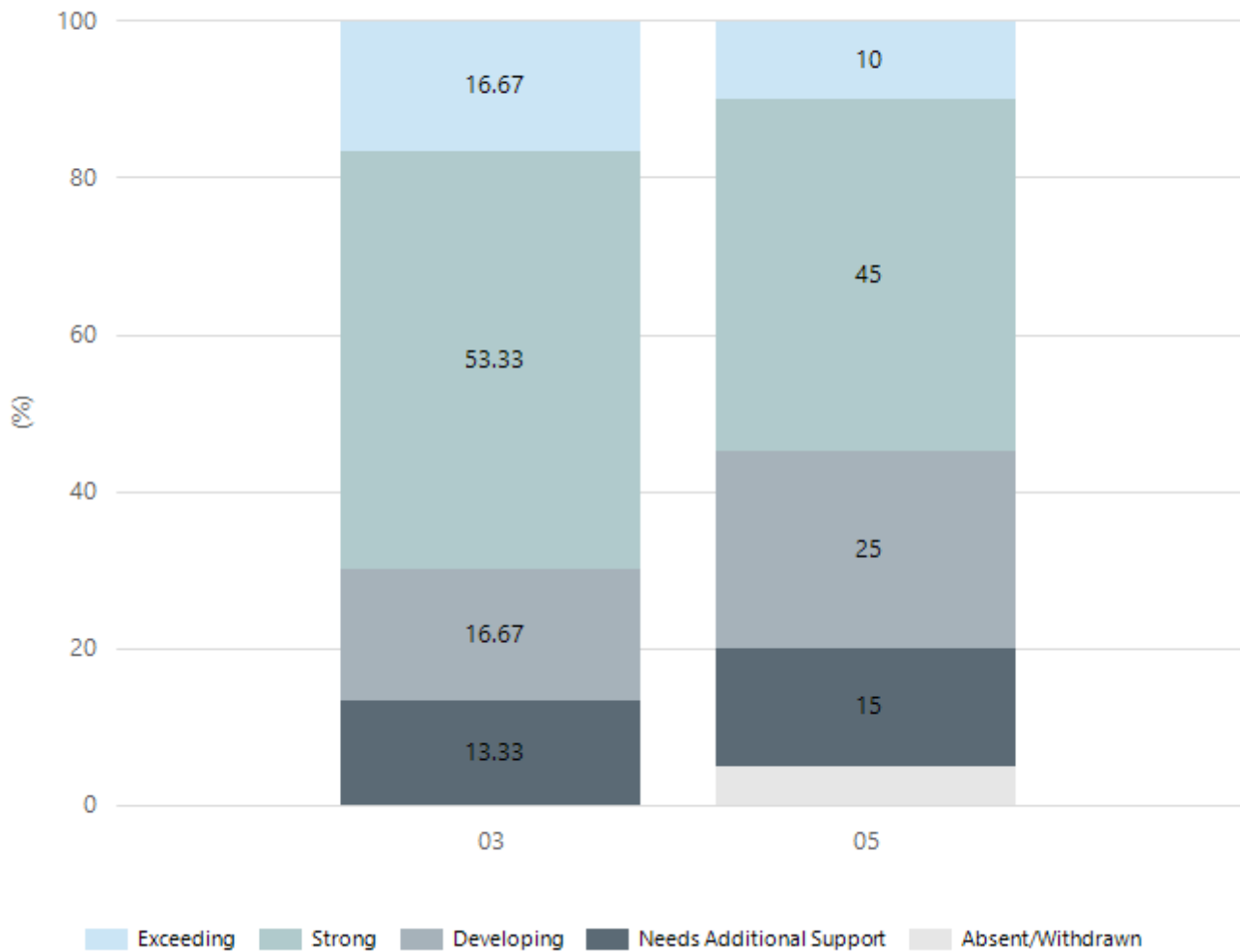
Writing



Year Level	03	05
Exceeding	5	3
Strong	20	8
Developing	5	5
Needs Additional Support		3
Absent/Withdrawn		1
Total	30	20

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.

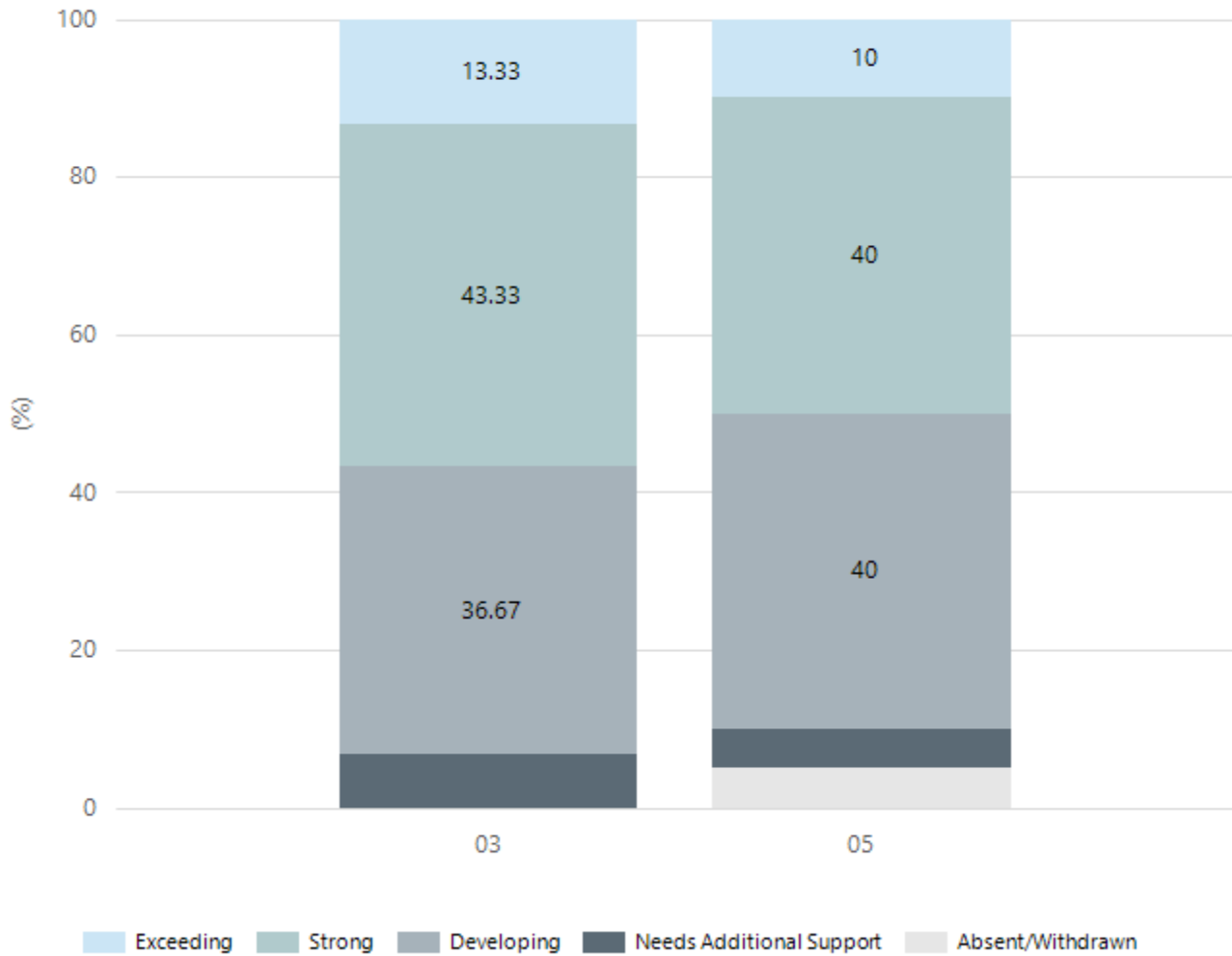
Grammar



Year Level	03	05
Exceeding	5	2
Strong	16	9
Developing	5	5
Needs Additional Support	4	3
Absent/Withdrawn		1
Total	30	20

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	4	2
Strong	13	8
Developing	11	8
Needs Additional Support	2	1
Absent/Withdrawn		1
Total	30	20

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	88.0%	90.5%	90.6%
Year 01	87.8%	90.8%	88.0%
Year 02	88.4%	87.7%	89.8%
Year 03	86.9%	91.5%	91.7%
Year 04	86.7%	85.5%	89.8%
Year 05	86.6%	89.5%	85.6%
Year 06	89.5%	86.1%	90.9%
Total	87.6%	88.9%	89.7%

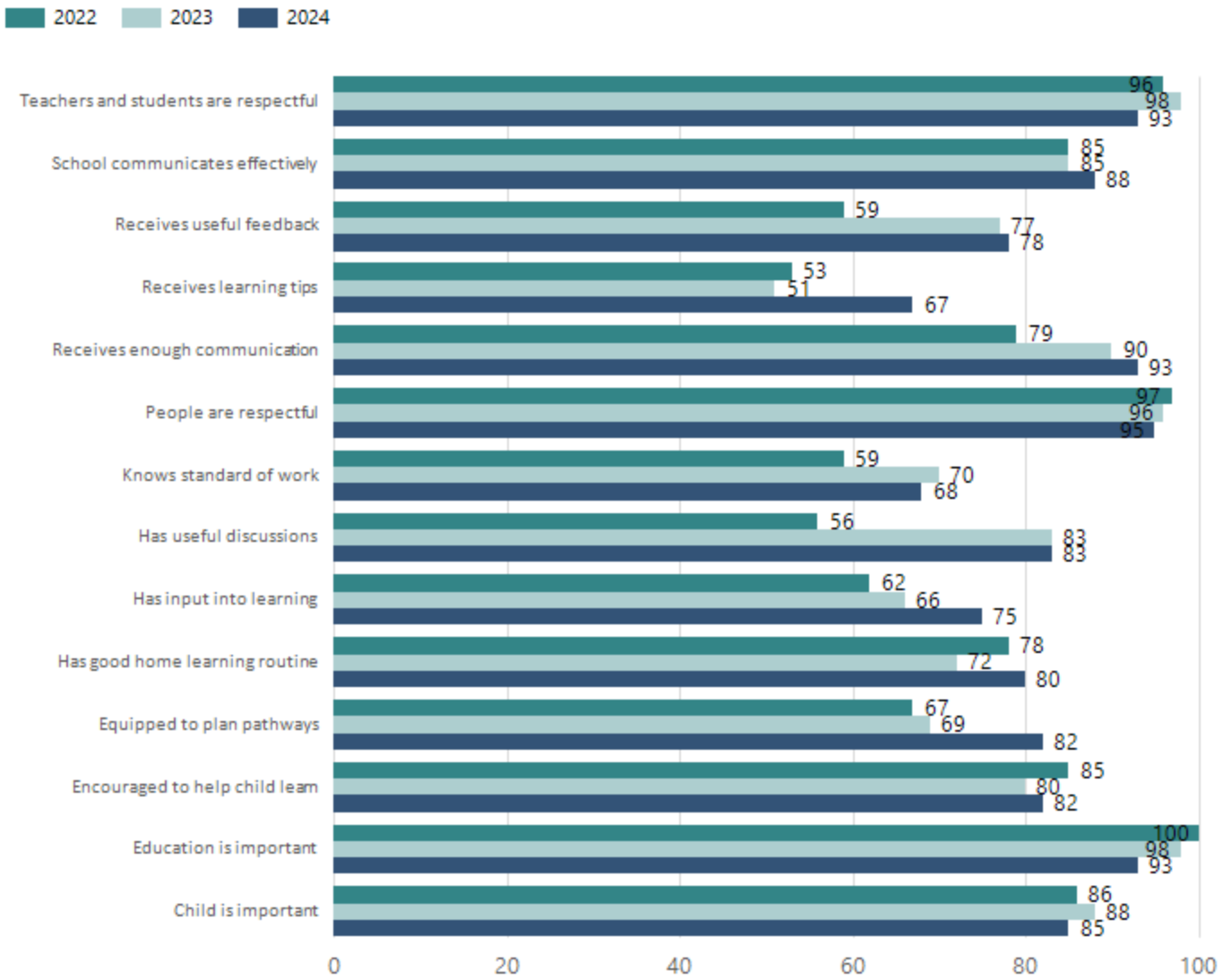
Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to 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(%)



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

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	17.0%
QL - LEFT SA FOR QLD	2	33.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	3	50.0%

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	5

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	12.1	0.0	5.6
Persons	0.0	14.0	0.0	11.0

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	\$2,140,182
Grants: Commonwealth	\$27,982
Parent Contributions	\$84,012
Fund Raising	\$26,815
Other	\$39,431

Data Source: School supplied data.