



Clapham
Primary

2024 annual report to the Community

Clapham Primary School

Clapham Primary School number: 952

Partnership: Mitcham Plains



School principal:

Cassandra Kopias

Signature


Date of endorsement:

28/01/2025



Government
of South Australia
Department for Education

Context Statement

Clapham Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 247. Clapham 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 3% Aboriginal students, 26% students with disabilities, 1% 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.

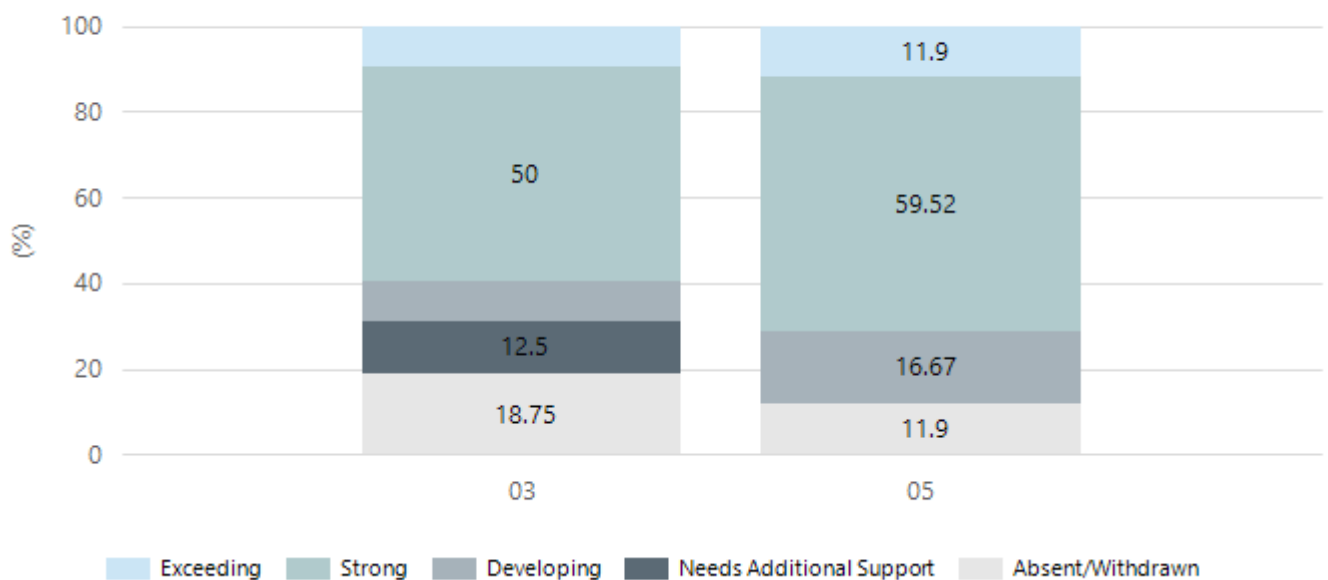
Governing Council Report

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.

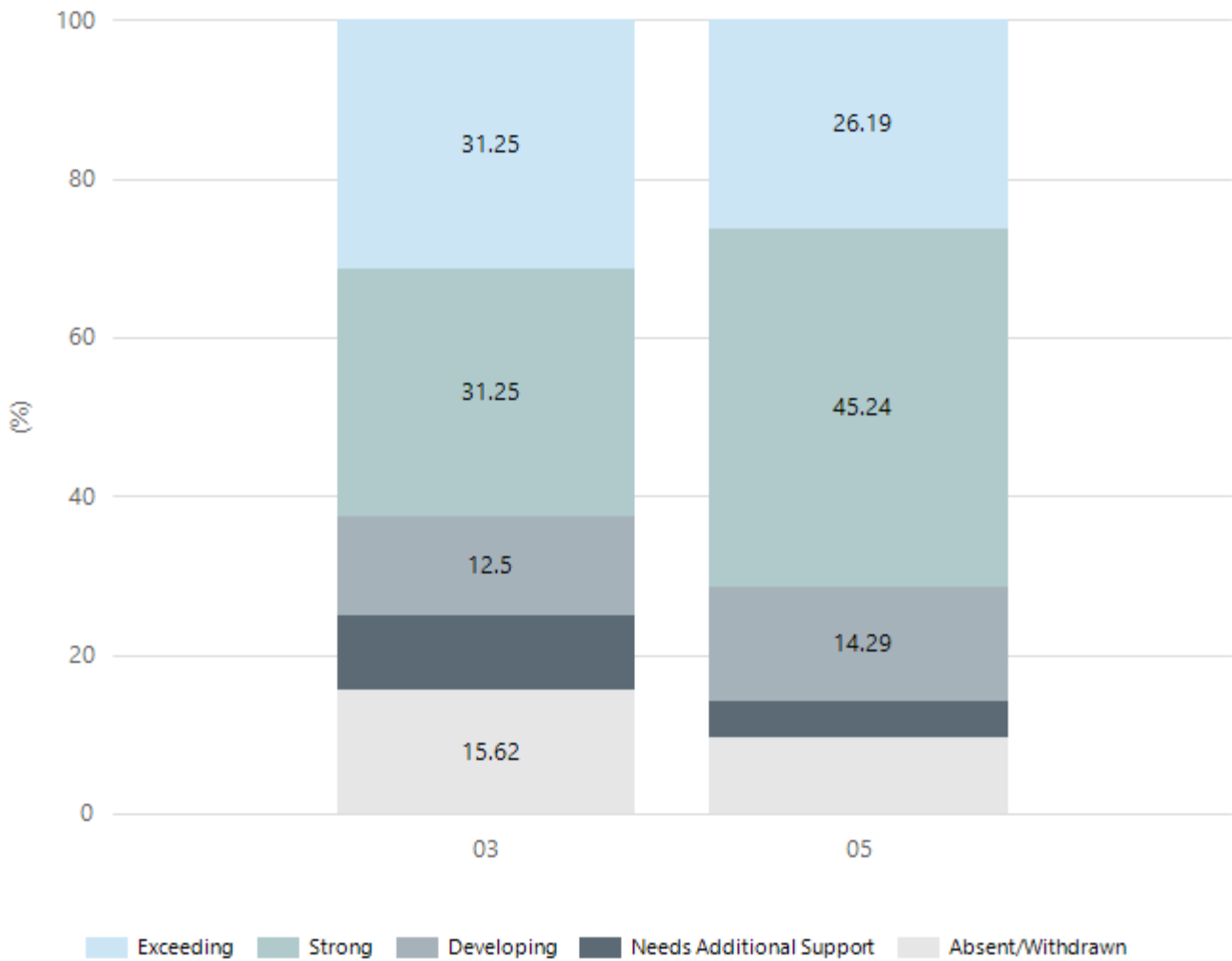
Numeracy



Year Level	03	05
Exceeding	3	5
Strong	16	25
Developing	3	7
Needs Additional Support	4	
Absent/Withdrawn	6	5
Total	32	42

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.

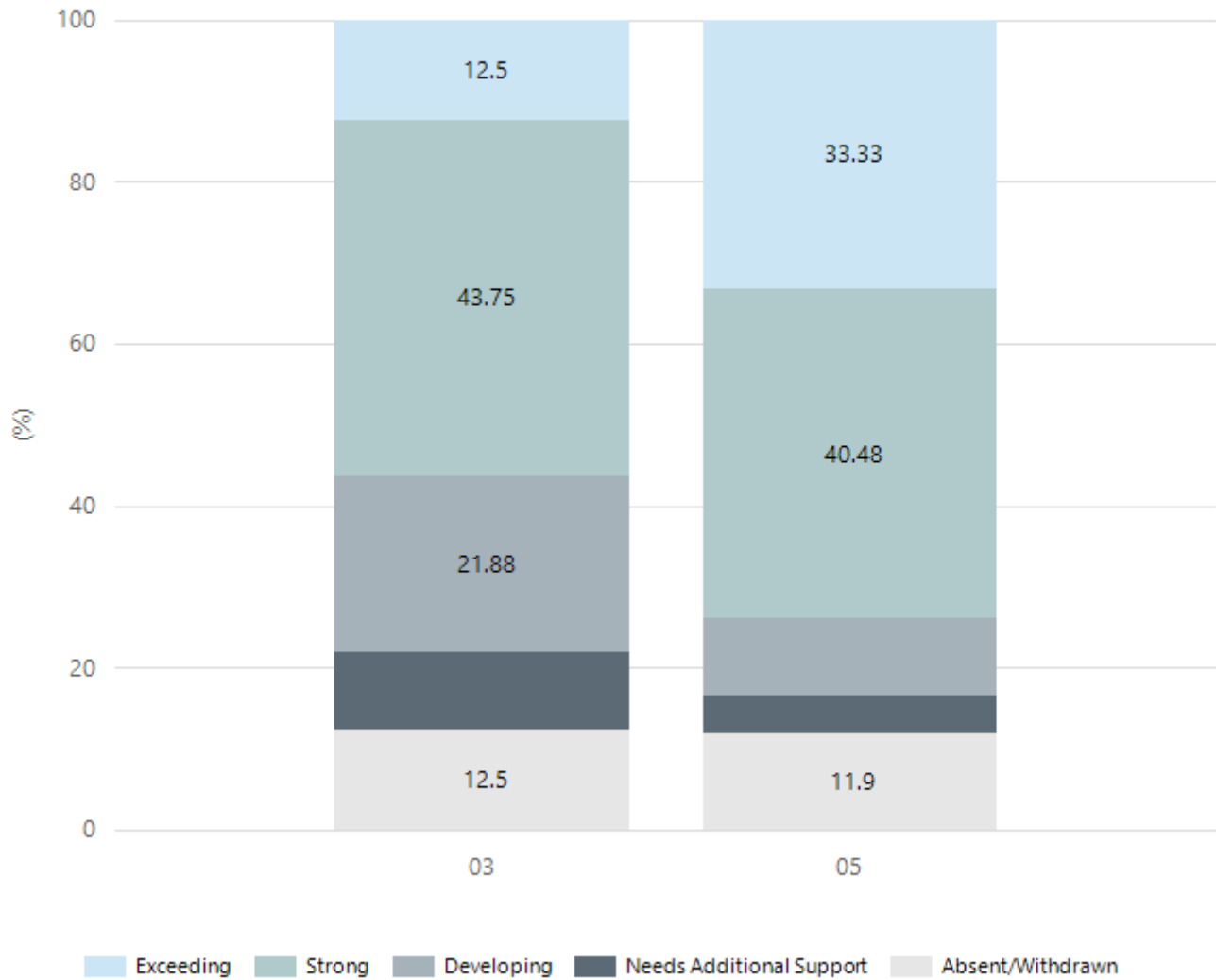
Reading



Year Level	03	05
Exceeding	10	11
Strong	10	19
Developing	4	6
Needs Additional Support	3	2
Absent/Withdrawn	5	4
Total	32	42

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.

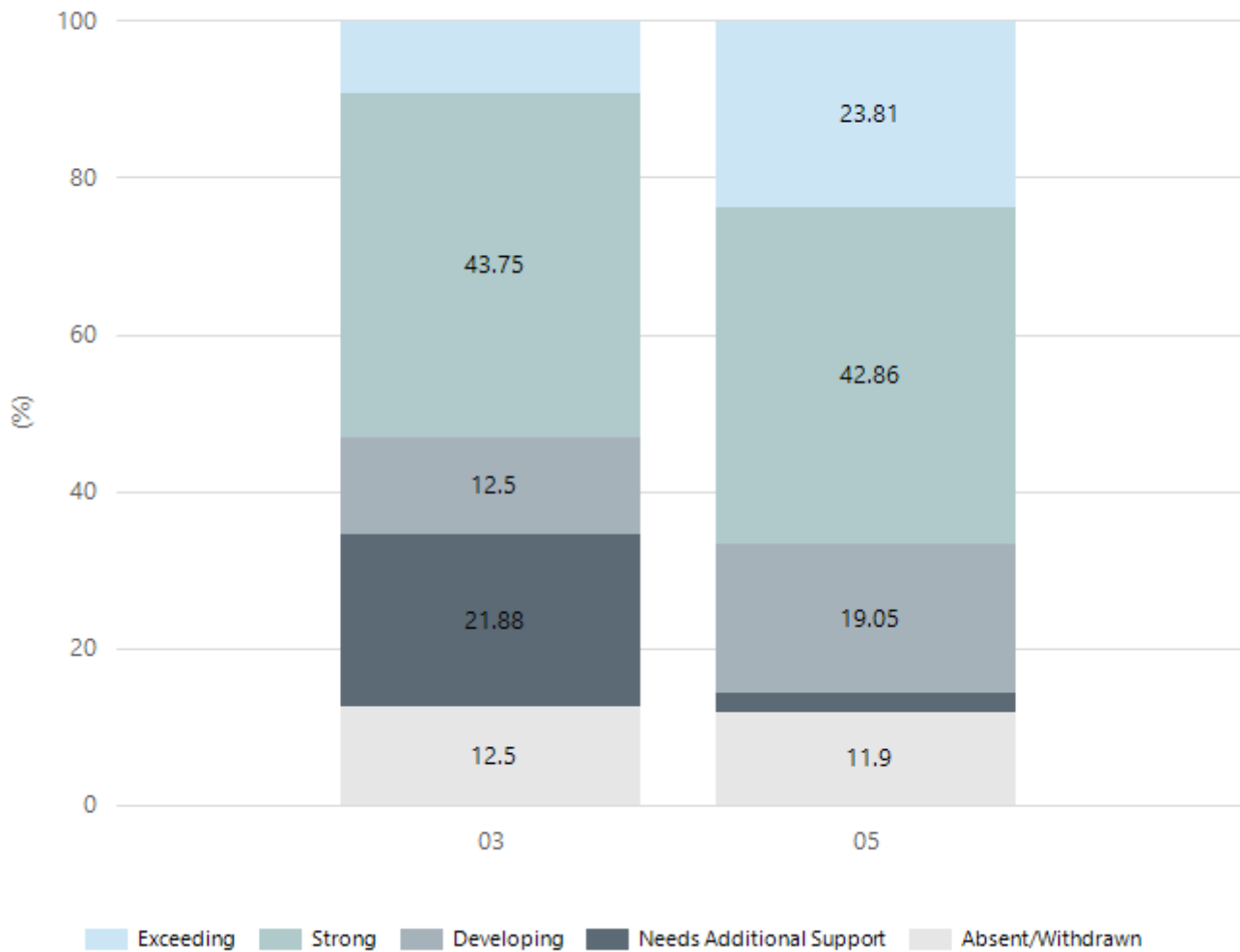
Writing



Year Level	03	05
Exceeding	4	14
Strong	14	17
Developing	7	4
Needs Additional Support	3	2
Absent/Withdrawn	4	5
Total	32	42

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.

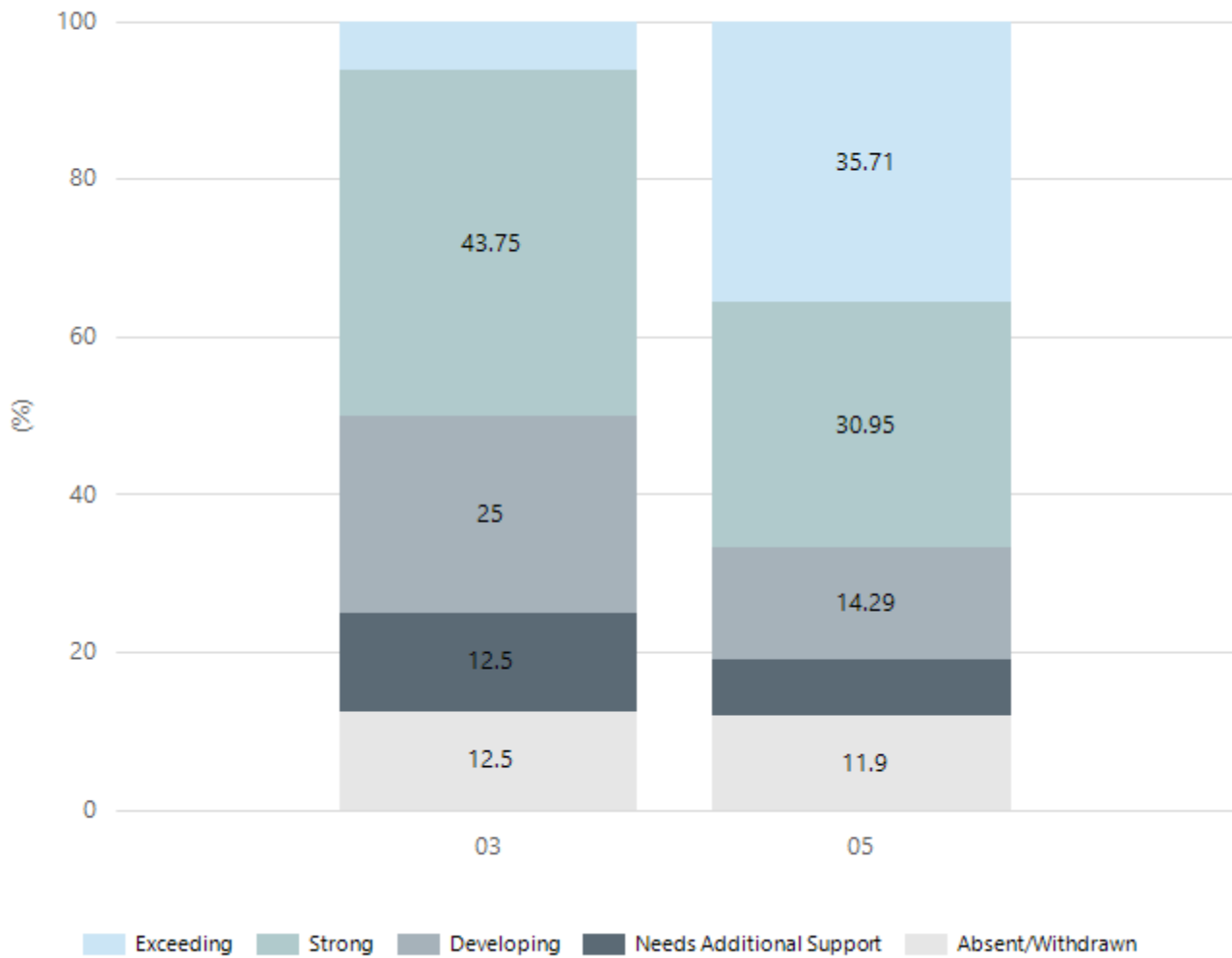
Grammar



Year Level	03	05
Exceeding	3	10
Strong	14	18
Developing	4	8
Needs Additional Support	7	1
Absent/Withdrawn	4	5
Total	32	42

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	2	15
Strong	14	13
Developing	8	6
Needs Additional Support	4	3
Absent/Withdrawn	4	5
Total	32	42

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	89.7%	90.4%	92.7%
Year 01	89.2%	88.5%	89.9%
Year 02	91.6%	86.7%	91.6%
Year 03	92.2%	91.1%	90.4%
Year 04	87.6%	88.9%	93.2%
Year 05	89.3%	88.1%	93.3%
Year 06	86.1%	89.5%	85.5%
Primary Other	80.2%	84.1%	87.1%
Total	89.2%	88.8%	90.9%

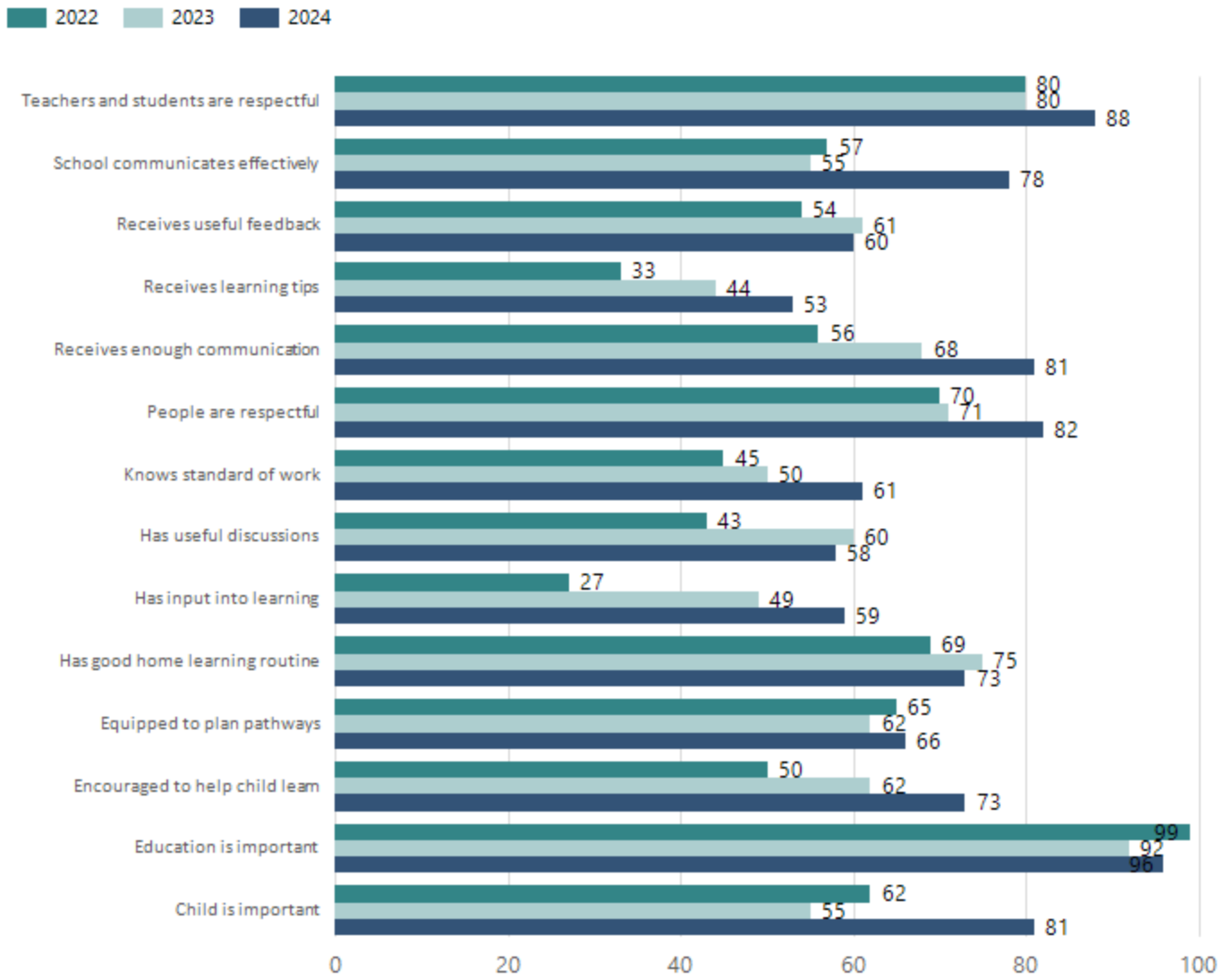
Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to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

Proportion of agree/strongly agree response(%)



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

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	3	19.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	6.0%
U - UNKNOWN	12	75.0%

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	10
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	17.9	0.0	8.5
Persons	0.0	20.0	0.0	15.0

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	\$3,245,776.86
Grants: Commonwealth	\$5450.00
Parent Contributions	\$127,785.06
Fundraising	\$15,601
Other	\$7,600

Data Source: School supplied data.

AGM Principal's Report

Monday 17th February 2025

It is my pleasure to present the Principal's Report for 2024. We had a wonderful year rebuilding our community and introducing new systems and processes in our school. Throughout the year, our students, staff, and families actively participated in a wide array of activities and events that have not only enriched our educational experience but have also strengthened the bonds within our Clapham family.

Staff

We were thrilled to introduce and welcome new staff members to our dedicated team: Tash Thornton, who took on the role of Deputy Principal; Oscar Leonard in Year 3/4; Beth Yokohara in Year 1/2; John Kermode in Year 3/4 and 5/6; Elise Davies as the 3-6 Special Options teacher; Gene Lashchuk as the Wellbeing Officer; and Isabel Rademski as an SSO in the 3-6 Special Options class.

Additionally, we were pleased to announce the Lead Teachers for 2024, who played pivotal roles in our school. Abbie Kemp oversaw R-2 Literacy, Megan Toy guided 3-6 Literacy, Ben Hillier led R-6 Numeracy, and Catherine Howat was our dedicated R-6 Autism Inclusion teacher.

Towards the end of Term 2, Sam Leane became our new Deputy Principal, bringing a wealth of knowledge and leadership experience to our school community.

We were thrilled to make Brooke Taylor and Caleb Cook permanent members of our teaching team! Both have been valued members of Clapham for an extensive time, contributing significantly to our school community. It was wonderful that they could finally call Clapham home.

Looking ahead to 2025, the staff remains stable, except for Elise Davies, who left to join Salisbury Primary School. After a thorough recruitment process, we were pleased to announce and welcome back Alicia Sobol as our new Assistant Principal with Brooke Taylor returning to the Arts.

Professional Development

Throughout the year, our staff engaged in a variety of professional development opportunities to enhance their skills and knowledge, ensuring the highest quality of education and support for our students.

Diabetes Training: Conducted in collaboration with Flinders Medical Centre, this training equipped our team with essential knowledge and skills to support students with diabetes.

Psychological Safety and Wellbeing: Madhavi shared a wealth of knowledge and strategies aimed at safeguarding our psychological safety in the demanding field of education. Her expertise extended to equipping us with effective approaches to navigate difficult situations and implement measures that prioritise our own wellbeing.

Maths Assessment Interview Trial: Supported by the Department for Education (DfE), this trial saw active engagement from all Year 3/4 classes, enhancing our assessment practices.

Nationally Consistent Collection of Data (NCCD) and One Plans: Staff participated in training sessions to enhance their proficiency in catering to the diverse needs of our student body.

Literacy and Numeracy Training: Our educators engaged in R-6 spelling training with the Literacy Guarantee Unit (LGU), further emphasising our commitment to holistic student development.

UR Strong Wellbeing Program: Our staff embraced this whole school wellbeing program, reinforcing strategies to foster emotional resilience and mental wellbeing across the entire school community.

Place Value Assessment Tool (PVAT): In collaboration with Sarah Centofanti from the DfE, staff unpacked this valuable resource developed by Dr. Ange Fitzgerald to assess students' understanding of place value concepts in mathematics.

Suspension, Exclusion, and Expulsion (SEE) Policy Training: This training provided valuable insights and strategies for effectively managing disciplinary actions within our school community.

Cultural Awareness Training with Elder Uncle Tamaru: This training offered a deeper understanding and appreciation of Kaurna culture. We are excited to continue collaborating with Uncle Tamaru as we develop a Reconciliation Action Plan and integrate Kaurna culture more fully into our school community.

Positive Behaviour Training and Autism Awareness: With a focus on the Pathological Demand Avoidance (PDA) profile, this training, supported by the Behaviour Support Coach and Support Services from the Department, equipped our staff with valuable skills to better support our students.

DIBELS Diagnostic Testing Suite: This training aimed to enhance our literacy assessment practices, providing our educators with the skills necessary to effectively utilise these tools in the classroom.

Collaborative and Proactive Solutions (CPS) Workshop: Staff attended a two-day workshop at the Adelaide Convention Centre featuring Dr. Ross Greene, a renowned expert in collaborative problem-solving. This workshop provided training on the CPS model; an evidence-based approach described in Dr. Greene's influential books.

These professional development initiatives reflect our commitment to continuous improvement and our dedication to providing a supportive and inclusive learning environment for all students.

Portfolio Initiatives for Clapham

Clapham Primary School is an active member of the Mitcham Plains partnership. Together, we collaborated closely to deliver consistent learning projects for staff and leadership across various areas. These initiatives included:

Numeracy Project (Portfolio): Led by our Numeracy Lead, this project focused on enhancing numeracy skills and strategies.

Simon Breakspear Leadership Program (Portfolio): Engaged leadership staff in innovative practices to improve educational outcomes.

Specialist Teacher Hub (Portfolio): Involved five Clapham Primary School teachers in specialised training and development.

Heutagogy Project (Partnership): Two of our teachers participated in this project, exploring self-determined learning approaches.

Numeracy Summit (State-wide): One teacher represented our school, gaining insights into state-wide numeracy strategies.

Leaders Day (State-wide): Our Principal, Deputy, and Numeracy Lead attended this event to enhance leadership skills and network with peers.

Autism Inclusion Teacher (State-wide): One teacher participated in this initiative, focusing on inclusive practices for students with autism.

These collaborative efforts demonstrate our commitment to professional growth and educational excellence within the Mitcham Plains partnership.

NAPLAN

In Weeks 7 and 8 of Term 1, students in Years 3 and 5 engaged in NAPLAN online assessments.

Site Improvement Plan

Our 2024 Site Improvement Plan is centred around two strategic goals aimed at enhancing students' achievement growth and understanding, while also supporting teacher pedagogical practice. Overarching these goals is our school's commitment to wellbeing and student agency. We are pursuing equity and excellence as part of the areas of impact outlined in the Strategy for Public Education.

Goals for 2024:

Increase all students' achievement in writing.

Improve student learning in Mathematics.

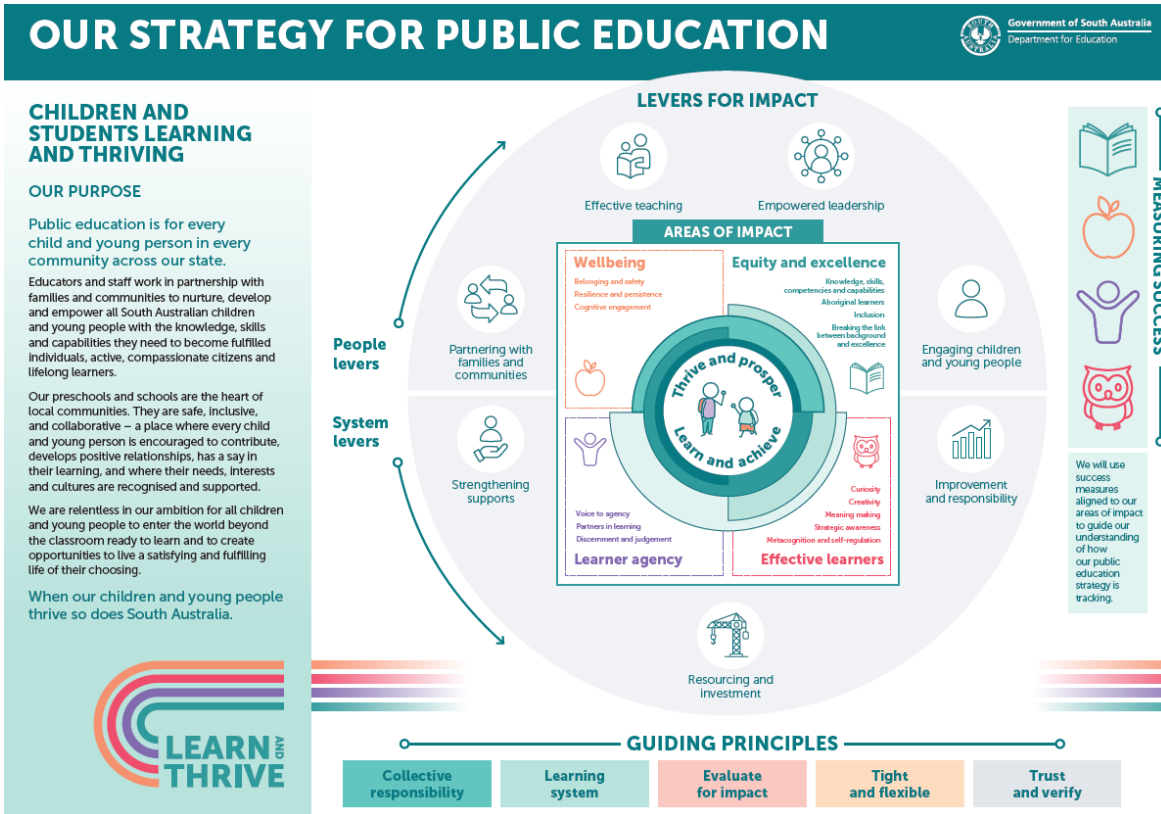
Achievements and Initiatives:

Year 1 Phonics Success: Our Year 1 students achieved an impressive 93% benchmark or above in their Year One Phonics Screen. This outstanding result reflects the dedication of both our students and their teachers. Every student in this cohort has achieved personal bests, showcasing the effectiveness of our literacy practices based on the Science of Reading and explicit instructional routines.

Writing Development: All staff enhanced their skills in teaching writing through mini workshops led by Ms. Toy on Tuesdays, focusing on pedagogical practices from The Writing Revolution. This approach emphasised detailed instruction on sentence structure, crucial for writing across different genres.

Numeracy Improvement: Mr. Hillier, our Numeracy Lead, collaborated closely with teaching staff and students, using data from various assessments to guide and enhance student learning. He focused on implementing intervention practices in the primary years based on Place Value Assessments. Additionally, we explored a 5-part lesson structure that balanced structured instruction with opportunities for problem-solving and critical thinking.

Site Improvement Team and Kanban Method: Utilising the Kanban method, our Site Improvement Team streamlined the review process, allowing for efficient monitoring and assessment of our goals. By visually mapping out tasks, deadlines, and progress stages, we identified areas of focus, allocated resources effectively, and tracked our advancement towards achieving our goals. This approach facilitated clear communication and collaboration among team members, enabling us to address challenges promptly and implement targeted strategies for improvement. As a result, we saw tangible progress in both writing and mathematics initiatives in 2024.



South Australian Curriculum

The new South Australian Curriculum was rolled out to schools for exploration, testing, and feedback. Four learning areas were initially introduced: English, Languages, Mathematics, and The Arts. To facilitate this process, Clapham hosted several sessions for teachers within our partnership. These sessions were partly facilitated by Sam, our new Deputy Principal, and provided valuable opportunities for professional development and collaboration. Educators deepened their understanding of the new curriculum and exchanged best practices.

Literacy

We were proud to highlight our exemplary literacy practices in R-2, which recently drew the attention of several preschools and schools. Educators visited to observe Caleb and Abbie's effective implementation of their instructional routine for spelling. Additionally, Abbie and I had the opportunity to present our literacy practices across R-6 to the Mitcham Hills and Plains Partnership. Our presentation covered our comprehensive assessment schedule and innovative spelling approaches.

Wellbeing

In 2024, Clapham Primary School made significant strides in enhancing wellbeing across our community. The URSTRONG program became a transformative and integral part of our school, focusing on nurturing emotional resilience and fostering positive mental

health for students, educators, and parents. Rooted in evidence-based practices, URSTRONG equipped participants with valuable tools and strategies to navigate everyday challenges. Through engaging activities and thoughtful discussions, the program promoted a sense of community, empathy, and self-awareness. By integrating URSTRONG into our school culture, we cultivated a supportive environment where individuals thrived emotionally and socially, contributing to a holistic approach to education and wellbeing.

Additionally, all students in Year 3 to Year 6 participated in the Rock and Water program, starting from Week 1 of Term 2. This program offered valuable lessons in social-emotional learning, self-regulation, and personal safety, empowering our students with essential life skills. Through a combination of physical exercises, role-playing, and discussions, Rock and Water equipped students with tools to navigate social interactions, manage conflict constructively, and build resilience. By incorporating this program into our school curriculum, we fostered a supportive and inclusive environment where students felt empowered to communicate effectively, respect others' boundaries, and develop positive relationships. The Rock and Water program aligned with our commitment to nurturing the holistic development of our students, equipping them with the skills they needed to thrive academically, socially, and emotionally. We were excited to see the positive impact this program had on our students' growth and wellbeing in such a short amount of time.

Furthermore, Mindful Movement sessions with Mr. L provided additional support, enhancing our students' ability to focus and manage stress effectively.

Parent in Education Meeting

Throughout the year, Clapham Primary School engaged parents in several informative sessions to enhance their understanding of our educational strategies and support systems.

Parents gained valuable insights into the Department for Education (DfE) Strategy and the Clapham Site Improvement Plan, understanding the broader goals and initiatives that shape our educational approach. The session also explored the principles of Inclusive Education, emphasising our commitment to creating an environment that embraces and supports the diverse needs of all students. Additionally, parents had the opportunity to explore the URSTRONG wellbeing program, gaining practical knowledge about the strategies and tools incorporated into our holistic approach to fostering emotional resilience and positive mental health.

Mahdavi conducted a highly informative and engaging parent workshop focused on resilience, wellbeing, and happiness in children. Her expertise provided invaluable guidance, equipping parents with practical strategies to support their children's emotional and mental health. The workshop fostered a supportive environment for open discussion and collaboration, further strengthening the partnership between our school and parents.

Ben Hillier presented an informative session on the numeracy assessments used in our school. This session covered the various tools and methods employed to evaluate students' mathematical abilities and performance. Ben explained how teachers analyse the collected data to tailor their teaching strategies to meet the individual needs of each student. This meeting provided parents with valuable insights into our educational approaches and how to support their children's learning at home.

Families were invited to attend an online Language of Friendship parent-child workshop for URSTRONG Schools. Tyson Greenwood, Director of URSTRONG, taught skills and language to foster healthy, feel-good friendships.

Additionally, the Behaviour Support Coach from the Department for Education visited Clapham. The coach discussed our policies and procedures related to behaviour support, providing valuable insights and guidance. This session was an excellent opportunity to deepen our understanding of best practices in supporting positive student behaviour.

Events

Throughout the year, Clapham Primary School hosted a variety of events and activities that enriched our school community and fostered engagement among students, staff, and families. These included:

Acquaintance Night BBQ: A welcoming event that brought together families and staff.

Market Day: An opportunity for students to showcase their entrepreneurial skills.

Friendship Fridays: Regular gatherings to promote social connections and inclusivity.

Volunteers Breakfast: A celebration to thank our dedicated volunteers.

Japanese Blossom Festival: A cultural event highlighting Japanese traditions.

Harmony Day: Celebrating diversity and inclusivity within our community.

Sports Day: A day of athletic competition and school spirit.

Whole School Production: A showcase of student talent and creativity.

Allergy and Anaphylaxis Awareness Day: Raising awareness about important health issues.

Type 1 Diabetes Awareness Day: Educating our community about diabetes management.

National Simultaneous Storytime: Promoting literacy through a shared reading experience.

Book Week – Reading is Magic: Celebrating the joy of reading.

Carly Ryan Cyber Safety: Educating students about online safety.

Festival of Music Choir: Showcasing our students' musical talents.

Science Week: Engaging students in scientific exploration and discovery.

Visit from the Education Minister and Minister of Social Services: For the national RESPECT launch and celebrating our Numeracy NAPLAN results.

Premier's Reading Challenge: Encouraging students to read widely.

Henny Penny: An interactive learning experience watching the life cycle of a chicken.

Spooky Disco: A fun social event for students.

Swimming and Aquatics: Promoting water safety and skills.

Graduation: Celebrating the achievements of our graduating students.

Jam Band: Highlighting musical collaboration and performance.

Snake Awareness Training: Educating students about safety in nature.

Reception and High School Transition: Supporting students through key educational transitions.

Clapham's Got Talent: A platform for students to showcase their unique talents.

Bullying No Way Day: Promoting a safe and respectful school environment.

Remembrance Day: Honouring those who served in the armed forces.

Japanese Quiz Day: Encouraging cultural learning and engagement.

Weekly JP Walks: Promoting physical activity and community connection.

RU OK Day: Fostering mental health awareness and support.

Breakfast Club

The Breakfast Club continued to support our students ensuring that every student has the energy needed for a successful day of learning.

After School Sport: Our after-school sports programs continued to thrive. The after-school sports included soccer, cricket, netball, and basketball.

SAPSASA: Our students participated in a range of exciting competitions, including basketball, soccer, hockey, and track and field. They performed exceptionally well, with many making it to the finals. Congratulations to our Year 5/6 basketball team for their incredible achievement in reaching the state finals!

Fundraising

Throughout the year, Clapham Primary School engaged in several successful fundraising and community activities:

Easter Raffle: Through dedication and hard work, we successfully raised over \$2,000 to support our school's initiatives.

Screening of "Inside Out 2": Held for our community on Sunday, June 30th, this event raised \$1,284.

Domino's Fundraiser: Contributed an additional \$500 to our fundraising efforts.

Christmas Raffle: Raised \$2,000, further supporting our school refurbishments.

T-Shirt Design Competition: Organised for our production t-shirts, this competition helped build excitement and foster a sense of unity and school spirit. Students were able to wear these t-shirts as part of their school uniform, adding a fun element to their daily attire. We were excited to see the unique and imaginative designs our students created, enhancing the enthusiasm and pride surrounding our production preparations. Congratulations to Lily W., the winner of the competition.

Facilities

During the year, several key projects and maintenance activities were undertaken to improve our school facilities:

Corporate Funding: Approved for air conditioning works, totalling \$625,400.

Asbestos Remediation (Building 1)

Gutters/Fascia Replacement (Building 1B)

Emergency Management System

Walkways/Disability Ramps

West Wing Foundations due to flooding

West Wing Toilet Step to ensure it is compliant

Termite Damage (Building 1C – Room 3)

OSHC Oven: Cassie advised OSHC to purchase an oven with an anti-tilt bracket, and cabinetry adjustments were considered as needed.

SRC

Following an extensive consultation process involving the entire school community, we were excited to announce that Clapham voted to have beanies as part of the school uniform. This overwhelming support reflected the students' enthusiasm and collective decision-making.

Ms. Taylor gathered weekly feedback from the SRC and class meetings, with students from R-6 providing insightful observations and suggestions on how to improve our school environment. Their input was crucial in enhancing the positive atmosphere in our school, and we were delighted to report that the feedback was overwhelmingly positive. Many students from R-6 noted a positive change across the school, especially during playtimes, with more students consistently demonstrating our core values of respect, cooperation, and responsibility. It was heartening to see these values in action, fostering a harmonious and supportive environment.

CHPBI Pom Pom Beanie - OPTION 1



CHPBI Pom Pom Beanie - OPTION 2



CHPBI Pom Pom Beanie - OPTION 3



Enquiry Tracker and Ed Smart

In 2024, we successfully utilised EdSmart to manage consent forms, achieving an 80% return rate on the first day and a 100% strike rate after three days. This efficiency greatly improved our administrative processes.

Additionally, we attended a comprehensive training session on Enquiry Tracker, a cutting-edge tool designed to streamline our enrolment processes. This innovative system collected and organised all enrolment data, offering automated responses to efficiently manage and track expressions of interest. By leveraging Enquiry Tracker, we enhanced our ability to monitor and respond to potential student enrolments in a timely and organised manner. This tool not only simplified data management but also supported our goal of providing a seamless and responsive enrolment experience for prospective families. We were excited about the efficiencies this brought to our operations and the positive impact it had on our enrolment management.

OSHC

This year, YMCA became the new provider for our Out of School Hours Care (OSHC) services, and they have proven to be a significant improvement. We have been working closely with the regional manager to ensure the service remains on track, which includes regular meetings and OSHC advisory sessions. Early in Term 1, we organised a working bee to spruce up the OSHC space, which was well received by families.

Throughout the year, I collaborated with YMCA to address various needs, including the acquisition of a new oven, which we are still awaiting. Vacation care has been running successfully, and Sera, our new director, has been doing an excellent job. However, we recognise that succession planning is crucial for the continued success of our service, and we are actively working with YMCA to address this.