

2024 annual report to the Community

# Ardtornish Primary School

Ardtornish Primary School number: 1540

Partnership: Modbury



School principal:

Mark Hansen

Date of endorsement:

22/06/2025



Government  
of South Australia  
Department for Education

## Context Statement

Ardtornish Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 480. Ardtornish 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, 12% students with disabilities, 6% 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

In 2024 the Governing Council committee appointed a new chairperson, Amanda Holland and welcomed a new member to join the existing members who all continued on.

**Sports Committee** - Many students participated in a wide range of sports across the year in local teams/competitions and SAPSASA competitions. In 2024 we had teams competing in basketball, netball, dance, cheer, football, cricket, cross country, softball, tennis and athletics and pedal prix returned to Ardtornish.

**'FACE' Committee** – Hosted their first Bingo Night. The committee organised the Sports Day BBQ and a Kytons Bakery fundraiser. All fundraising activities take a considerable amount of organising and provide a valuable contribution to our school community.

**Grounds Committee** - continued to monitor and update the school environment raising various matters/questions and making suggested improvements for the school grounds. The transportable classrooms were removed. We donated a tree to Monarto Zoo for the elephants. Worked with Jody from OSHC to start the process of implementing the Native food trail.

**Canteen** - supported sports day, subway meal deals and continued their work on the Rite Bite program. In 2024 we appointed our new Canteen Co-Manager's Sharon and Maleah and thanked Jenni for helping in the interim. They have implemented some great ideas. We are very grateful to the committee members for keeping the canteen running for our school community.

**Finance Committee** - The committee continues to review and improve finance processes as well as the streamlining of financial processes and reporting to provide transparency.

### OSHC Report

2024 was a remarkable for Ardtornish OSHC, marked by significant milestones, professional growth, and strong community engagement.

A major highlight was the visit from the Education Minister Blair Boyer, who engaged in discussions about worker retention and the longevity of staff in the Out of School Hours Care (OSHC) sector. This visit underscored the importance of maintaining a dedicated and skilled workforce to ensure quality care for children as we celebrated two significant staff milestones this year. Jody - Our Assistant Director marked 15 years of dedicated service, reflecting her ongoing dedication to the growth and success of the service. Director, Nathan also reached a milestone of 10 years of service, a testament to his commitment, leadership, and passion for the sector. These milestones highlight the stability of the OSHC management team, which in turn enhances the quality of care and strengthens relationships with children, families, and the broader community.

The service also celebrated three years of implementing their Reconciliation Action Plan. This ongoing commitment to reconciliation has been strengthened through partnerships with several professional Indigenous businesses, helping us embed cultural awareness and respect into our daily practices. Olivia Savas local MP even visited the school to deliver an Acknowledgment of Country and unveil our Torres Strait Islander flag with the whole school community.

Our annual end-of-year celebration was also a resounding success, with a fantastic turnout from families. The overwhelming feedback expressed appreciation for the work our service does and the positive impact it has on the community. It was a wonderful opportunity to reflect on the year's achievements and strengthen our community connections.

As we look forward to another year of growth and development, we remain committed to providing high-quality care, fostering strong relationships, and continuing to support our children, families, and the wider community.

Thank you to all the teaching staff, SSO's, front office staff, the leadership team, the Governing Council members, OSHC Team and all volunteers at our school for their amazing support and efforts during 2024.

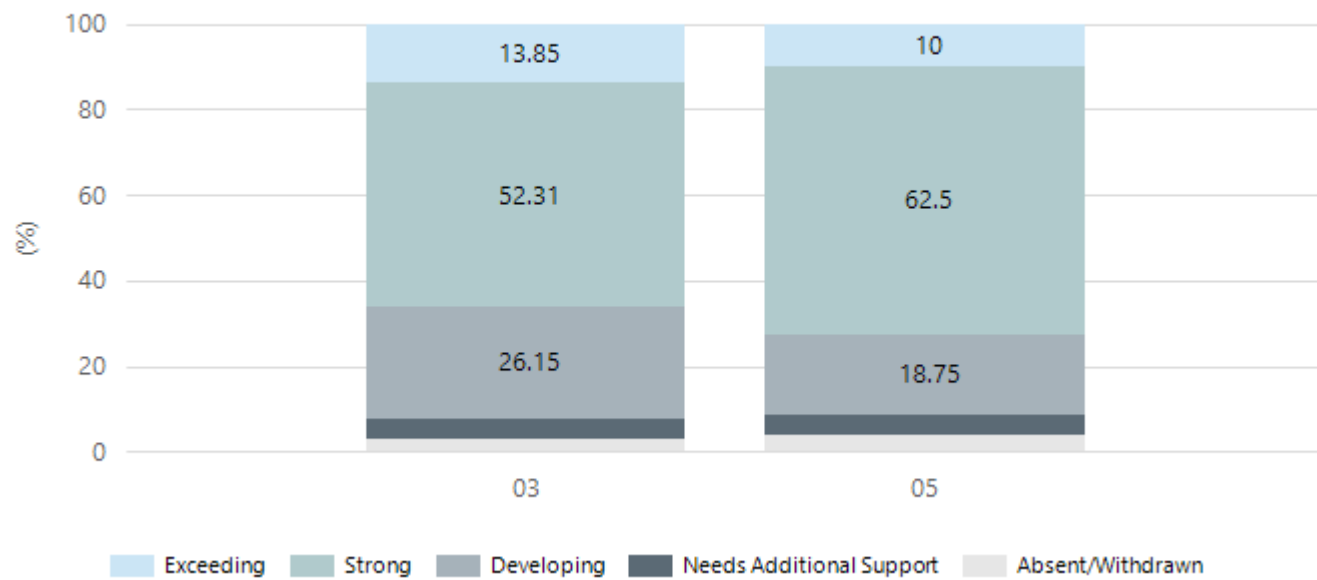
Amanda Holland – Chairperson.

# 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.

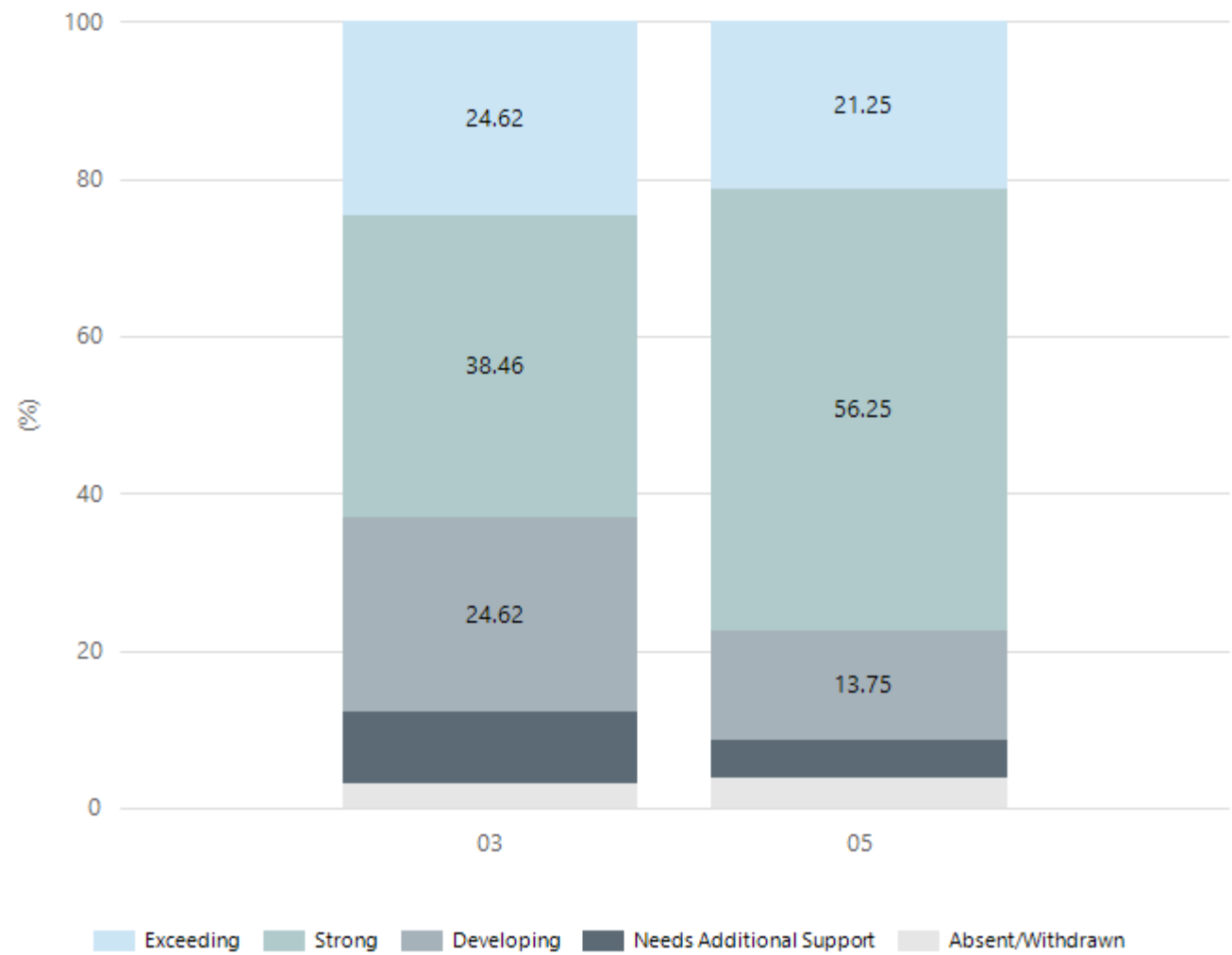
### Numeracy



Year Level	03	05
Exceeding	9	8
Strong	34	50
Developing	17	15
Needs Additional Support	3	4
Absent/Withdrawn	2	3
Total	65	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.

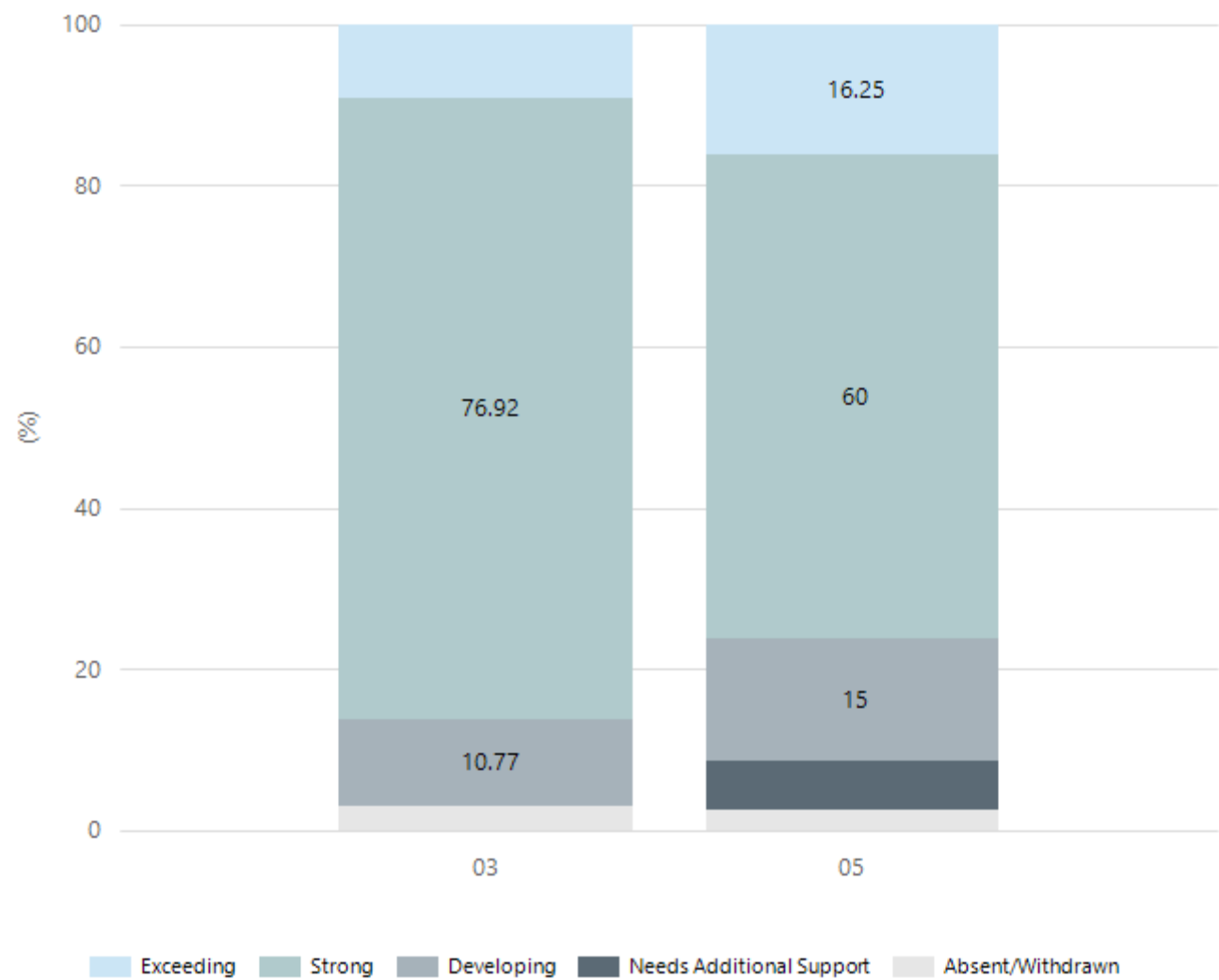
Reading



Year Level	03	05
Exceeding	16	17
Strong	25	45
Developing	16	11
Needs Additional Support	6	4
Absent/Withdrawn	2	3
Total	65	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.

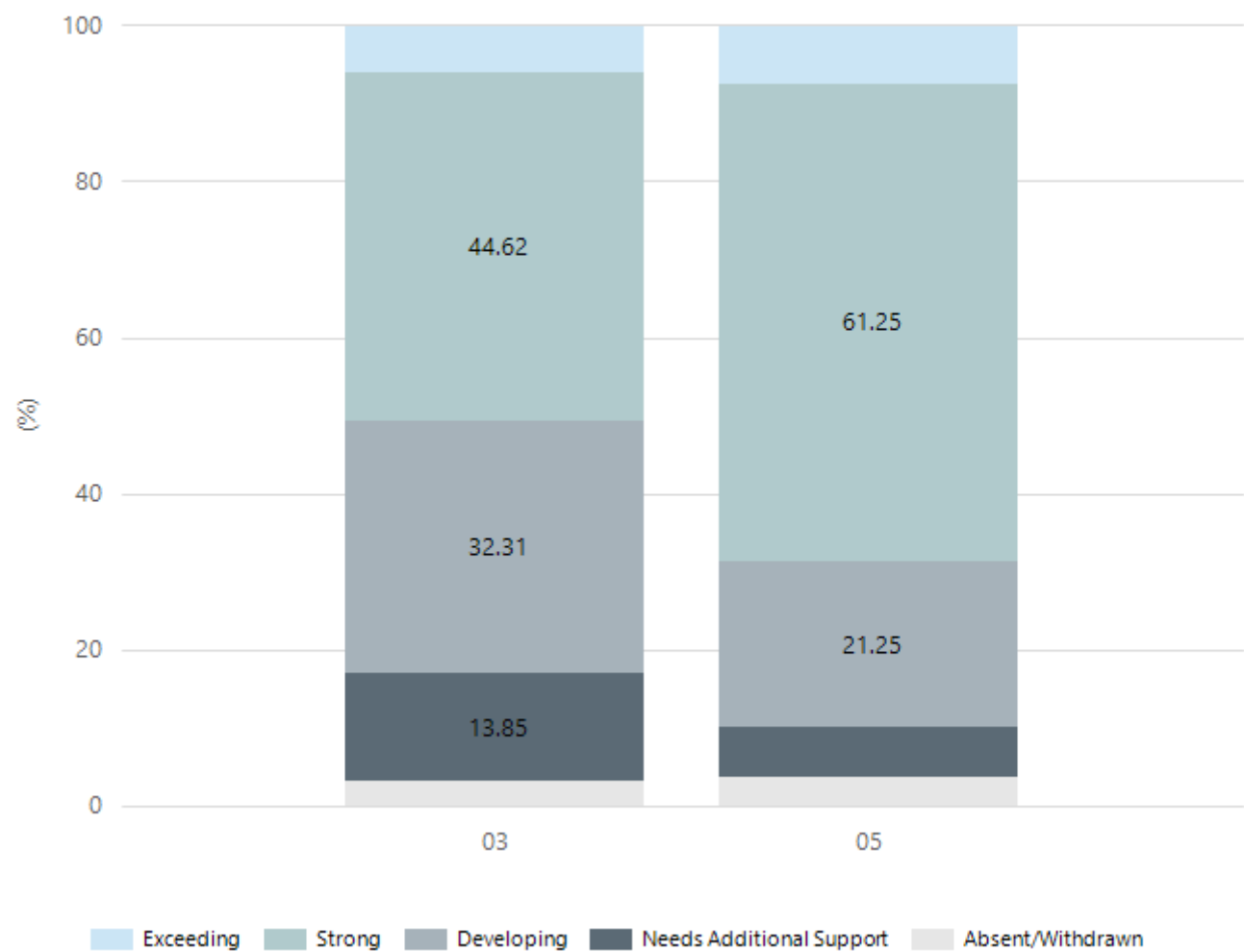
Writing



Year Level	03	05
Exceeding	6	13
Strong	50	48
Developing	7	12
Needs Additional Support		5
Absent/Withdrawn	2	2
Total	65	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.

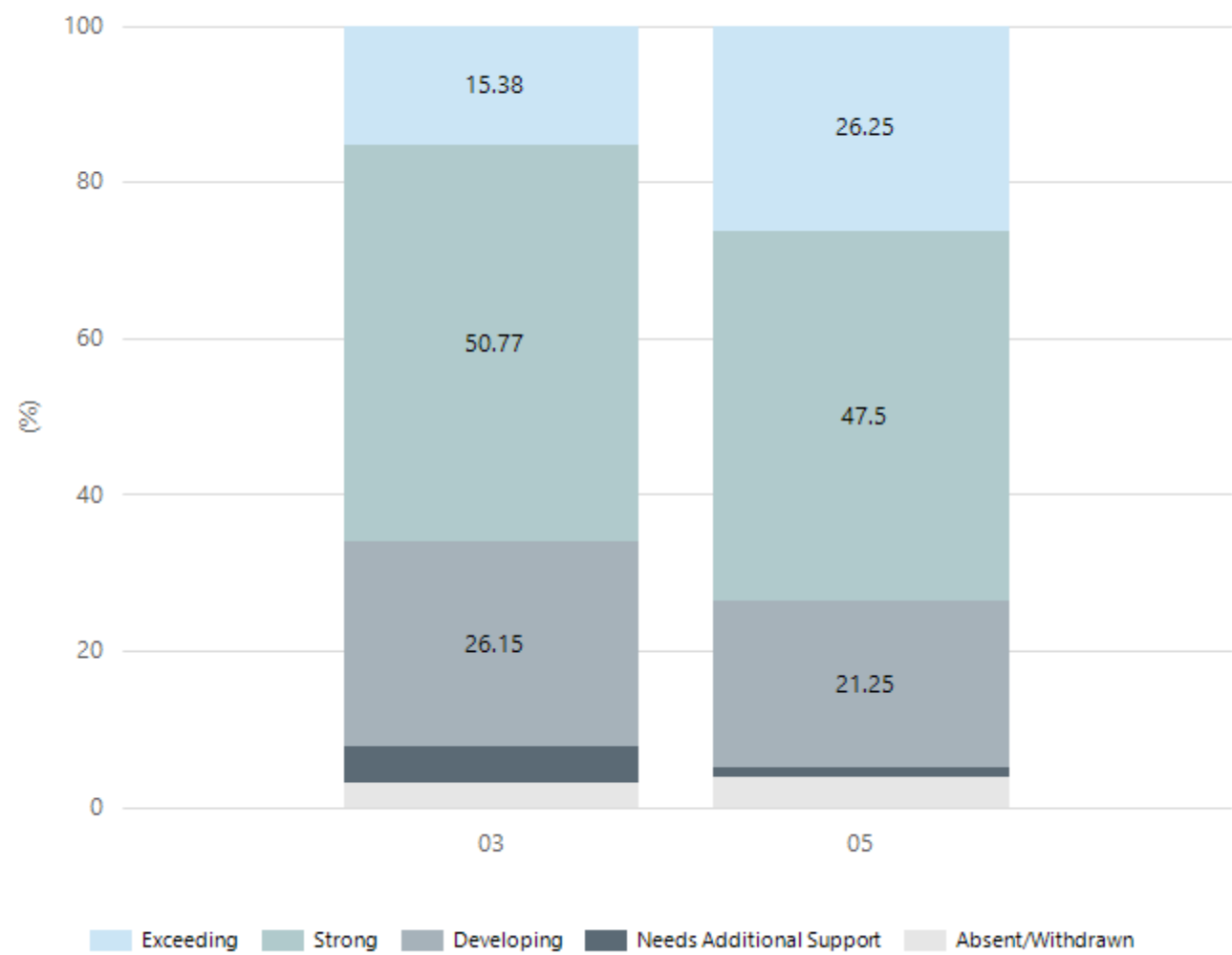
Grammar



Year Level	03	05
Exceeding	4	6
Strong	29	49
Developing	21	17
Needs Additional Support	9	5
Absent/Withdrawn	2	3
Total	65	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	10	21
Strong	33	38
Developing	17	17
Needs Additional Support	3	1
Absent/Withdrawn	2	3
Total	65	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	85.5%	88.6%	92.6%
Year 01	86.3%	87.0%	91.6%
Year 02	87.3%	91.1%	92.6%
Year 03	89.9%	90.7%	91.0%
Year 04	88.9%	91.9%	91.4%
Year 05	87.1%	91.3%	92.3%
Year 06	87.0%	88.9%	91.8%
Primary Other	94.4%		
Total	87.5%	90.0%	91.9%

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.

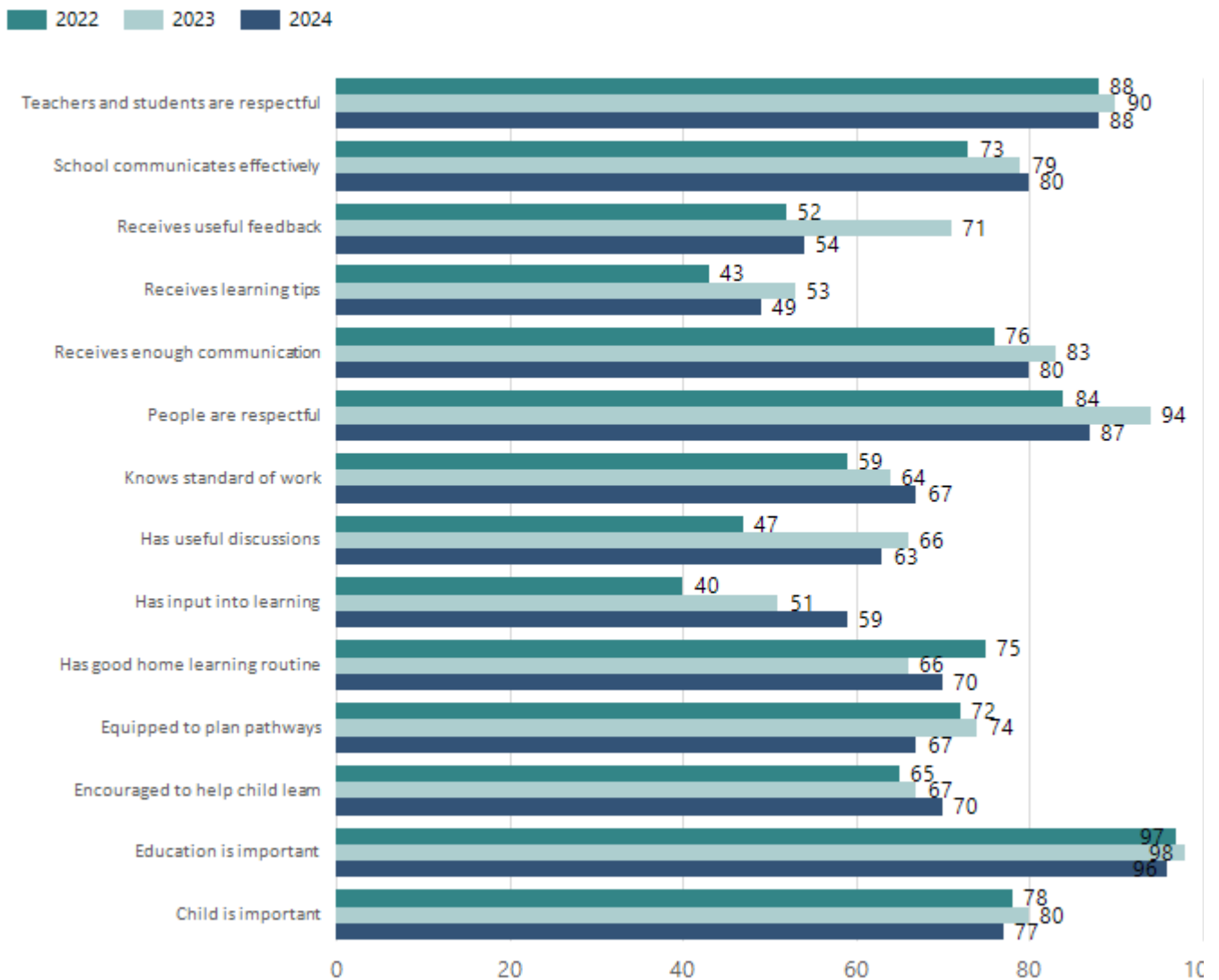
## Attendance Comment

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	4	57.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	29.0%
U - UNKNOWN	1	14.0%

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	19
Postgraduate Qualifications	12

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	26.4	0.3	16.5
Persons	0.0	31.0	1.0	24.0

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	\$ 5105857
Grants: Commonwealth	\$ 5501
Parent Contributions	\$ 142075
Fund Raising	\$ 17747
Other	\$ 248797

Data Source: School supplied data.