

# 2024 annual report to the Community

# Blakeview Primary School

Blakeview Primary School number: 1854

Partnership: Uleybury



School principal:

Teresa Harriott

Signature

Date of endorsement:

15/02/2025



Government of South Australia  
Department for Education

# Context Statement

Blakeview Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 569. Blakeview Primary School is classified as Category 3 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 14% Aboriginal students, 18% students with disabilities, 9% students with English as an additional language or dialect (EALD) funded background, 3% 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

Blakeview Primary School  
Governing Council chairperson report for 2024

This has been a year of much change some good and some hard to deal with. Governing council spent the first two terms trying to get enough parents to join the council. We now offer teams meeting for those who cannot make it face to face, just so we can keep our school running. During this time we were informed that our constitution had not been properly drawn up and registered with the department. Thanks to Dawn, Nick and myself we managed to the new document drafted and then passed through a G/C meeting. It was then sent off to be officially accepted by the department and returned to me during the Christmas break and will now need to be table. At the beginning of the year we started with 3 classes of 20 reception students and for the first time in many years then welcomed another class of 20 at the beginning of term three.

Sports day was run in two parts with the junior primary school in the morning and the upper primary in the afternoon. Families are still struggling to come to terms with this idea but it is easier for the staff and students. It also allows for more space and ease of finding your child's class.

School concert was cancelled due to extreme heat and was later done in the Gym with parents able to come in just to watch their child's class then they had to leave to make room for the parents of the next class. This has been an issue in the past and is something for Leadership and Governing Council to try to find a more workable space to these times of extreme weather.

Blakeview primary school has spent most of the year without the undercover playground being available for students, even though 2 months prior it was passed as safe by playgrounds SA. We are still waiting for it to be passed and for the children to have free range on it. The other playground needed the bark to be replaced which was done in a timely manner. The community nature play area is not fully accessible but I am not sure why. I have also had complaints about it being unavailable to the community on the weekends.

OSHC have done an amazing job this year and are running a good program that is working well for the space that they have. Many days through the Vac care the children are split into Under 8 years and over 8 years. This is making excursions and incursions much easier for the staff and children alike.

Bec and Lauren are working hard to get better practices and for consistent training at the beginning of each year. Financially OSHC has again finished with a profit which they are talking about how best to spend the money to get the most out of it.

In December we farewelled 90 year 6s at the One Tree Hill hall. They celebrated with a roast dinner followed by a disco. Well done to all staff, students and families of Blakeview Primary School

Colleen Hage

Governing Chair Person

Fundraising 2024

We had an eventful year with some surprises, traditionally Mother's day stall has been our biggest money maker but this year Father's day stall raised \$300 plus more.

Cookie Dough	\$ 892.80
Mothers day	\$1957.15
Fathers day	\$2323.02

Colour Run which is run by the school but goes into fundraising as well.

**Colour Run \$8044.46**

All fundraising money was to go towards the new playground.

Well done Blakeview Primary School

Colleen Hage Fundraising Co-ordinator



**OSHC ANNUAL REPORT 2024**

Prepared by Rebecca Musico & Lauren Hazeal

**1. MANAGEMENT**

**Before and After School Care**

Throughout 2024, the Before and After School Care (BASC) service saw consistent attendance, with an average of 42-60 children attending the Before School Care sessions and 75-90 children attending After School Care. Thursday afternoons remained at full capacity throughout the year, but we were able to offer spots to several families from our waitlist, which was a positive outcome.

The transitions between activities during After School Care, which were restructured in late 2023, continued to provide stability for both children and educators. The streamlined process contributed to smoother transitions and ensured consistency in programming and routine.

We were also fortunate to have our Inclusion Professional present throughout the year. This role allowed for valuable mentoring and professional development for our educators, particularly in the area of inclusive practices. Each educator set an individual goal to enhance their approach to inclusion, and they were supported in meeting these goals through regular feedback and reflection.

### **Vacation Care**

Our Vacation Care program received enthusiastic feedback from children, families, and staff. We prioritised the voices of the children, families, and educators when planning activities, ensuring that everyone's interests and ideas were included. Popular activities included visits to The Beachouse, swimming excursions, roller skating, sport clinics, play cafes, and inflatable play zones. For 2025, we plan to expand our offerings by exploring new locations and networking with other services for unique collaborative opportunities.

We also experimented with utilising different physical spaces within the school during Vacation Care. By diversifying the spaces available for play, we addressed challenges related to overcrowding and weather conditions. This flexibility allowed children to engage in a wider variety of activities, particularly beneficial during winter and summer when outdoor play is impacted by weather.

## **2. FINANCES, FACILITIES, AND RESOURCES**

### **Worker Retention Payment**

In 2024, the government introduced a 15% pay rise for childcare workers over the next two years, which was a significant development for the industry. This retention payment aims to address the national educator shortage and supports the sustainability of services like ours by helping retain skilled educators.

### **Fees**

We also began working with a debt collection agency to recover overdue fees. Many of these outstanding balances are from families who have left the service, and we are hopeful that this initiative will help mitigate some of the financial losses.

### **Resources**

We focused on acquiring new resources that enhance children's engagement and support their learning through play. Our program prioritises learning through play, so we invested in items that support imaginative play, sports activities, and games. In addition, we sourced intentional activities tailored to different age groups, ensuring that our resources cater to the needs of all children in our care.

## **3. STAFFING**

During 2024, we experienced some staff turnover, with several educators leaving the service after completing their studies to pursue teaching careers or move into other fields. Despite this, we were able to hire several new educators, many of whom bring extensive experience within the childcare sector. Their knowledge and expertise have been a wonderful addition to our team, enhancing the overall quality of care and educational experiences we offer to children.

Additionally, we had three educators studying for their Certificate III in Early Childhood Education and Care. These educators were actively engaged in their studies while working with us, and we supported them in balancing their academic responsibilities with their practical work in the service. This provided

them with valuable hands-on experience, and it was fulfilling to see them grow and apply their learning in real-time with the children.

#### **4. EDUCATIONAL PROGRAM**

Lauren and I spent considerable time reflecting on and revising our service program to ensure it aligns with the diverse needs of the children in our care. One area of focus was the age diversity within the group. With preschool-aged children in attendance, we have been intentional about incorporating elements of the Early Years Learning Framework (EYLF) into our daily program. This inclusion has enriched the children's learning experiences and helped to bridge the gap between early childhood education and the primary school environment.

#### **5. COMPLIANCE**

We had two official visits during the year: one from the Education Standards Board and another from the OSHC Operations Team from the Department of Education. These visits provided us with valuable feedback and insights into how we can improve our service moving forward.

The OSHC Operations Team was particularly focused on understanding our physical space and identifying ways to overcome the limitations we face, especially in terms of safety and accessibility. We discussed concerns related to the boundary fencing and gates, which posed potential risks to child safety. In response, we have made changes to our processes and enhanced supervision protocols to ensure that the children are safe while in our care. Additionally, we are exploring options for further improving the physical environment to minimize risks and better meet the needs of the children.

##### **Changes to Qualification Requirements**

In addition to the visits, significant changes were made to the Education and Care Services National Regulations regarding outside school hours care (OSHC) approved qualifications in South Australia. As of 10 May 2024, a two-tier qualification requirement has come into effect for SA OSHC services.

This new regulation means that at least one educator, who must be present at all times while the service is operating, is required to hold an approved diploma qualification (or higher) as listed by the Australian Children's Education & Care Quality Authority (ACECQA) for South Australia. Any additional educators required to be qualified can hold a Certificate III level qualification (or higher) in education, care, or disability. These changes align with the national push to improve qualification standards and enhance the quality of care and education in OSHC setting.

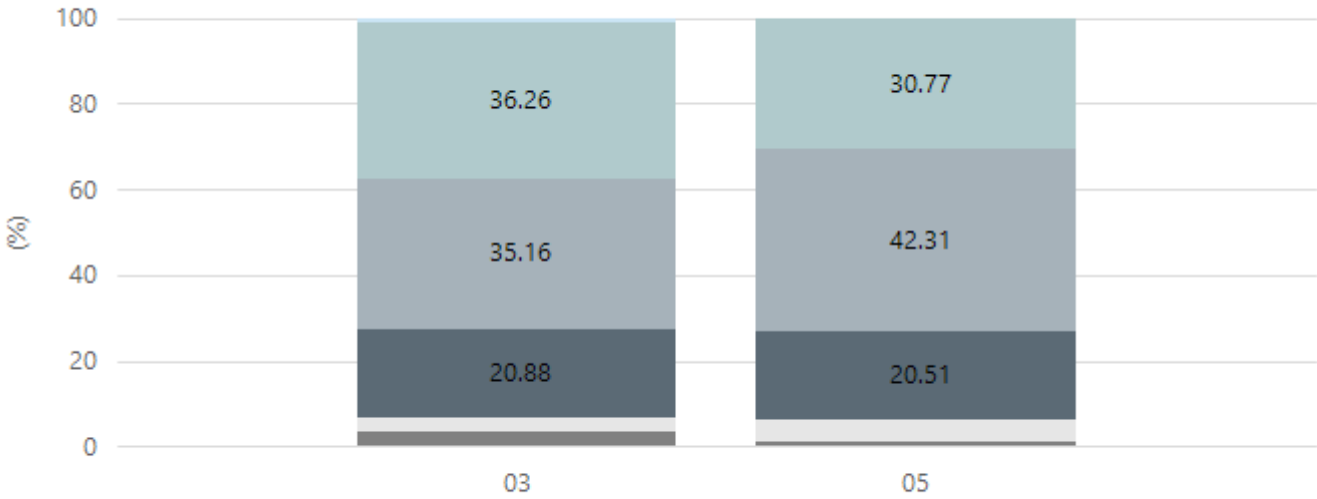
In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach

replaces the previous numerical NAPLAN bands and the national minimum standard.

# NAPLAN Proficiency

## Performance Summary

### Numeracy



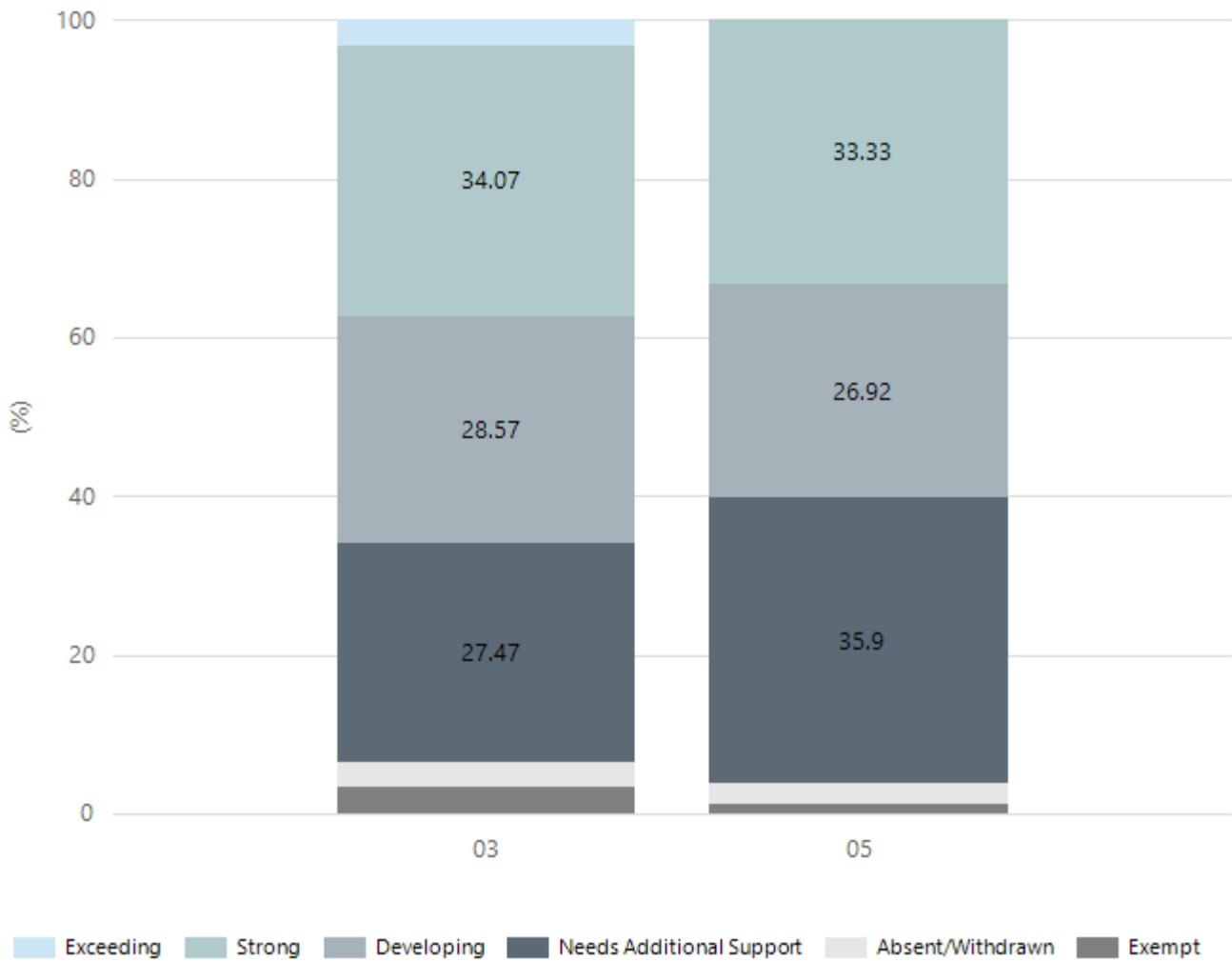
Exceeding Strong Developing Needs Additional Support Absent/Withdrawn Exempt

Year Level	03	05
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Exceeding	1	
Strong	33	24
Developing	32	33
Needs Additional Support	19	16
Absent/Withdrawn	3	4
Exempt	3	1
Total	91	78

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

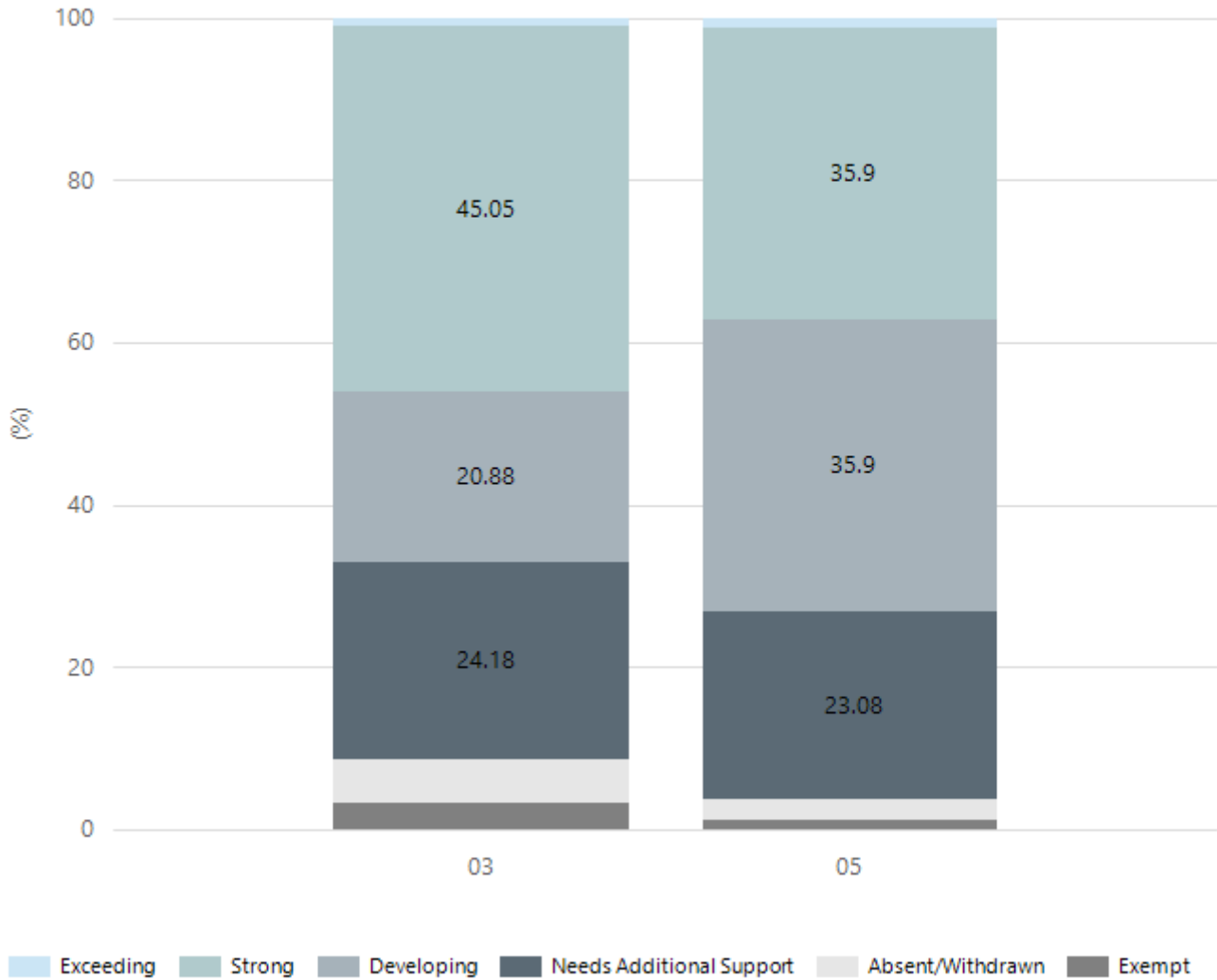


Year Level	03	05
Exceeding	3	
Strong	31	26
Developing	26	21
Needs Additional Support	25	28
Absent/Withdrawn	3	2
Exempt	3	1
Total	91	78

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.



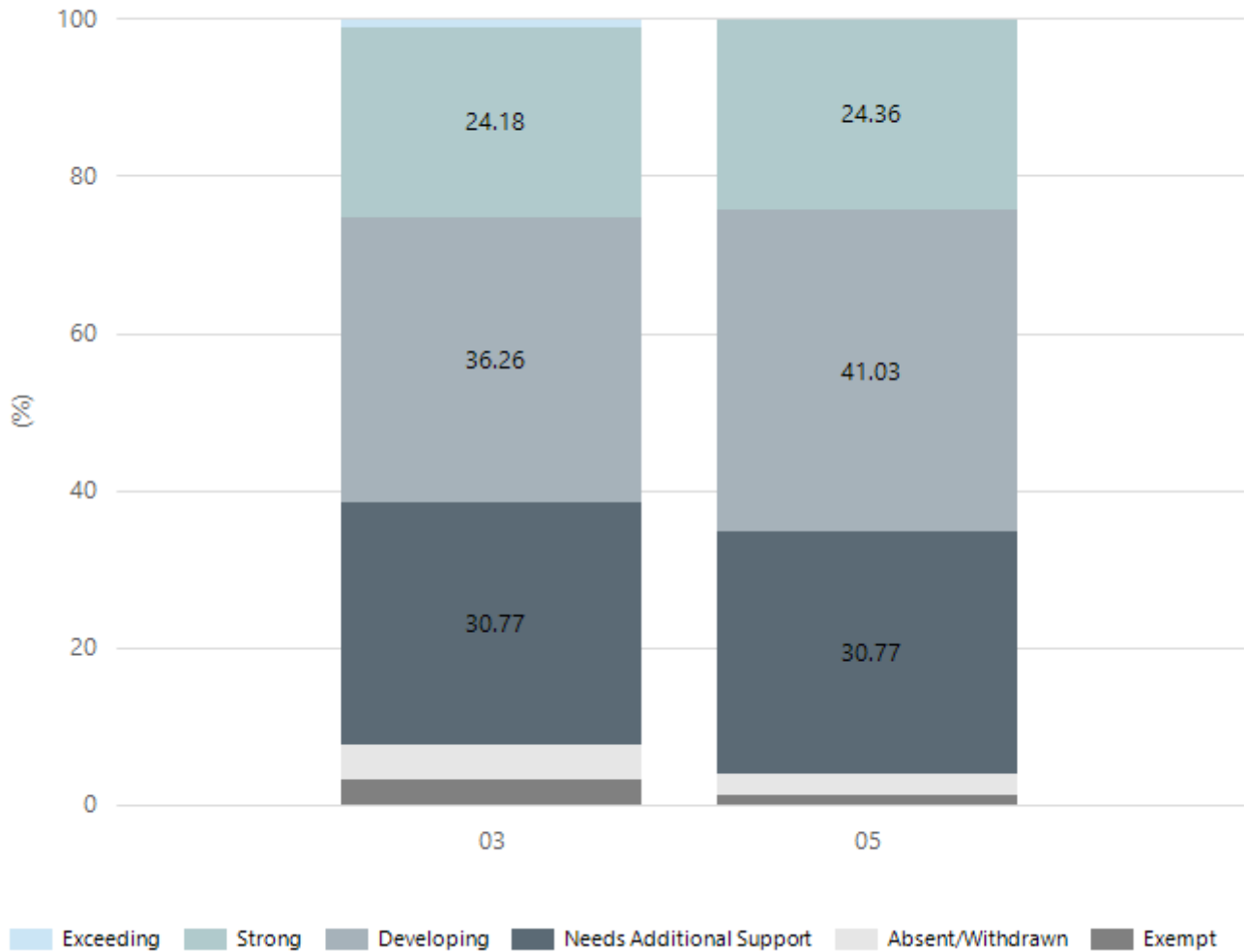
## Writing



Year Level	03	05
Exceeding	1	1
Strong	41	28
Developing	19	28
Needs Additional Support	22	18
Absent/Withdrawn	5	2
Exempt	3	1
Total	91	78

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.

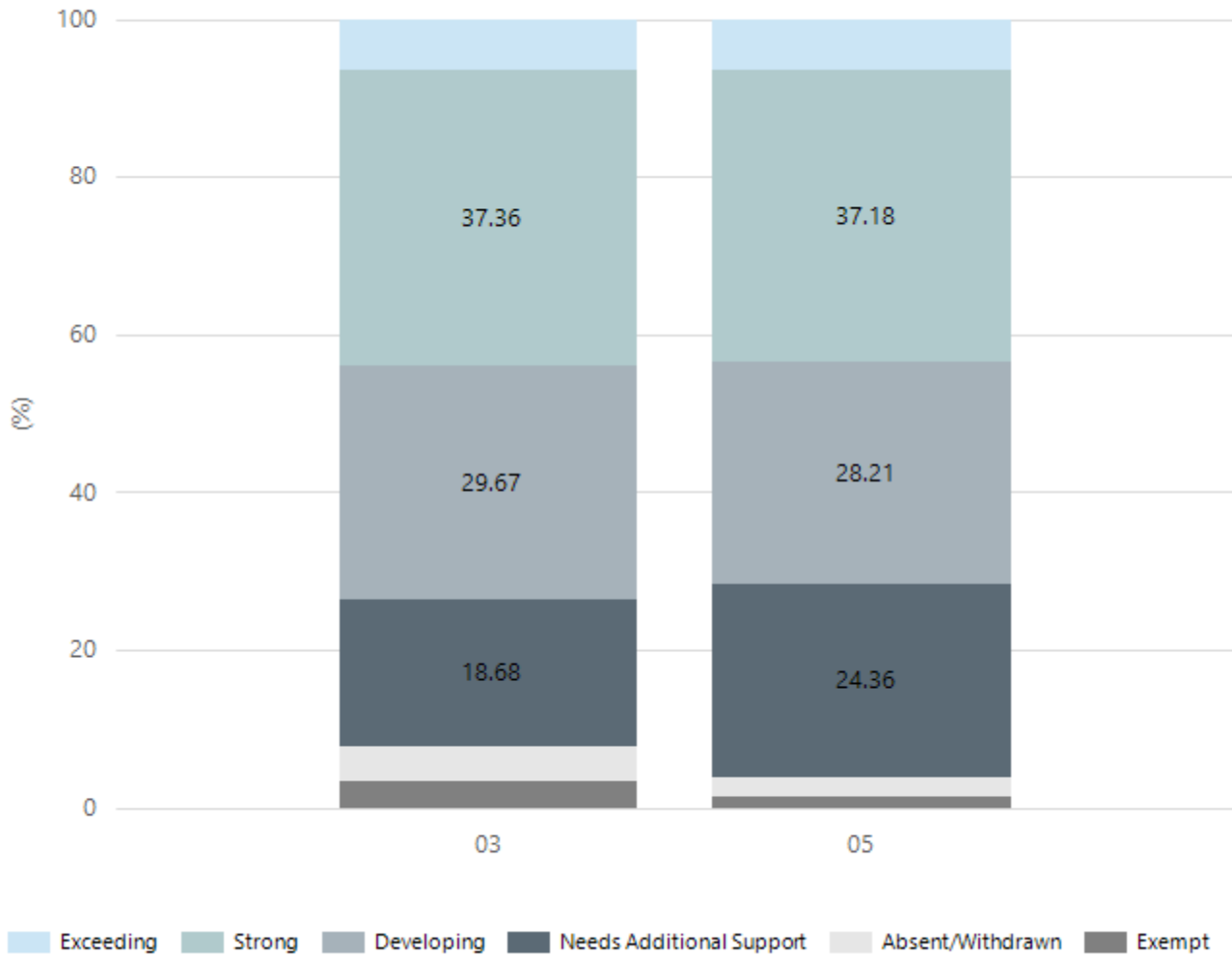
## Grammar



Year Level	03	05
Exceeding	1	
Strong	22	19
Developing	33	32
Needs Additional Support	28	24
Absent/Withdrawn	4	2
Exempt	3	1
Total	91	78

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

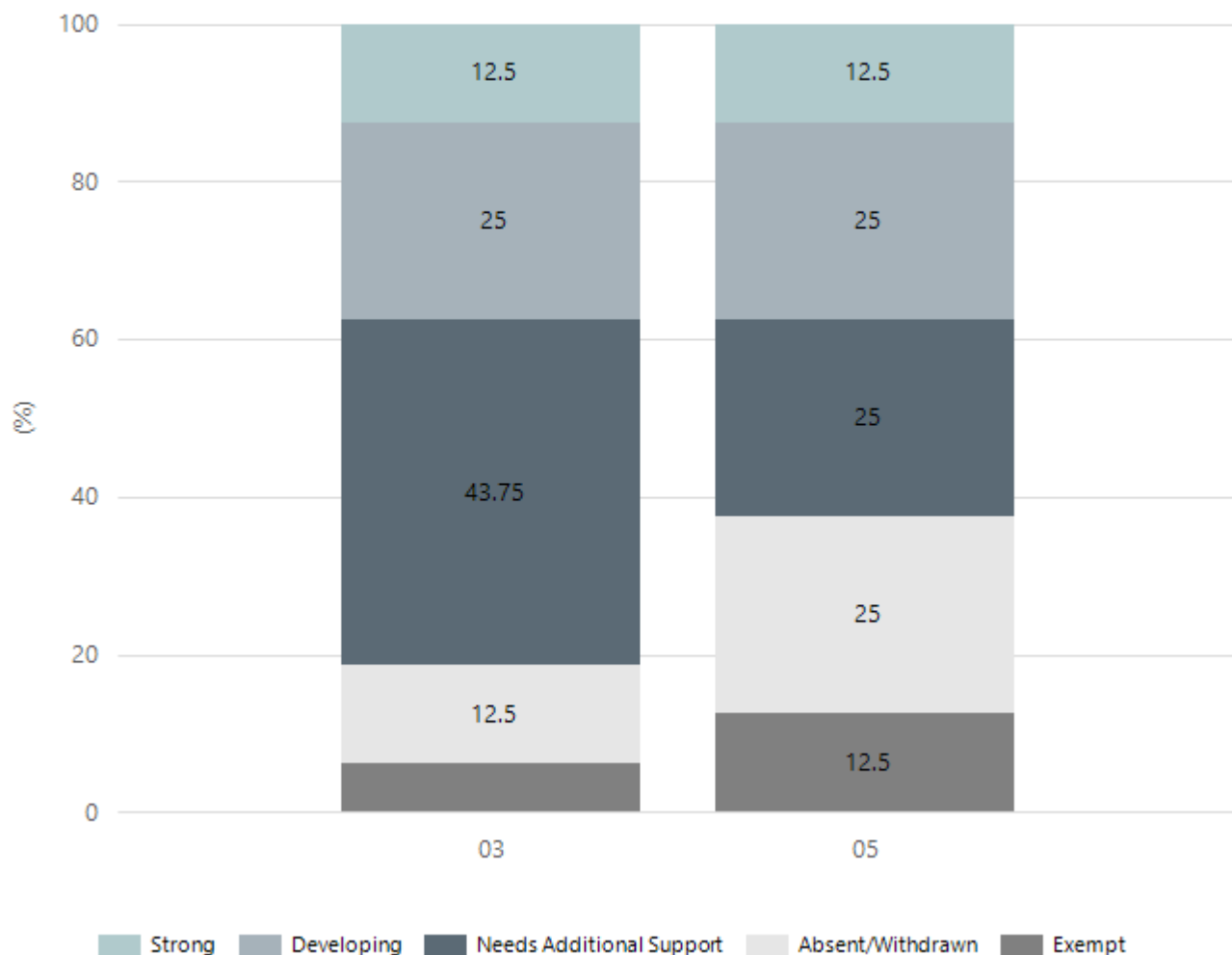


Year Level	03	05
Exceeding	6	5
Strong	34	29
Developing	27	22
Needs Additional Support	17	19
Absent/Withdrawn	4	2
Exempt	3	1
Total	91	78

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.

# NAPLAN Proficiency - Aboriginal Learners

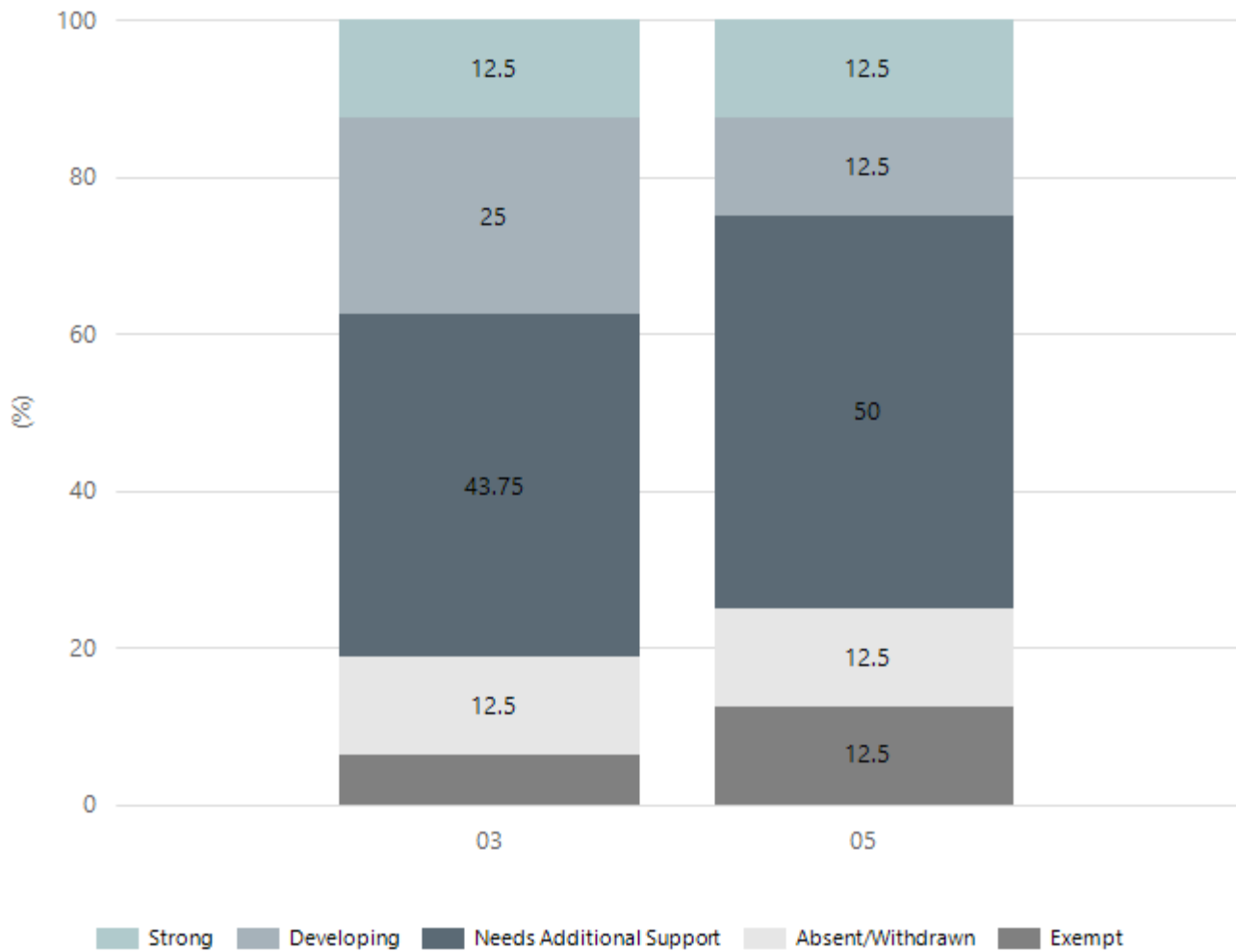
## Numeracy



Year Level	03	05
Strong	2	1
Developing	4	2
Needs Additional Support	7	2
Absent/Withdrawn	2	2
Exempt	1	1
Total	16	8

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. Only data for Aboriginal learners is displayed.

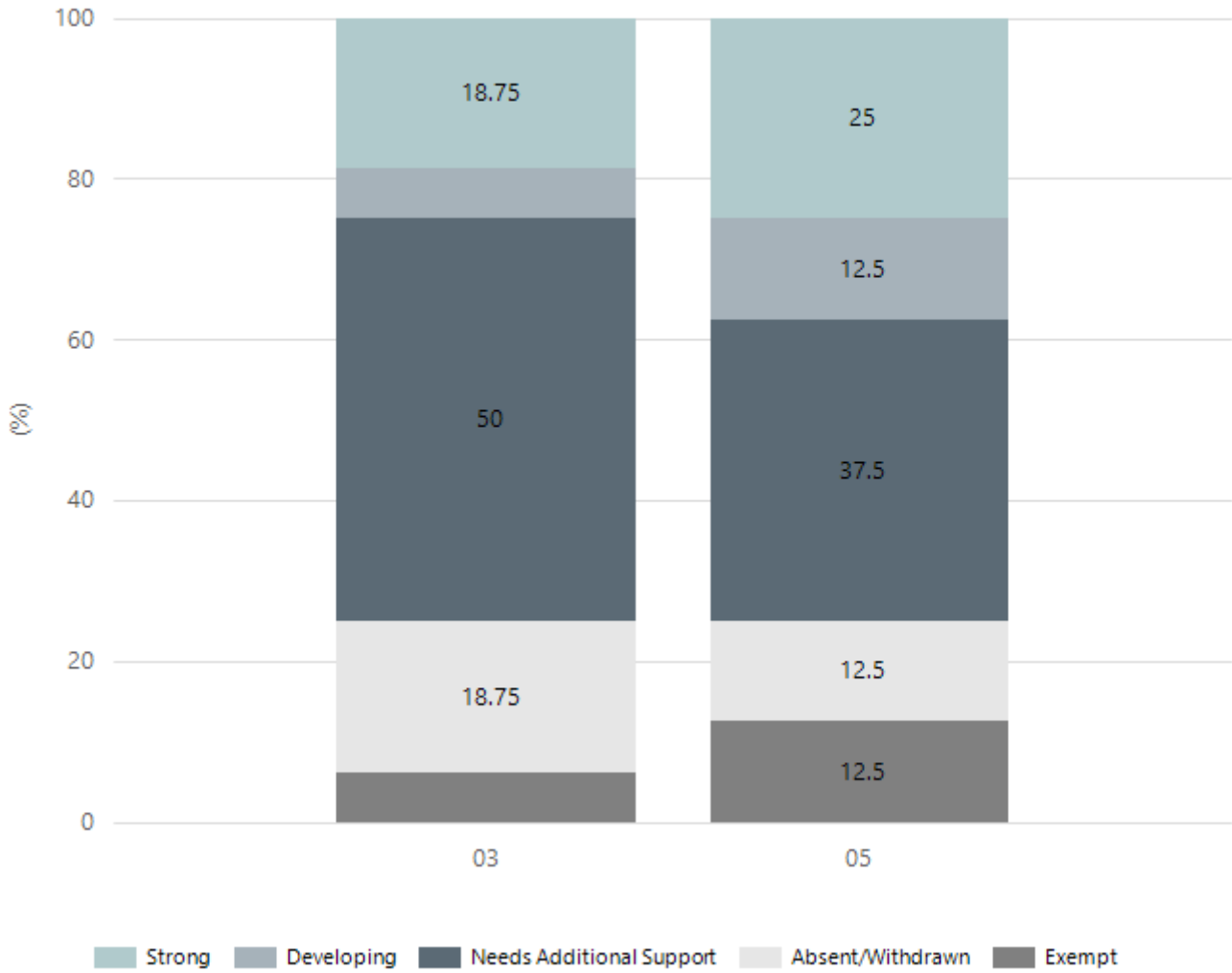
## Reading



Year Level	03	05
Strong	2	1
Developing	4	1
Needs Additional Support	7	4
Absent/Withdrawn	2	1
Exempt	1	1
Total	16	8

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. Only data for Aboriginal learners is displayed.

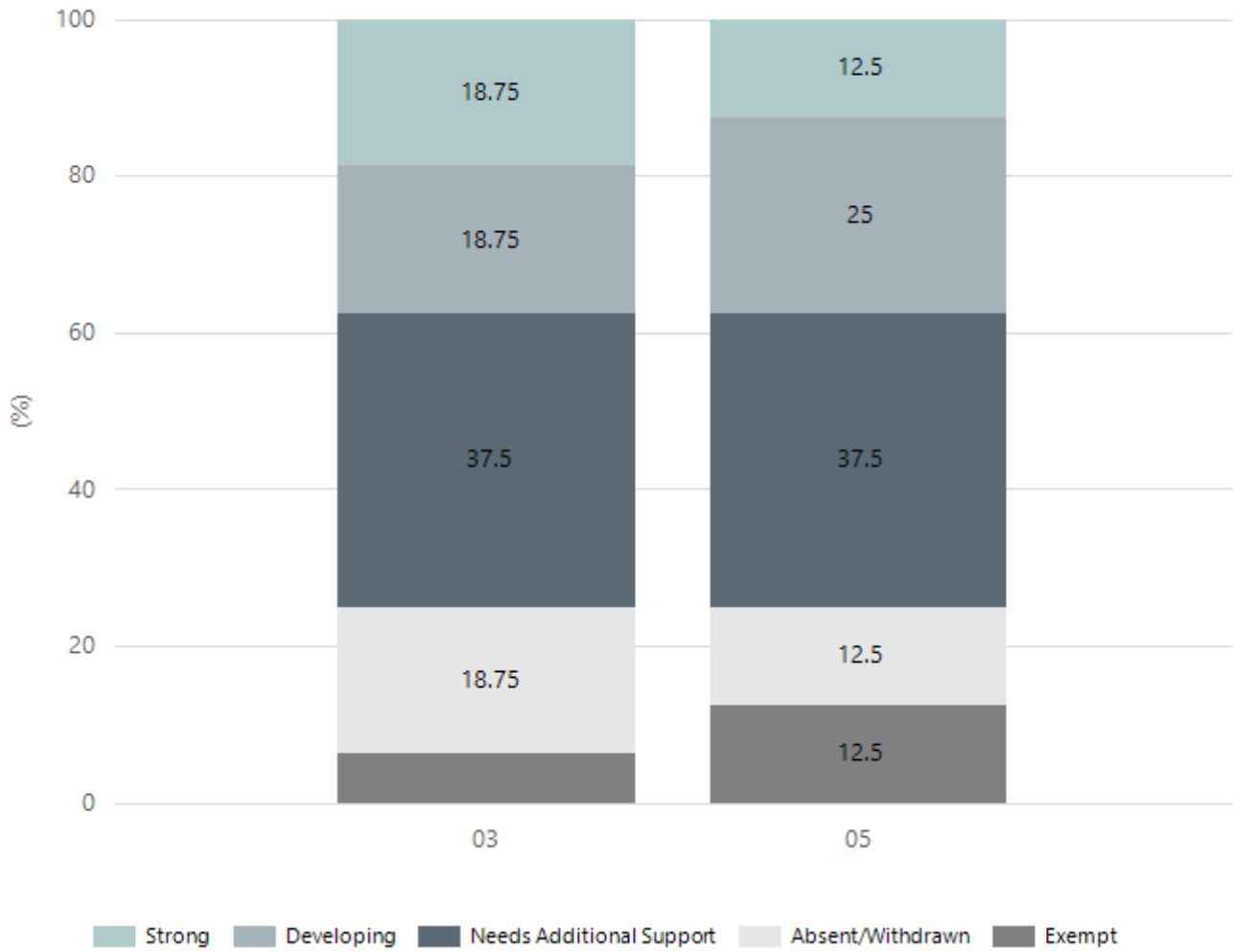
## Writing



Year Level	03	05
Strong	3	2
Developing	1	1
Needs Additional Support	8	3
Absent/Withdrawn	3	1
Exempt	1	1
Total	16	8

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. Only data for Aboriginal learners is displayed.

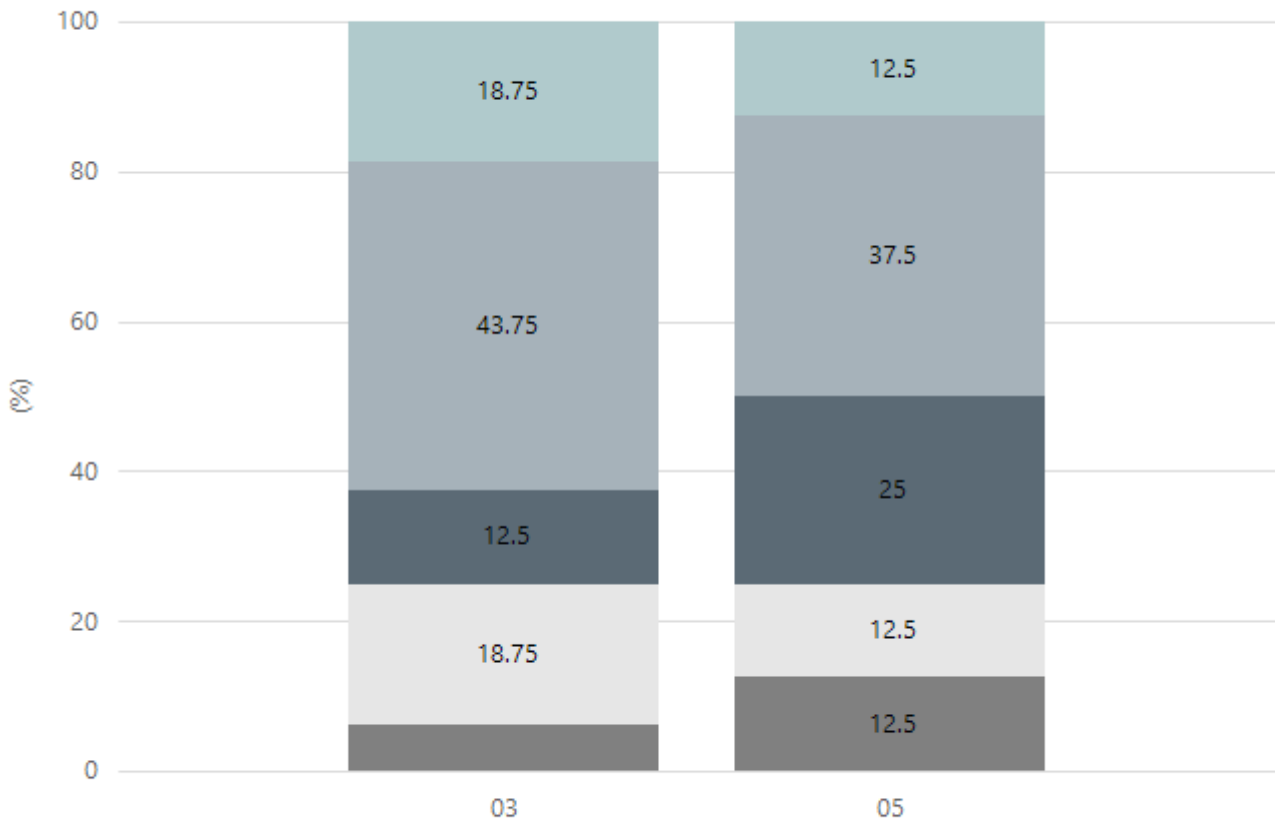
## Grammar



Year Level	03	05
Strong	3	1
Developing	3	2
Needs Additional Support	6	3
Absent/Withdrawn	3	1
Exempt	1	1
Total	16	8

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. Only data for Aboriginal learners is displayed.

## Spelling



Strong Developing Needs Additional Support Absent/Withdrawn Exempt

Year Level	03	05
Strong	3	1
Developing	7	3
Needs Additional Support	2	2
Absent/Withdrawn	3	1
Exempt	1	1
Total	16	8

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. Only data for Aboriginal learners is displayed.



## School Attendance

Year Level	2022	2023	2024
Reception	80.5%	86.1%	88.8%
Year 01	82.2%	86.5%	85.6%
Year 02	82.5%	84.8%	88.7%
Year 03	82.4%	88.8%	87.6%
Year 04	80.1%	86.9%	90.6%
Year 05	80.1%	85.8%	87.8%
Year 06	83.1%	85.9%	86.3%
Primary Other	81.8%	76.6%	81.0%
Total	81.5%	85.9%	87.5%

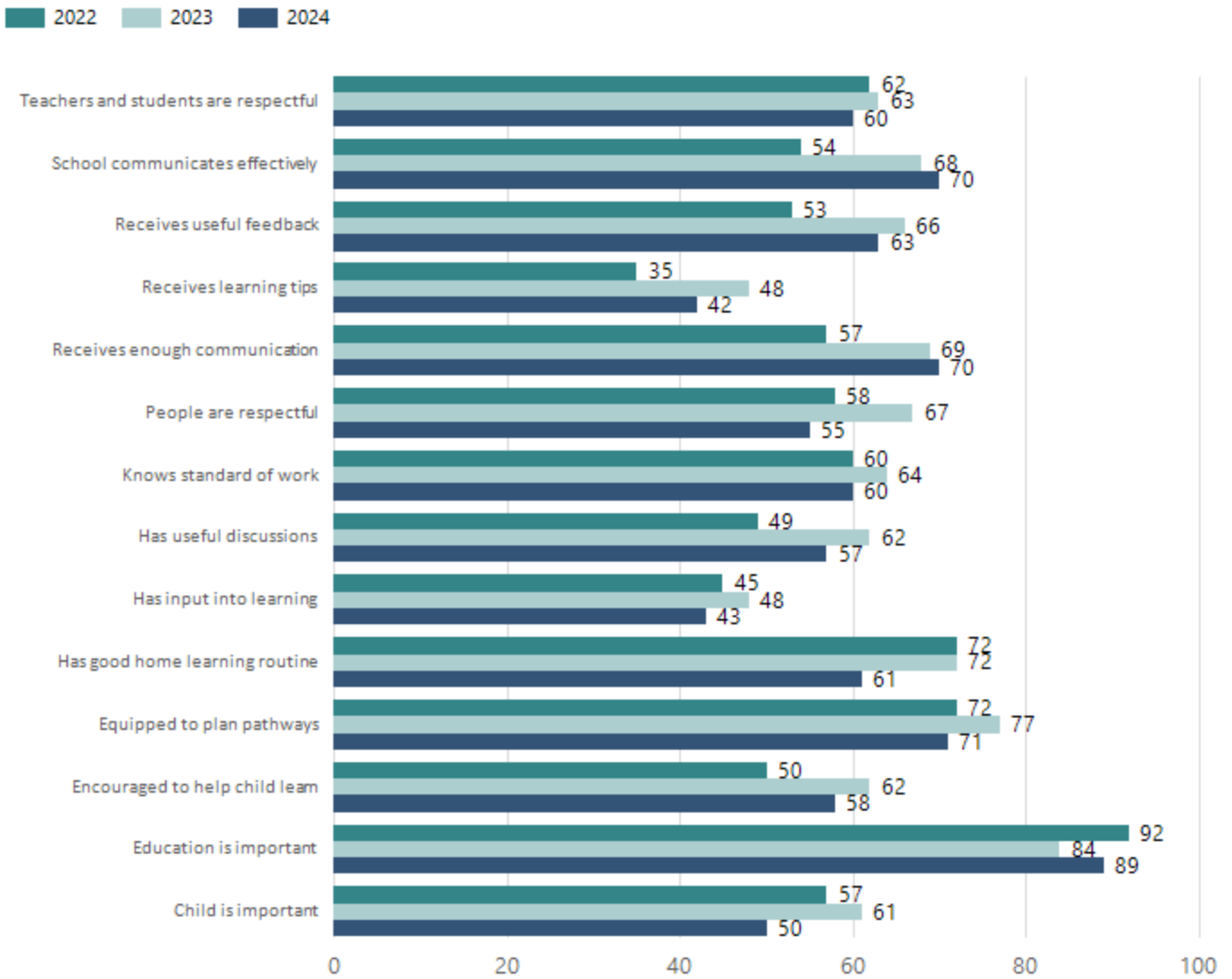
Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to 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	5	12.0%
OV - LEFT SA FOR OVERSEAS	2	5.0%
QL - LEFT SA FOR QLD	4	10.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	27	66.0%
VI - LEFT SA FOR VIC	3	7.0%

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	35
Postgraduate Qualifications	13

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	45.5	3.3	32.5
Persons	0.0	48.0	4.0	46.0

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	\$8,483,503.20
Grants: Commonwealth	\$565,387.29
Parent Contributions	\$161,546.81
Fund Raising	\$11,160.99
Other	\$95,817.57

Data Source: School supplied data.