

2025 annual report to the Community

# Morphett Vale Primary School and Morphett Vale Primary Sch-Preschool

Morphett Vale Primary School number: 1906

Morphett Vale Primary Sch-Preschool number: 3687

Partnership: Panalatinga



School principal:

Melissa Mundy

Date of endorsement:

16/02/2026



Government  
of South Australia  
Department for Education

# Context Statement

Morphett Vale Primary School caters for students from R-6. At the time of this report, the enrolment in 2025 is 182. Morphett Vale Primary School is classified as Category 4 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 11% Aboriginal students, 42% students with disabilities, 1% students with English as an additional language or dialect (EALD) funded background, 5% 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.

Information about Morphett Vale Primary Sch-Preschool is available on the school's website, as well as the Australian Children's Education and Care Quality Authority (ACECQA) website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2025.

## Governing Council Report – Chairperson 2025

The 2025 year at Morphett Vale Primary School started very well.

Throughout the 2025 year, our students were supported by Melissa Mundy (Principal), James Reid (Deputy Principal), Hayley Rice (Wellbeing Leader), along with teachers and SSOs, creating a strong network of support.

The AGM was held, and the Governing Council positions were filled.

We had some exciting news that Melissa Mundy had won a new 10-year contract as Principal, and we are very excited to have her lead us through the next 10 years.

In 2025, our students were able to participate in many different sporting events. Mr. Reid took students to swimming, softball, netball, soccer, cross country, athletics, and basketball.

Students had a fun-filled sports day. Thanks again to Mr. Reiter for his hard work in putting this great day together.

Our choir attended the Southern Music Festival again in 2025 and had a lot of fun. Michelle worked very hard with our students with their Wakakirri performance. Their hard work and dedication paid off once again, and they came away as STATE CHAMPIONS!

We had our annual book fair and book week dress-up. Students had a lot of fun coming dressed as their favourite characters and being able to purchase books from the book fair. Thanks to Colleen for her hard work in putting it together.

We celebrated R U OK Day, Reconciliation Week, Autism Awareness Day, Harmony Day, and had a great Colour Run. Thank you to our school community for supporting us with all these special days.

Our canteen was run by Felicity and provided some great lunch specials and treats to the students. Jodie has stepped into the canteen role as Felicity leaves our school.

Our OSHC program was once again very well supported. Numbers were increasing, which is great to see. Thank you to our OSHC Director Michelle Wallace and her team for their hard work in keeping our OSHC running.

Our Breakfast Club ran again throughout the 2025 year. Thank you to KickStart for helping support this program. Also, thank you to our parent volunteers who helped with breakfast club—we appreciate your time.

We held our community breakfast at the end of each term in 2025, and it was great to see our community come together and celebrate the end of each term.

We had a special visitor again in 2025—Santa came to say hi to the students and gave them a small gift. The students also enjoyed a movie day.

2025 ended with a great celebration for our Year 6 students, who held their graduation and dinner at Jimmy Deans.

The last day of Term 4 saw lots of tears around our school as we farewelled our Year 6 students, many of whom have been a part of MVPS for a very long time.

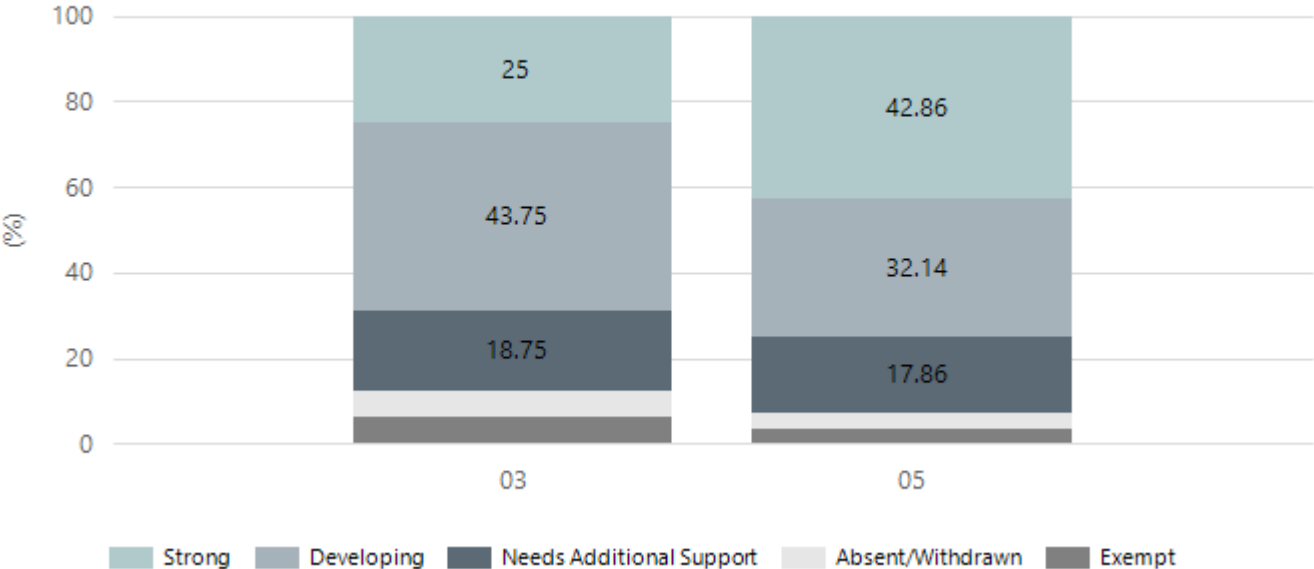
Stephanie Glover

# 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.

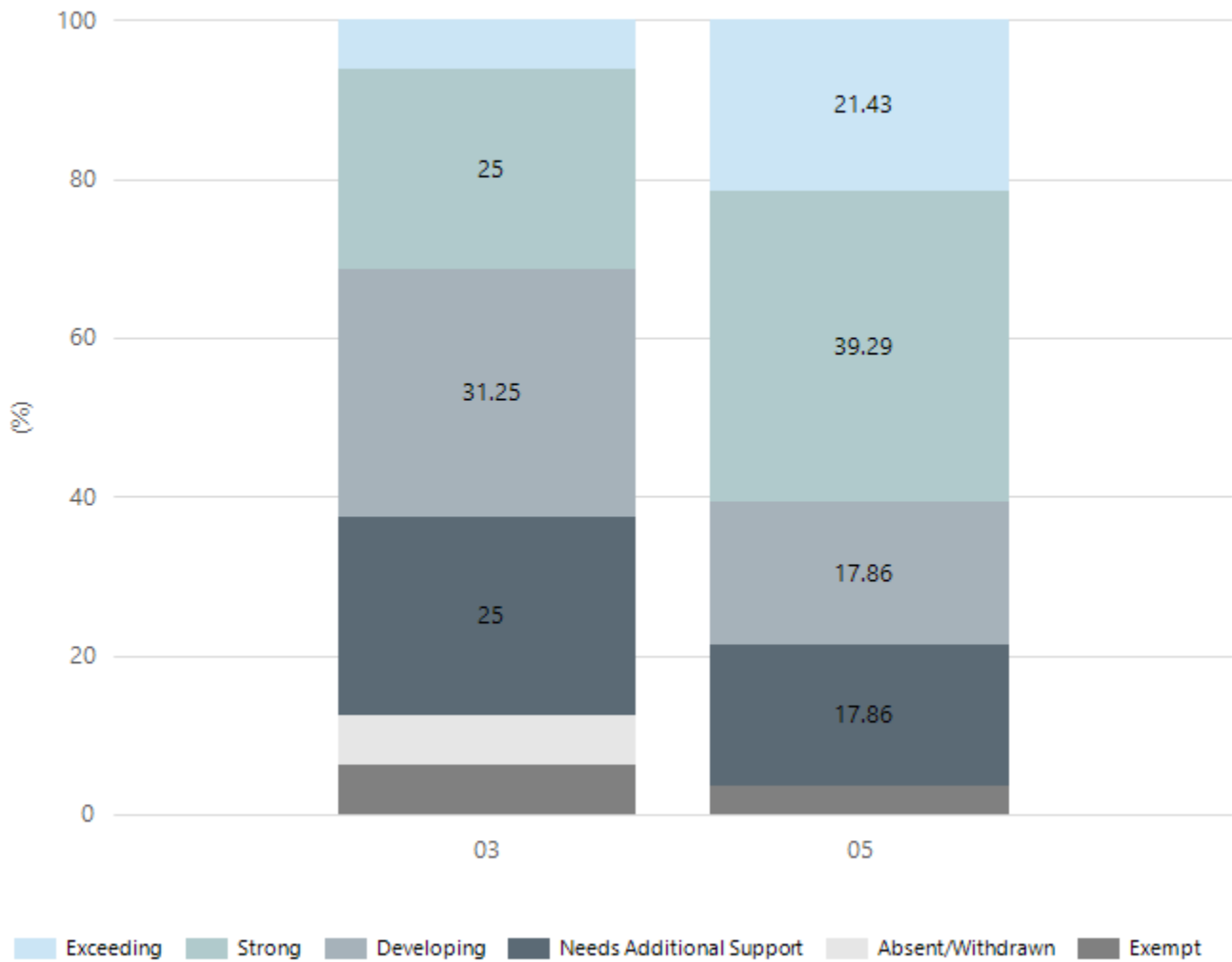
### Numeracy



Year Level	03	05
Strong	4	12
Developing	7	9
Needs Additional Support	3	5
Absent/Withdrawn	1	1
Exempt	1	1
Total	16	28

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

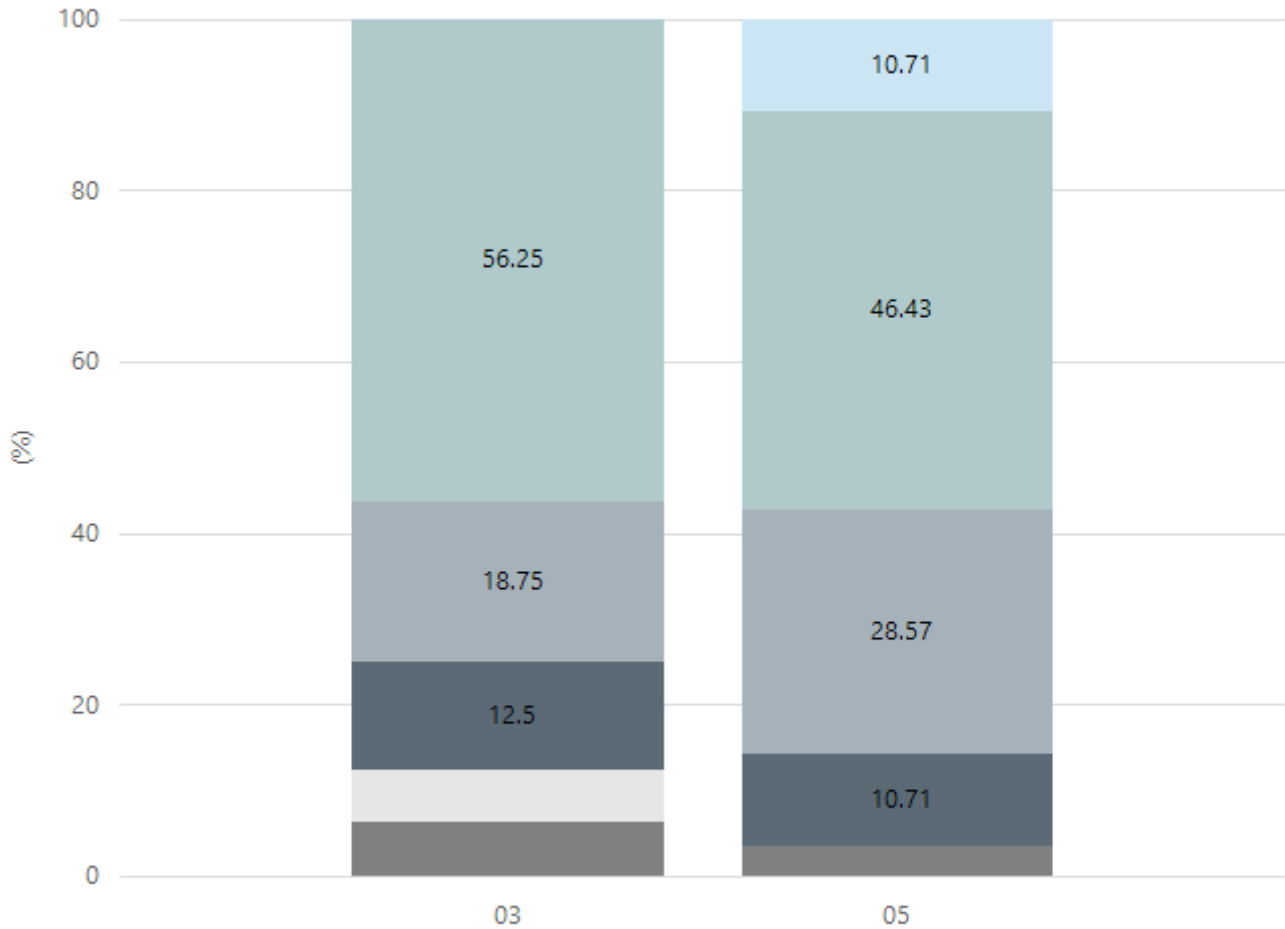
## Reading



Year Level	03	05
Exceeding	1	6
Strong	4	11
Developing	5	5
Needs Additional Support	4	5
Absent/Withdrawn	1	
Exempt	1	1
Total	16	28

Data Source: Department for Education Assessment Data Holdings, 2025. 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

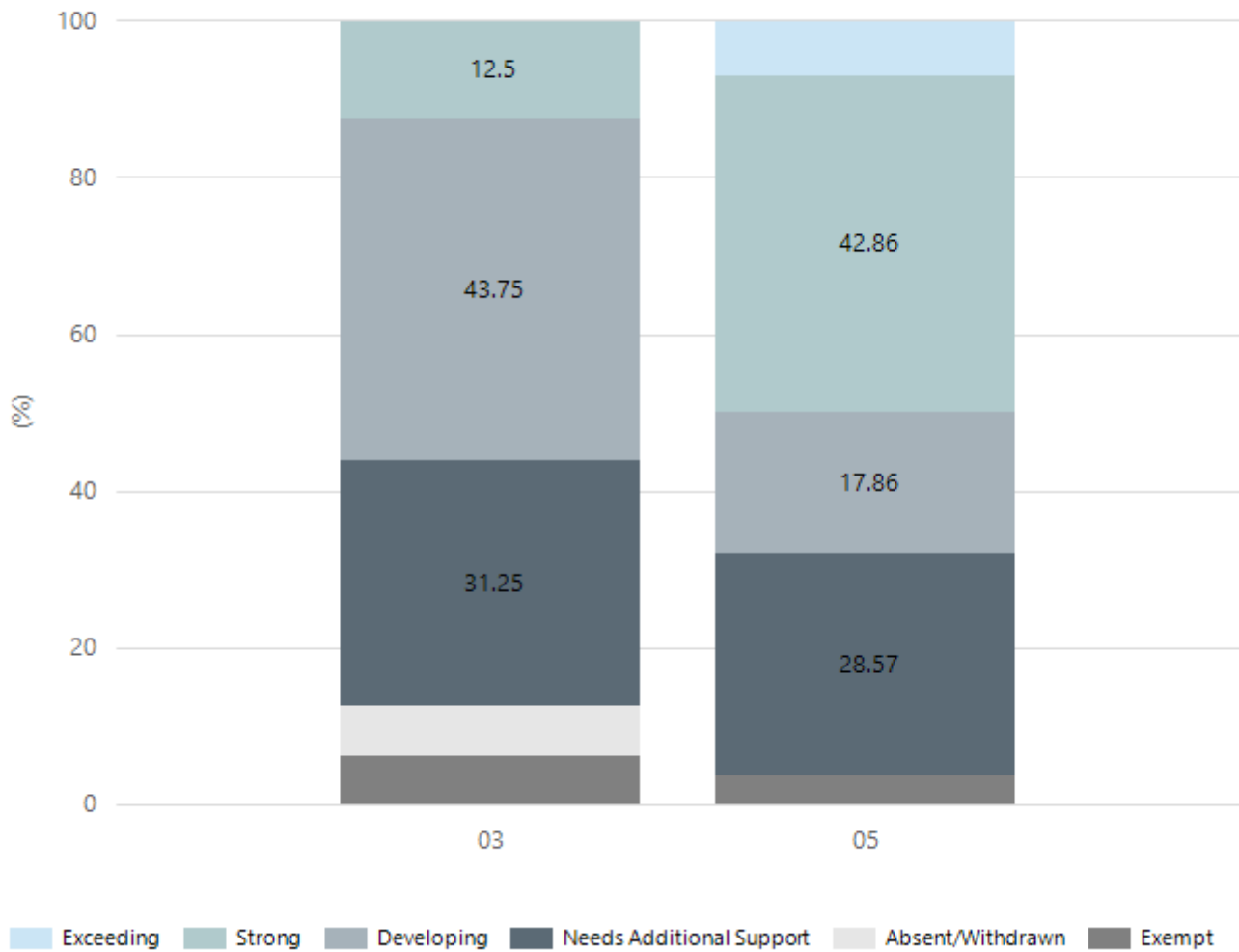


Exceeding Strong Developing Needs Additional Support Absent/Withdrawn Exempt

Year Level	03	05
Exceeding		3
Strong	9	13
Developing	3	8
Needs Additional Support	2	3
Absent/Withdrawn	1	
Exempt	1	1
Total	16	28

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

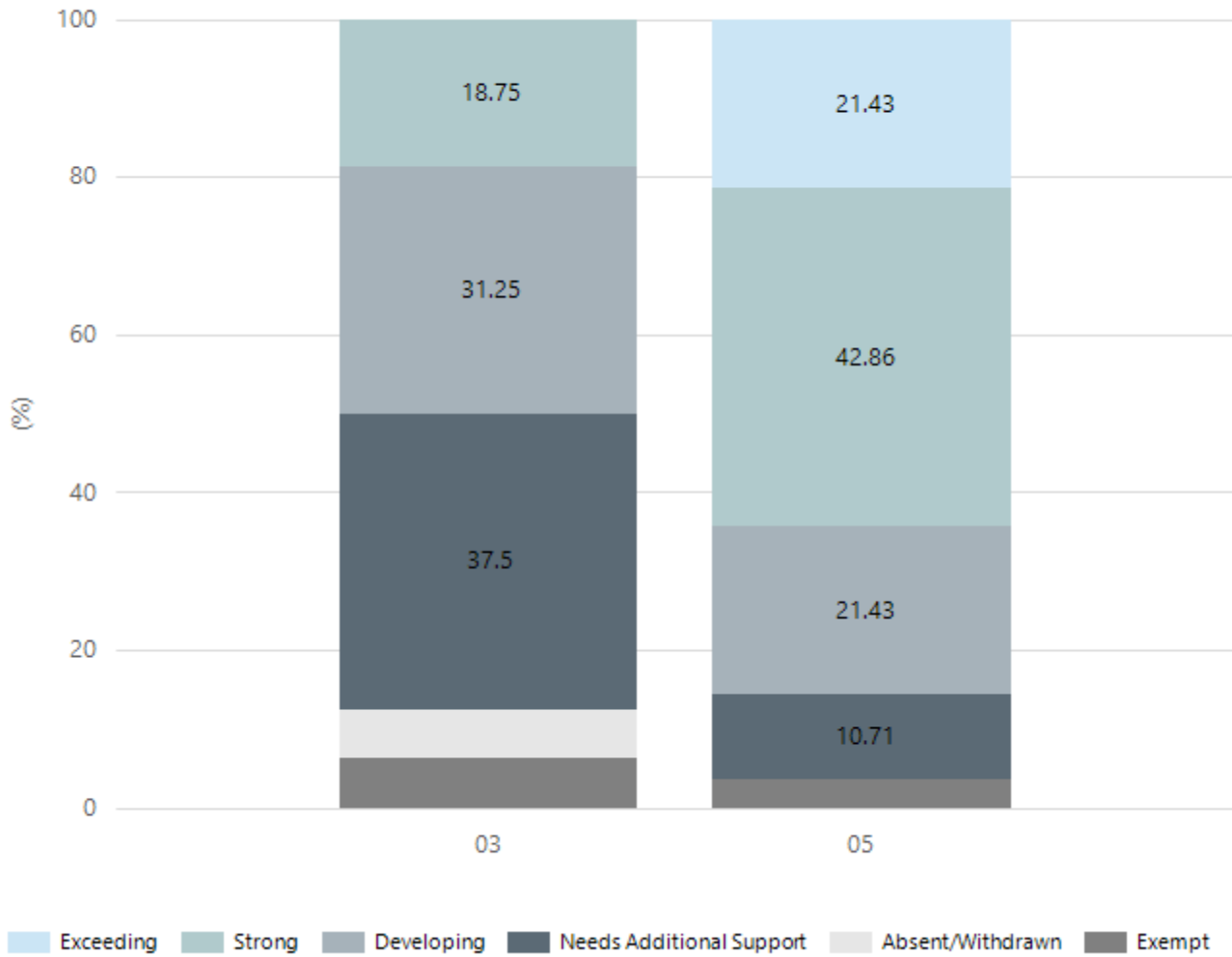
## Grammar



Year Level	03	05
Exceeding		2
Strong	2	12
Developing	7	5
Needs Additional Support	5	8
Absent/Withdrawn	1	
Exempt	1	1
Total	16	28

Data Source: Department for Education Assessment Data Holdings, 2025. 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

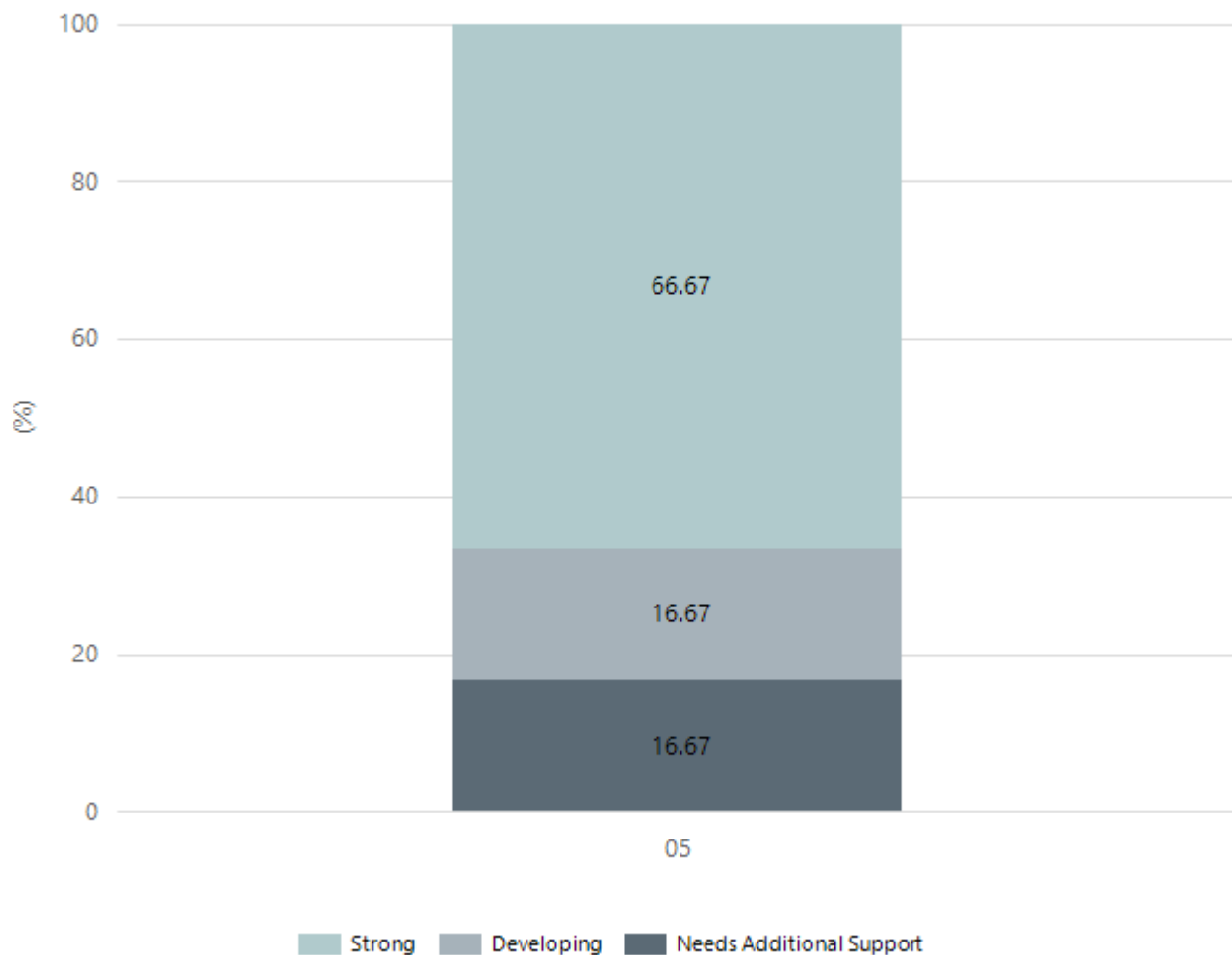


Year Level	03	05
Exceeding		6
Strong	3	12
Developing	5	6
Needs Additional Support	6	3
Absent/Withdrawn	1	
Exempt	1	1
Total	16	28

Data Source: Department for Education Assessment Data Holdings, 2025. 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

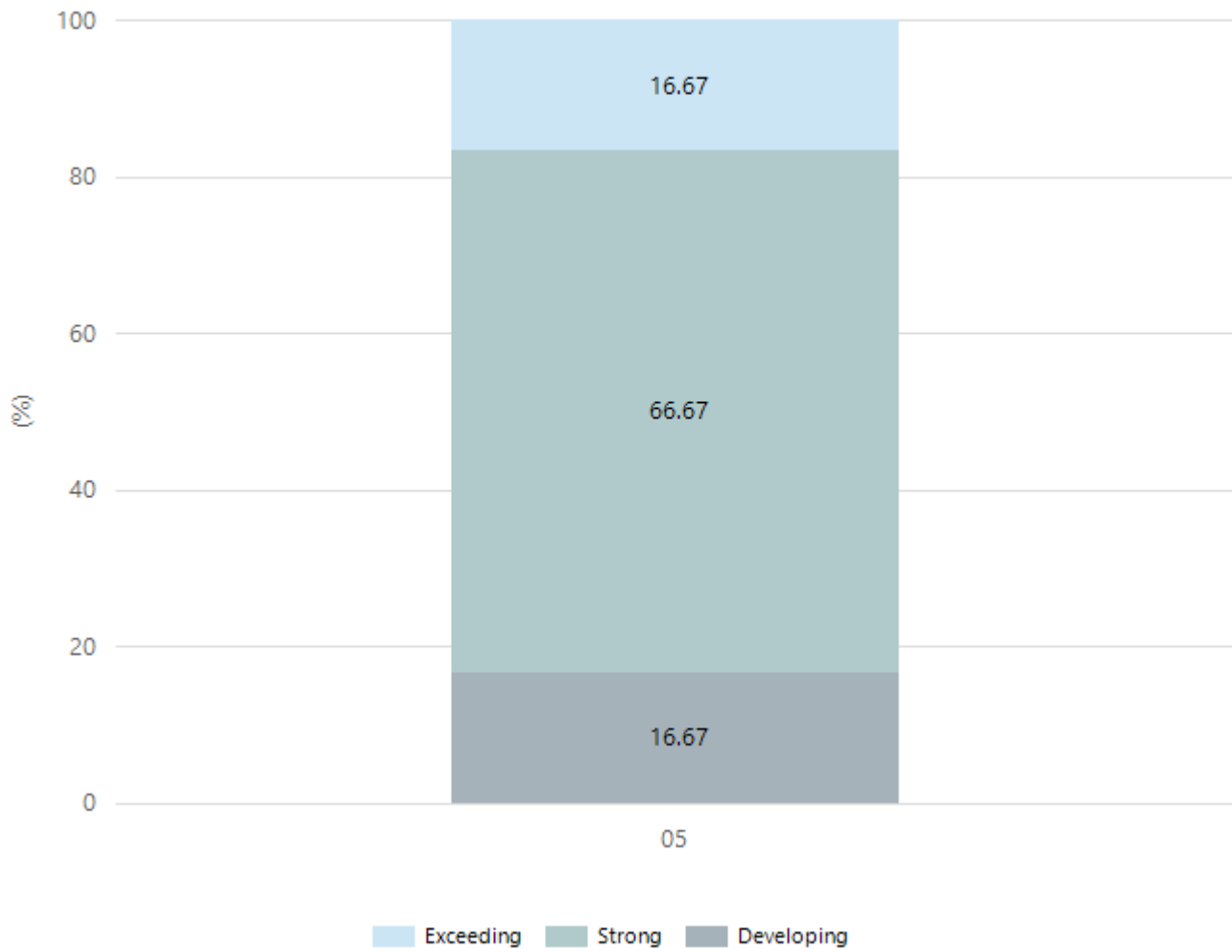
## Numeracy



Year Level	05
Strong	4
Developing	1
Needs Additional Support	1
Total	6

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

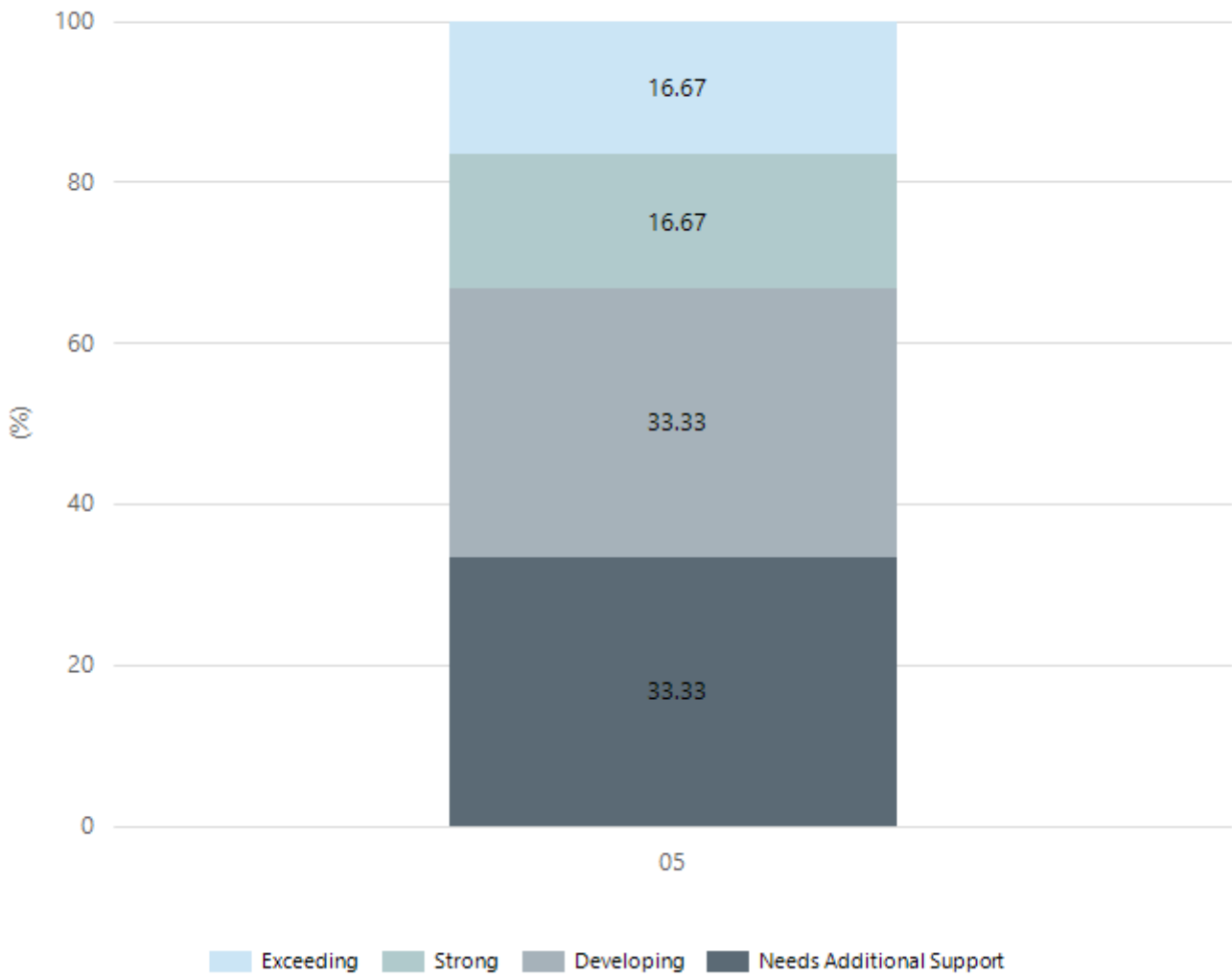
## Reading



Year Level	05
Exceeding	1
Strong	4
Developing	1
Total	6

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

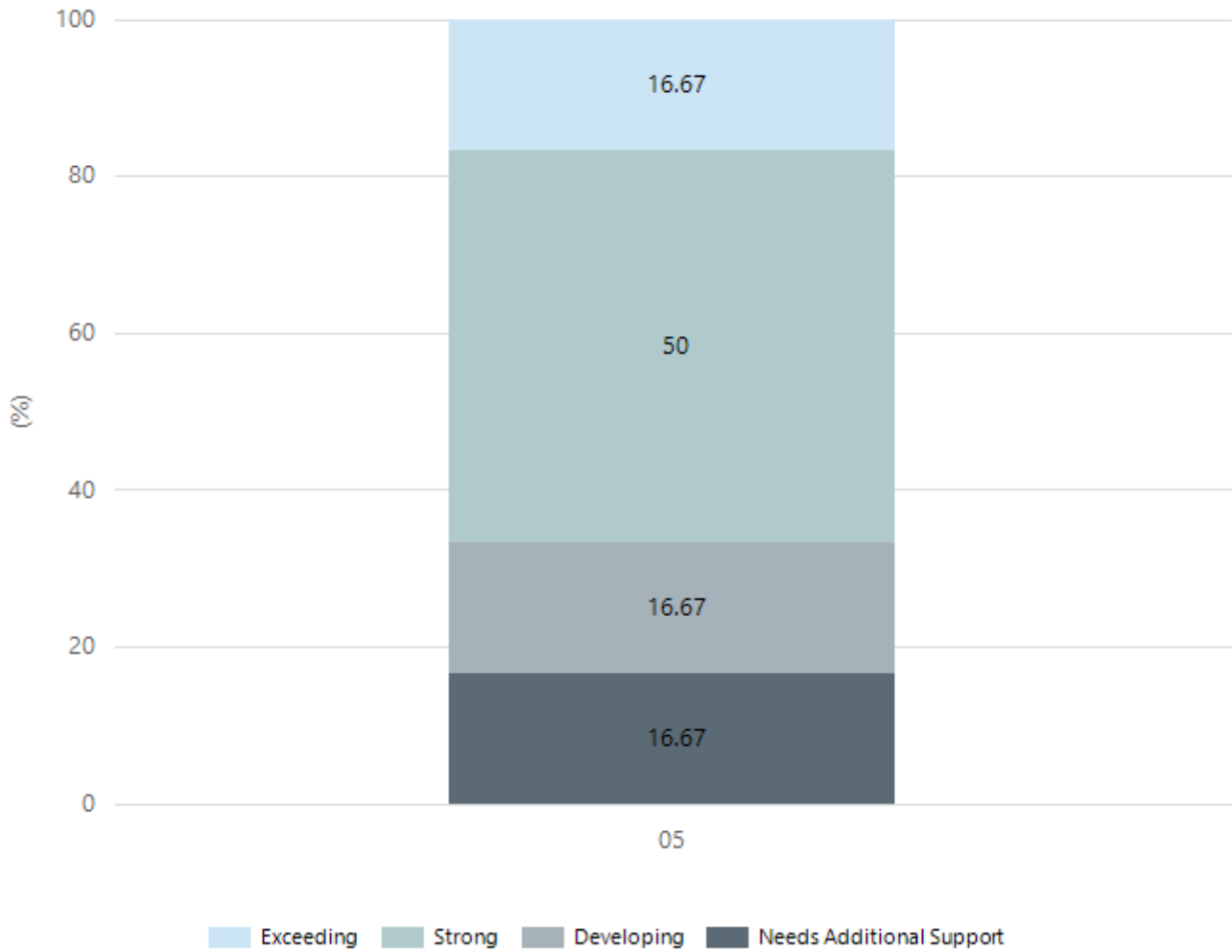
## Writing



Year Level	05
Exceeding	1
Strong	1
Developing	2
Needs Additional Support	2
Total	6

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

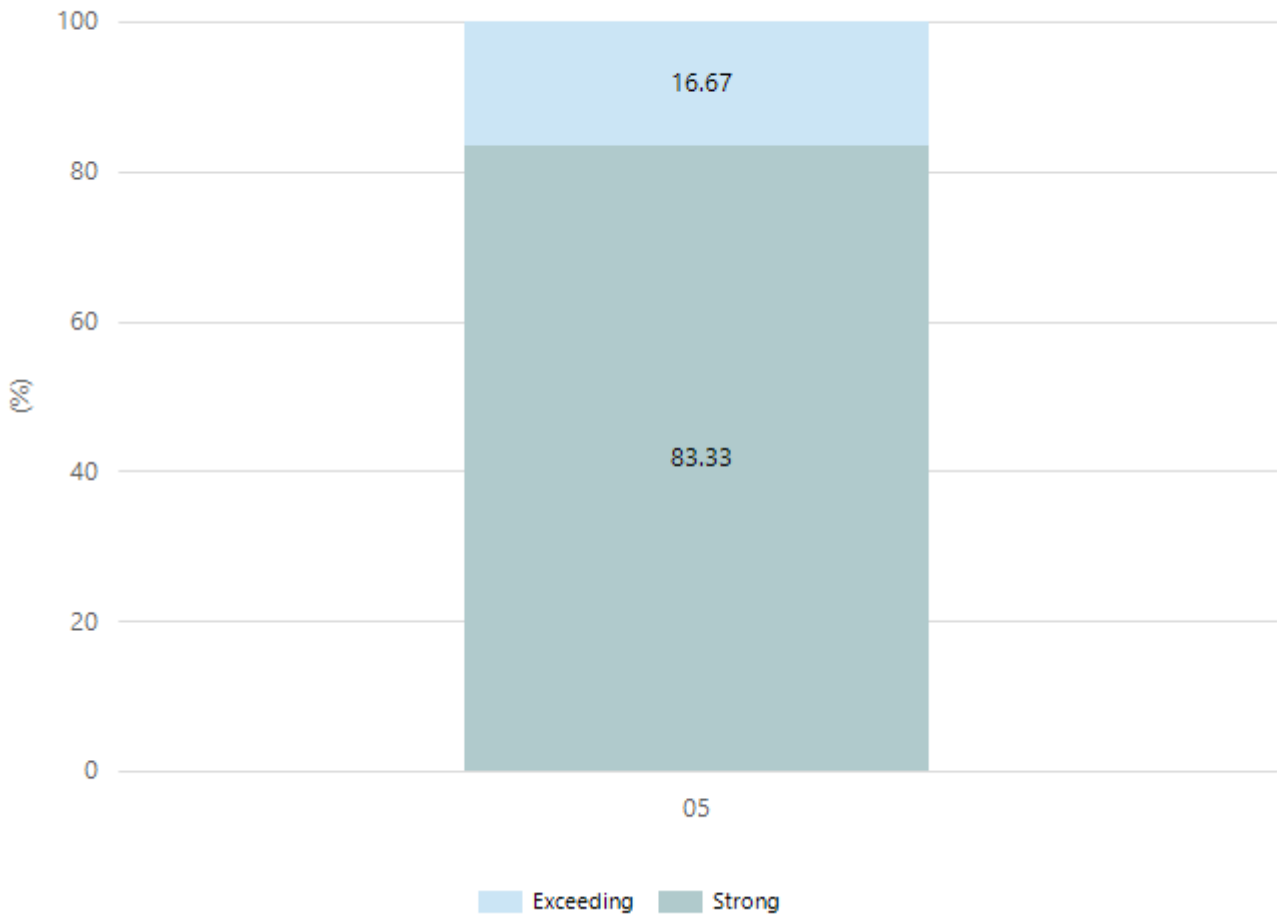
## Grammar



Year Level	05
Exceeding	1
Strong	3
Developing	1
Needs Additional Support	1
Total	6

Data Source: Department for Education Assessment Data Holdings, 2025. 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



Year Level	05
Exceeding	1
Strong	5
Total	6

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

## Preschool Attendance

	Term 1	Term 3
2022 centre	82.9%	64.5%
2023 centre	92.8%	89.2%
2024 centre	92.3%	83.9%
2025 centre	77.6%	74.3%

Based on preschool sessions attended during a two-week reference period in Term 1 and Term 3. The table represents the proportion of hours attended out of total hours enrolled (booked). Data Source: Department for Education attendance data.

## School Attendance

Year Level	2023	2024	2025
Reception	86.9%	90.2%	88.4%
Year 01	91.8%	91.6%	85.9%
Year 02	90.0%	91.9%	89.6%
Year 03	91.2%	91.5%	88.1%
Year 04	89.7%	84.3%	91.0%
Year 05	87.1%	84.9%	90.7%
Year 06	92.4%	85.7%	87.3%
Primary Other	83.7%	89.1%	85.7%
Total	89.5%	88.2%	88.5%

Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there were 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.

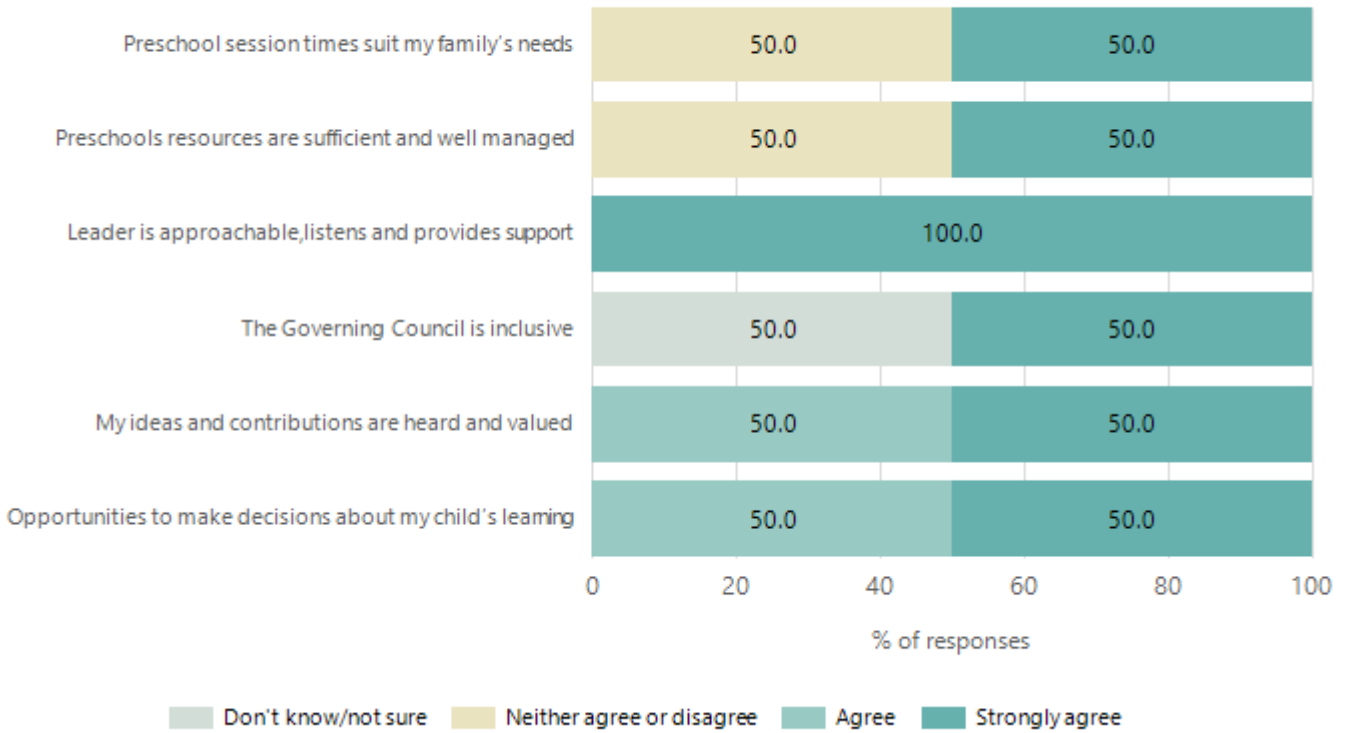
## Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills.

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.

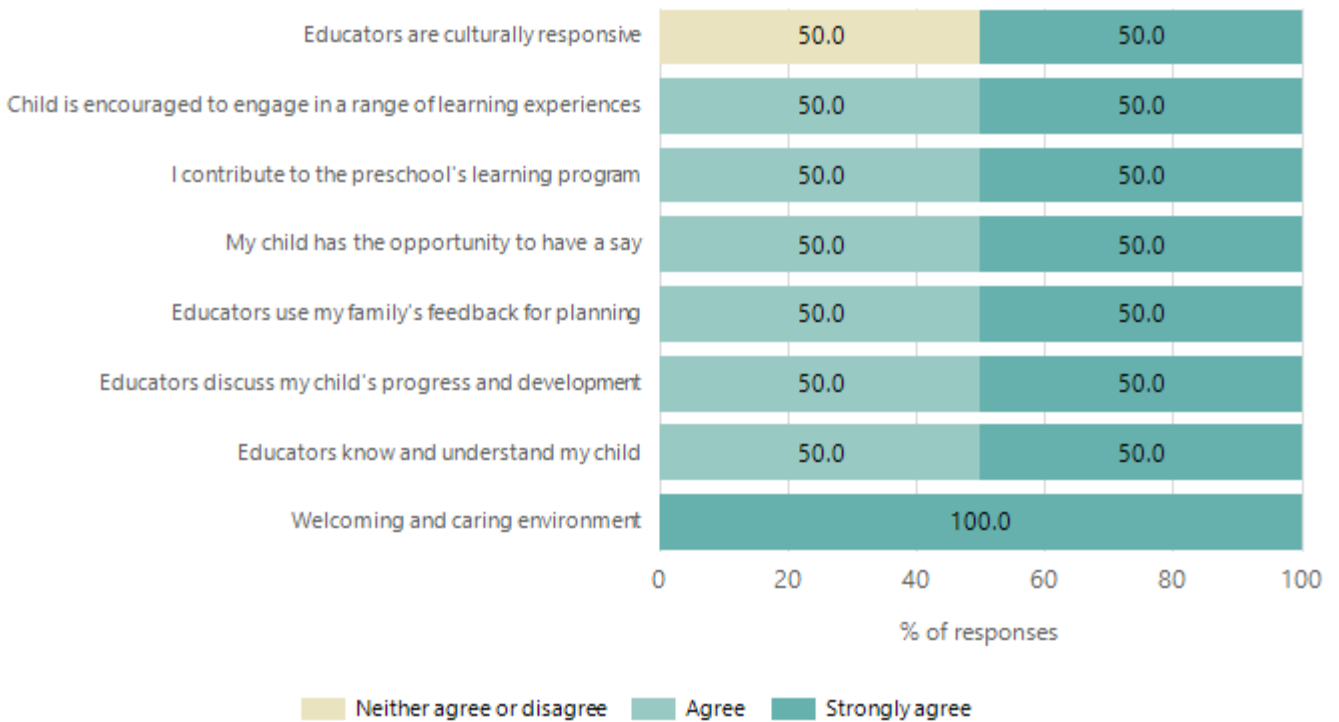
# Preschool Family Opinion Survey

## Governance, Leadership and Management



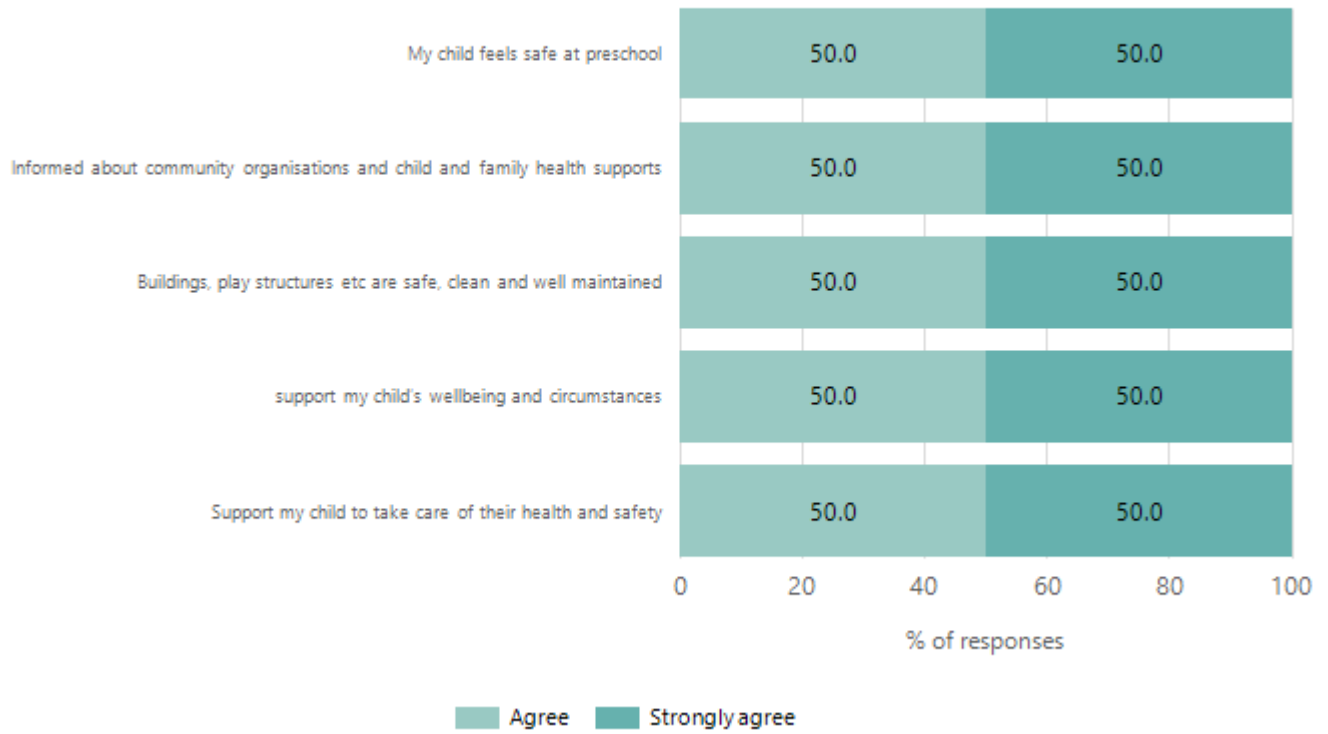
Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

## Quality of Teaching and Learning



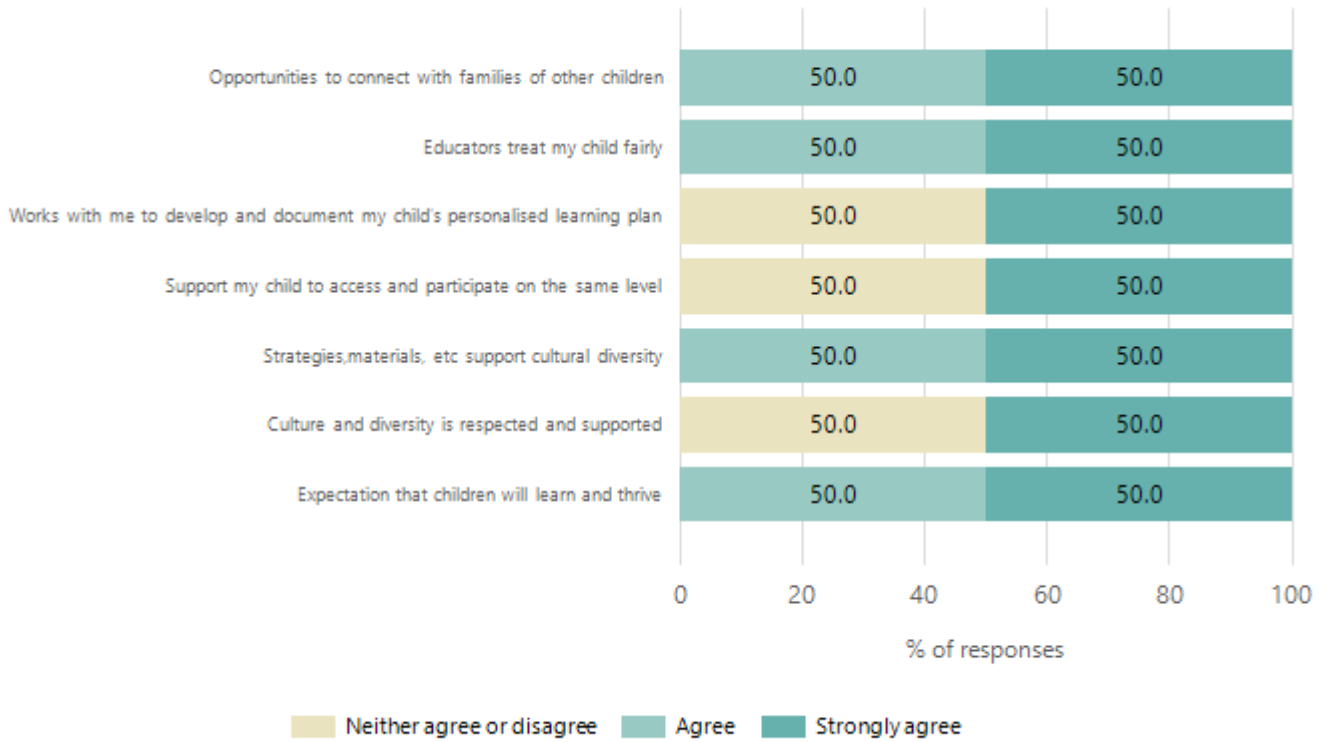
Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

## Safety, Health and Wellbeing



Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

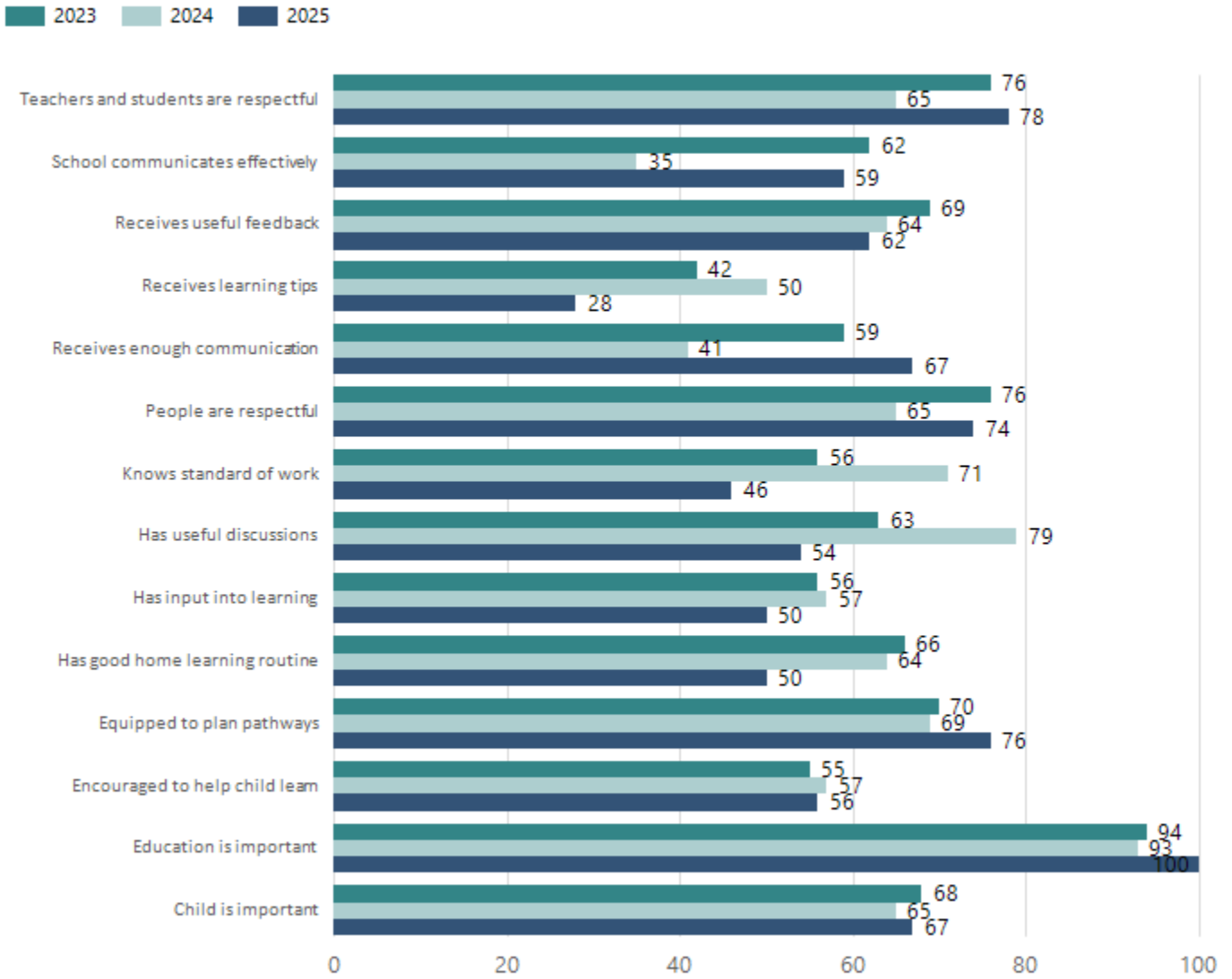
## Support and Inclusion



Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

# School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2025 Department for Education Parent Opinions Survey, Term 3 2025.

## Destination Schools

Feeder Schools (Site number - Name)	2023	2024	2025
1906 - Morphett Vale Primary School	78.88 %	73.91%	72.73%
1056 Woodend Primary School		4.35%	4.55%
9124 Antonio Catholic School		4.35%	9.09%
8261 Iqra College		4.35%	
8387 Sunrise Christian School		4.35%	
8390 Prescott College		8.70%	
1131 Hackham West Primary School			4.55%
1044 Reynella South Primary School			4.55%
9014 St John the Apostle Catholic School			4.55%
9999 Unknown	22.22 %		

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2025.

## Intended Destination

Leave Reason	Number	%
EX - EXEMPTION	1	8.0%
IS - INTERSTATE	8	62.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	31.0%

Data Source: Department for Education Destination Data Report, 2025. Data extract term 3 2025. 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	11
Postgraduate Qualifications	6

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2025. 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	17.5	0.7	12.8
Persons	0.0	18.0	1.0	19.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2025.

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	4,009,710.35
Grants: Commonwealth	3150.00
Parent Contributions	102,097.17
Fund Raising	3193.09
Other	56,603.53

Data Source: School supplied data.