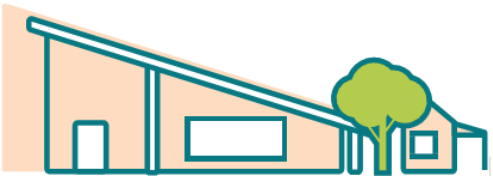


LOCK AREA SCHOOL



2025 annual report to the Community

Lock Area School and Lock Early Learning Centre

Lock Area School number: 230

Lock Early Learning Centre number: 6633

Partnership: Central Eyre 1



School principal:

Beth Sampson

Signature

Date of endorsement:

16/02/2026



Context Statement

Lock Area School caters for students from R-12. At the time of this report, the enrolment in 2025 is 43. Lock Area School is classified as Category 5 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 5% Aboriginal students. 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 Lock Early Learning Centre is available on the centres website, as well as the Australian Childrens Education and Care Quality Authority (ACECQA) website.

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

Governing Council Report

Firstly, a big thank you to everyone who has been part of the Governing Council in 2025. Your time, your ideas, and your care for our school have meant so much. We meet twice a term, and every meeting shows just how committed you all are to making our school the best it can be for our kids.

As we stepped into 2025, we introduced our new school values. It's been exciting to see them start to take shape in classrooms and around the yard. I'm proud of the work that went into them, and I'm grateful to the families who were part of that journey.

I also want to acknowledge how amazing our students are. For such a small school, we really do have some incredibly talented kids. Whether it's SAPSASA, the Science Awards, or just the effort they show every day in the classroom – our students continually impress us.

This year the school focused on implementing Crew into classes, with a focus on supporting students to demonstrate high expectation of themselves and others through school culture and in the learning experiences. This dedicated time in the mornings set students up for the day by bringing our values to the forefront of their learning, and how they approach their work and support each other throughout the day. The afternoon time allowed for students to reflect on their day, what went well and what needed improvement, and gave them time to set challenges of practice for themselves to make sure the next day was improved.

The school also focused on the slow introduction of Learning Expeditions, where teachers taught units of work that used experts from the field and took students out of classrooms, away from tradition learning styles, and into the community to support hands-on learning to strengthen the experience. This resulted in higher engagement from students and real-life application of learning being implemented. A strong focus was also given to public displays of learning, with student work being out in the community where it was available for more people to see, promoting our school. This also gave students a real sense of pride in the work they produced, knowing it had an authentic audience.

Both focuses have resulted in improved relationships and engagement at school. It has been fantastic to see these areas strengthen. A credit to the hard work put in by the teachers to develop these new concepts, and to students for their engagement with the new learning.

To our teachers – thank you. Thank you for everything you do for our children. The care, the patience, the long hours, and the heart you put into their learning and wellbeing.

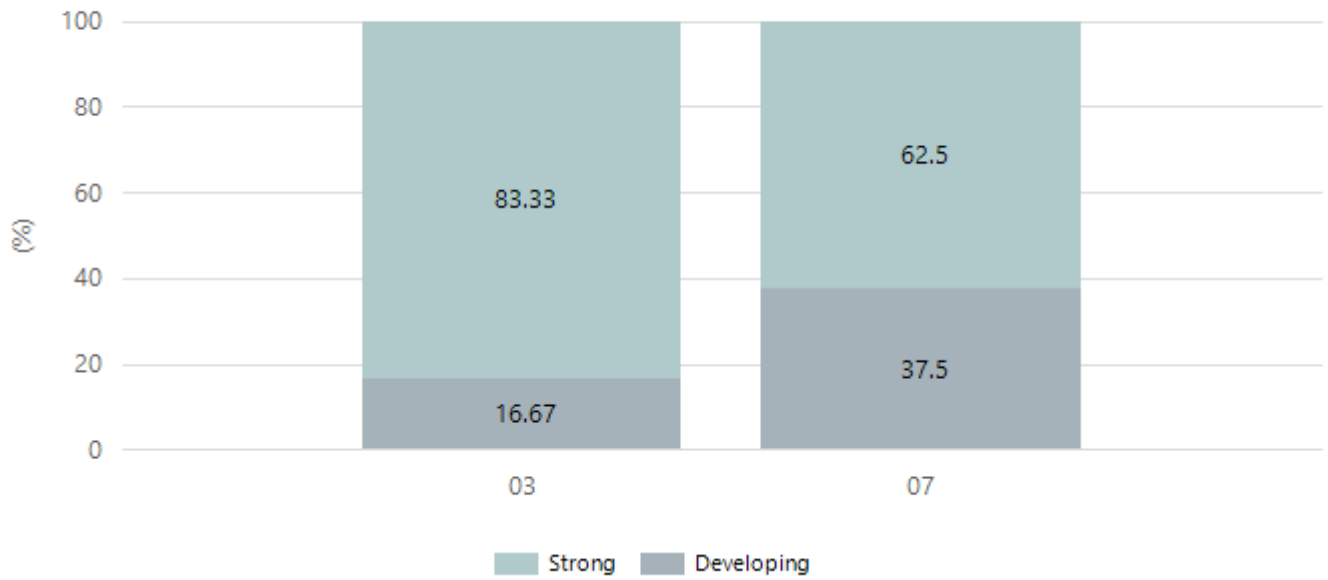
Thank you to the Parents and Friends committee. The work you do behind the scenes doesn't go unnoticed, and we're all looking forward to seeing the new games being added around the school grounds. To all the parents who volunteer their time, thank you. Our school truly relies on your support.

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.

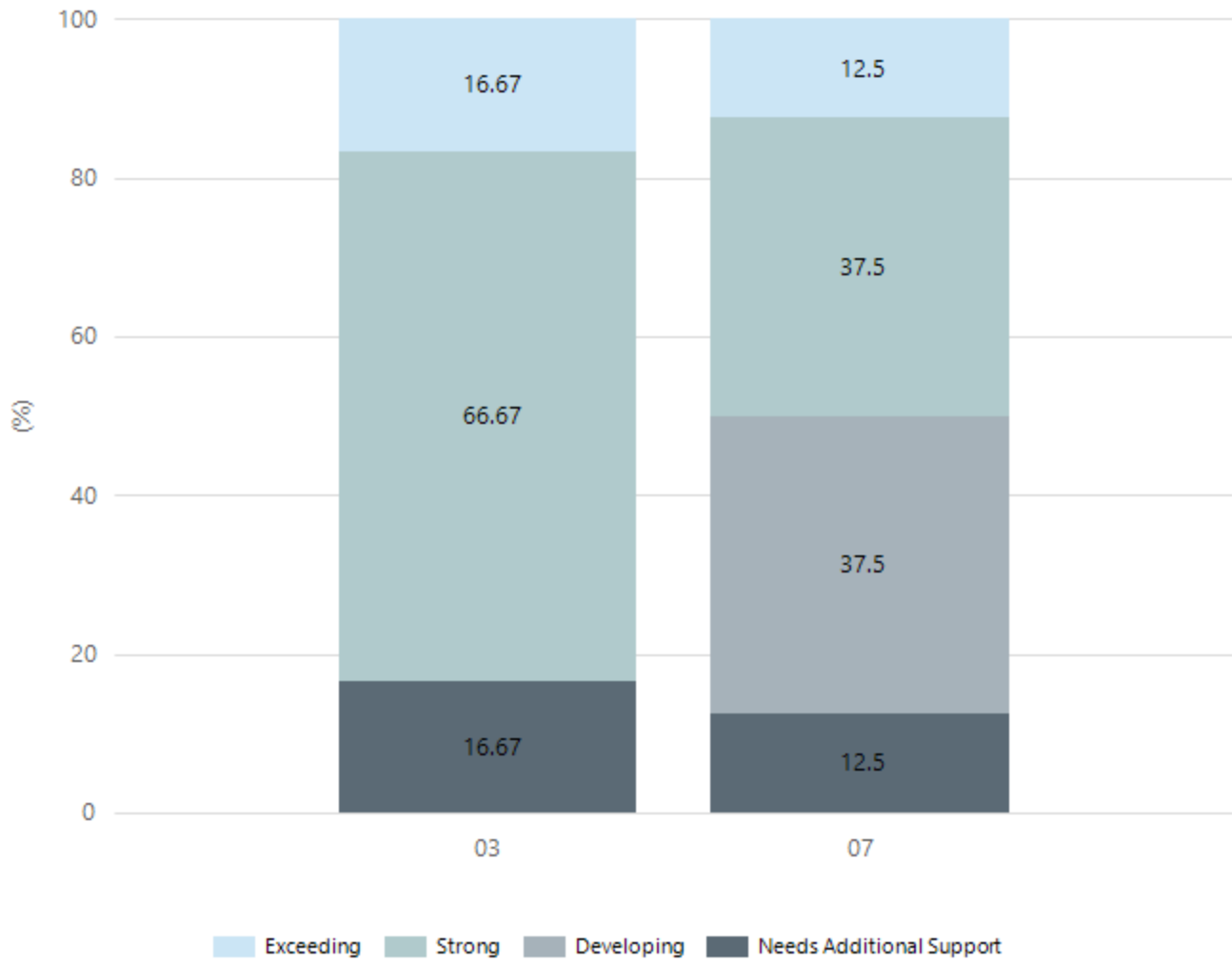
Numeracy



Year Level	03	07
Strong	5	5
Developing	1	3
Total	6	8

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.

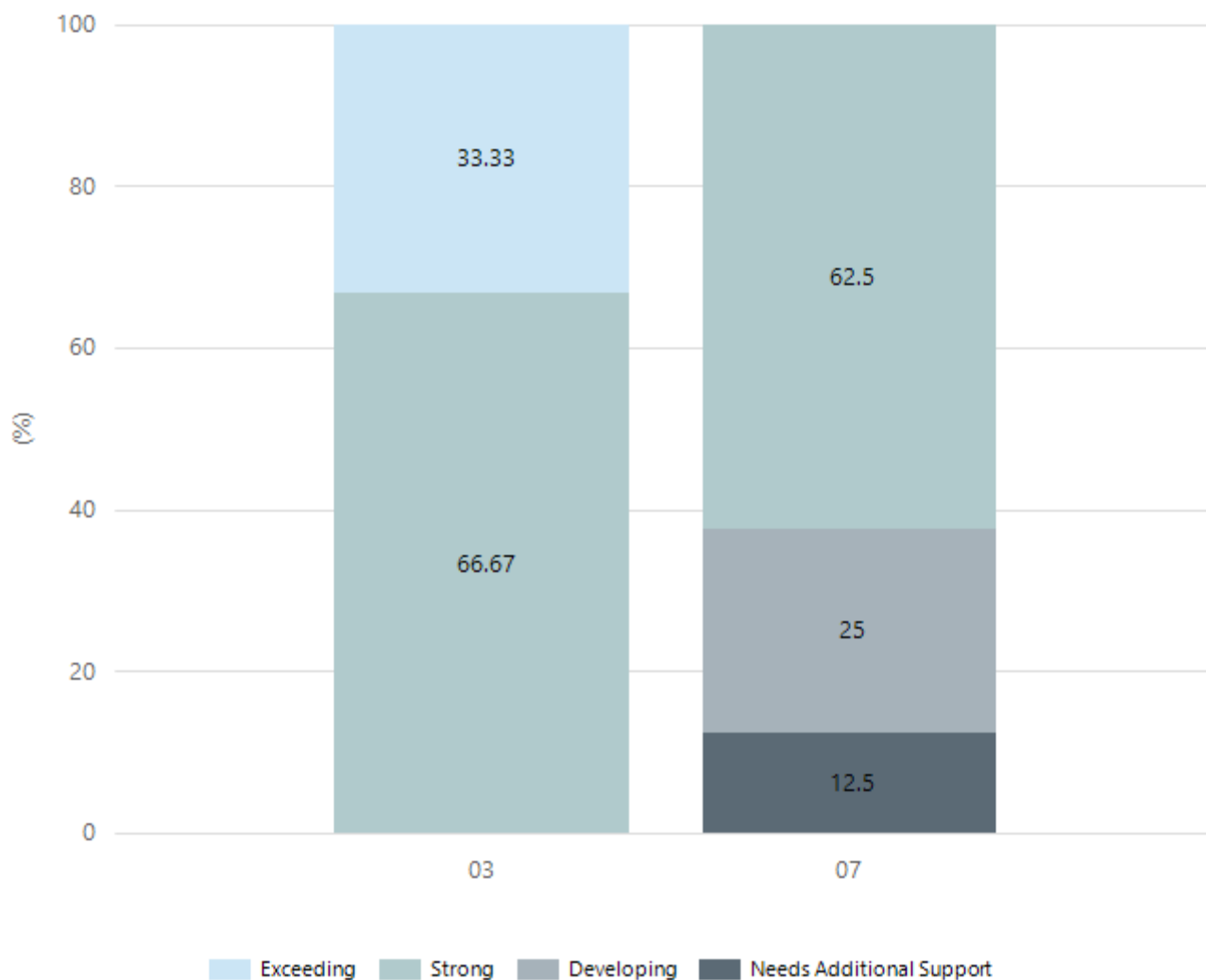
Reading



Year Level	03	07
Exceeding	1	1
Strong	4	3
Developing		3
Needs Additional Support	1	1
Total	6	8

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.

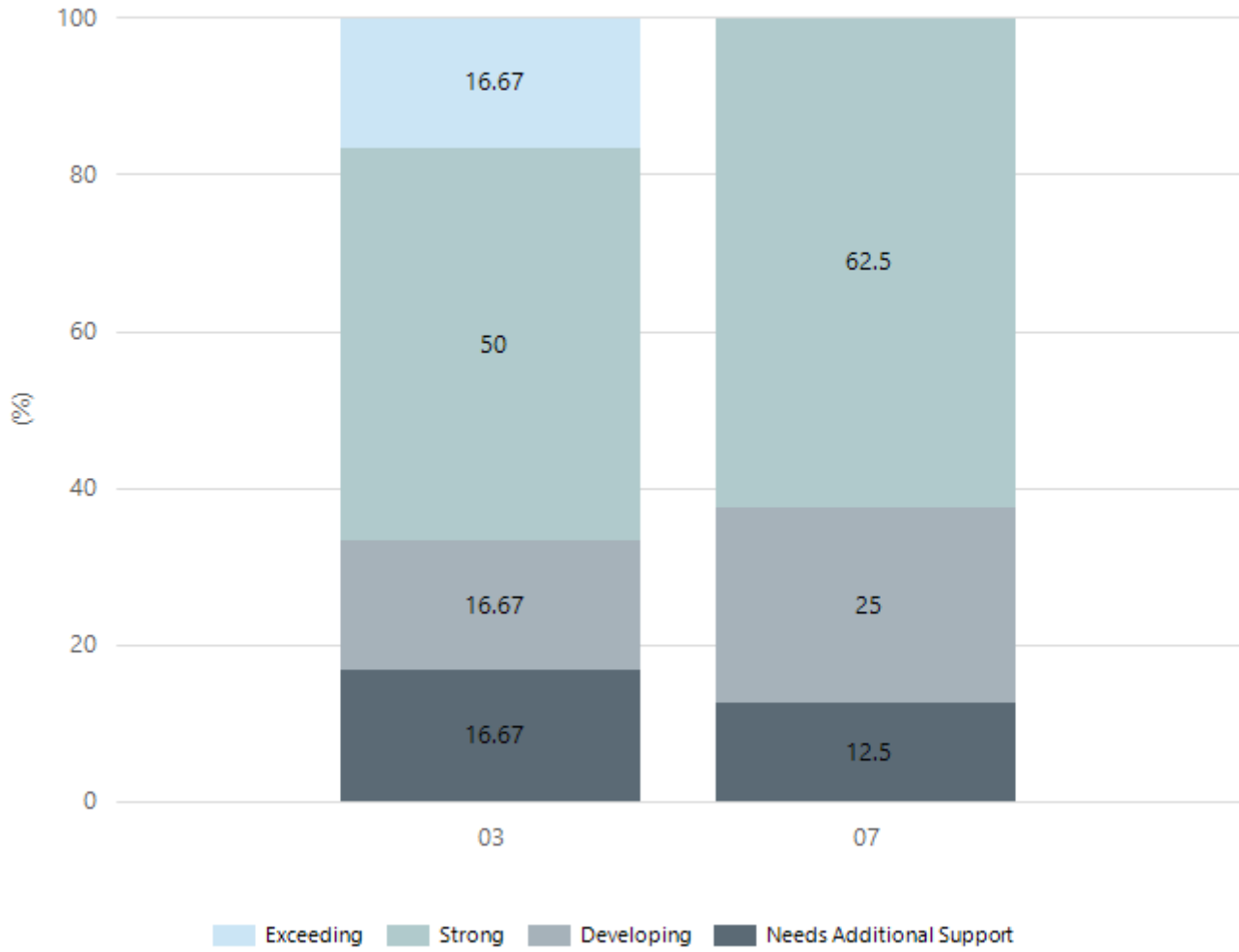
Writing



Year Level	03	07
Exceeding	2	
Strong	4	5
Developing		2
Needs Additional Support		1
Total	6	8

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.

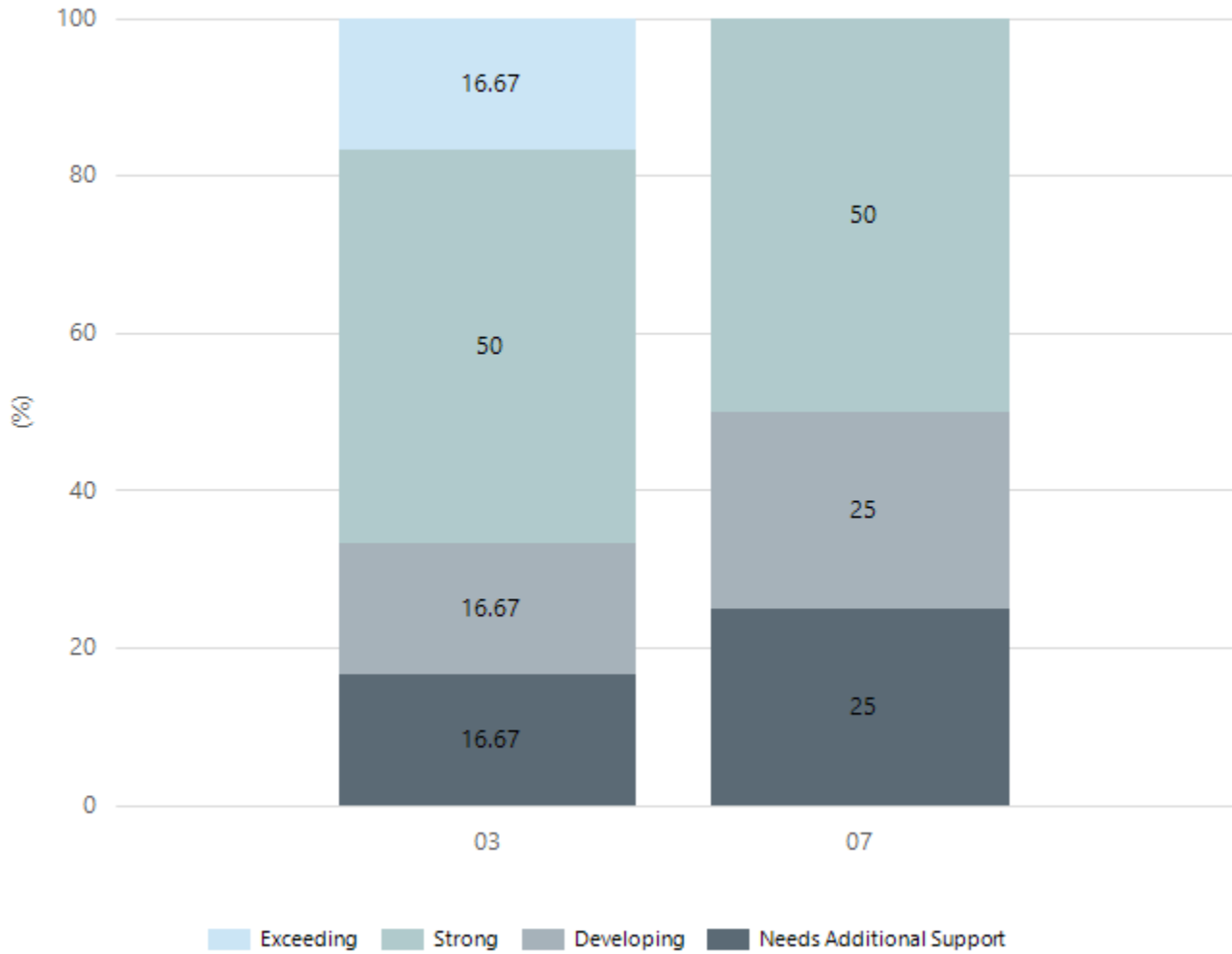
Grammar



Year Level	03	07
Exceeding	1	
Strong	3	5
Developing	1	2
Needs Additional Support	1	1
Total	6	8

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	07
Exceeding	1	
Strong	3	4
Developing	1	2
Needs Additional Support	1	2
Total	6	8

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.

Year 12 Students undertaking Vocational or Trade Training (VET)

	2023	2024	2025
Percentage of Year 12 students undertaking Vocational Training or Trade Training			0%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	N/A	N/A	100%

Data Source: School supplied data

Preschool Attendance

	Term 1	Term 3
2022 centre	90%	60%
2023 centre	100%	77.8%
2024 centre	75%	69.8%
2025 centre	58.3%	94.2%

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	83.2%	77.1%	74.8%
Year 01	82.0%	95.7%	88.4%
Year 02	89.5%	91.2%	95.9%
Year 03	77.2%	91.6%	90.7%
Year 04	89.7%	85.1%	84.7%
Year 05	87.7%	96.3%	90.4%
Year 06	73.3%	84.5%	95.8%
Year 07	85.2%	87.0%	32.6%
Year 08	73.1%	90.3%	
Year 09		99.0%	
Year 11			9.8%
Total	82.8%	88.1%	80.9%

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.

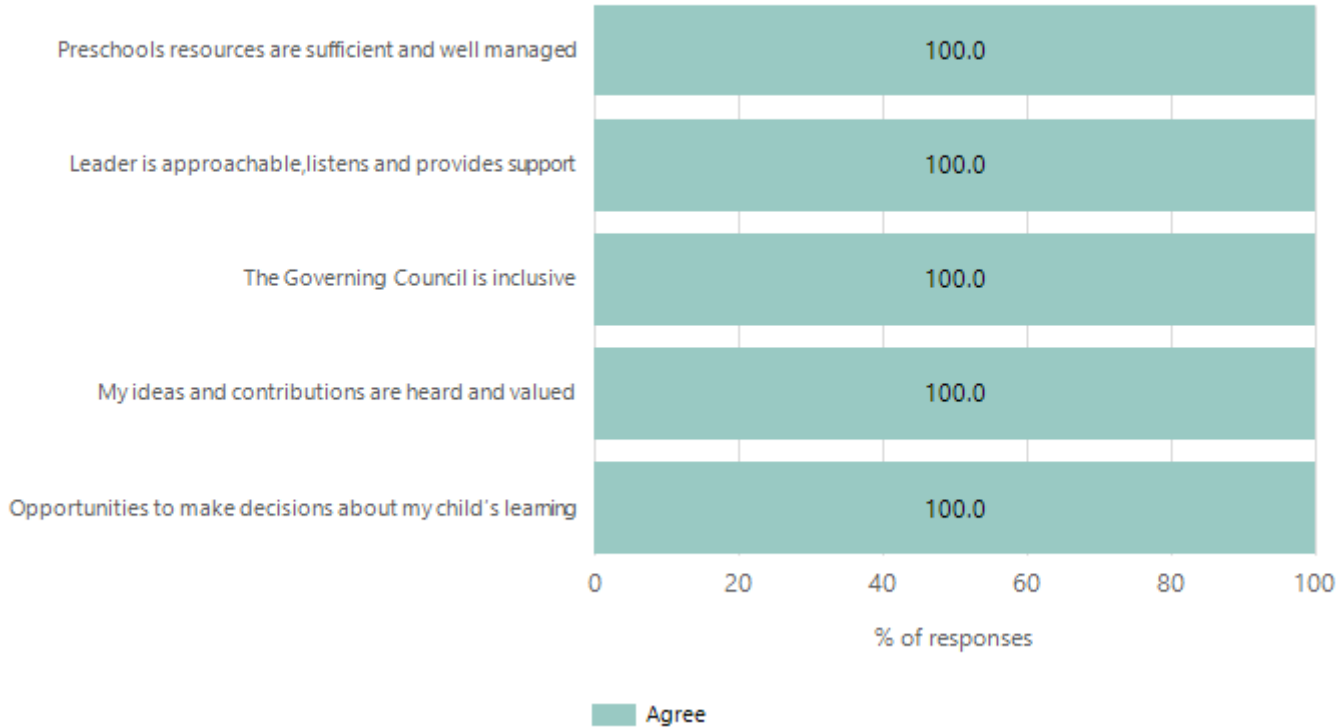
Attendance Comment

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.

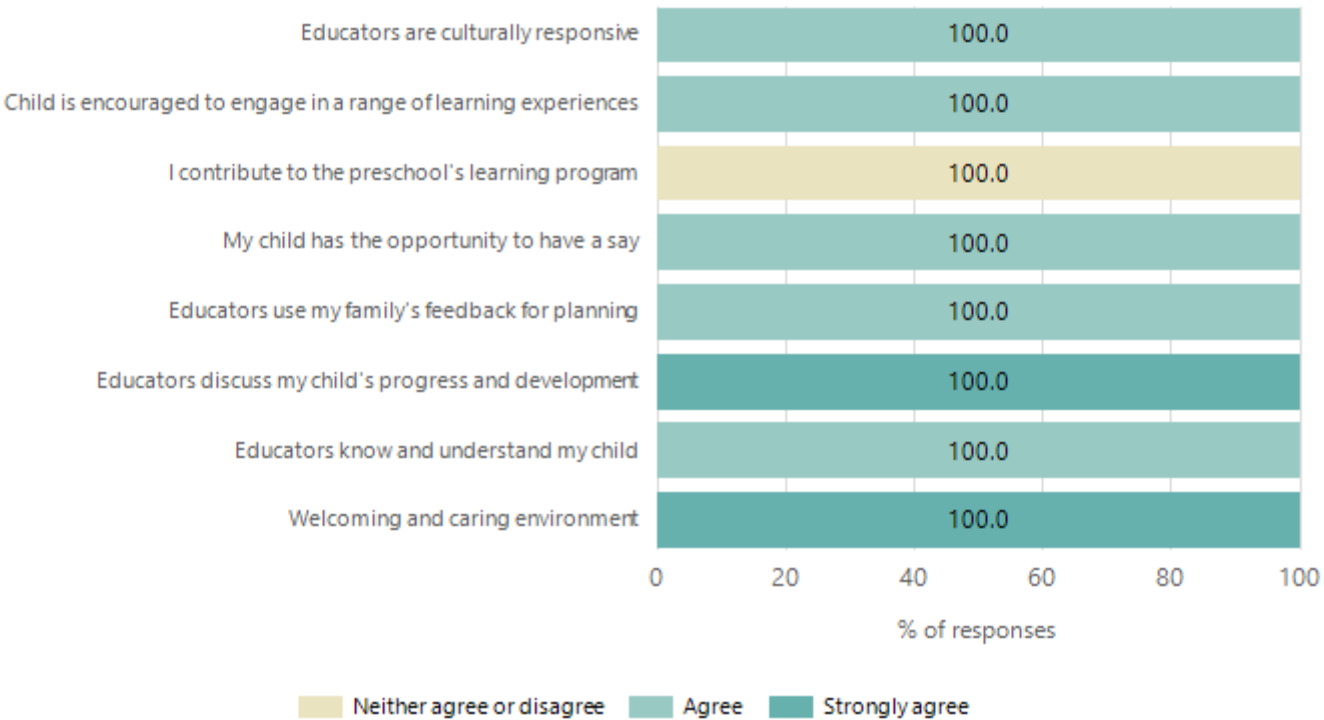
Preschool Family Opinion Survey

Governance, Leadership and Management



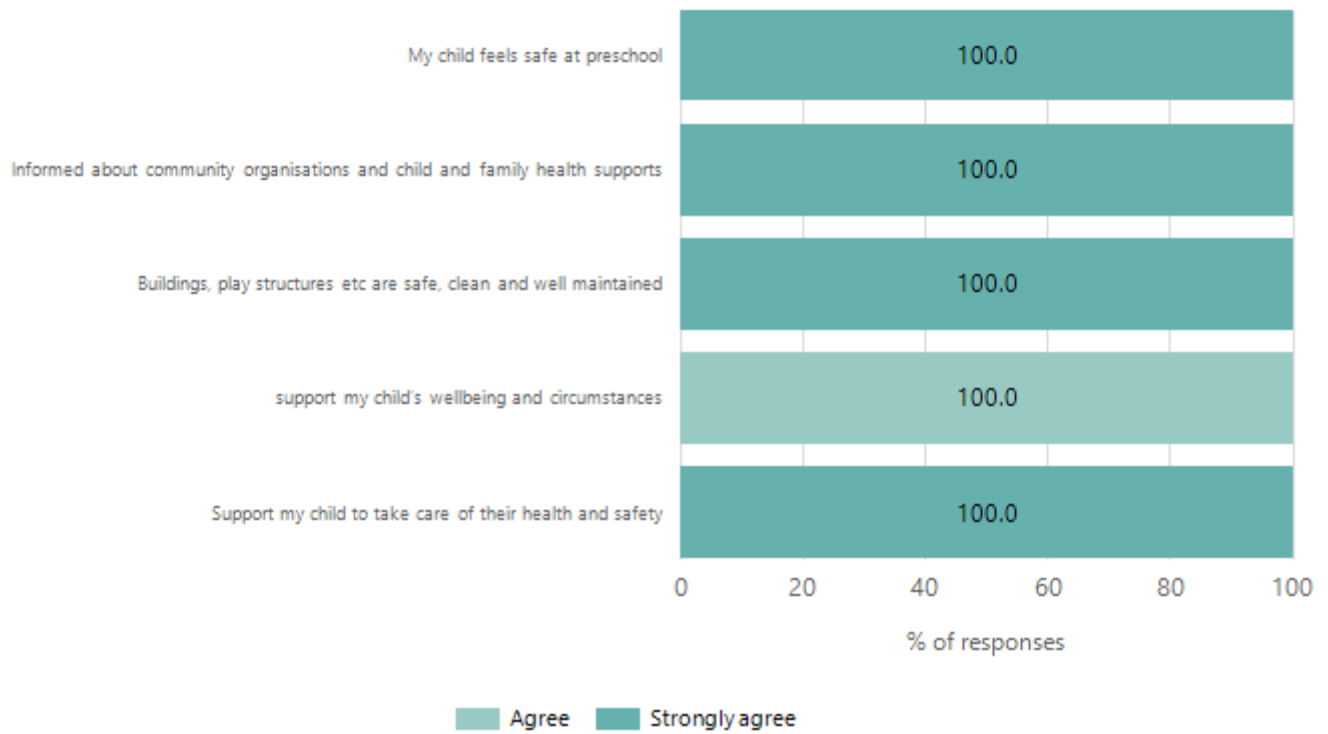
Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

Quality of Teaching and Learning



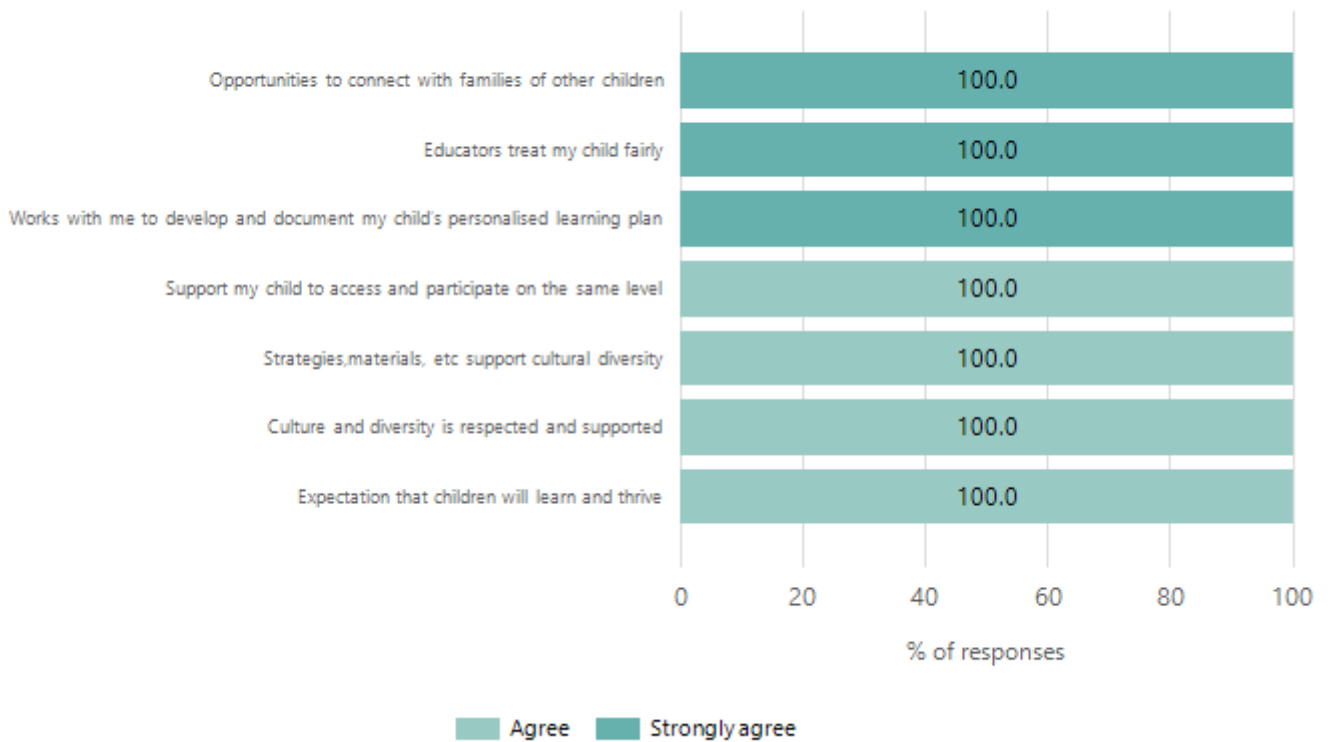
Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

Safety, Health and Wellbeing



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

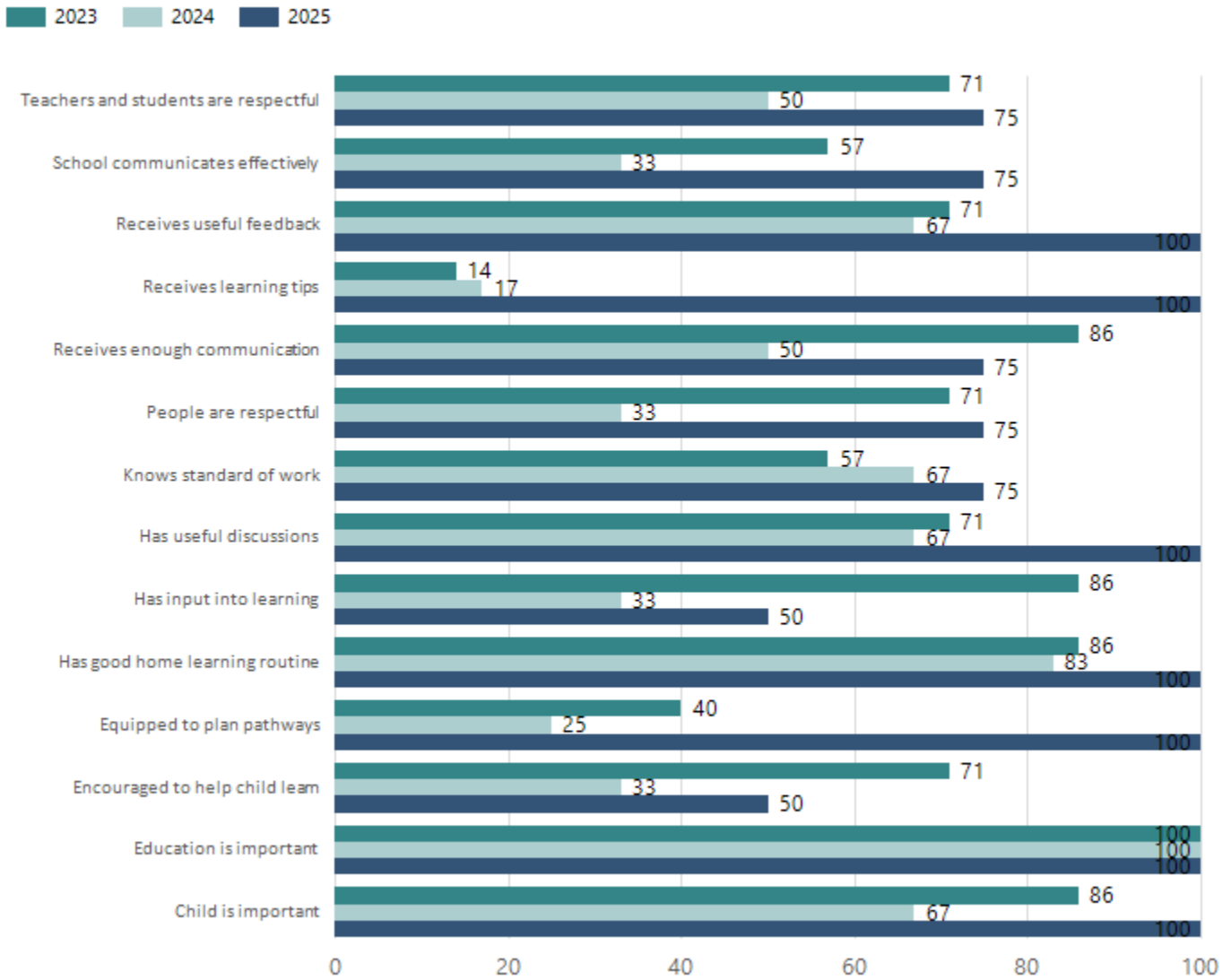
Support and Inclusion



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
0230 - Lock Area School	77.8%	85.7%	100.0%
9999 - Unknown	22.2%	14.3%	

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	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	83.0%
U - UNKNOWN	1	17.0%

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	6
Postgraduate Qualifications	2

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	8.1	0.0	4.1
Persons	0.0	9.0	0.0	8.0

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	\$7657.20
Grants: Commonwealth	\$0.00
Parent Contributions	\$16647.28
Fund Raising	\$9687.20
Other	\$184.05

Data Source: School supplied data.