

2024 annual report to the Community

# Woodville Primary School

Woodville Primary School number: 0497

Partnership: Inner West



School principal:

Kirsty Maclean

*K Maclean* Signature

Date of endorsement:

08/02/2025



Government  
of South Australia  
Department for Education

## Context Statement

Woodville Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 176. Woodville 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 7% Aboriginal students, 10% students with disabilities, 9% 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.

Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

## Principal Comment

The Leadership Team comprised of Principal Kirsty Maclean who has a tenure until 2028, a Deputy Principal Lisa De Candia who won a tenure until 2026 and a Wellbeing Leader Anna Kamenic who started mid-term 1 and has a tenure until end of 2027. Additionally, Tayla Priebbenow our new Pastoral Care worker began in term 3 after the vacancy was declared after a retirement.

In Literacy, staff continued to embed practices and programs that fully support learning and progress, seeing some great results in NAPLAN writing. The use of DIBELS assessments to track reading progress and the OG program as intervention for individuals or small groups has allowed small gaps in learning to be filled. Staff also completed training in Dyslexia and LEAP levelling that helped achieve small goals in achievement through strategies to accelerate proficiency.

In Maths, our dedicated staff have been actively exploring how our teaching strategies connect with the updated guidelines in the SA Curriculum to enhance student learning outcomes. One of the key initiatives we've implemented is incorporating "maths chat" into our morning routines. This approach encourages students to engage in mathematical discussions, fostering a deeper understanding and appreciation of the subject. By interleaving various mathematical concepts and focusing on constructive feedback, we aim to challenge our students with open questions that stimulate critical thinking and problem-solving skills. For students in Years 4 and 5 who are just below the benchmark, we have students accessing the QuickSmart Maths intervention program. This targeted support is designed to boost their confidence and proficiency in mathematics, ensuring they have the foundational skills needed in the 4 proficiencies. Our commitment to excellence in mathematics education is evident in our continuous efforts to adapt and refine our teaching practices, ensuring every student at Woodville Primary School has the opportunity to thrive in their mathematical journey.

In Wellbeing, staff have continued to use the zones of regulation, calm corners and completed 2 days of training with the Berry Street Education Model. The trauma-informed practices have given teachers extra strategies to incorporate in their toolbox to build social inclusion, understanding and community in their class. The morning routines, brain breaks and ready to learn plans have been fully implemented across the school. The BSEM implementation team worked to complete a scope and sequence that captures this work alongside the Open Parachute program, child protection curriculum, VIA character strengths and zones of regulation for our staff to have the common language across our site for students as they progress each year.

Our students have participated in many SAPSASA events with a highlight of placing first in the Small Schools sports Athletics Category. Additional events held; Leaders Day, Festival of music, Instrumental Music programs, Premiers Reading Challenge and the highlight being the end of year concert.

Additionally, we had students participate in the Aboriginal STEM congress, our site completed its Yarning Circle area and published its Reconciliation Action Plan that can be found on the school's website. Commissioner of Aboriginal and Young people' April Lawrie, officially opened our Yarning Circle for students and the local community to access. Hon Joe Szakacs MP was part of our launch and celebrations with our community. Thank you to Uncle Harley Hall for his words of wisdom and smoking ceremony.

Also, the school was selected to launch the Department for Education and Cancer SA SunSmart campaign and partnership. Minister Blair Boyer made a media announcement and joined the campaign with our students that featured on Channel 9.

## Governing Council Report

• Governing Council Members for 2024 were Principal, Kirsty Maclean, staff rep. Kylie Tiboldo (Secretary), Shareena White (Chairperson), Karlie Perkins (Treasurer) Cherie Bowden, Danelle Woods, Wendy Lawrie, Claire Fitzsimmons, John Stewart, Michelle Robinson.

The beginning of 2024 marked the completion of two newly constructed inclusive playgrounds, designed with input from the school community. These playgrounds reflect the collective voice of students, families, and staff, who collaborated to ensure the spaces cater to the diverse needs of all children.

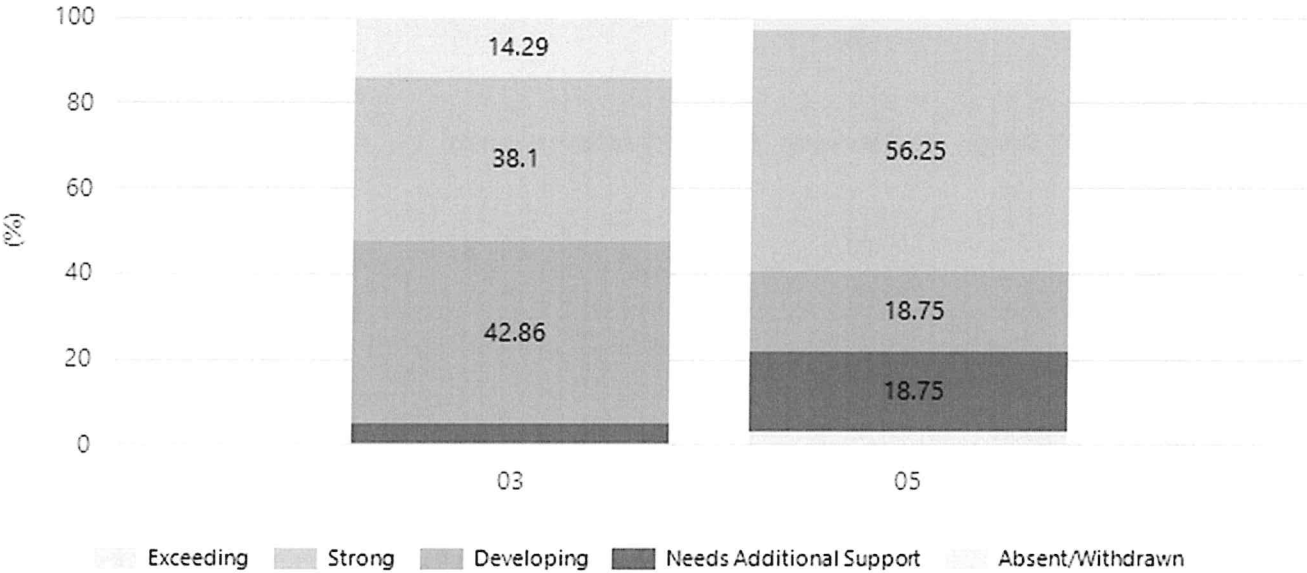
- Fundraising efforts through a Colour Fun Run and Sports Day were successful in raising the necessary funds to purchase a new stage for school events and assemblies. The vibrant and community-centered activities not only brought everyone together but also contributed to enhancing the school's resources.
- In consultation with the Principal, support was provided to allocate a budget for fixing the irrigation system and leveling of the school oval. These improvements are scheduled to be completed by Term 1, 2025 and will provide students with a safer and more enjoyable space for sports and outdoor activities.
- Governing council members contributed valuable ideas to support the financial stability of the school canteen. Through their collaborative efforts, they developed a comprehensive canteen policy aimed at improving operations and ensuring long-term sustainability.
- We are grateful to our Aboriginal families for their invaluable support in helping to publish the site's Reconciliation Action Plan and launch the Yarning Circle in Term 4. Their involvement has been essential in fostering a deeper understanding of Aboriginal culture and history within our school community.

## 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.

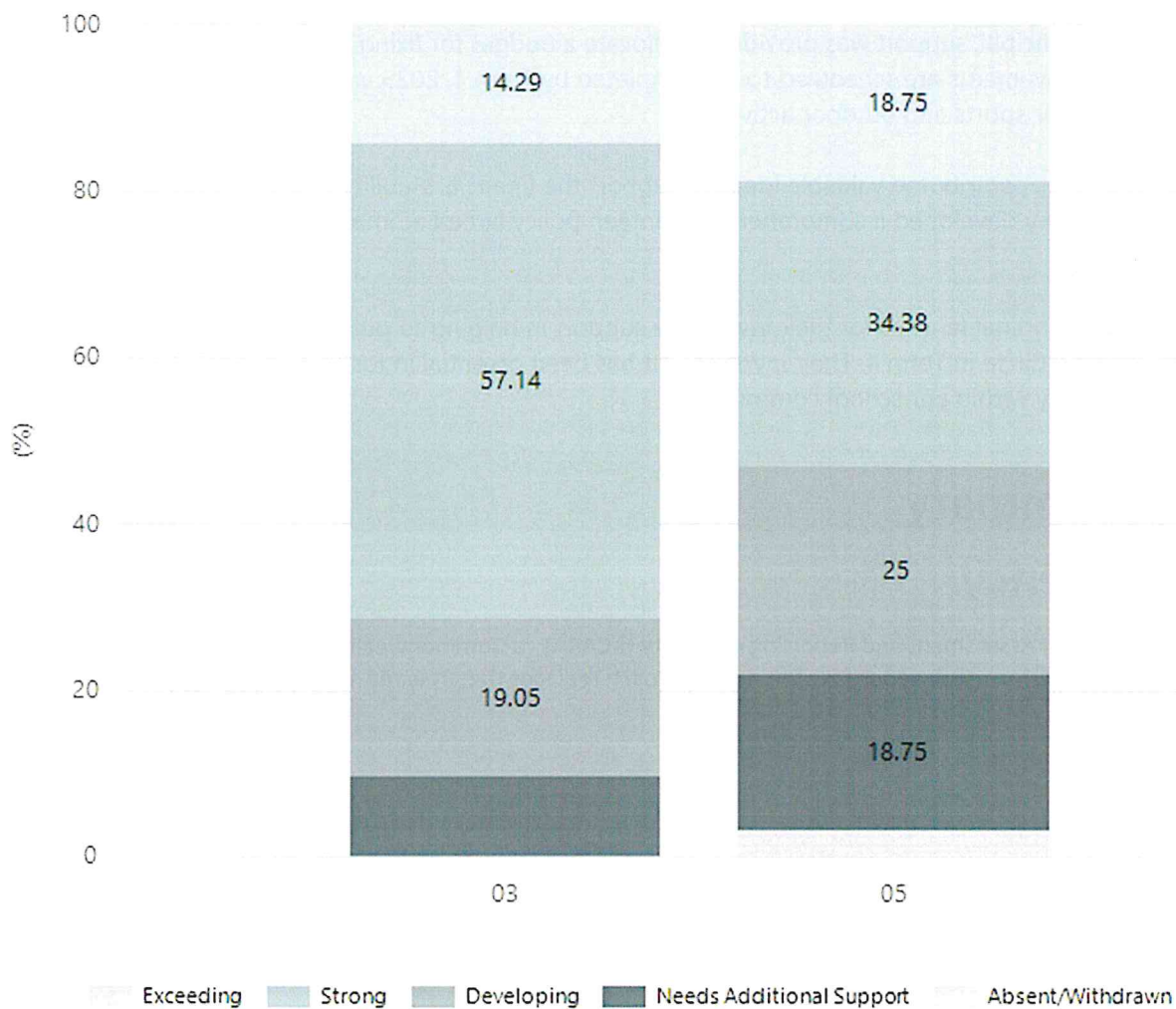
#### Numeracy



Year Level	03	05
Exceeding	3	1
Strong	8	18
Developing	9	6
Needs Additional Support	1	6
Absent/Withdrawn		1
Total	21	32

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

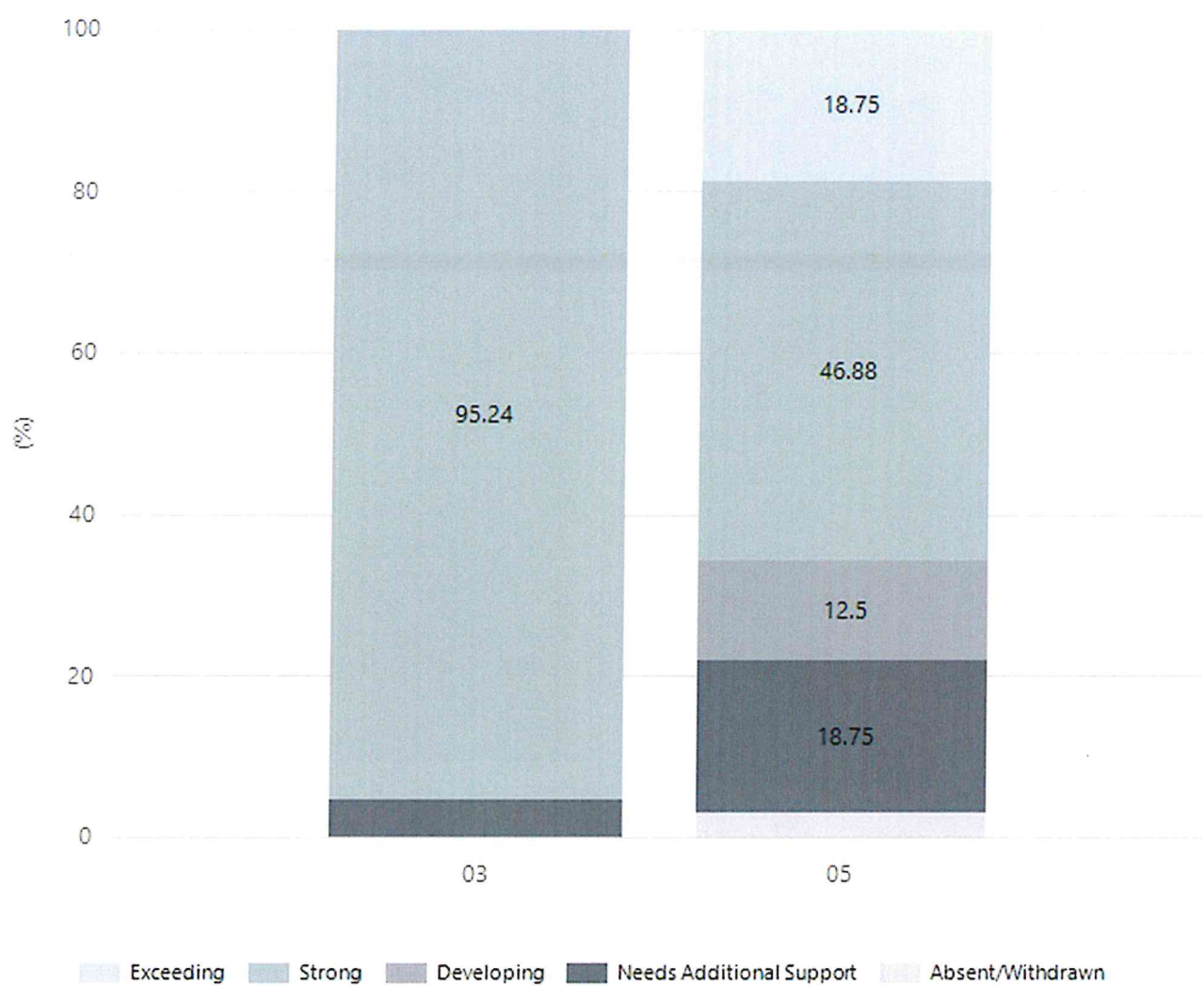


Year Level	03	05
Exceeding	3	6
Strong	12	11
Developing	4	8
Needs Additional Support	2	6
Absent/Withdrawn		1
Total	21	32

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.



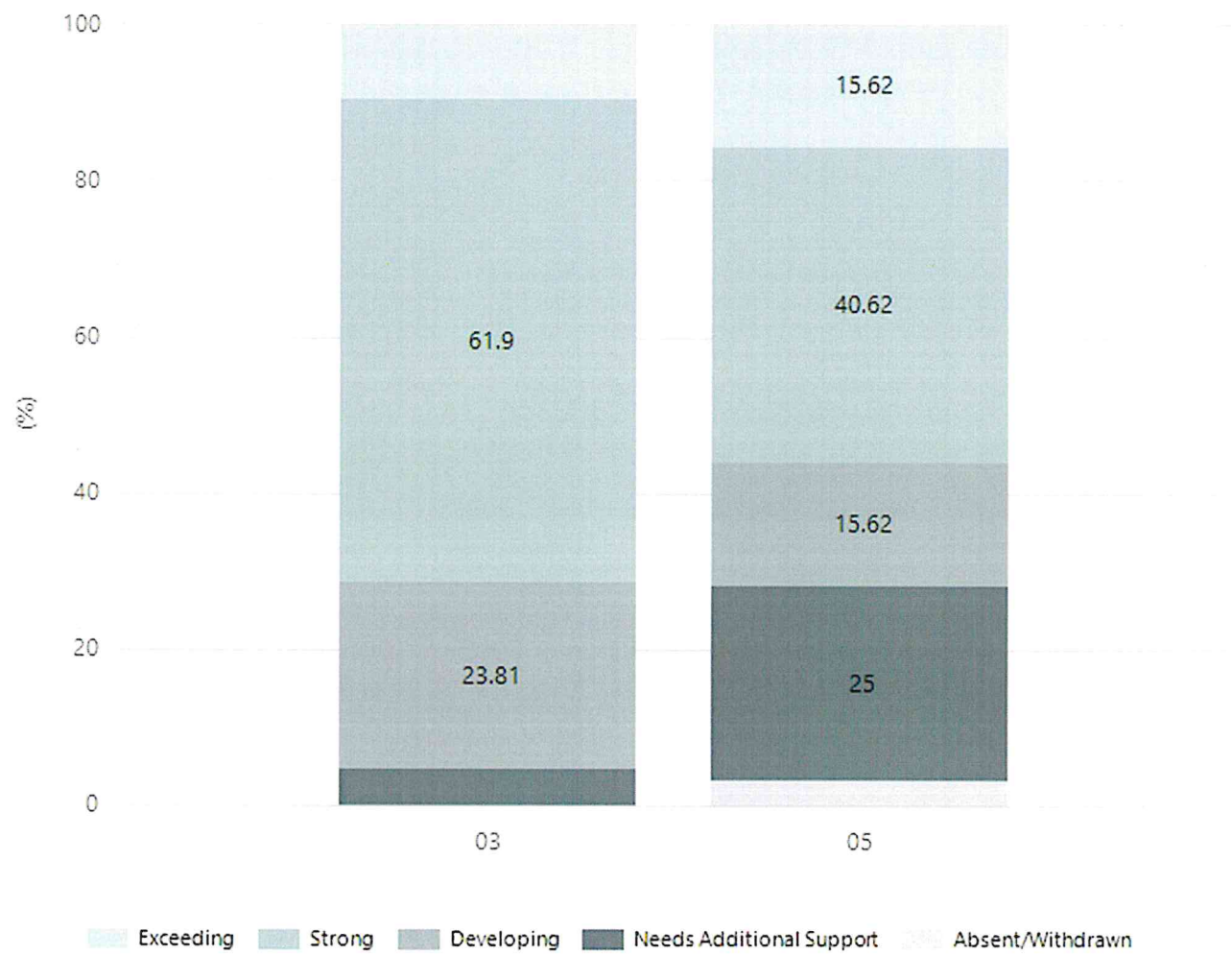
Writing



Year Level	03	05
Exceeding		6
Strong	20	15
Developing		4
Needs Additional Support	1	6
Absent/Withdrawn		1
Total	21	32

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.

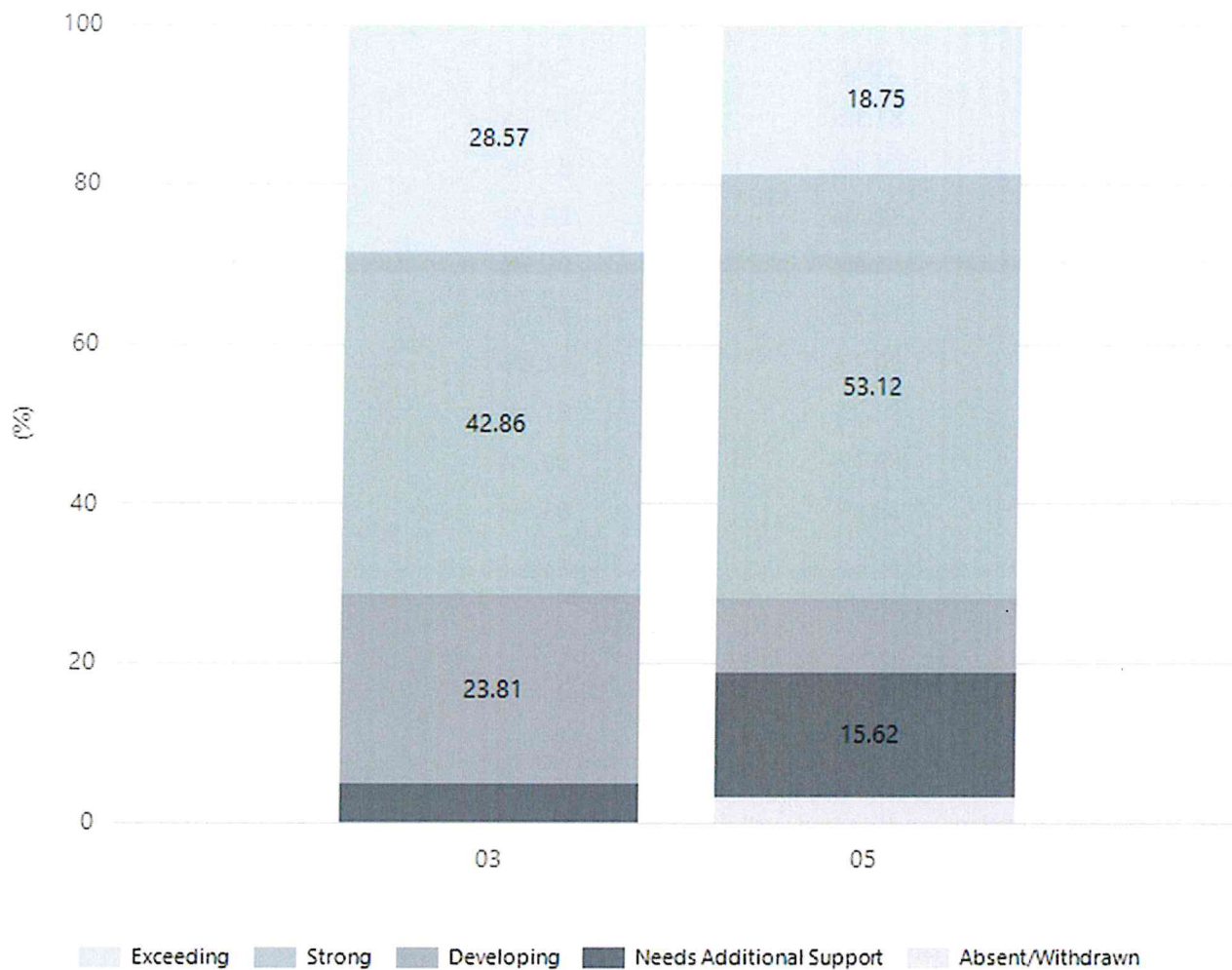
Grammar



Year Level	03	05
Exceeding	2	5
Strong	13	13
Developing	5	5
Needs Additional Support	1	8
Absent/Withdrawn		1
Total	21	32

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	6
Strong	9	17
Developing	5	3
Needs Additional Support	1	5
Absent/Withdrawn		1
Total	21	32

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	83.3%	76.3%	90.6%
Year 01	88.4%	83.7%	84.7%
Year 02	81.4%	85.5%	87.6%
Year 03	86.6%	86.5%	90.0%
Year 04	79.3%	82.1%	89.0%
Year 05	85.3%	81.8%	87.6%
Year 06	83.0%	87.1%	88.1%
Primary Other	89.7%	90.9%	
Total	83.6%	83.5%	88.3%

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.

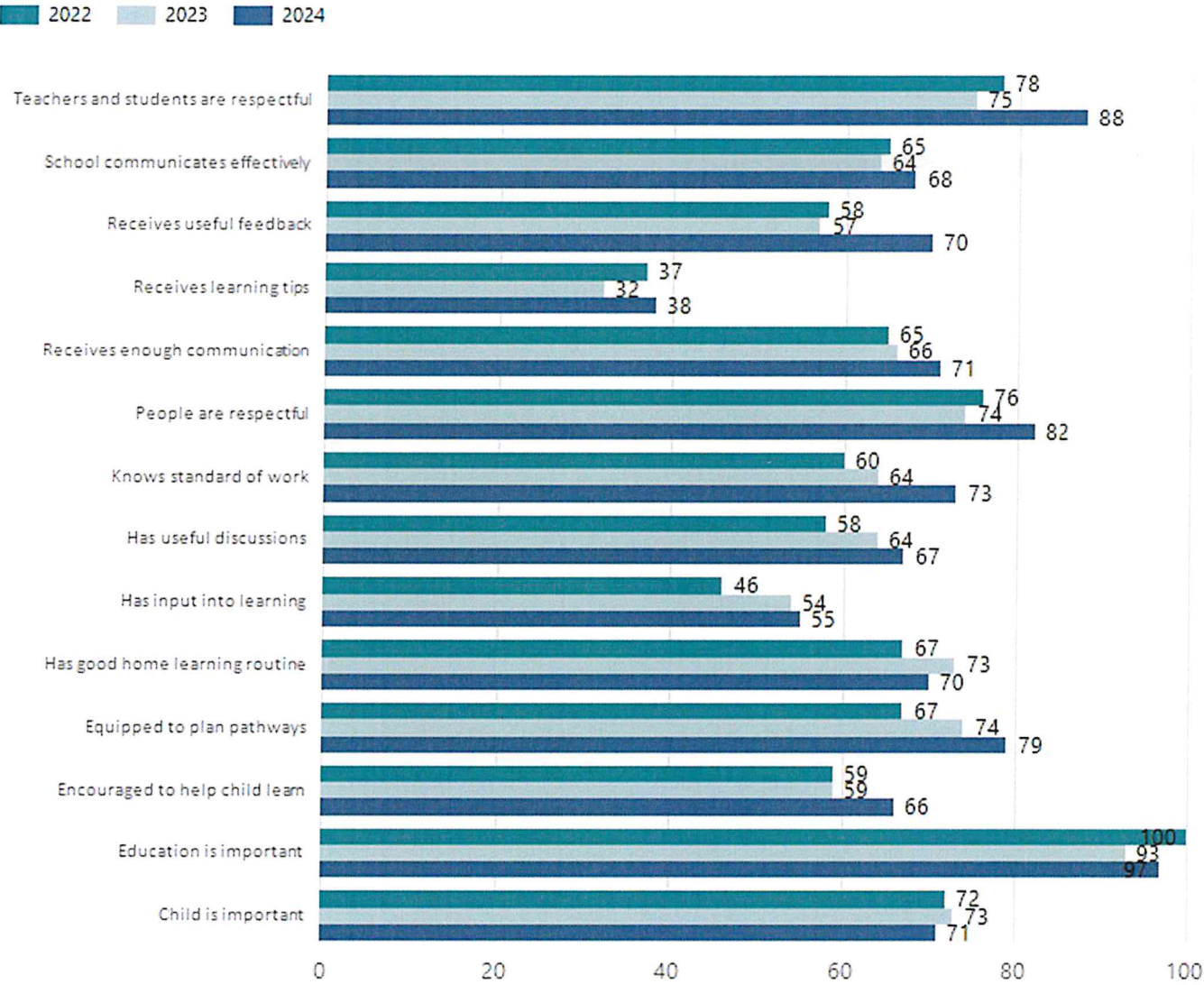
## Attendance Comment

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	%
EX - EXEMPTION	1	6.0%
IS - INTERSTATE	2	12.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	18.0%
NT - LEFT SA FOR NT	1	6.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	24.0%
U - UNKNOWN	6	35.0%

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	11
Postgraduate Qualifications	3

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	13.2	0.0	7.1
Persons	0.0	14.0	0.0	10.0

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	\$2,577,267.91
Grants: Commonwealth	\$3,150.00
Parent Contributions	\$41,619.00
Fund Raising	\$18,982.60
Other	\$147,185.10

Data Source: School supplied data.

