



Clovelly Park Primary School

2023 annual report to the Community

Clovelly Park Primary School

Clovelly Park Primary School number: 0932 and 1892

Partnership: Marion Inland



School principal:

Terena Pope

A handwritten signature in blue ink, appearing to read 'Terena Pope'.

Date of endorsement:

12/04/2024



Context Statement

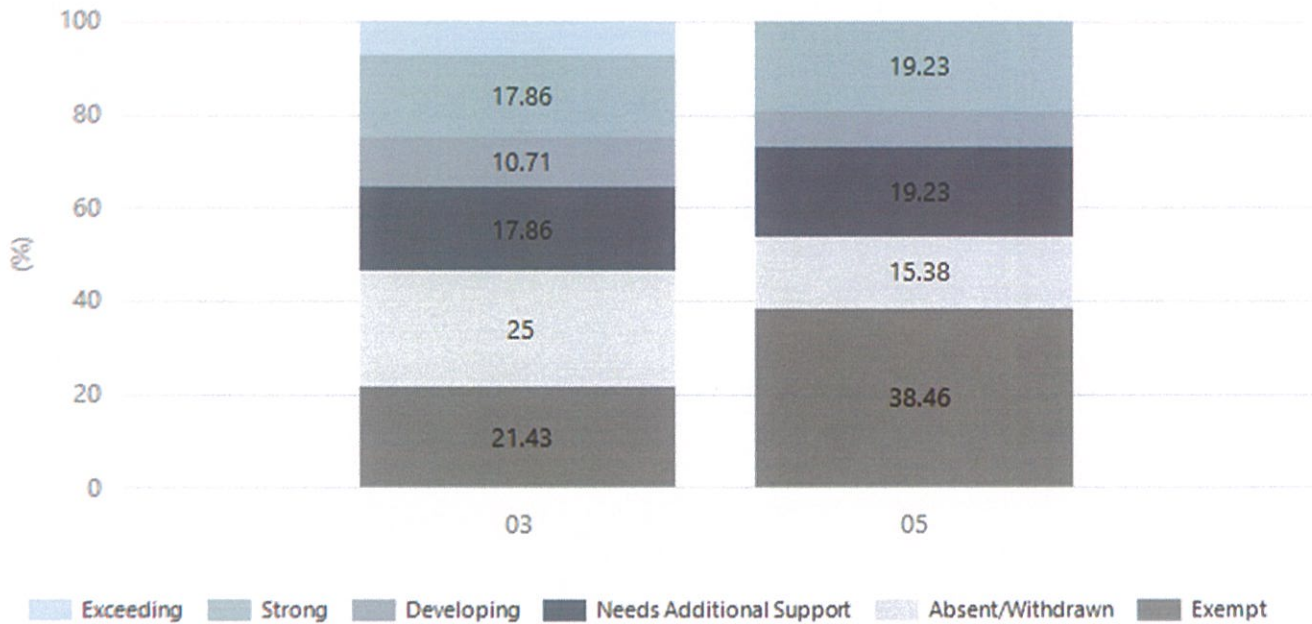
Clovelly Park Primary School caters for students from R-6. At the time of this report, the enrolment in 2023 is 236. Clovelly Park Primary School is classified as Category 3 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 7% Aboriginal students, 14% students with disabilities, 72% students with English as an additional language or dialect (EALD) 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.

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. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

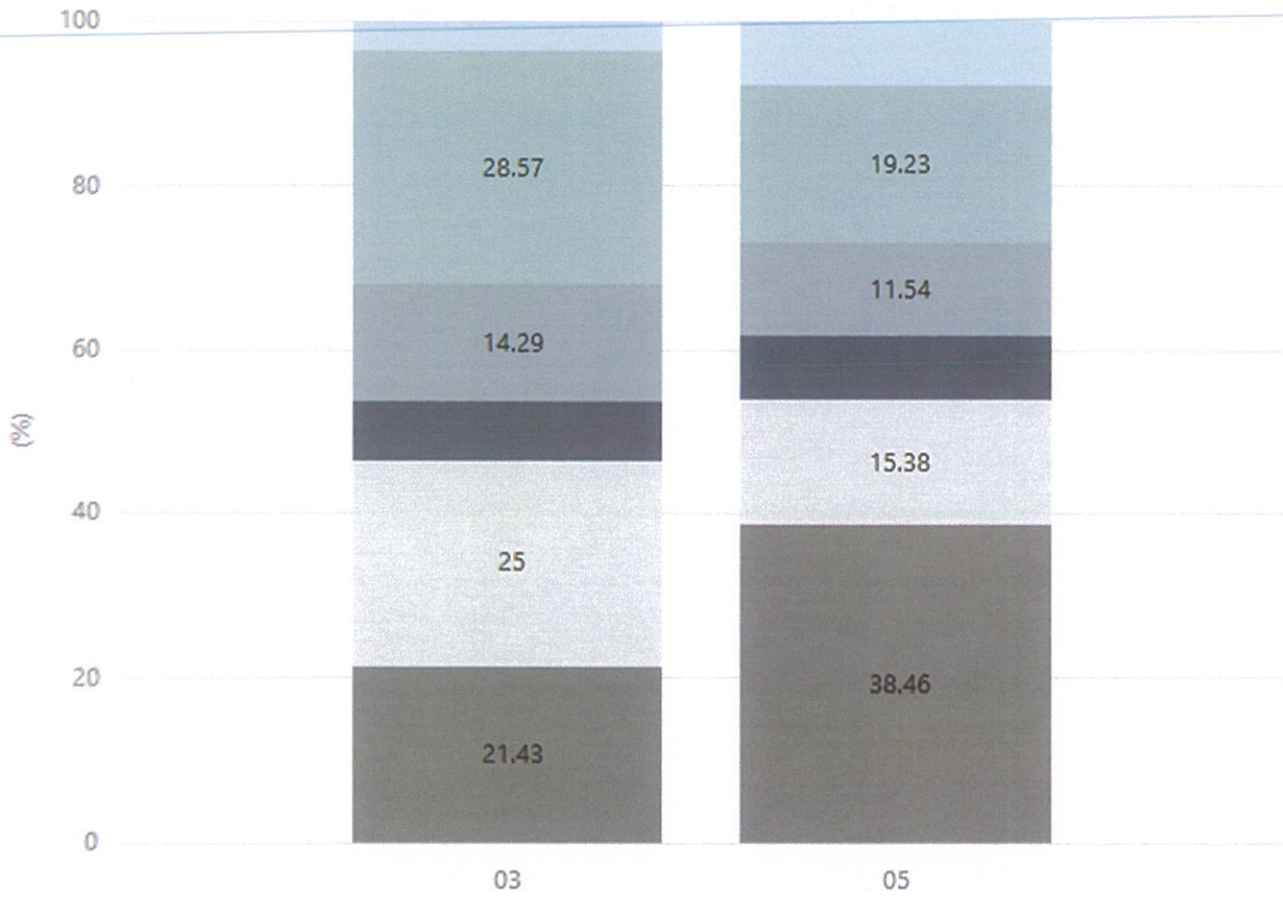
Numeracy



Year Level	03	05
Exceeding	2	
Strong	5	5
Developing	3	2
Needs Additional Support	5	5
Absent/Withdrawn	7	4
Exempt	6	10
Total	28	26

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Reading

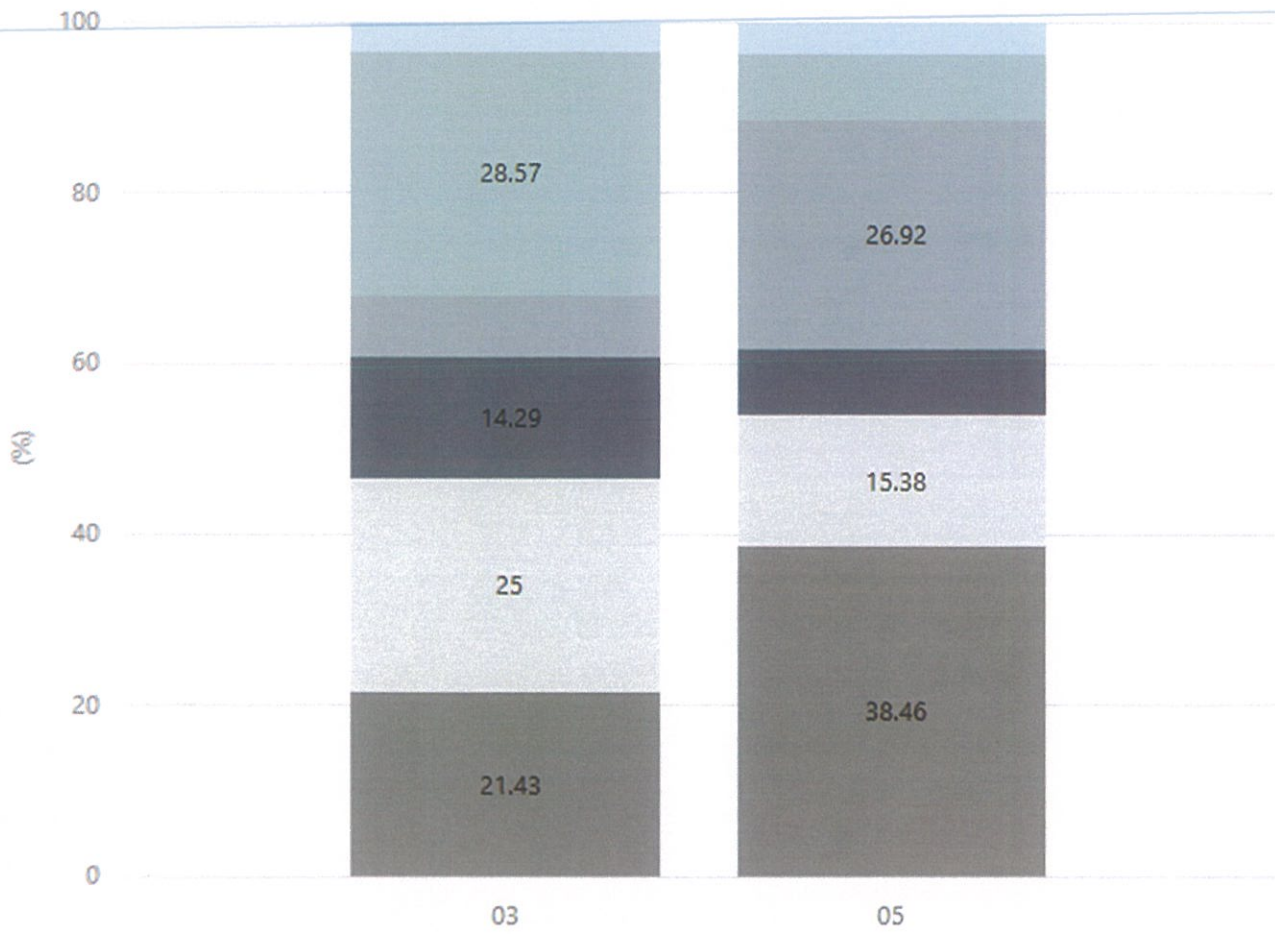


■ Exceeding
 ■ Strong
 ■ Developing
 ■ Needs Additional Support
 ■ Absent/Withdrawn
 ■ Exempt

Year Level	03	05
Exceeding	1	2
Strong	8	5
Developing	4	3
Needs Additional Support	2	2
Absent/Withdrawn	7	4
Exempt	6	10
Total	28	26

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

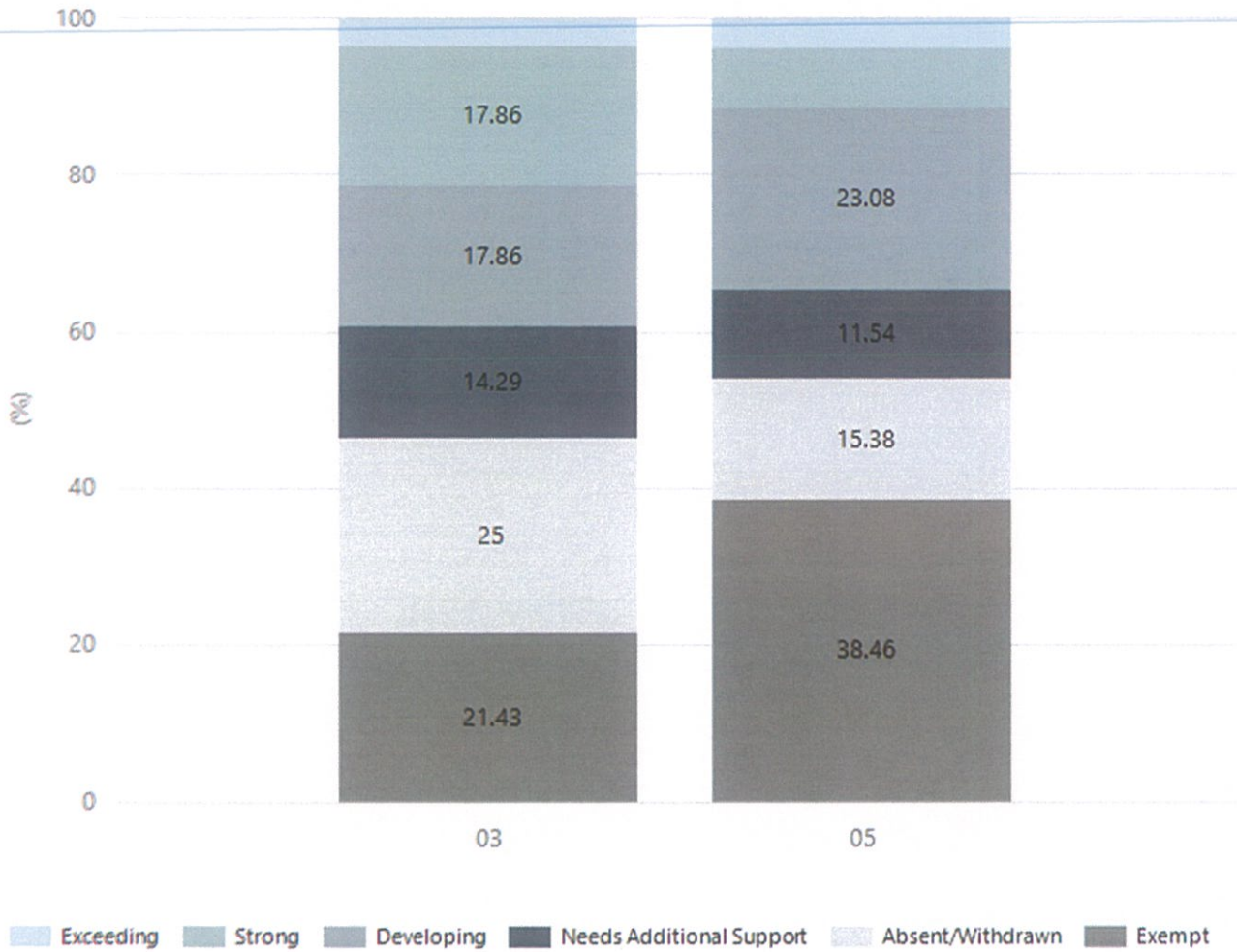
Writing



■ Exceeding
 ■ Strong
 ■ Developing
 ■ Needs Additional Support
 ■ Absent/Withdrawn
 ■ Exempt

Year Level	03	05
Exceeding	1	1
Strong	8	2
Developing	2	7
Needs Additional Support	4	2
Absent/Withdrawn	7	4
Exempt	6	10
Total	28	26

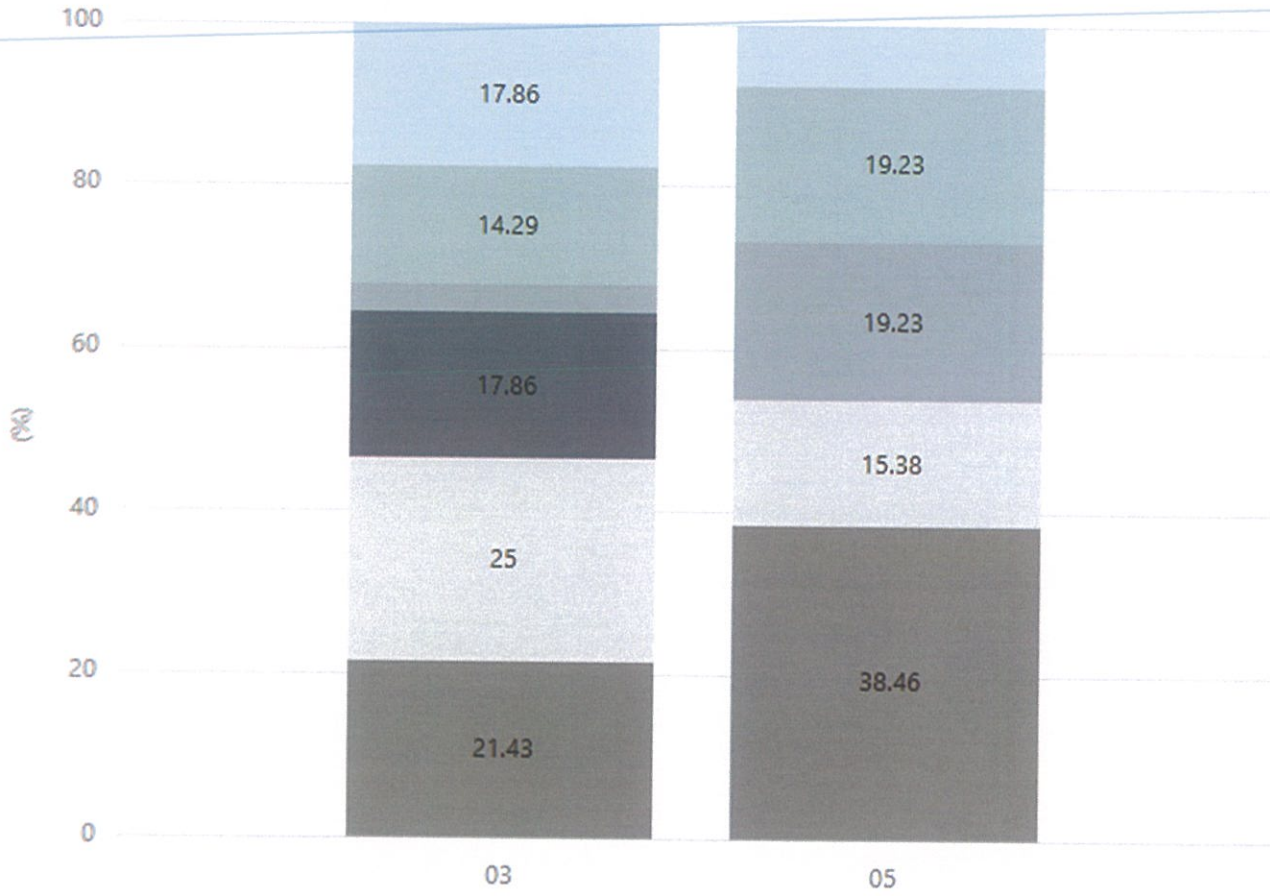
Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.



Year Level	03	05
Exceeding	1	1
Strong	5	2
Developing	5	6
Needs Additional Support	4	3
Absent/Withdrawn	7	4
Exempt	6	10
Total	28	26

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Spelling



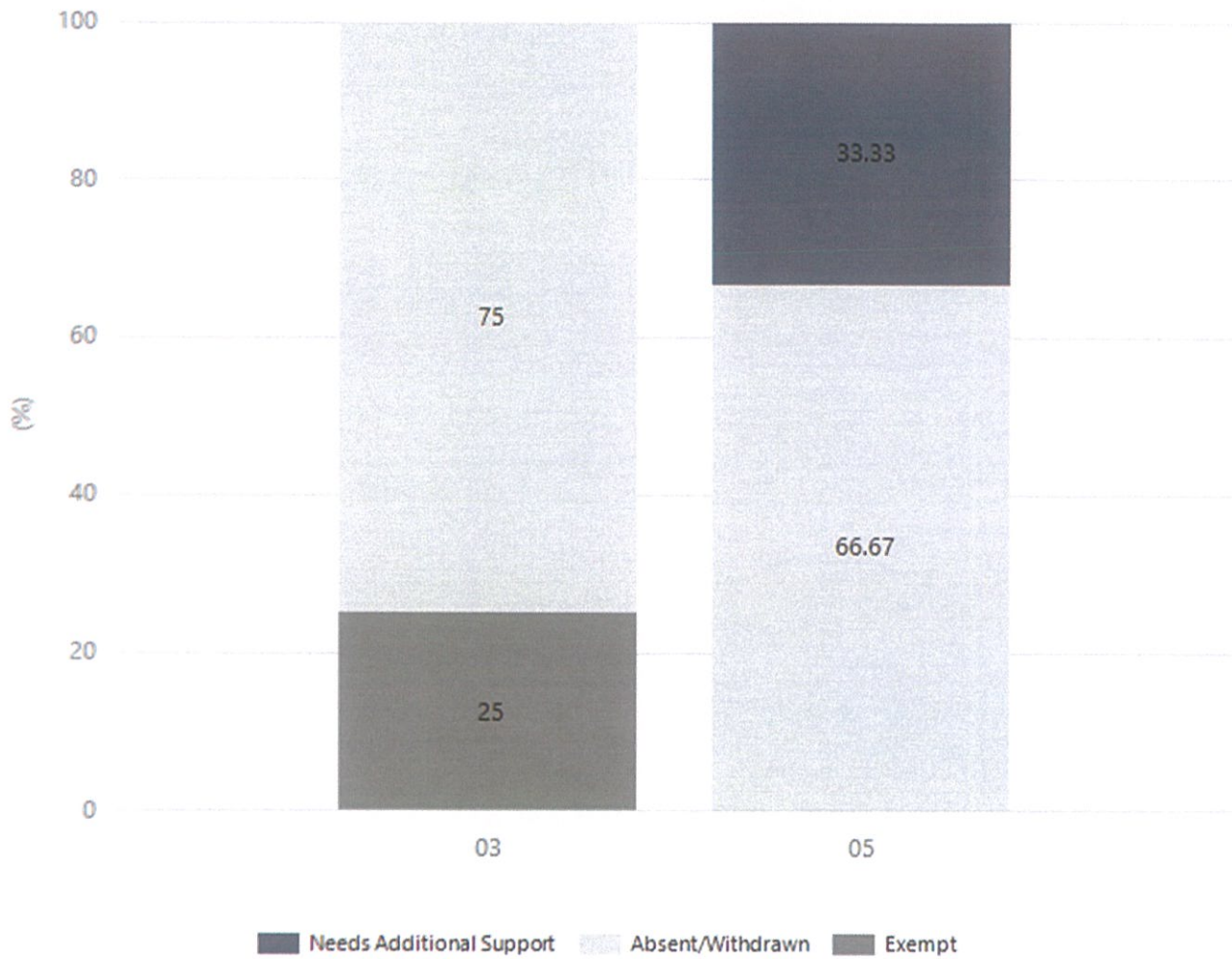
Exceeding Strong Developing Needs Additional Support Absent/Withdrawn Exempt

Year Level	03	05
Exceeding	5	2
Strong	4	5
Developing	1	5
Needs Additional Support	5	
Absent/Withdrawn	7	4
Exempt	6	10
Total	28	26

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

NAPLAN Proficiency - Aboriginal Learners

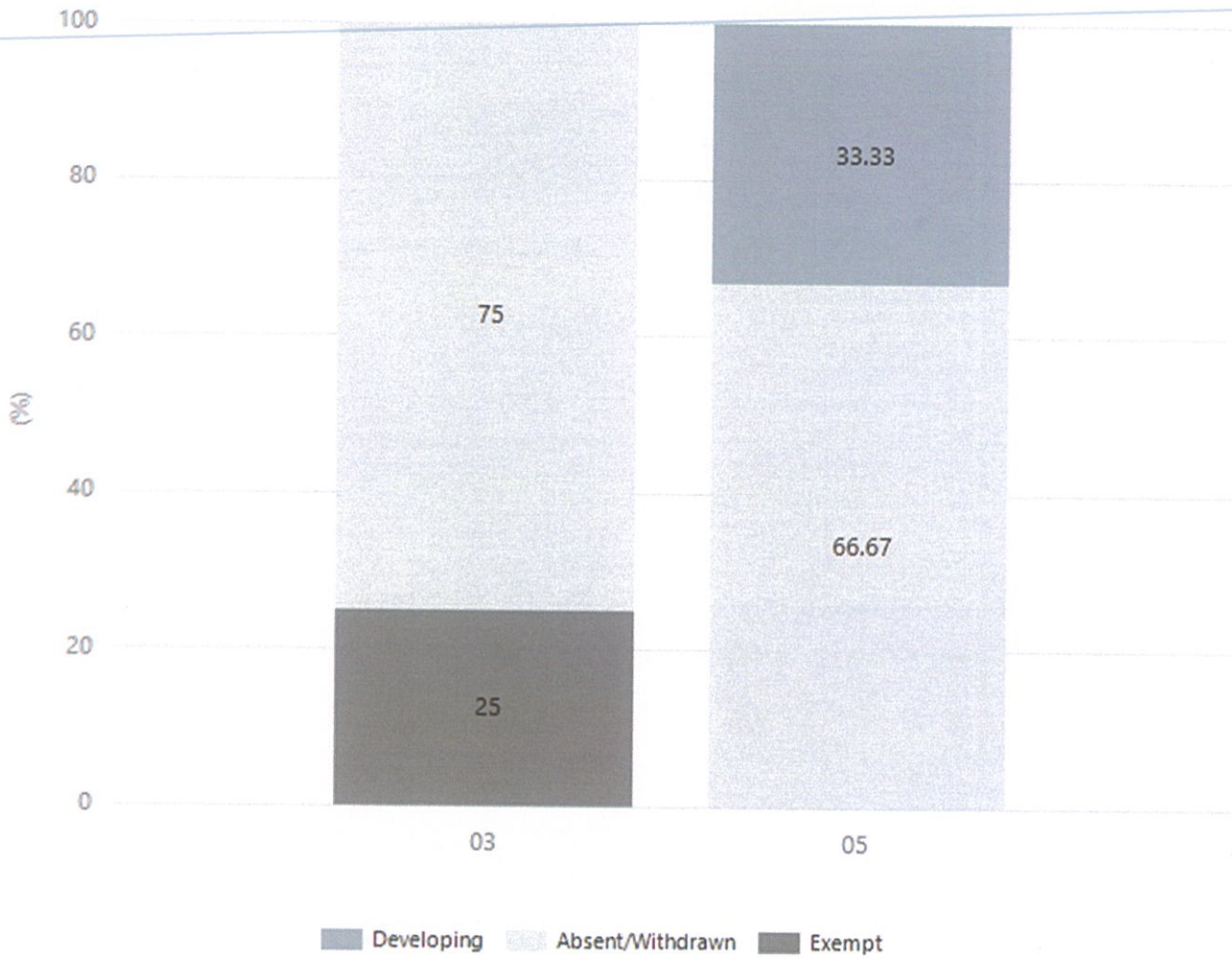
Numeracy



Year Level	03	05
Needs Additional Support		1
Absent/Withdrawn	3	2
Exempt	1	
Total	4	3

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

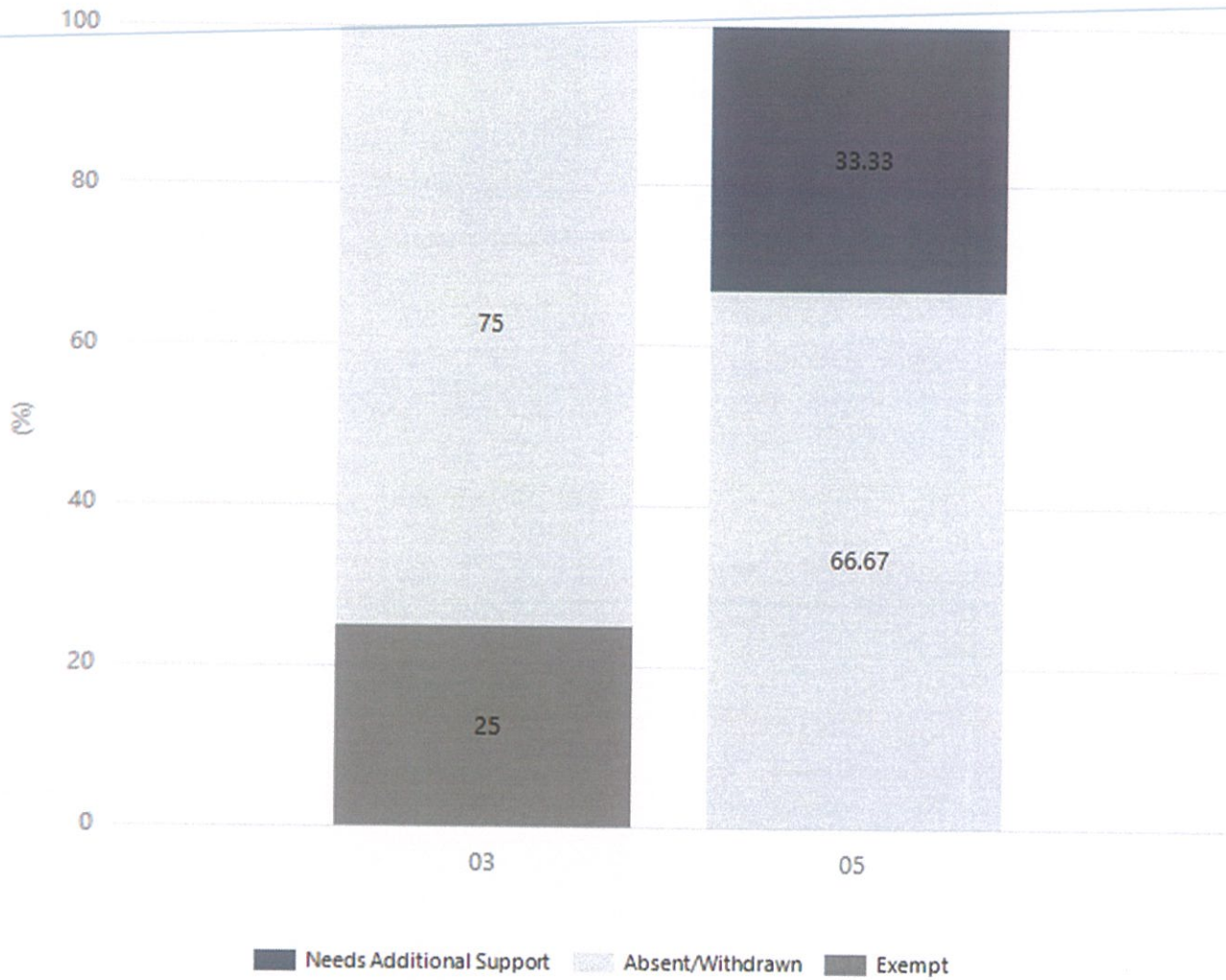
Reading



Year Level	03	05
Developing		1
Absent/Withdrawn	3	2
Exempt	1	
Total	4	3

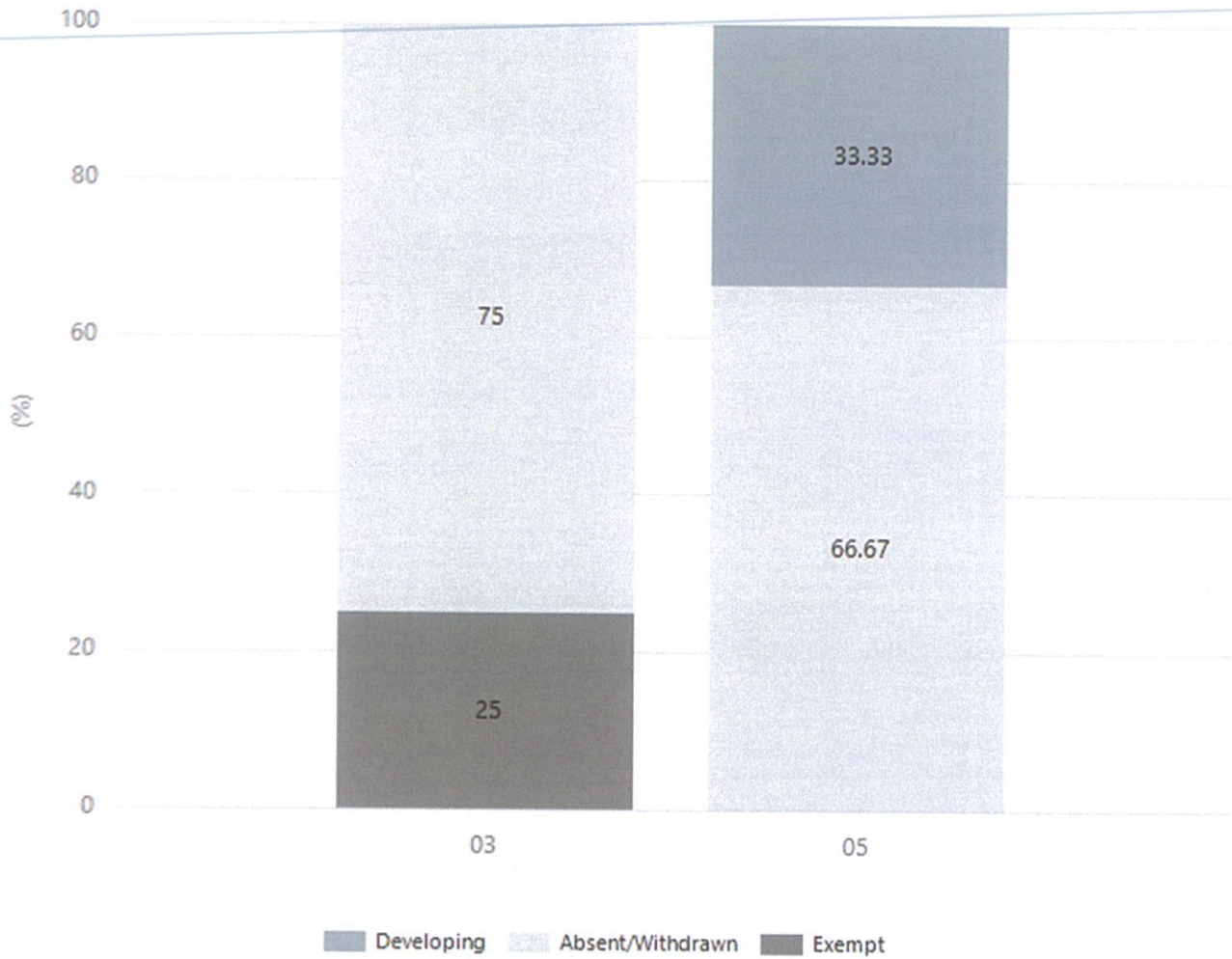
Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Writing



Year Level	03	05
Needs Additional Support		1
Absent/Withdrawn	3	2
Exempt	1	
Total	4	3

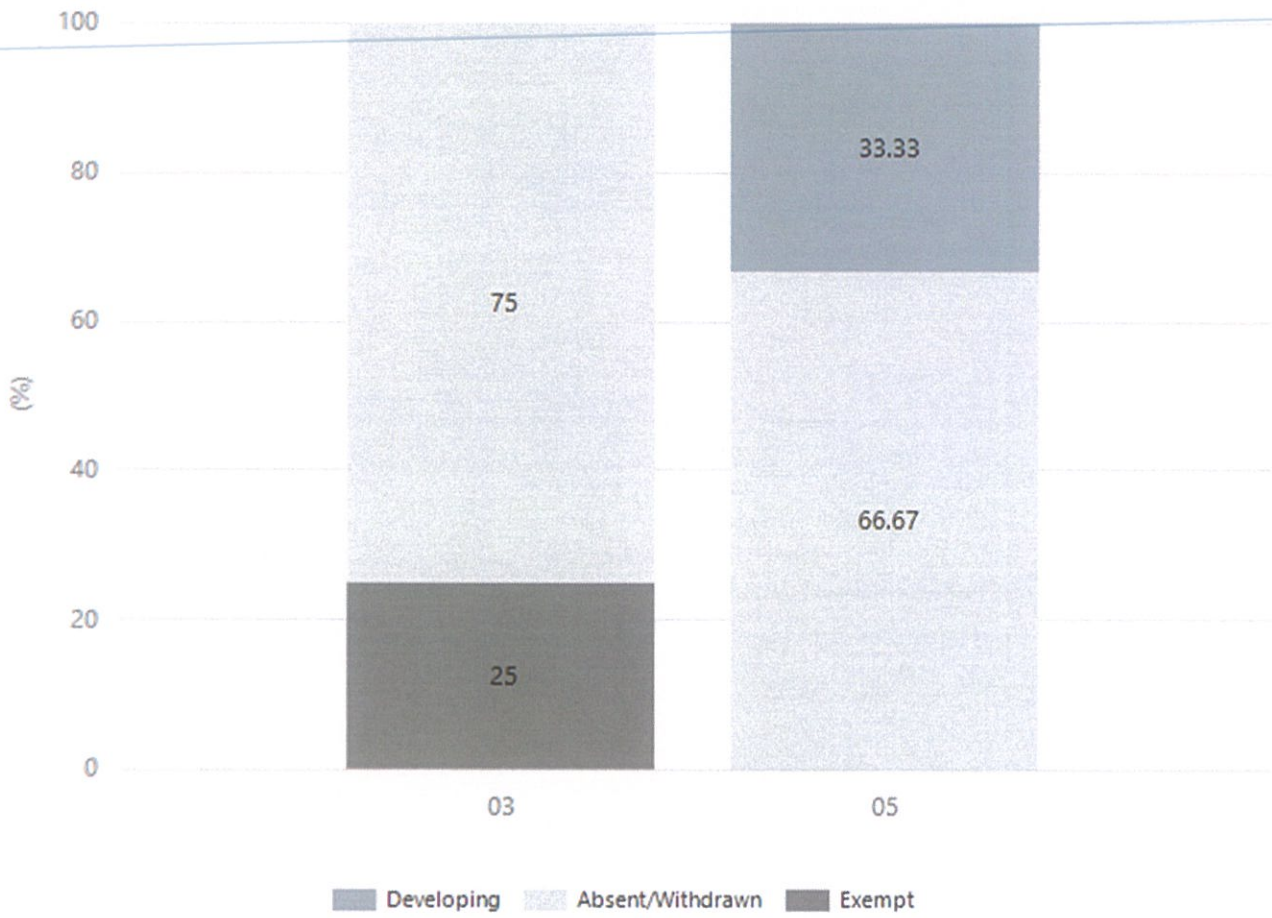
Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.



Year Level	03	05
Developing		1
Absent/Withdrawn	3	2
Exempt	1	
Total	4	3

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Spelling



Year Level	03	05
Developing		1
Absent/Withdrawn	3	2
Exempt	1	
Total	4	3

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

School Attendance

Year Level	2021	2022	2023
Reception	82.0%	80.3%	83.2%
Year 01	83.0%	78.2%	84.1%
Year 02	84.9%	79.0%	90.1%
Year 03	86.0%	76.1%	75.9%
Year 04	85.6%	85.0%	80.6%
Year 05	79.1%	82.9%	86.8%
Year 06	82.0%	78.1%	80.8%
Year 07	86.0%		
Primary Other	81.6%	75.6%	86.4%
Secondary Other	83.3%		
Total	83.2%	79.5%	84.4%

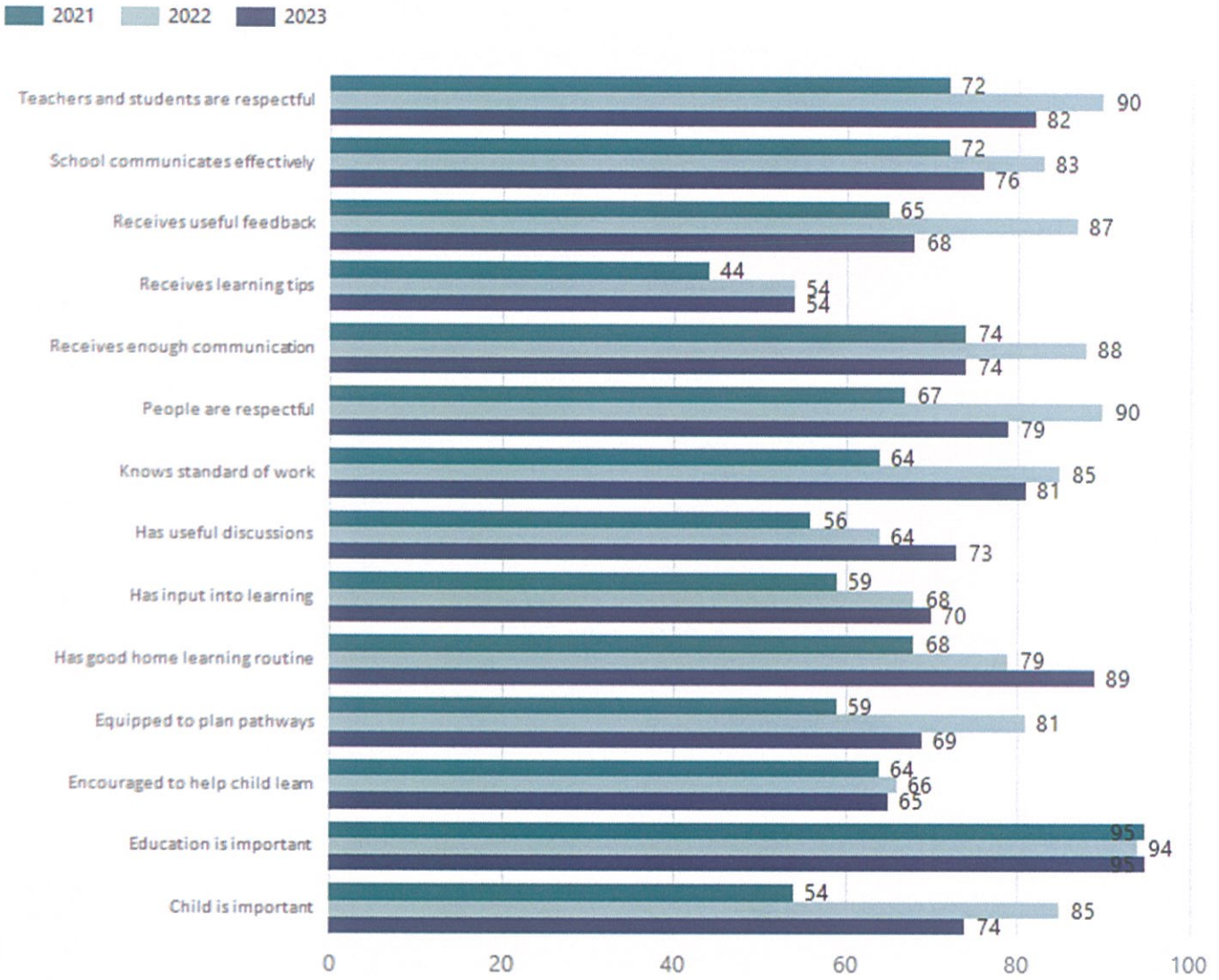
Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, 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.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Intended Destination

Leave Reason	Number	%
OV - LEFT SA FOR OVERSEAS	2	10.0%
QL - LEFT SA FOR QLD	3	15.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	11	55.0%
U - UNKNOWN	3	15.0%
VI - LEFT SA FOR VIC	1	5.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. 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	20
Postgraduate Qualifications	10

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. 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	26.1	0.5	11.7
Persons	0.0	30.0	1.0	16.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

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	\$5,400:00
Grants: Commonwealth	\$1049:98
Parent Contributions	\$67,000:21
Fund Raising	\$8,841:30
Other	\$81,007.80

Data Source: School supplied data.

Clovelly Park Governing Council Chairperson Report 2023

I offer the following Chairperson report on behalf of the 2023 Governing Council.

The focus of our work in 2023 included:

- Working with the Member for Elder, Nadia Clancy, in relation to the refurbishment of facilities including an internal and external upgrade of the Administrative Building and increased power to the site. The scope of work includes a new roof, gutters, downpipes and eaves. A new staff kitchen, front & back entrance, meeting room, reception area, business manager's office (no toilet/wet areas beyond the kitchen to be updated). Re-configuration of reception area - wall with security door, students enter via rear door, visitors through front door, new counter space, workflow improvement, meeting room doorway, staffroom flooring - kitchen area, storeroom storage upgrade. The external work also includes a new front entrance walkway which reduces the need for stairs, a canopy over the entry leading to the pedestrian access and adding a design element to the front façade. The aluminium screening will be replaced and a rain garden will be established. The plans also include the potential to shift the car parking away from the front of the building.
- We passed a motion to amend the Governing Council's Constitution to ensure that we comply with all the legislative and policy requirements of a Governing Council.
- We were supportive of the Leadership staff working with staff, students, and the parent community to engage them in a survey relating to the realignment of our school values with Play Is The Way, a Behaviour Education approach used within the school. School staff were dedicated and helped to prepare documents, discuss teacher strategies and make lessons plans and procedures (in advance) before introducing a new program (PBL - Positive Behaviour for Learning) being launched in 2024.
- We supported the concept of introducing an electronic Behaviour tracker for staff to use to replace paper tracking. The result was the development of a Microsoft form which can be accessed by phones, tablet or PC. This enables staff to input data easily.
- We were made aware of an issue relating to the bus transport for our IEL student. We thank the staff for working to resolve the concerns. This resulted in an extra bus to accommodate CPPS students.
- As the employing body, we contributed to the decision making regarding employment of an OSHC Director following the resignation of the Director, Tristin Andrews. Jordan McPherson (a school SSO and OSHC employee) agreed to fill the position of Acting Director. A draft copy of an advertisement for the OSHC Director role was shared with GC members. Whilst there were applicants for the position, no one was appointed and Jordan agreed to continue in the role.
- We have reiterated GOVERNING COUNCIL OSHC responsibilities throughout the year.
- OSHC remained a focus of discussions to make sure policies and procedures are in place to make sure that Quality Standards are met and that the service was financially viable. We acknowledge and thank Jordan McPherson for his leadership of the service.
- The parent members of the GC met with the Education Director, Tim McLeod to discuss the Principal position and tenure. Members unanimously supported the extension of Terena Pope's tenure for a period of an additional 5 years.

I wish to thank and acknowledge the fantastic efforts by the Fundraising Committee and the many staff who contributed to the success of our Fundraising efforts. The committee organised a number of fundraising events including a Mother's Day and Father's Day stall. They also spent numerous hours organising special school lunches which were greatly received by both the children and the school community.

On behalf of the Council, we thank and acknowledge the Leadership Team, and all staff members for their hard work, professionalism and commitment to our school and community.

Regards,

Jimmy (Harsimran Singh)

6 March 2024