

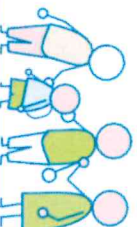


2025 annual report to the Community

Clovelly Park Primary School

Clovelly Park Primary School number: 0932

Partnership: Marion Inland



School principal:

Terena Pope/Kylie Tuckey

Date of endorsement:

01/06/2026



Context Statement

Clovelly Park Primary School caters for students from R-6. At the time of this report, the enrolment in 2025 is 222. Clovelly Park 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 6% Aboriginal students, 12% students with disabilities, 16% students with English as an additional language or dialect (EALD) funded background. 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 2025.

Clovelly Park Primary School - Governing Council Chairperson's Report – 2025

On behalf of the 2025 Governing Council, I am pleased to present this report outlining the work, achievements, and challenges of the past year. Throughout 2025, the Governing Council remained focused on strong governance, strategic oversight, financial stewardship, and meaningful community engagement. While the year presented several challenges, it was also marked by resilience, collaboration, and clear forward planning.

1. Governance and Leadership

The Governing Council met regularly throughout the year to provide oversight, review policies, and support the strategic direction of the school.

Key governance actions included:

- Review and endorsement of the Attendance and Anti-Bullying Policies.
 - Review of seven additional school policies.
 - Review of three risk assessments and two procedures prepared by the OSHC team.
 - Ongoing review of OSHC medical policies and procedures to ensure alignment with government regulations.
 - Review of the Staff Report frequency, adjusting reporting frequency to the second meeting per term for improved practicality and broader community communication.
 - Receipt of a Letter of Compliance from the Education Standards Board (ESB), with a recommendation for participation in a Quality Uplift Program.
- These actions have strengthened accountability and transparency across the school.

2. Infrastructure and Resources

Following the successful completion of the Administration Building refurbishment and power load upgrade, the school proudly hosted an official opening ceremony on 14 November 2025. The event was attended by Nadia Clancy MP, members of the Governing Council, staff, students, and invited stakeholders. The ceremony was followed by the Premier's Reading Challenge, marking a significant milestone for our school community. Despite this progress, infrastructure remains an area requiring continued advocacy and investment.

In 2025, particular attention was given to:

Playground Upgrade and COLA Weatherproofing

Due to end-of-life, the current playground facilities are no longer fully meeting the safety and developmental needs of our students. Approximately \$500,000 is required to replace and upgrade the playground and install COLA weatherproofing. This investment would deliver a modern, inclusive, and safe environment that supports students' physical, social, and sensory development, while addressing current safety concerns associated with end-of-life equipment.

The Governing Council has engaged with Louise Miller-Frost MP and Nadia Clancy MP to seek guidance regarding funding pathways. Advocacy efforts will continue in 2026.

3. Financial Overview

The school's financial management continues to be guided by principles of accountability, sustainability, and transparency.

OSHC Financial Sustainability

Concerns were raised regarding financial losses within the OSHC service. Contributing factors included increased staffing costs and insufficient funding to adequately support students with additional needs and declining school enrolment (and therefore OSHC) numbers.

To address this:

- OSHC fees were adjusted to align with OSHC services within the Marion region.
- Fees had not previously been increased annually due to post-COVID affordability considerations, therefore, a step adjustment was required.
- Financial monitoring processes were strengthened to closely assess the viability of the service.

The OSHC service will continue to require close monitoring in 2026, particularly as it works toward gradually repaying the loan provided by the school to support operational continuity.

An OSHC worker retention scheme was also considered following a presentation from NOSHSA; however, the Governing Council determined that the proposed model was not financially sustainable.

Index of Disadvantage Review

A review of the Index of Educational Disadvantage resulted in the school's classification changing from Level 3 to Level 4. While reflective of demographic shifts, this change will result in reduced funding allocations and will place additional pressure on the school's finances.

4. Stakeholder Engagement and Community Involvement

Strong partnerships remain central to the success of Clovelly Park Primary School.

Highlights from 2025 include:

- Hosting an Autism Awareness Morning Tea, which was well attended and positively received. The community has expressed strong interest in further events focused on literacy, Zones of Regulation, and inclusive education practices.
- Successful Mother's Day and Father's Day fundraising stalls coordinated by the Fundraising Committee.
- Continuation of the Indonesian Independence Day Lunch, a valued annual tradition celebrating cultural diversity within our community.

These initiatives reflect our commitment to inclusive engagement and strengthening school-community connections.

5. Challenges and Advocacy Priorities

Declining school enrolment and infrastructure funding remains the most significant challenge facing the school.

The Governing Council continues to work with Nadia Clancy MP and Louise Miller-Frost MP to advocate for upgrades and investment in priority areas, including:

- Playground upgrades, particularly to support IEL and Special Options students' fine and gross motor development.
- Installation of COLA weatherproofing.
- Internal building upgrades, including:
 - Improved air-conditioning in the Red Unit
 - Soundproofing improvements
 - Replacement of ageing doors
- Completion of Administration staff toilets and staffroom upgrades.
- Acquisition of a new 26–28 seat school bus.

The recommended strategic pathway is to pursue inclusion on the Capital Works Program List to access appropriate state funding streams. Advocacy efforts will continue in 2026.

6. Future Plans and Goals

Looking ahead, the Governing Council will prioritise:

- Continued oversight and stabilisation of the OSHC service.
- Strategic planning for facility expansion, including long-term aspirations for a dedicated library and science laboratories.
- Strengthening community partnerships to enhance student learning and wellbeing outcomes.
- Work on the communication strategy - with a focus on promoting the school to our community.
- Advocacy for Playground upgrade and COLA weatherproofing.
- Ongoing advocacy for infrastructure funding.

7. Conclusion and Acknowledgements

2025 was a year that required resilience, adaptability, and collective effort. While we faced financial and infrastructure challenges, we also strengthened governance practices and reinforced our commitment to student wellbeing and educational excellence. The school is experiencing declining enrolment and this will need a broad strategic review to determine the probable cause and how this can be reversed.

I extend my sincere gratitude to the members of the Governing Council, the Leadership team, teachers, support staff, parents, students, and our broader community for their dedication and continued support.

Through collaboration and shared purpose, I remain confident that Clovelly Park Primary School will continue to grow and thrive in the years ahead.

Regards,

Dakshesh Naik

Chairperson, Governing Council

25 February 2026

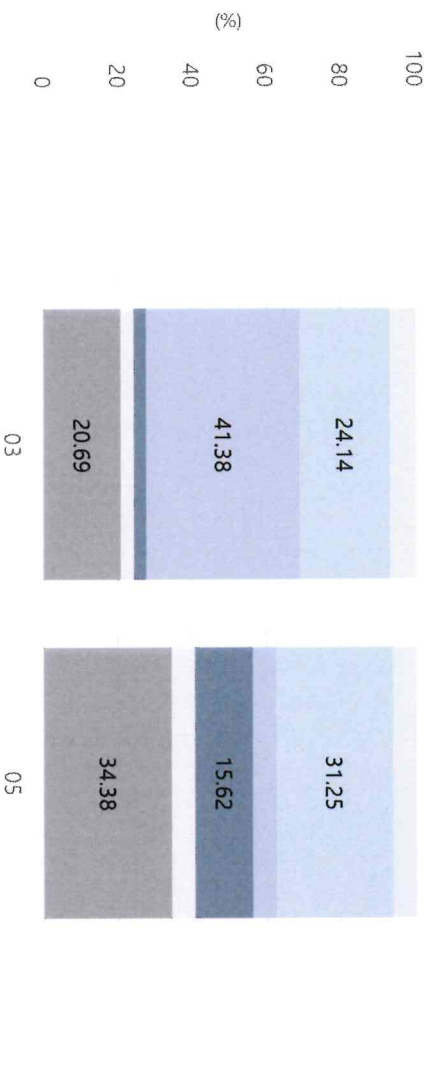
Performance Summary

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.

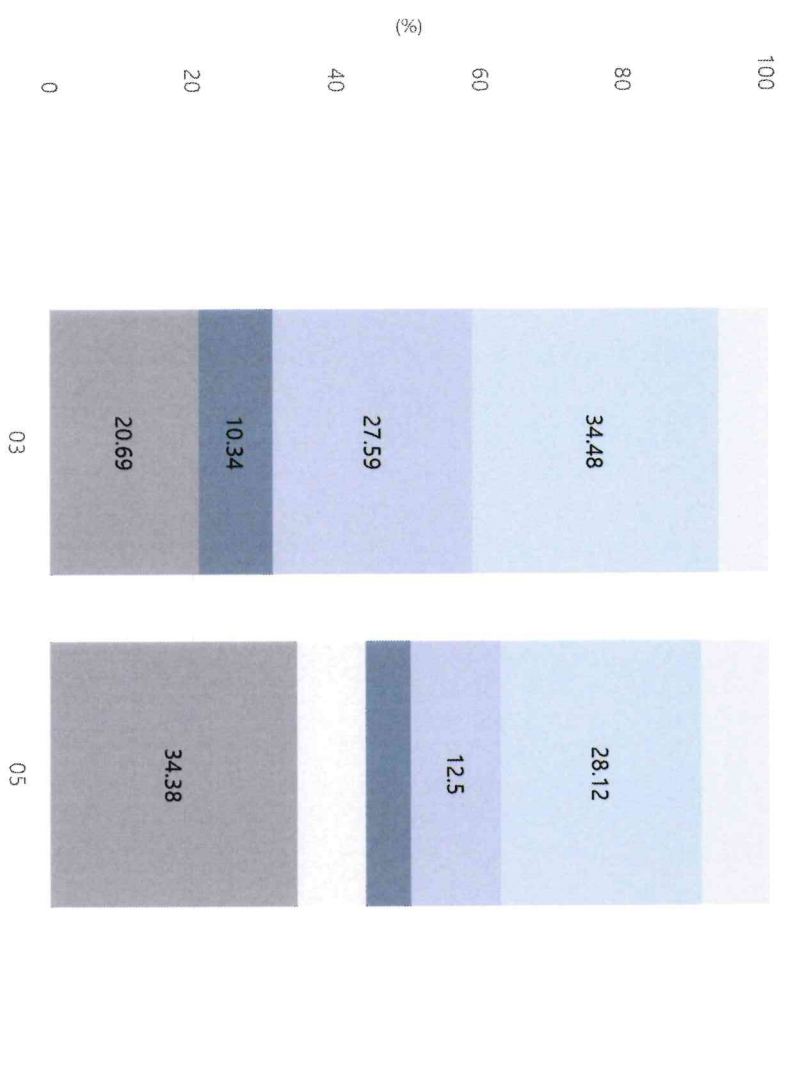
Numeracy



Year Level	03	05
Exceeding	2	2
Strong	7	10
Developing	12	2
Needs Additional Support	1	5
Absent/Withdrawn	1	2
Exempt	6	11
Total	29	32

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.

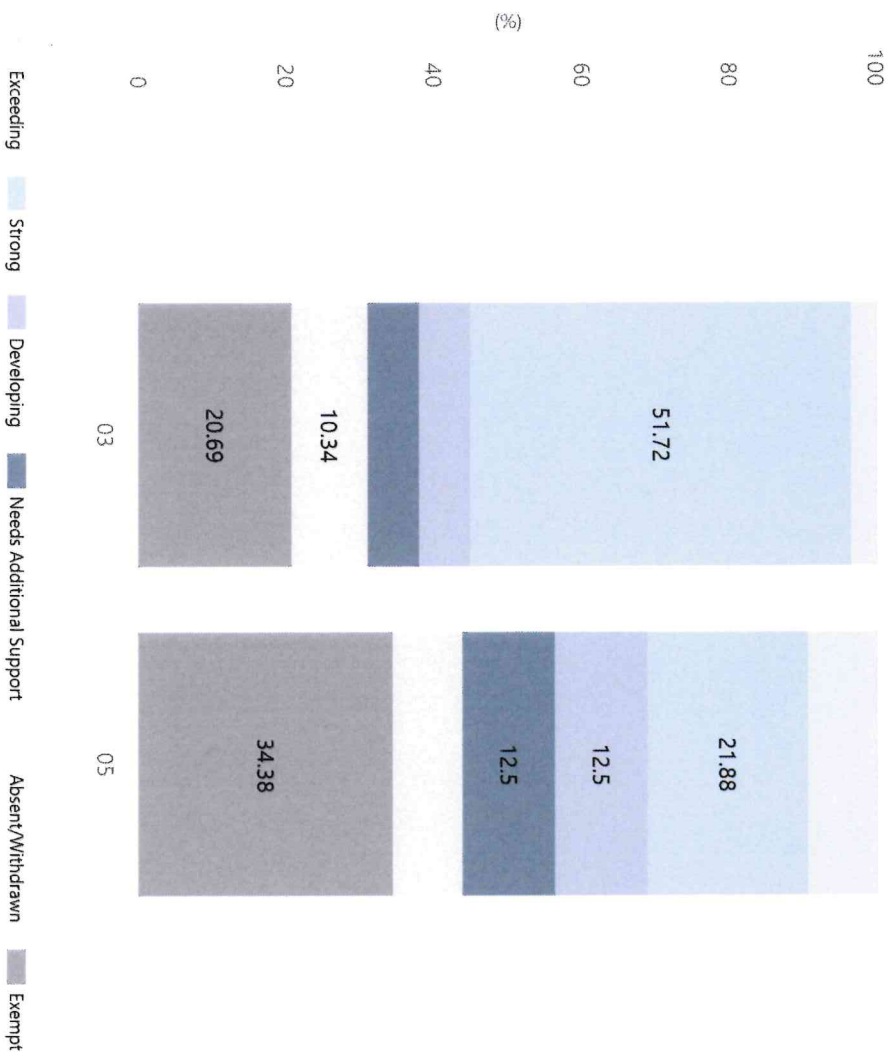
Reading



Year Level	03	05
Exceeding	2	3
Strong	10	9
Developing	8	4
Needs Additional Support	3	2
Absent/Withdrawn		3
Exempt	6	11
Total	29	32

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.

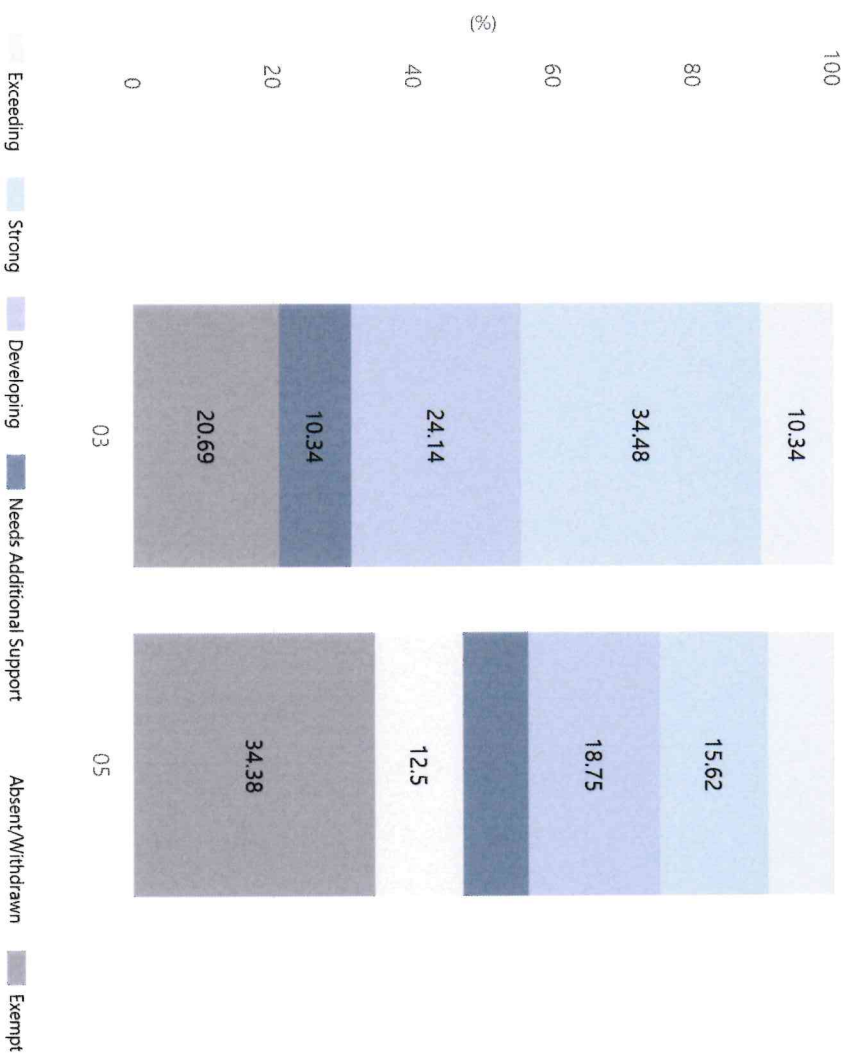
Writing



Year Level	03	05
Exceeding	1	3
Strong	15	7
Developing	2	4
Needs Additional Support	2	4
Absent/Withdrawn	3	3
Exempt	6	11
Total	29	32

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 5 students, that year level will not be shown in NAPLAN results.

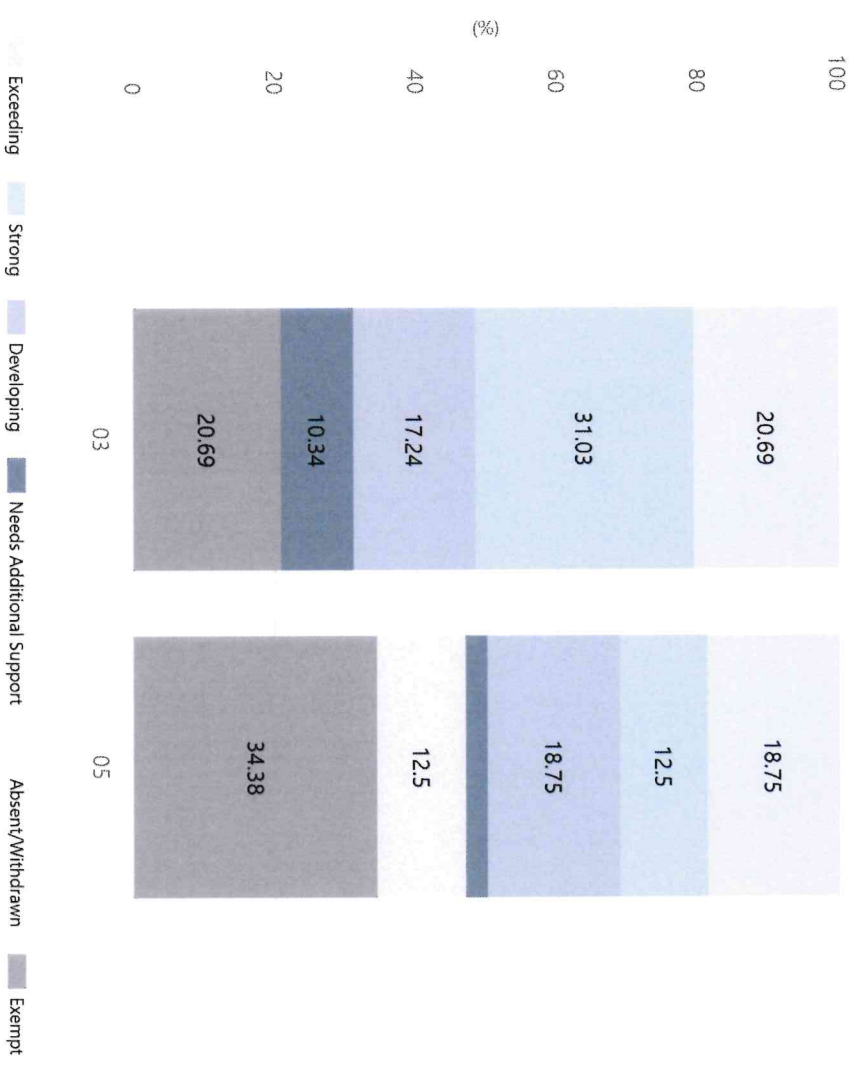
Grammar



Year Level	03	05
Exceeding	3	3
Strong	10	5
Developing	7	6
Needs Additional Support	3	3
Absent/Withdrawn		4
Exempt	6	11
Total	29	32

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	6
Strong	9	4
Developing	5	6
Needs Additional Support	3	1
Absent/Withdrawn		4
Exempt	6	11
Total	29	32

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.

School Attendance

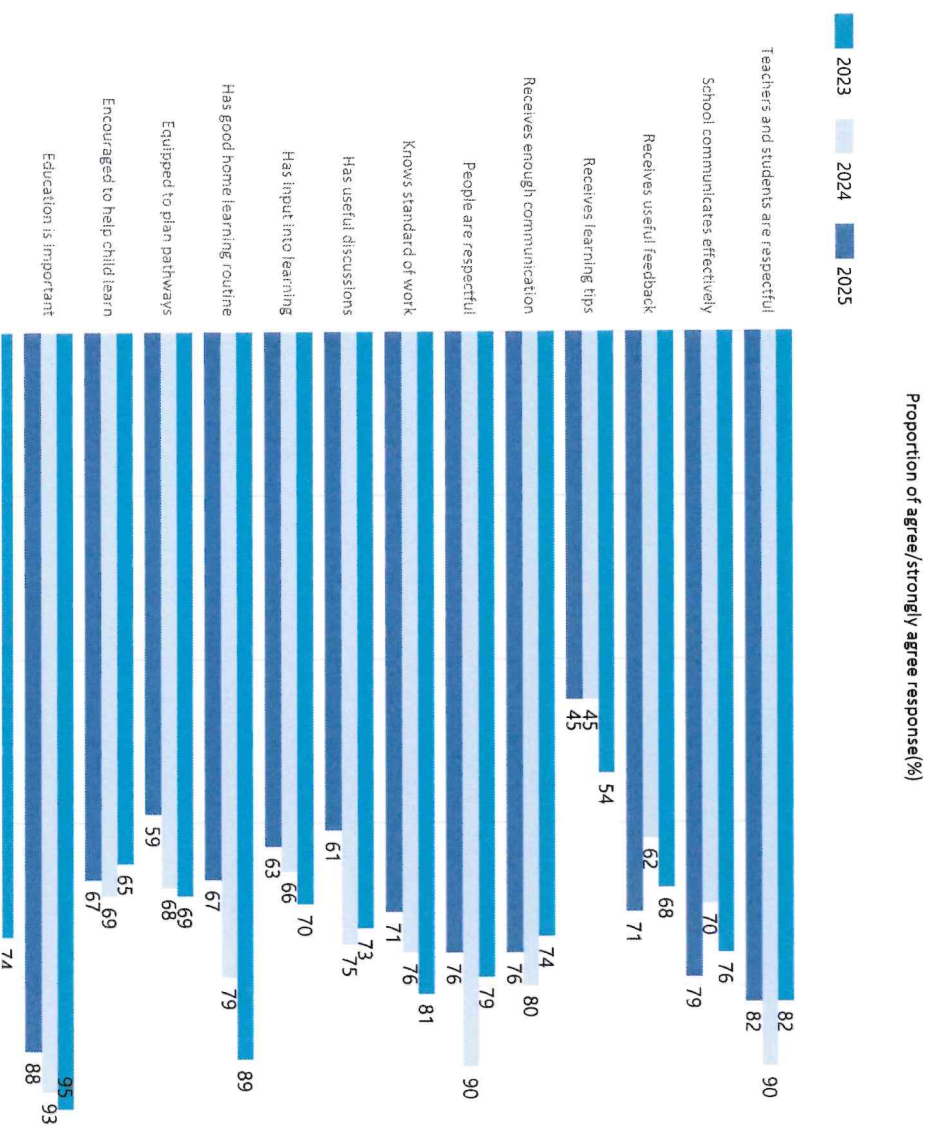
Year Level	2023	2024	2025
Reception	83.2%	84.0%	78.5%
Year 01	84.1%	82.5%	82.3%
Year 02	90.1%	90.7%	81.2%
Year 03	75.9%	86.8%	84.1%
Year 04	80.6%	80.2%	86.7%
Year 05	86.8%	84.4%	83.2%
Year 06	80.8%	89.5%	79.6%
Primary Other	86.4%	83.0%	77.2%
Total	84.4%	84.8%	80.8%

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





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

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	5	26.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	16.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	42.0%
U - UNKNOWN	3	16.0%

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.

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	19
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	21.6	0.5	13.1
Persons	0.0	25.0	1.0	18.0

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.

Highest Qualifications held by the teaching workforce and workforce composition

Financial Statement – Funding Source		2025
Parent Contribution		\$42,664.69
Commonwealth Grant		\$7,850.00
State Grant		\$ 4,366,889.16
Fundraising		\$9,701.10
Other		Nil

Data source: School supplied data.