

2024 annual report to the Community

Clovelly Park Primary School

Clovelly Park Primary School number:0932

Partnership: Marion Inland



School principal:

Terena Pope

Date of endorsement:

03/06/2025



Government
of South Australia
Department for Education

Context Statement

Clovelly Park Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 244. 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 6% Aboriginal students, 11% students with disabilities, 15% 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 2024.

Governing Council Report

Clovelly Park Primary School Governing Council Chairperson's Report

I offer the following Chairperson report on behalf of the 2024 Governing Council.
The focus of our work in 2024 included:

1. Governance and Leadership

The School Governing Council met regularly throughout the year to discuss policies and strategic direction. Key decisions made include:

- Reviewed and endorsed the sun protection policy to send to the Cancer Council.
- Reviewed the OSHC medical policies and procedures to align with government regulations. This work is ongoing and has not yet concluded.
- Reviewed and endorsed the Behaviour Support Policy.
- GC was consulted due to a regulation change requiring Staffing Rosters to be ratified by GC members as the employing body. Vacation Care and risk assessments sighted by GC members.

These efforts have positively impacted school operations and fostered an environment of accountability.

2. Infrastructure and Resources

The GC worked with the school and various stakeholders including Minister Blair Boyer's office to ensure that the financial commitments made by the State Government were honoured and directed towards critical and long overdue facilities upgrades. The GC also collaborated with Nadia Clancy MP to express our dissatisfaction with the delays in funding approval and the changes and reduction in scope of work for the infrastructure upgrades.

Consequently, the school had to settle for a reduced scope for this year's project and will look to apply for further funding in the future for the necessary continuous infrastructure rehabilitation required at the school. Nadia's support throughout the lengthy process to obtain funding and allocate the resources appropriately was greatly appreciated. The original scope of work was reduced due to financial constraints. As a result, the toilet/wet areas and the staff room/kitchen were not included.

Herewith details of the work that was completed:

Administration building refurbishment

- The works included a new roof, gutters, downpipes and eaves. The creation of upgraded front & back entrances, a meeting room, reception area, and a business manager's office. Re-configuration of The reception area was reconfigured to improve security with an additional door, student entry, visitor entry, new counter space. These changes were to improve workflow. A much-needed meeting room was created, and the storeroom was upgrade. The external work included a new front entrance walkway to negate the need for stairs, a canopy over the entry leading to the pedestrian access and adding a design element to the front façade. The old aluminium screening was replaced and several garden areas were established. The work also included shifting the car parking away from the front of the building.

Power load upgrade

- This work increased the power to the site resulting in meeting the current need and allowing for an increased load if required.

In addition to the Administration and power upgrade projects, a number of other works were undertaken during the year. This included the:

- Playground - unsafe contaminated bark was discovered in the playground. This has been rectified and the playground is now compliant with the necessary health and safety standards.

- Gymnasium floor – the floor had air bubbles making it uneven and causing tripping hazards. This was caused by dampness in the concrete slab. This impacted a number of programs and events. As the Year 6 Graduation is normally held in the gymnasium, the floor issue resulted in the school having to look at alternative venues for the ceremony. After considerable effort by the principal a qualified vendor has reinstated the gymnasium floor and it could be used again. The Year 6 Graduation was held at the gym and the dinner was held at the Mitchell Park Function Centre.

Despite these improvements, challenges remain in securing adequate resources for further developments. The school will continue to apply for further funding to complete the remainder of the envisaged necessary scope of work, including but not limited to:

- General appeal of the school which is in desperate need of a facelift
- Staff room and staff facilities
- Playground equipment

3. Financial Overview

The school's financial management has been guided by principles of accountability and transparency. Highlights include:

- Funding received from government grants

4. Stakeholder Engagement and Community Involvement

Strong partnerships have been key to our school's success. This year, we have strengthened collaboration with:

- Considered and accepted changes to written student reports to paperless reports
- Fundraising Committee organised and ran successful Mother's Day and Father's Day stalls.

5. Challenges and Recommendations

Some of the challenges faced include limited funding for infrastructure projects.

- The GC continue to work with Nadia Clancy MP to review the status of the school's facilities and the areas of the school that require attention. The school's immediate requirements for refurbishment and upgrade were:
- Playground facilities upgrades required relate to IEL and Special Options to support fine/gross motor skills as well as a structure over the playground.
- COLA weather-proofing.
- Internals of buildings upgrade. The Red Unit has insufficient air-conditioning, requires soundproofing and the doors need replacement.
- Complete Admin staff toilets and staffroom.
- New 26-28-seater bus option.

The GC's work with the school to secure funding for the above refurbishment/upgrades is ongoing with Nadia Clancy MP and Louise Miller-Frost MP. The direction recommended is to pursue the Capital Works Programme List where suitable funding is available for the above nature of works.

6. Future Plans and Goals

Looking ahead, we aim to:

- Continue to monitor the stability of the OSHC service and the consideration for an Assistant Director position as well as healthy OSHC staff complement. The OSHC service needs to gradually settle the loan from the school to run independently.
- Expand school facilities, including a library and science laboratories.
- Foster stronger community partnerships to support school programs.

7. Conclusion and Acknowledgments

I extend my sincere gratitude to all members of the School Governing Council, school administration, teachers, parents, students, and stakeholders for their dedication and support. Together, we have made significant strides, and I am confident that with continued collaboration, our school will achieve even greater success.

Regards

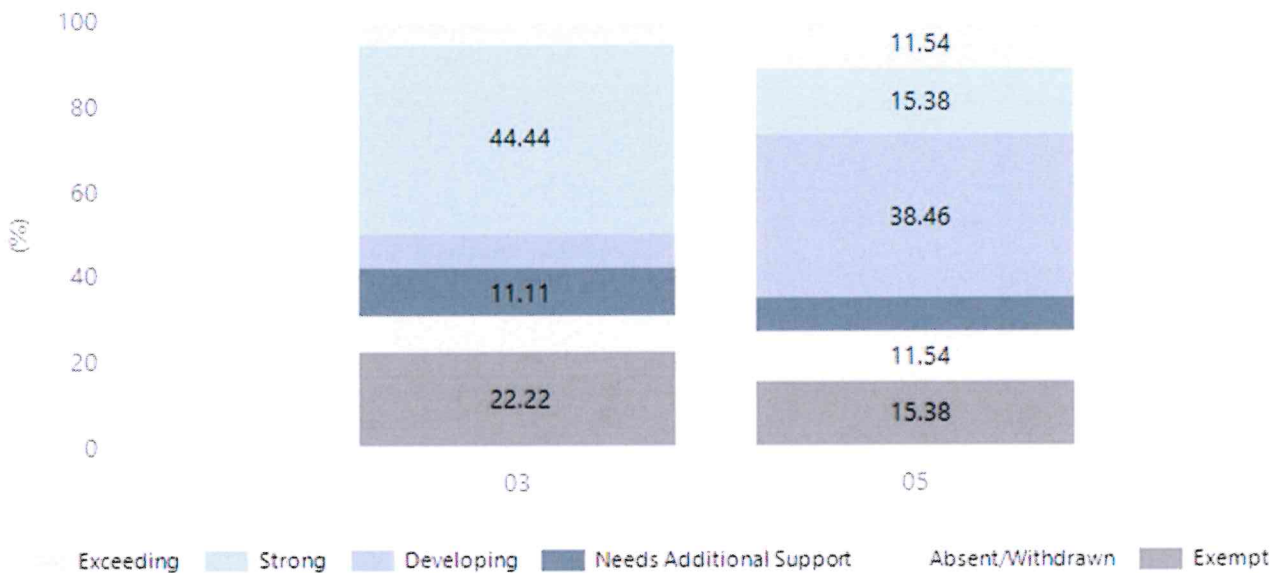
Dakshesh Naik
12 March 2025

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.

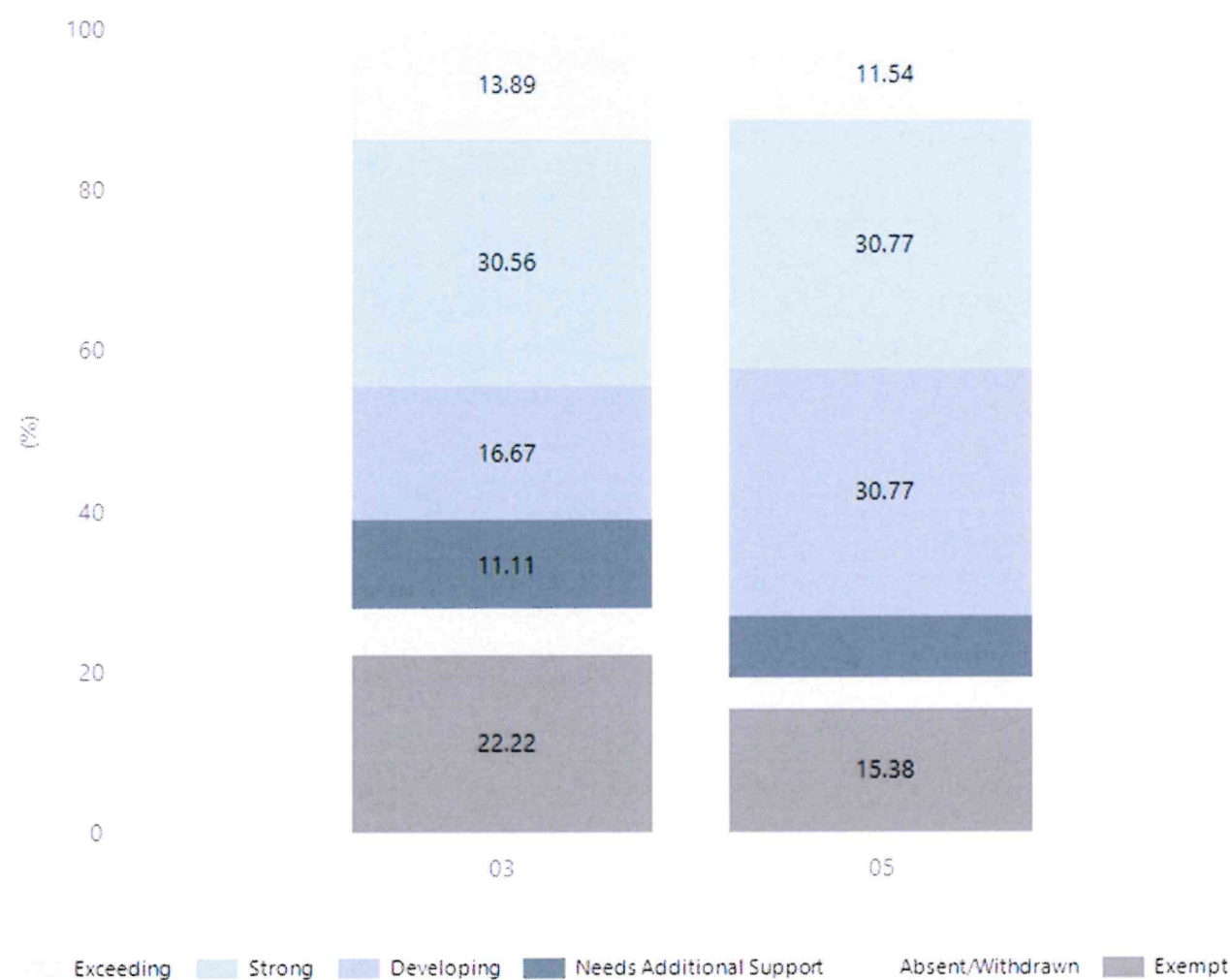
Numeracy



Year Level	03	05
Exceeding	2	3
Strong	16	4
Developing	3	10
Needs Additional Support	4	2
Absent/Withdrawn	3	3
Exempt	8	4
Total	36	26

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.

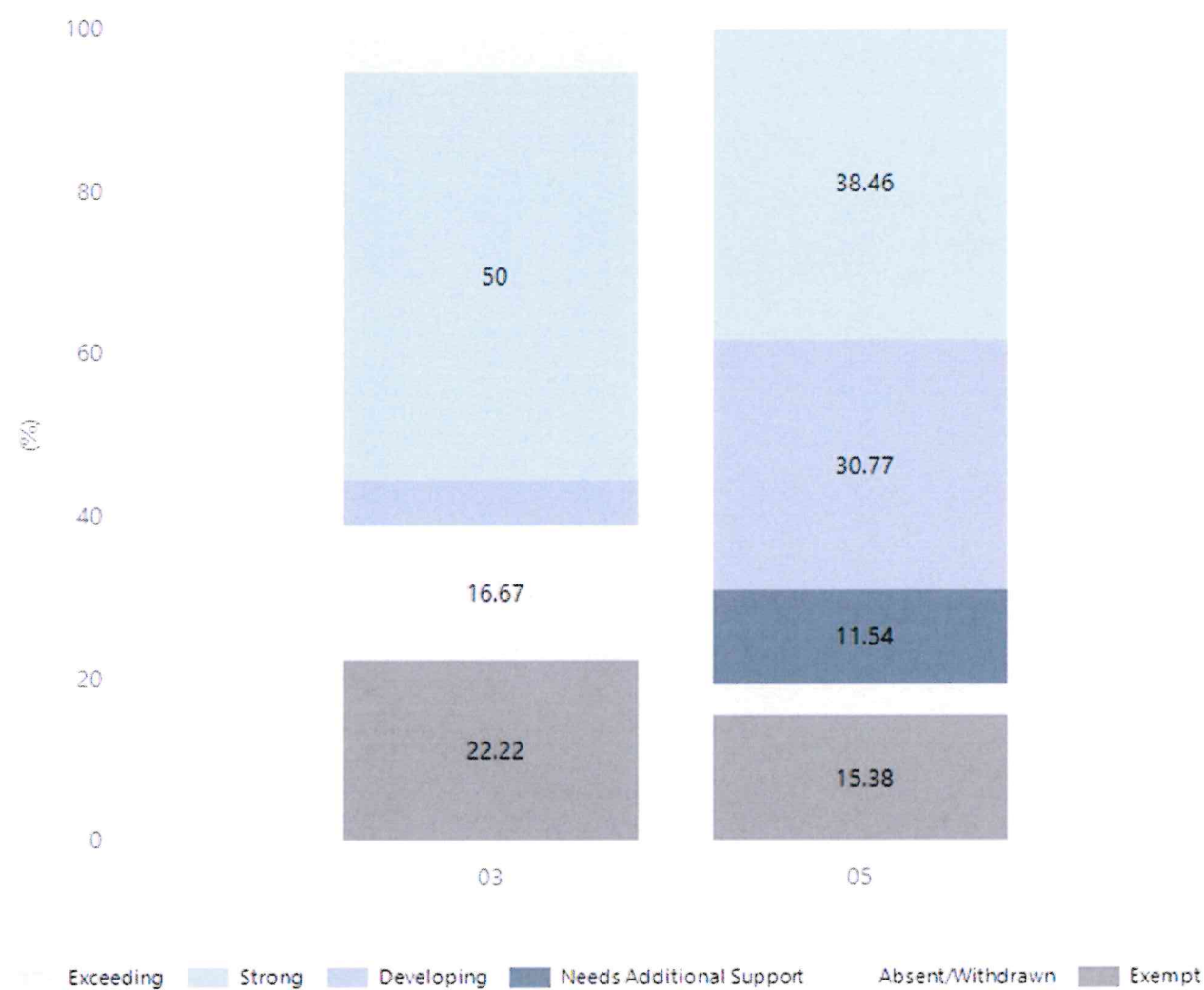
Reading



Year Level	03	05
Exceeding	5	3
Strong	11	8
Developing	6	8
Needs Additional Support	4	2
Absent/Withdrawn	2	1
Exempt	8	4
Total	36	26

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.

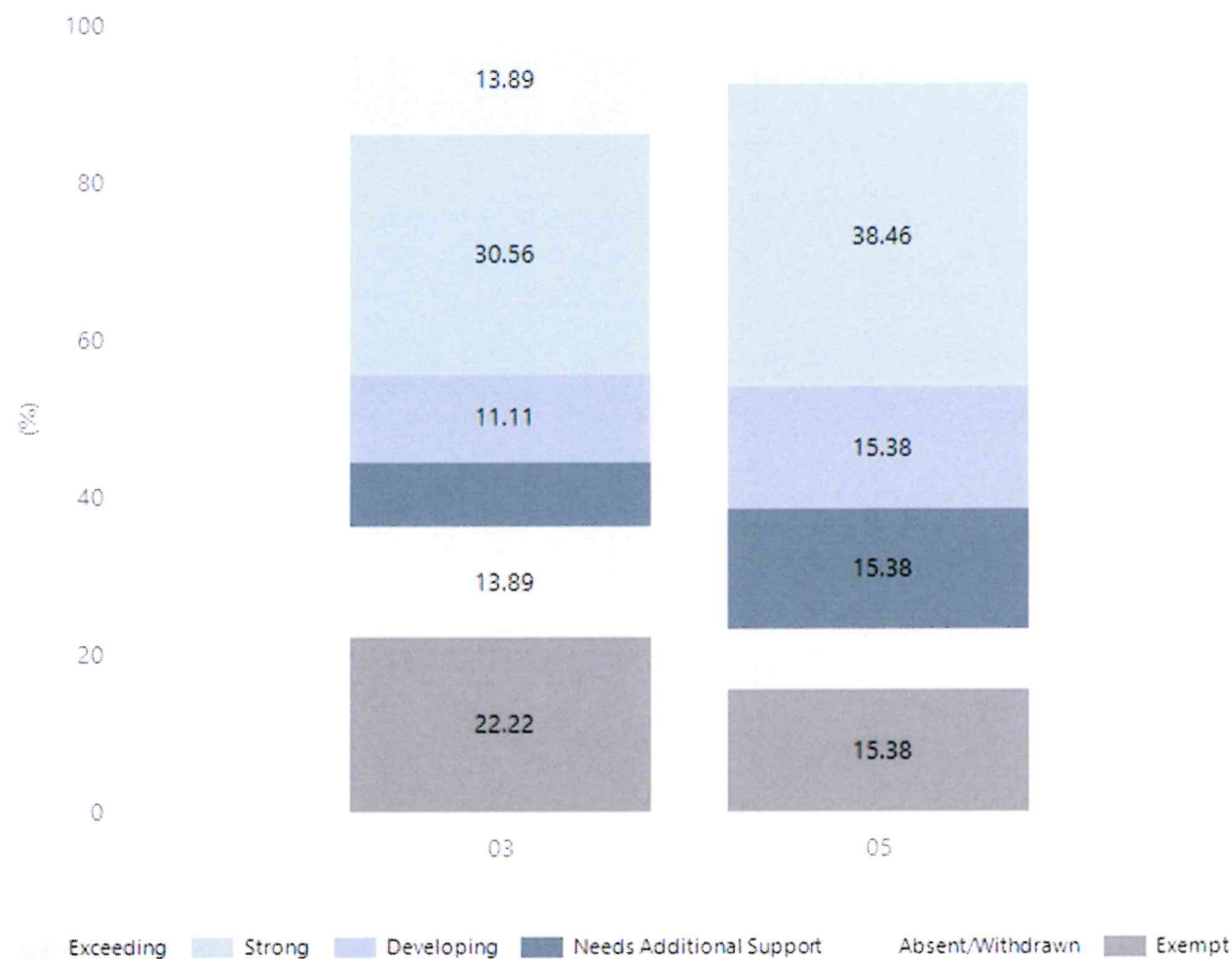
Writing



Year Level	03	05
Exceeding	2	
Strong	18	10
Developing	2	8
Needs Additional Support		3
Absent/Withdrawn	6	1
Exempt	8	4
Total	36	26

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.

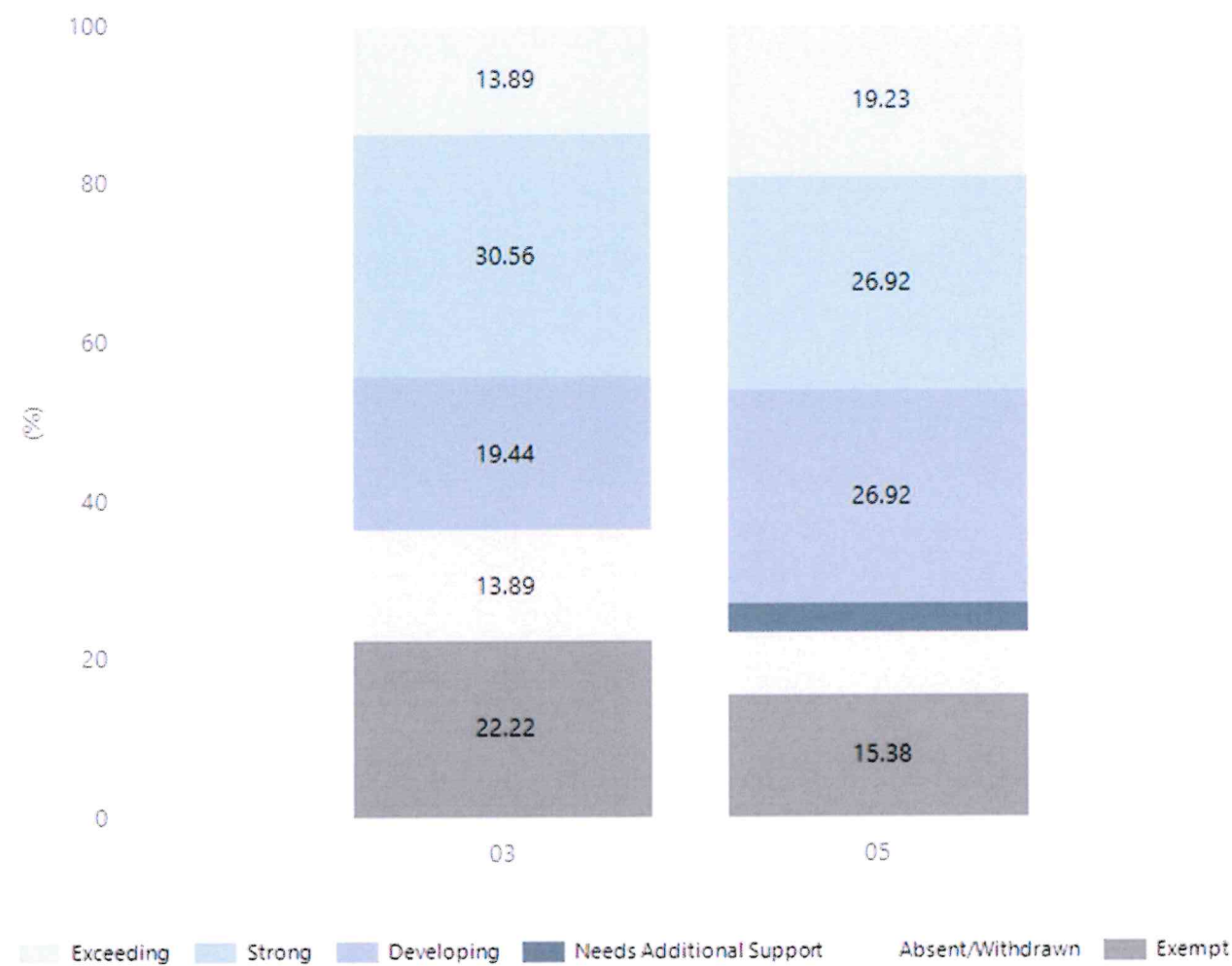
Grammar



Year Level	03	05
Exceeding	5	2
Strong	11	10
Developing	4	4
Needs Additional Support	3	4
Absent/Withdrawn	5	2
Exempt	8	4
Total	36	26

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	5	5
Strong	11	7
Developing	7	7
Needs Additional Support		1
Absent/Withdrawn	5	2
Exempt	8	4
Total	36	26

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

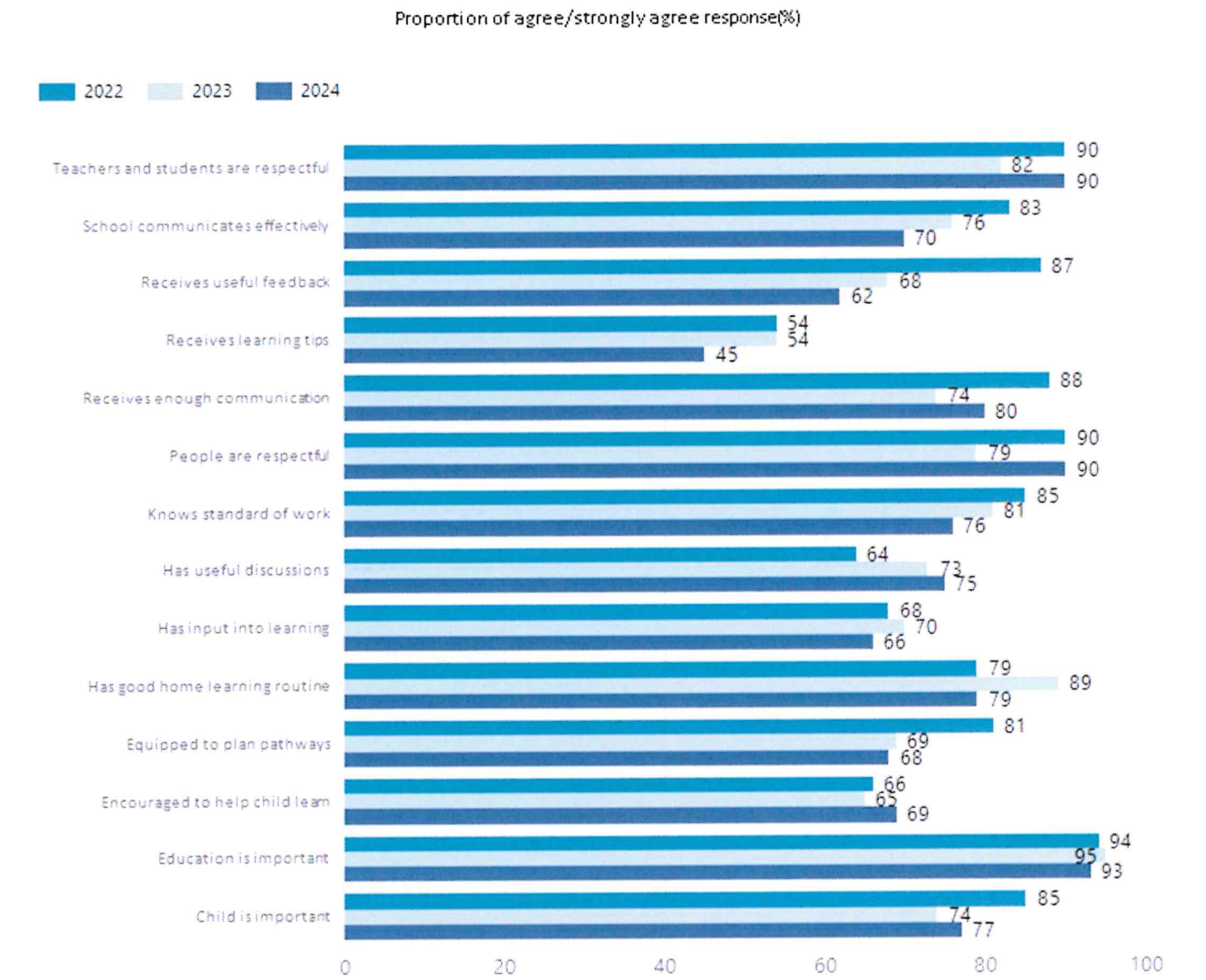
Year Level	2022	2023	2024
Reception	80.3%	83.2%	84.0%
Year 01	78.2%	84.1%	82.5%
Year 02	79.0%	90.1%	90.7%
Year 03	76.1%	75.9%	86.8%
Year 04	85.0%	80.6%	80.2%
Year 05	82.9%	86.8%	84.4%
Year 06	78.1%	80.8%	89.5%
Primary Other	75.6%	86.4%	83.0%
Total	79.5%	84.4%	84.8%

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



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	27.0%
OV - LEFT SA FOR OVERSEAS	1	7.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	9	60.0%
VI - LEFT SA FOR VIC	1	7.0%

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	20
Postgraduate Qualifications	8

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	24.5	1.1	12.2
Persons	0.0	28.0	2.0	16.0

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	\$4,200
Grants: Commonwealth	\$7,572
Parent Contributions	\$81,758
Fund Raising	\$4,935
Other	

Data Source: School supplied data.