

2025 annual report to the Community

# Aldgate Primary School

Aldgate Primary School number: 210

Partnership: Mount Lofty



School principal:

Hazel Robertson

Signature  




Government  
of South Australia  
Department for Education

Date of endorsement:

27/01/2026

# Context Statement

Aldgate Primary School caters for students from R-6. At the time of this report, the enrolment in 2025 is 253. Aldgate Primary School is classified as Category 7 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes , 4% students with disabilities. 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.

Aldgate Primary School is a vibrant, medium-sized school nestled in the picturesque Adelaide Hills. Our school motto, "Learning together for a sustainable future," reflects a long-standing commitment to environmental awareness, which continues to be a central part of our school's identity and culture.

We offer a safe, calm, and nurturing learning environment where students are encouraged to become confident, resilient learners who work respectfully and collaboratively with others. Our school community takes great pride in supporting students to achieve personal and academic success, and in recent years, our learners have consistently demonstrated strong academic outcomes.

Aldgate Primary offers a broad range of extracurricular opportunities to complement classroom learning and nurture individual interests and talents. These include the Festival of Music Choir, instrumental music programs (piano and drums), volleyball, and a wide variety of SAPSASA sports.

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

# Governing Council Report

As the Governing Council of Aldgate Primary School, we are pleased to present our report for 2025, a year characterised by continued stability, sustained community strength, and ongoing commitment to improvement.

Throughout the year, Aldgate Primary School has benefited from consistent leadership and a shared sense of purpose. The Governing Council acknowledges the ongoing work of Principal Hazel Robertson, whose leadership has continued to support a positive school culture, strong staff collaboration, and a clear focus on the needs of students and families.

A key focus for the Governing Council in 2025 has been strengthening our school community and supporting meaningful connections between families, staff, and the school. This has been reflected in strong and stable enrolments, ongoing family engagement with school activities, and the continued willingness of parents and caregivers to contribute their time and expertise to school life.

The Governing Council is encouraged by feedback gathered during the year, which highlights high levels of trust, respect, and shared commitment to education within our community. Families consistently report that Aldgate Primary School is a place where children feel valued and supported, and where learning is prioritised.

We extend our sincere thanks to all staff for their professionalism, dedication, and care throughout the year. Their work underpins the safe, inclusive, and welcoming environment that continues to be a hallmark of Aldgate Primary School.

As outgoing Chair, I would like to formally acknowledge the dedication of my fellow Governing Council members and the many parent and community volunteers who support the school through fundraising, events, Out of School Hours Care (OSHC), and a range of school initiatives. Your contributions are vital to the ongoing success and vibrancy of our school.

Together, throughout 2025, our community has continued to build on strong foundations, ensuring Aldgate Primary School remains a connected, supportive, and thriving place of learning. On behalf of the Governing Council, I thank everyone who has contributed to making 2025 a positive and successful year for our school.

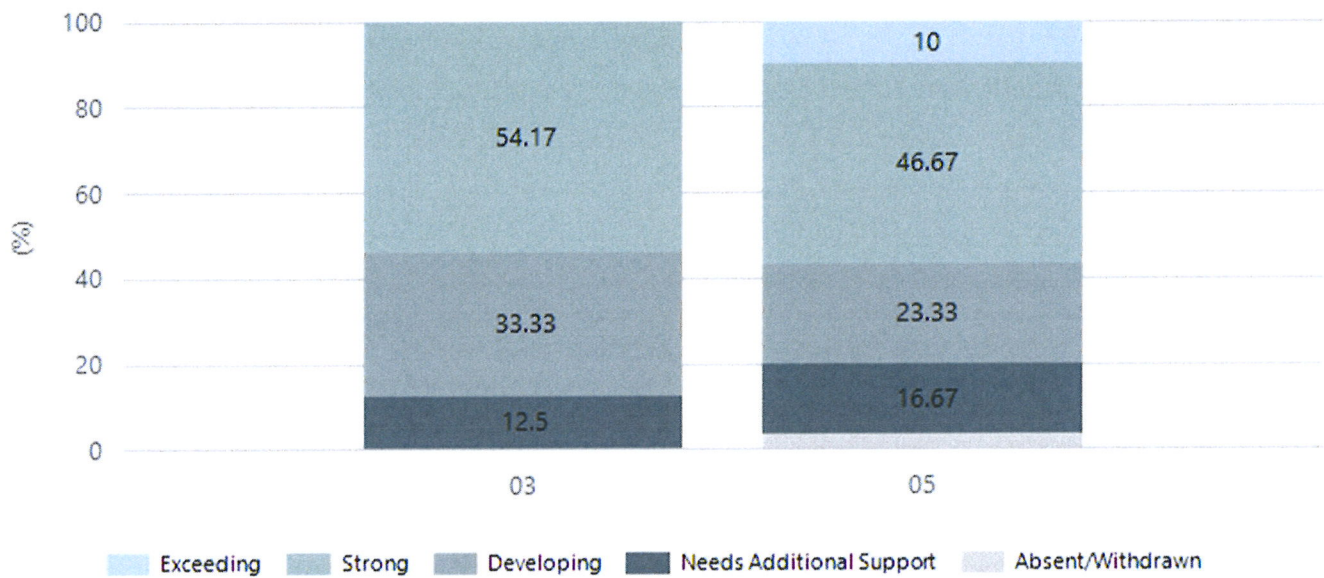
Jarrold Carter (Governing Council Chairperson)

# 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.

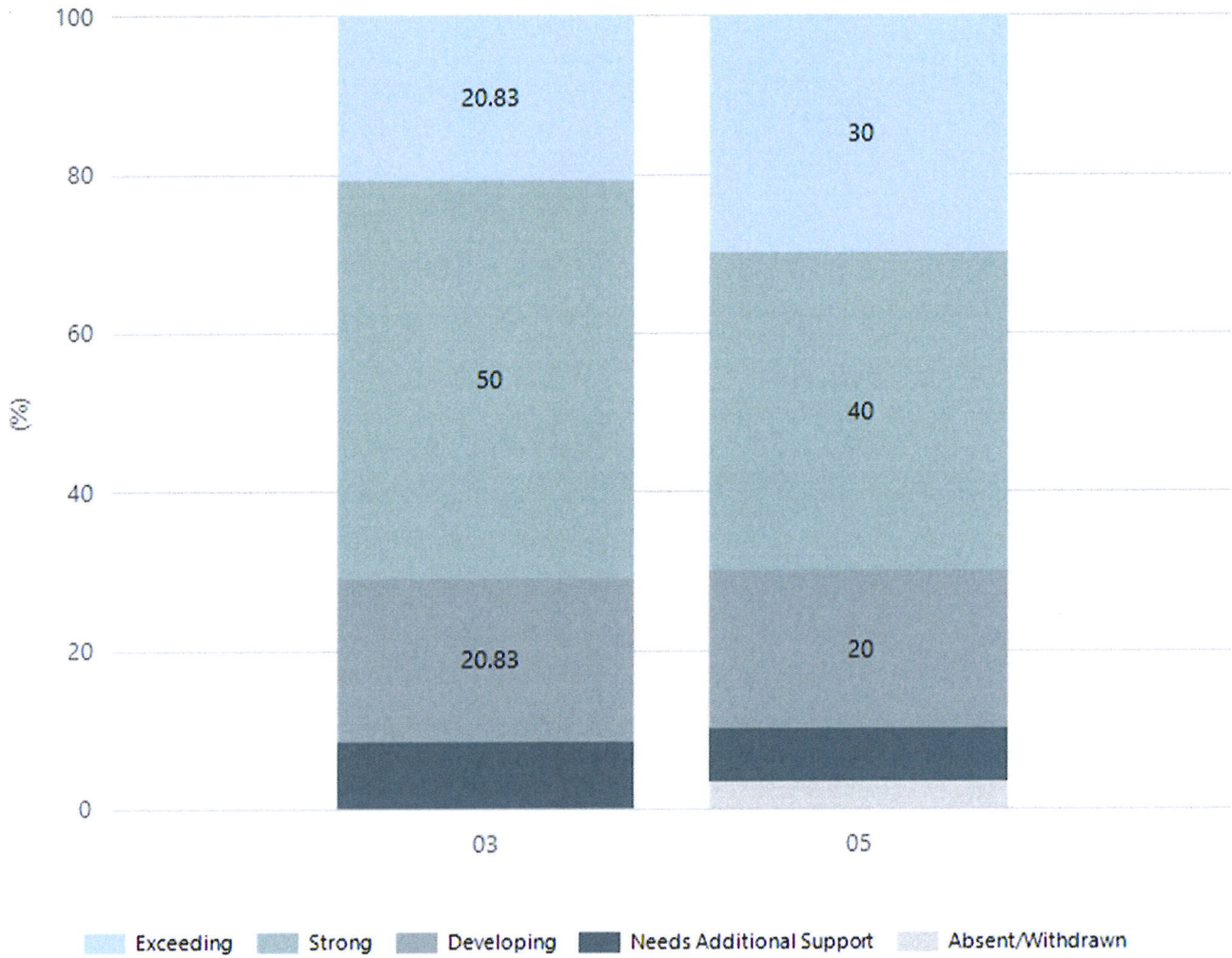
### Numeracy



Year Level	03	05
Exceeding		3
Strong	13	14
Developing	8	7
Needs Additional Support	3	5
Absent/Withdrawn		1
Total	24	30

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.

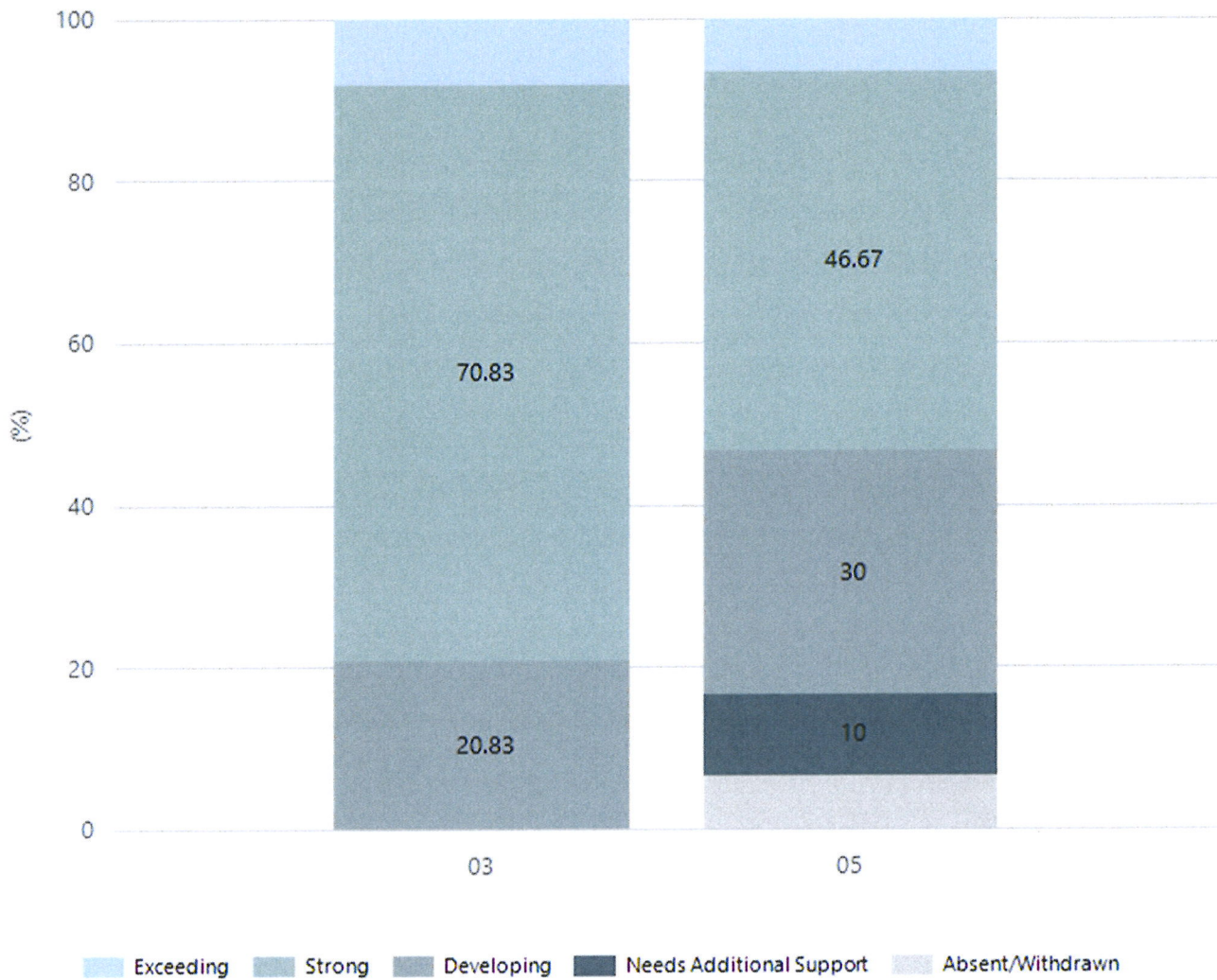
## Reading



Year Level	03	05
Exceeding	5	9
Strong	12	12
Developing	5	6
Needs Additional Support	2	2
Absent/Withdrawn		1
Total	24	30

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.

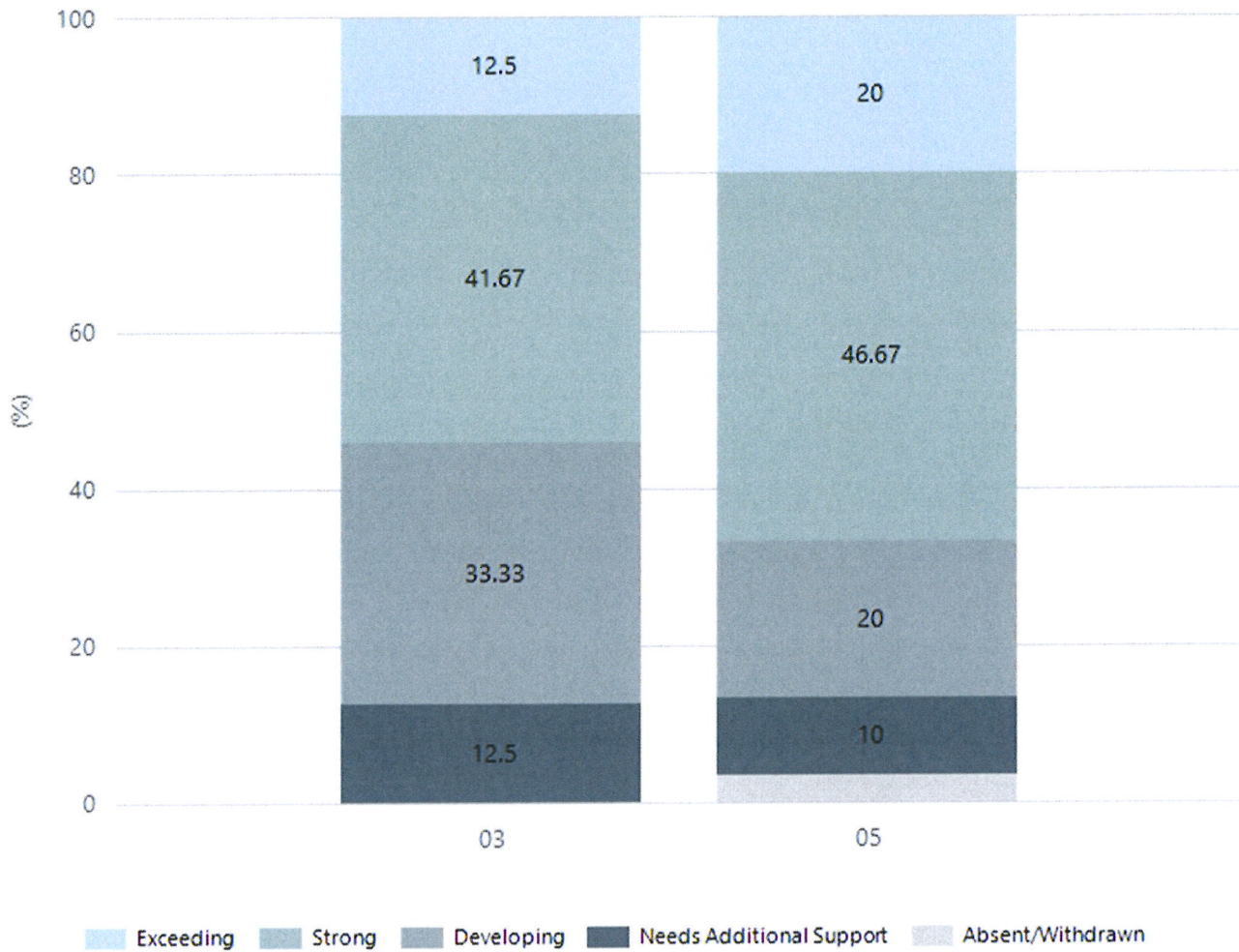
## Writing



Year Level	03	05
Exceeding	2	2
Strong	17	14
Developing	5	9
Needs Additional Support		3
Absent/Withdrawn		2
Total	24	30

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.

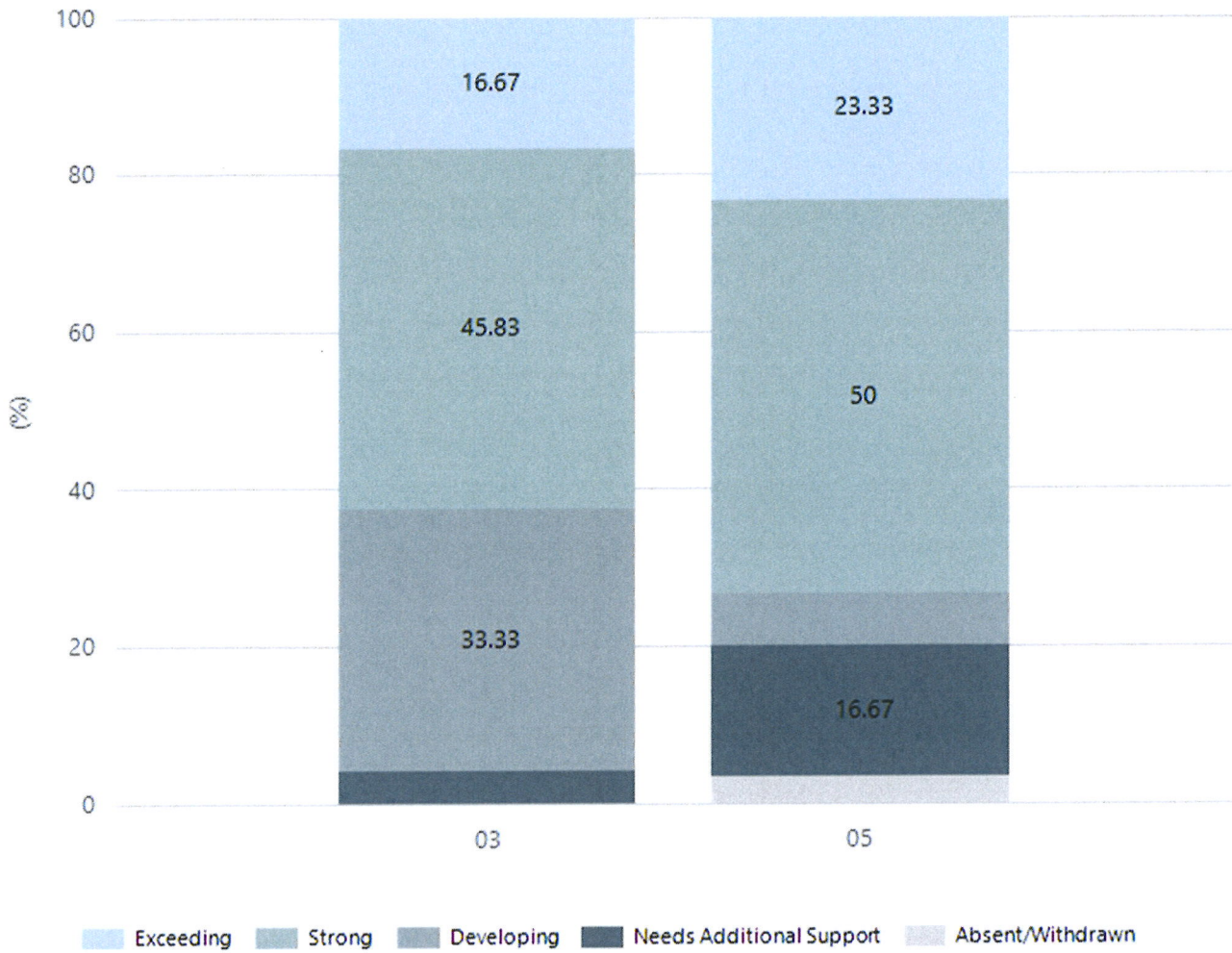
## Grammar



Year Level	03	05
Exceeding	3	6
Strong	10	14
Developing	8	6
Needs Additional Support	3	3
Absent/Withdrawn		1
Total	24	30

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	4	7
Strong	11	15
Developing	8	2
Needs Additional Support	1	5
Absent/Withdrawn		1
Total	24	30

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	91.2%	92.2%	91.9%
Year 01	91.1%	93.2%	93.2%
Year 02	90.5%	93.3%	94.9%
Year 03	92.5%	89.6%	95.0%
Year 04	91.3%	91.2%	89.9%
Year 05	92.0%	89.6%	91.4%
Year 06	91.9%	89.6%	91.6%
Total	91.5%	91.0%	92.4%

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.

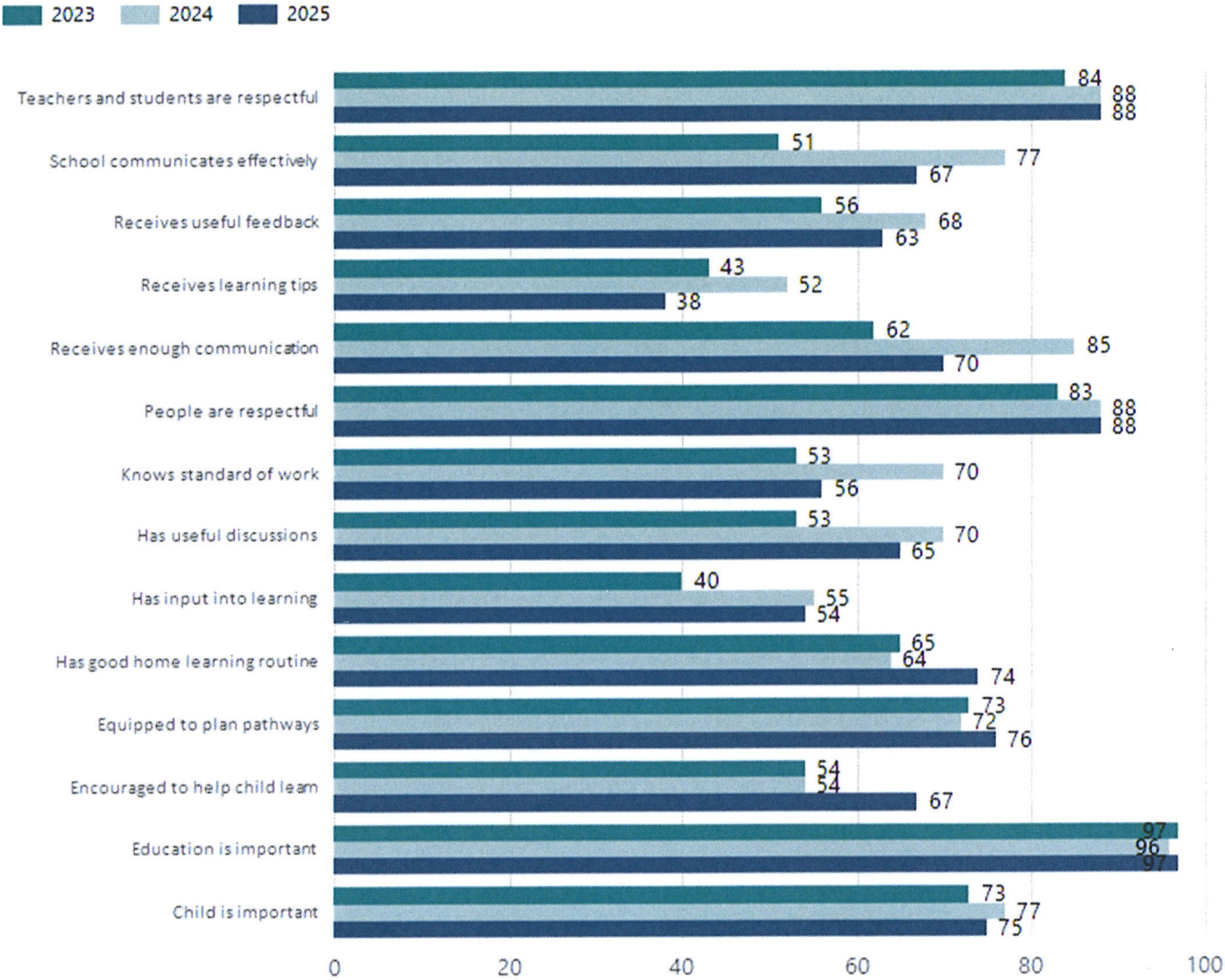
## Attendance Comment

In South Australia, 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.

In 2025, overall student attendance increased to 92.4%, indicating steady improvement across the school. While attendance patterns varied between year levels, targeted strategies to support regular attendance continue to be a focus, in partnership with families, to promote consistent engagement in learning for all students.

# School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



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

Results from the Parent Engagement Survey continue to reflect strong levels of trust and connection between families and the school. Parents consistently report that their children feel respected and valued, and that education is important within our community. There has been notable growth over recent years in perceptions of school communication, feedback, and opportunities for parents to be involved in their child’s learning. These results highlight our ongoing commitment to strengthening partnerships with families to support positive learning outcomes for all students.

# Intended Destination

Leave Reason	Number	%
EX - EXEMPTION	1	33.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	67.0%

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	15
Postgraduate Qualifications	3

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	15.9	0.0	4.6
Persons	0.0	18.0	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	\$2,946,407.54
Grants: Commonwealth	\$2,850.00
Parent Contributions	\$146,660.69
Fund Raising	\$22,379.11
Other	\$2,607.74

Data Source: School supplied data.