2024 annual report to the Community

Aldgate Primary School

Aldgate Primary School number: 210

Partnership: Mount Lofty

School principal:	Hazel Robertson *H Robertson* 10/2/2025
Date of endorsement:	04/02/2025

Government of South Australia
Department for Education

Context Statement

Aldgate Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 238. 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 2024.

Governing Council Report

The Governing Council acknowledges Aldgate Primary School's commitment throughout 2024 to building a strong community and providing quality education in our beautiful surroundings. This dedication is reflected in our students' academic achievements, sporting successes, and sense of social responsibility.

This year, we welcomed Hazel Robertson as our new Principal, and her strong leadership has already brought a clear focus and positive direction to the school. We also congratulate the Year 6 graduating class and wish them all the best as they move on to new challenges.

Governing Council achievements include the efforts of various subcommittees that contributed significantly to the school's progress. The Fundraising Subcommittee had a successful year, organising numerous activities to support the school community. A highlight was the well-attended quiz night, which brought families together while raising significant funds. Other fundraising initiatives throughout the year contributed to school projects and resources, reflecting strong community engagement and support. The OSHC Subcommittee reported a productive year, with consistent strong attendance reflecting the program's value to families. In 2024, a new booking system was trialled, aiming to streamline processes and improve accessibility for parents.

The school community actively participated in Working Bees through our Ground Sub Committee, which were well attended and played a crucial role in maintaining and enhancing the school environment. The success of these initiatives highlights the dedication of volunteers and families, and we look forward to further expanding participation in 2025.
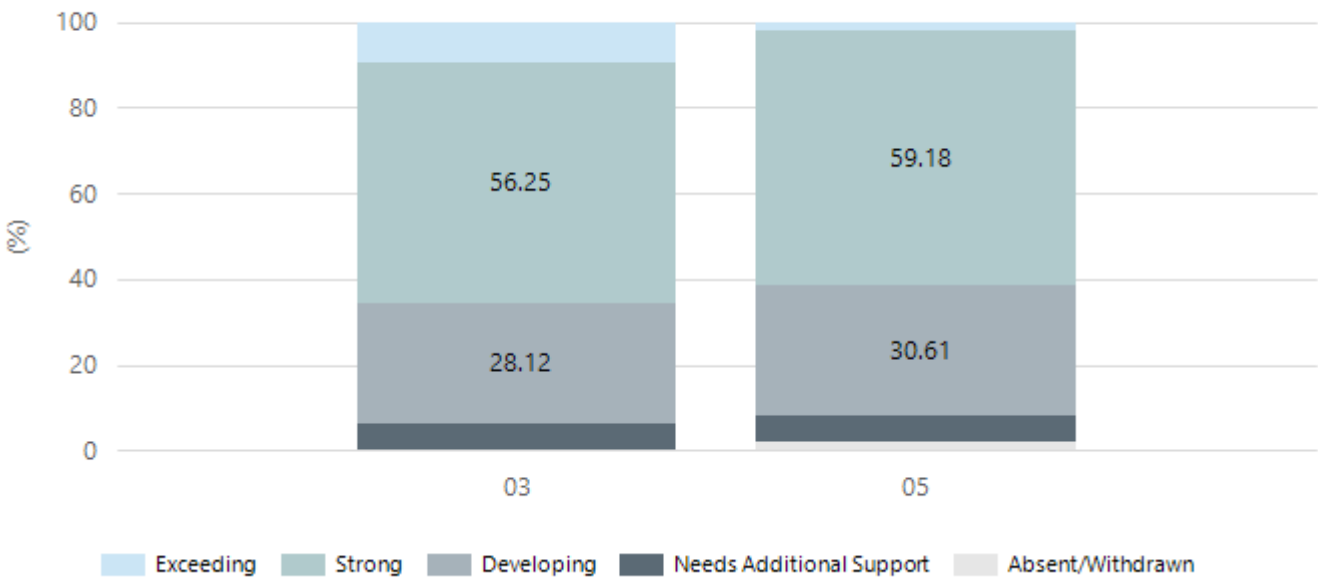
Jarrod Carter
Chairperson

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.
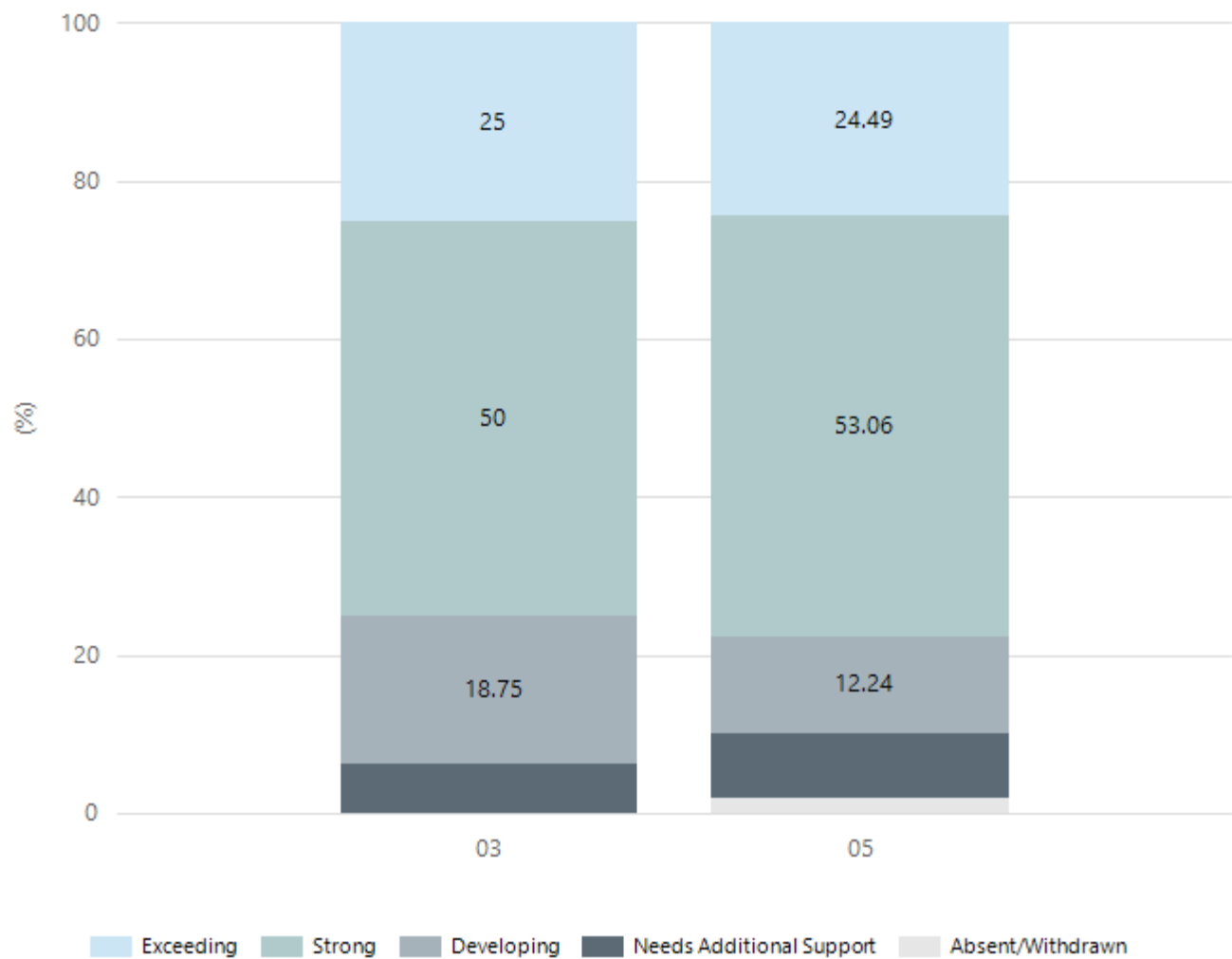
Numeracy

Year Level	03	05
Exceeding	3	1
Strong	18	29
Developing	9	15
Needs Additional Support	2	3
Absent/Withdrawn		1
Total	32	49

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	8	12
Strong	16	26
Developing	6	6
Needs Additional Support	2	4
Absent/Withdrawn		1
Total	32	49

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.
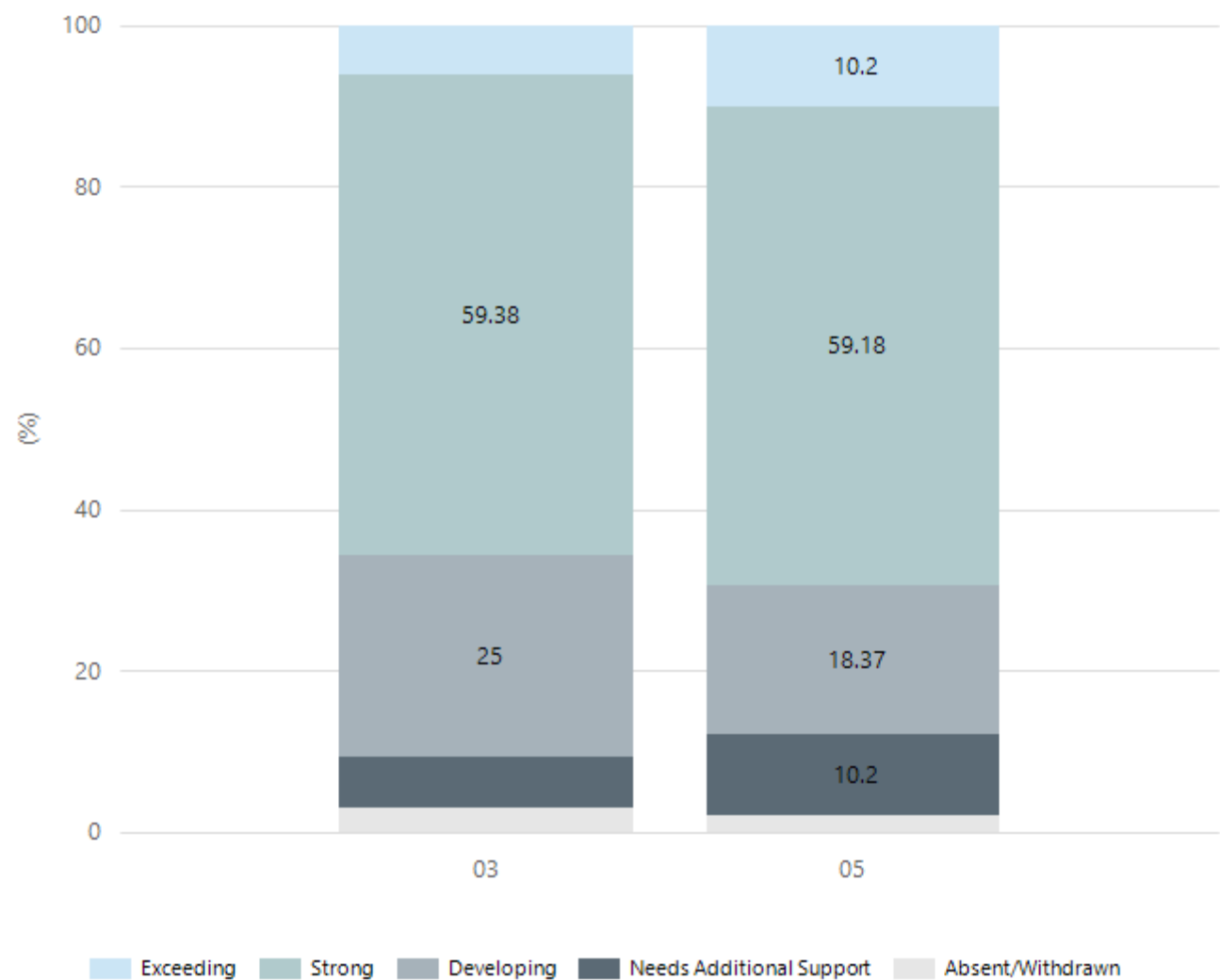
Writing

Year Level	03	05
Exceeding	2	5
Strong	19	29
Developing	8	9
Needs Additional Support	2	5
Absent/Withdrawn	1	1
Total	32	49

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
Strong	15	31
Developing	13	12
Needs Additional Support	4	3
Absent/Withdrawn		1
Total	32	49

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.
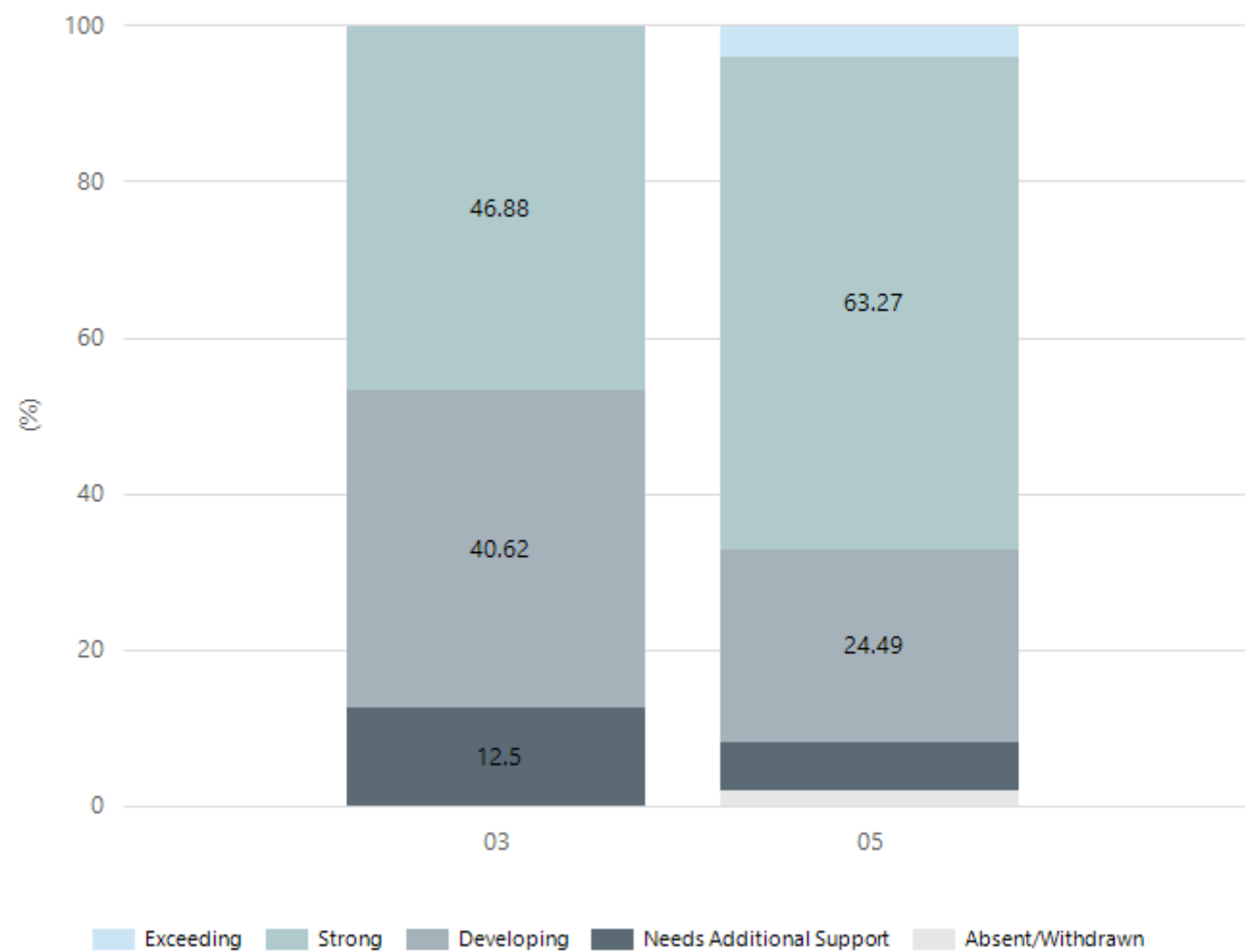
Spelling

Year Level	03	05
Exceeding	4	3
Strong	17	28
Developing	9	10
Needs Additional Support	2	7
Absent/Withdrawn		1
Total	32	49

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.
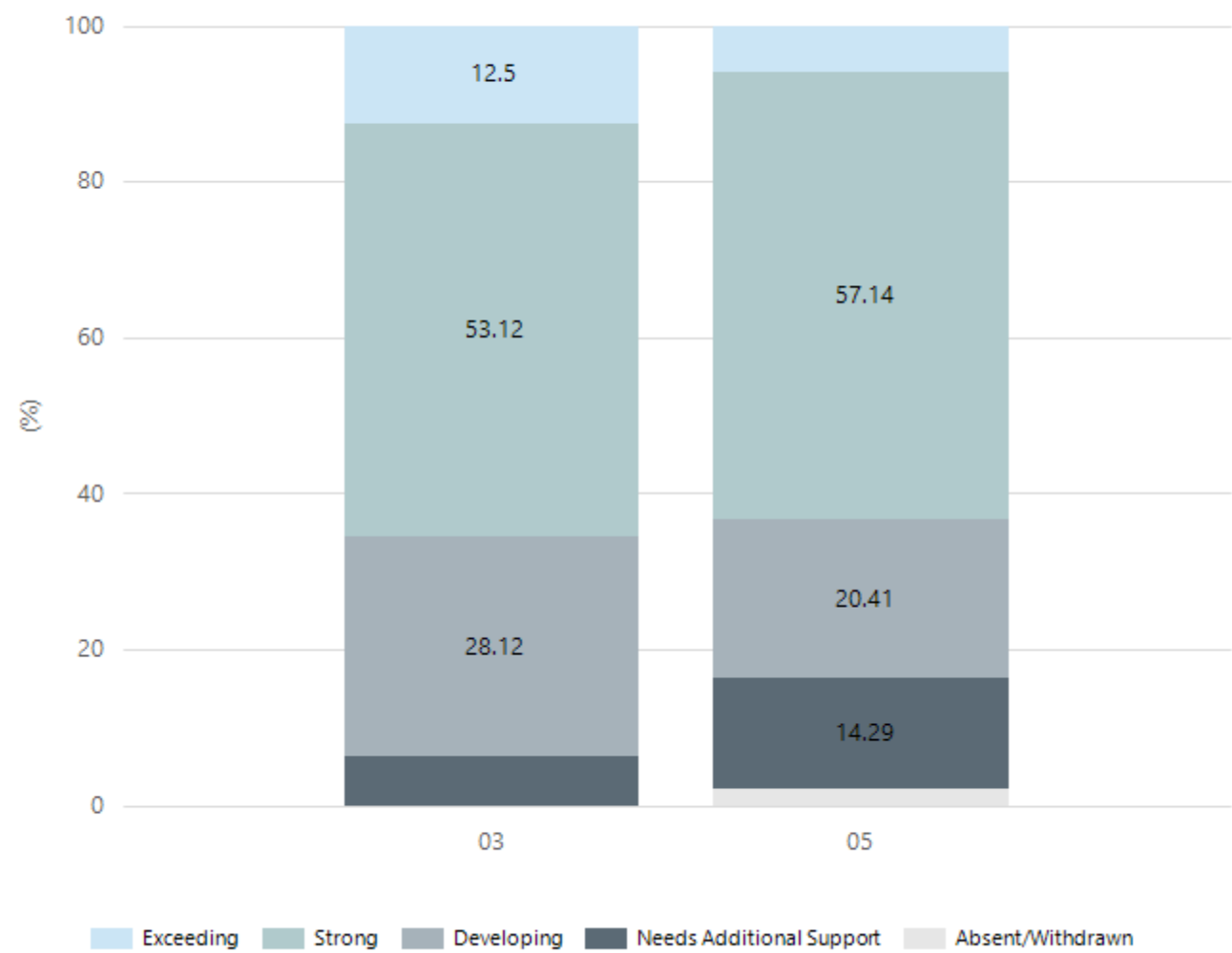
School Attendance

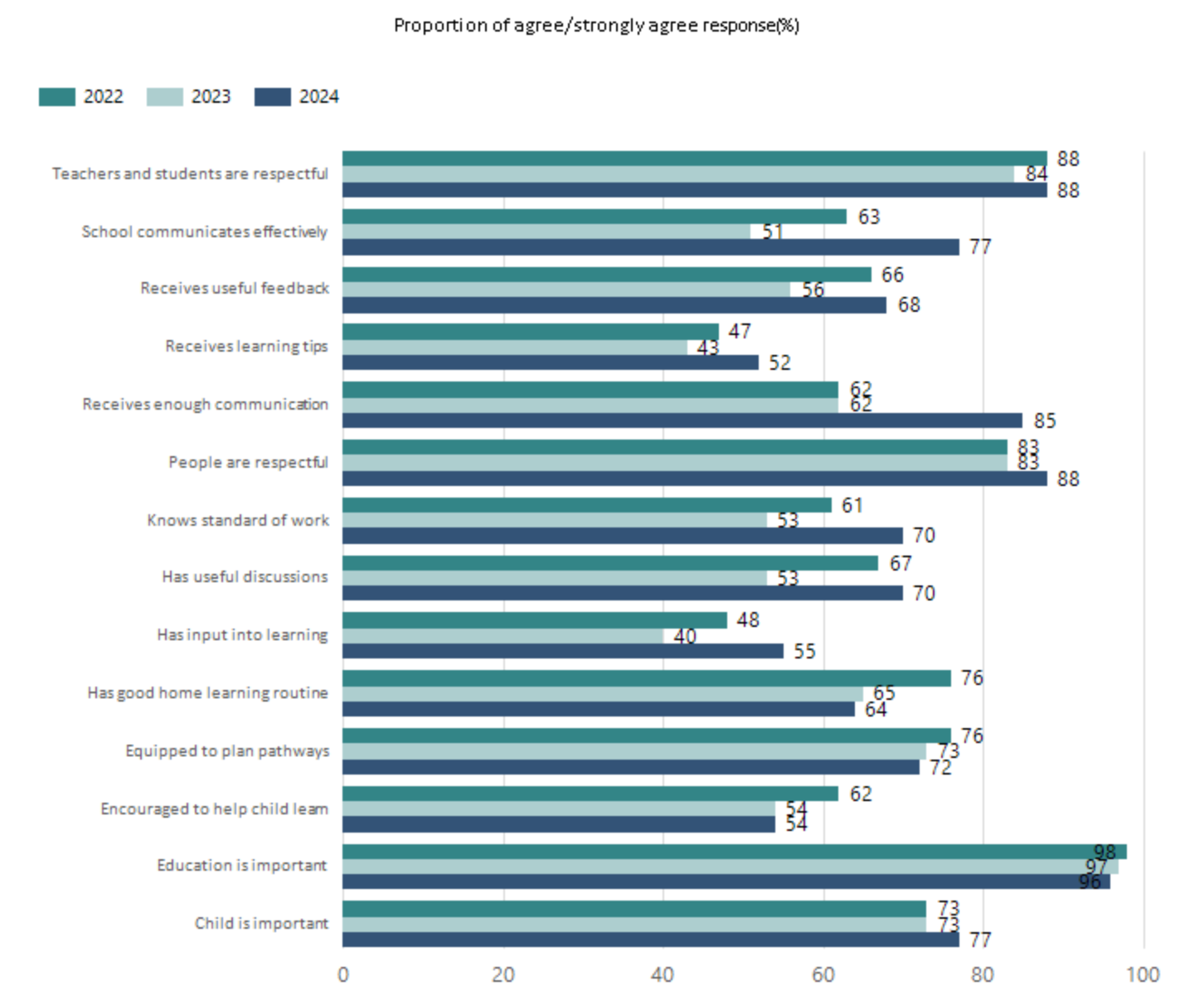| Year Level	2022	2023	2024
Reception	87.0%	91.2%	92.2%
Year 01	91.4%	91.1%	93.2%
Year 02	92.4%	90.5%	93.3%
Year 03	90.5%	92.5%	89.6%
Year 04	91.3%	91.3%	91.2%
Year 05	89.7%	92.0%	89.6%
Year 06	90.9%	91.9%	89.6%
Total	90.5%	91.5%	91.0%

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(%)

Legend: 2022, 2023, 2024

Question	2022	2023	2024
Teachers and students are respectful	88	84	88
School communicates effectively	63	51	77
Receives useful feedback	66	56	68
Receives learning tips	47	43	52
Receives enough communication	62	62	85
People are respectful	83	83	88
Knows standard of work	61	53	70
Has useful discussions	67	53	70
Has input into learning	48	40	55
Has good home learning routine	76	65	64
Equipped to plan pathways	76	73	72
Encouraged to help child learn	62	54	54
Education is important	98	97	96
Child is important	73	73	77

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

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	33.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	67.0%

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	12
Postgraduate Qualifications	4

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	13.7	0.0	3.5
Persons	0.0	16.0	0.0	5.0

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	$2,598,621.29
Grants: Commonwealth	$7,350.00
Parent Contributions	$196,127.35
Fund Raising	$16,687.65
Other	$6,982.64

Data Source: School supplied data.