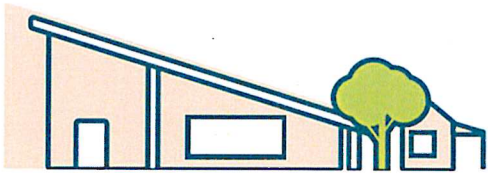


Stansbury Primary School 2024



2024 annual report to the Community

Stansbury Primary School

Stansbury Primary School number: 411

Partnership: Southern Yorke



School principal:

Amanda Narroway

A handwritten signature in black ink that reads "A. Narroway".

Date of endorsement:

28/01/2025



Government
of South Australia
Department for Education

Context Statement

Stansbury Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 16. Stansbury 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 13% Aboriginal students. 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

At Stansbury Primary we have once again been able to provide our students with some fantastic opportunities and initiatives over the past year. The Zoo Snooze camp & Haigh's factory tour in Adelaide, Clipsal 500 visit, the many successful sporting achievements (including winning the Handicap Shield at interschool for the second year in a row), and the kitchen garden incorporating Sustainable Fridays.

The Mother's Day Flowers was another huge success in both fundraising and raising awareness of our school. Our 'Winter Warmer' and 'Spring Sensations' Tuck days were other great fundraising opportunities while also providing our students with tasty, healthy lunches.

Our school grounds continue to present to such a high standard and offer fantastic spaces for our children to enjoy. Our playground has been revitalised and looks fantastic after a coat of paint. The basketball court received a deep clean and looks almost new.

After enjoying the combined small schools Sports Day in Warooka for the past two years, we're excited to welcome back the combined Stansbury & Curramulka sports day to Stansbury in 2025.

After a long wait, we finally received our new school bus. It was branded with the SPS logo and quickly hit the road. This has provided students with more learning opportunities and experiences, while also being used for a limited school pick up & drop of service. It will make transportation for aquatics, interschool sports day and excursions more practical and convenient.

We finished last year on a high with our Presentation Night and a fantastic performance from the students.

Personally, I would like to thank the members of the Governing Council and school community who have contributed their time in 2024. I understand that it's a busy and sometimes complicated world, however know that your contribution to Stansbury's Governing Council has played a part of our beautiful children enjoying their schooling.

I'm looking forward to another great year for Stansbury Primary School.

Will Glazbrook

Principal Report

What a fantastic successful year 2024 was!

We returned after the holidays to a glass sliding door installed in the shark room, allowing for a beautiful large space for explicit teaching and collaboration. Miss Sophie joined our team and introduced structure and rigour to her classroom, contributing to the overall academic environment. All staff demonstrated fantastic dedication, ensuring that all children were working towards and reaching their goals. We had a focus of exploration and discovery for the year and when we used the vehicle of investigation time especially when the two classes combined each Friday morning, we saw amazing thinking, collaboration and creativity. Visiting leaders were impressed by the school's environment and teaching pedagogies and of course morning tea and lunch, which was provided by our governing council. Students continued to support each other, fostering a strong community spirit. Community was a thread we had running through the school with the hope of engaging our learners with authentic experiences. Our project across the road in the sea pines was just one of these experiences and the plants are thriving. Educators continued to upskill their knowledge in the reading domain. Having a whole school approach by following the departments scope and sequence phonics program allowed the opportunity to find the gaps in children sound knowledge and spend time explicitly teaching and revising these. Background knowledge and vocabulary was also focused on to build learners comprehension skills. The introduction of the program Quick Smart supported learners with strategies to help with the automaticity of number facts. We saw amazing progress and confidence with learners' number sense.

Educators started exploring the new SA curriculum our CEO reminded us...*"In an increasingly complex and changing world it is no longer sufficient to develop young people who are simply knowledgeable. Subject learning remains crucial, but the emphasis needs to shift from the passive reproduction of processes and facts to conceptual understanding, deep thinking and the ability to apply knowledge across various situations"*

The learning pit is another term we talked about with the children to support their learning. We helped them understand that it ok to be confused or that learning can be hard but the more we keep trying and collaborating or trying a different strategy the better we will be. Educators grappled in the learning pit as they learnt a new report format.

We asked our families to think about three words that depict SPS. We collated all of these and aligned them or added them to or philosophy statement. This statement has the voices of all our school community. We added an extra value

We are honest

We are responsible

We are friendly

We are empowered learners

Over the last two years we received a grant for xylophones and for Amanda to upskill her knowledge in delivering music to the older children. This resulting in music education team visiting and filming a music lesson and Amanda talking on the radio about the importance of music and the brain.

We had pleasing results in a Year 1 phonic check and with PAT testing. Both of these assessments help educators be responsive to our learners needs.

We ended the year on a high with a play " Wizard of Oz Christmas", the children made their props and had many ideas to contribute. Our school has a strong family feel and this was extremely evident when we all sat down for Christmas lunch on the last day. The joy on the faces especially when they received their presents.

All year we tried hard at working at being the best at getting better!

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.

NAPLAN results are not shown where sites have enrolment of less than 6 students in the applicable NAPLAN year levels.

School Attendance

Year Level	2022	2023	2024
Reception	90.2%	87.4%	75.5%
Year 01	85.5%	91.6%	92.0%
Year 02	94.8%	91.1%	92.6%
Year 03	83.1%	97.0%	85.5%
Year 04	78.1%	92.1%	94.2%
Year 05	85.3%	85.8%	93.3%
Year 06	82.9%	95.4%	96.0%
Year 07		73.6%	
Total	85.8%	91.0%	90.2%

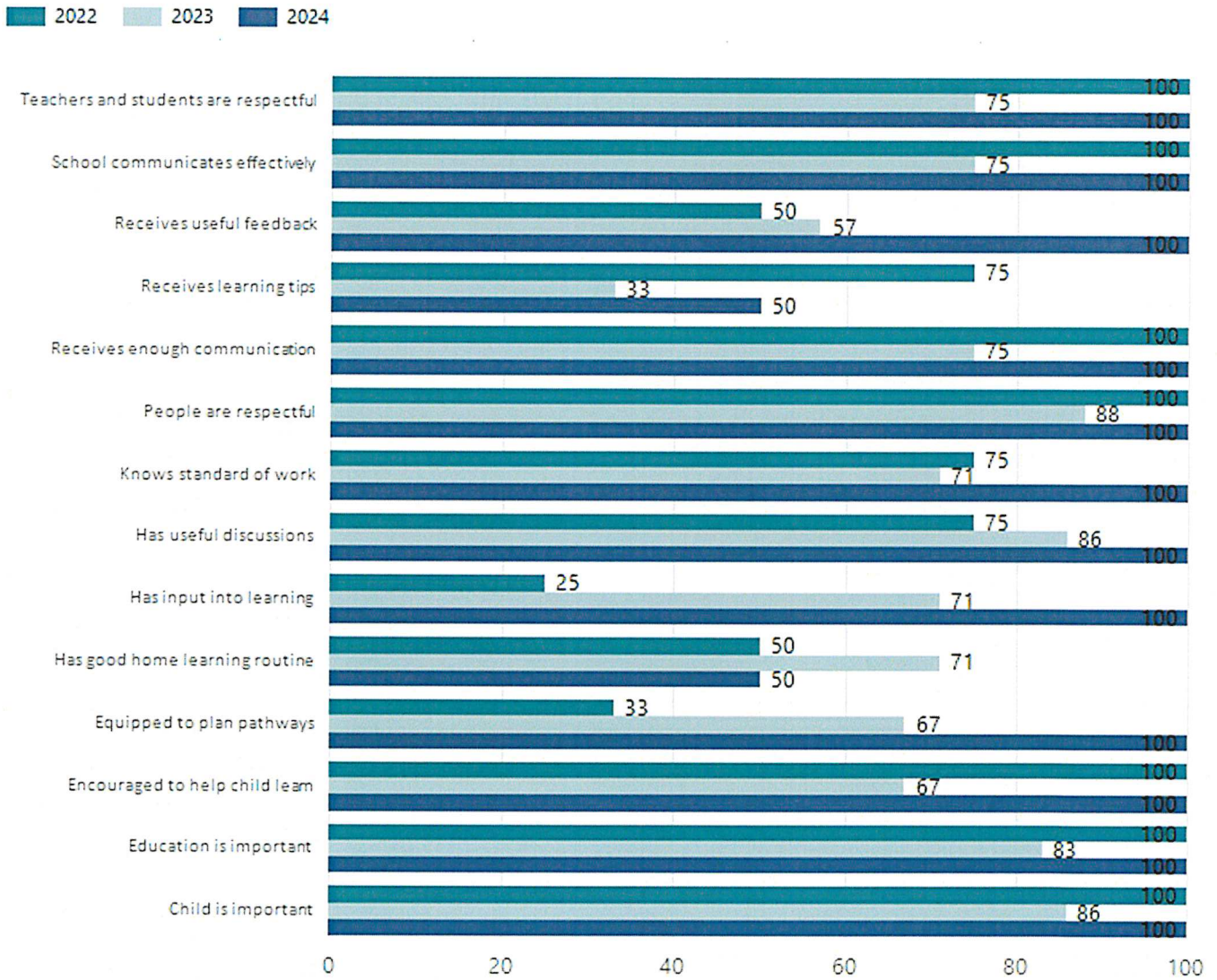
Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected 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.

School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



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

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	67.0%
OV - LEFT SA FOR OVERSEAS	1	33.0%

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	4
Postgraduate Qualifications	1

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 Equivalent	0.0	4.2	0.0	1.5
Persons	0.0	5.0	0.0	3.0

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	675,193
Grants: Commonwealth	1000
Parent Contributions	3966
Fund Raising	3075
Other	4049

