

2024 annual report to the Community

Playford Primary School

Playford Primary School number: 1879

Partnership: Uleybury



School principal:	Jason Sheehy	Signature
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Date of endorsement:	12/02/2025
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Context Statement

Playford Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 454. Playford 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, 22% students with disabilities, 6% students with English as an additional language or dialect (EALD) funded background, 2% children/young people in care. 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

Welcome everyone to the 2025 AGM. I would like to thank you all for your time over the last year and hope to continue to work with you all to help grow our school community. Attracting new members still proves to be a challenge so please spread the word and help encourage other parents to join.

While 2024 seemed to pass in a blink of an eye we still managed a school year packed with fun. Some changes we saw was the intake of receptions mid year. It's been so rewarding to see how the school has embraced the new mid-year intake, making the transition smooth for everyone involved. Personally, I'm excited to experience this with my youngest daughter, Kaylee, when she starts in Term 3. I'm confident she, too, will thrive here at Playford Primary, just like all the little ones before her.

We've also seen some wonderful improvements around the school that have truly enhanced our community. One project that stands out is the Bush Tucker Garden, which was such a success that it's now expanded. This garden has become an important feature of the school, offering a beautiful and engaging space right at the entrance. It's the first thing parents and visitors see when they arrive, setting a positive tone for the school.

Another highlight this year has been the much-needed upgrade to the Special Options outdoor space. After working closely with Occupational Therapy students from the University of South Australia, we were able to design a space that caters specifically to the sensory needs of our students. It's been wonderful to see how much the children have enjoyed and benefited from this new area!

The Kids Shed and the Stephanie Alexander Kitchen Garden continue to thrive and have remained a favourite with the kids, providing students with hands-on learning opportunities that they absolutely love.

I'm also excited to share that our Breakfast Club has expanded its food options, thanks to the generous support from Woolworths and Kickstart for Kids. Their donations have made a real difference in providing a variety of healthy options for our students to start their day. A huge thank you as well to Jason and the other staff who volunteer their time to help make Breakfast Club such a success. With these initiatives, along with the updated Brain Food Policy, we are continuing to build a strong foundation for the students' health and well-being.

While 2024 started off with the challenge of not having an active governing council due to a lack of members, it didn't stop us from achieving great things. Even in the face of this, we managed to organize two successful fundraising events that raised significant funds for the school. The Easter Raffle, as always, was a big hit, with well-organized prizes that brought lots of happiness. We also held our very first Colour Fun Run, which turned out to be a huge success! Not only did we surpass our fundraising goal, but the event was so much fun, especially for the kids—who were particularly thrilled to see some staff members get slimed! My husband Sean and I also had some fun spraying water onto the kids.

And let's not forget the return of the Pie Drive. It was another popular fundraiser, and I may have gone a bit overboard buying way too many delicious pies—but no complaints from my family! A big thank you to everyone who helped organize and supported these events.

We also had some wonderful moments of excitement throughout the year, thanks to some local sports teams. One highlight was when some Adelaide Crows players visited for the Crows Kickstart Program. This initiative not only gave our students the chance to

meet some players, but it also allowed some of our families to receive family passes for a Crows game at Adelaide Oval. For many, this was an opportunity they wouldn't normally have, and it was truly a special experience.

Another fantastic opportunity came when the Adelaide 36ers visited the school to play basketball with our Defence students. The chance to meet the players and get out on the court with them was an exciting experience for those involved, and a great way to inspire the students to stay active and passionate about sports.

One of the standout moments of the year came in November, when the majority of the school had the incredible opportunity to attend the Adelaide 500 for the very first time. I had the privilege of attending the race on the same day, and it was heart-warming to see the sheer joy on the faces of the kids as they experienced something so special. I believe this is an event that we should definitely consider repeating in 2025. It's so important to create these kinds of experiences for our students, especially for those who may not normally have access to such events. It was a day they'll remember for years to come, and I'm sure it made a lasting impression on all of them.

Before I wrap up my summary of 2024, I just have to give a special mention to the most memorable Sports Day I've ever been a part of. Not only were we dealing with the challenge of Jason, Matt, and several others being out with COVID, but we also had to face some wild weather! We pushed ahead, determined to make it work, but unfortunately, the rain just wouldn't let up. Thankfully, we were able to reschedule and make up for it the following week. Despite the weather chaos, we did manage to have some success with the BBQ and, let me tell you, those bacon and egg sandwiches were a hit! Even though the rain forced us to pack up early, the sandwiches were a favourite, and I think it's definitely something we should offer again this year.

Looking ahead to the new year, we have some exciting developments on the horizon. We'll be introducing Upper Primary Special Option classes. On top of that, we're thrilled to be introducing STEM-based specialized learning. I can already see the excitement in my Year 3, who has been coming home excited about working with drones and robots!

So here's to 2025! I have no doubt it's going to be another fun-filled year, full of amazing opportunities for the Playford Primary School students. Let's continue to work together to create a positive and inspiring environment for everyone.

Alicia Fechner

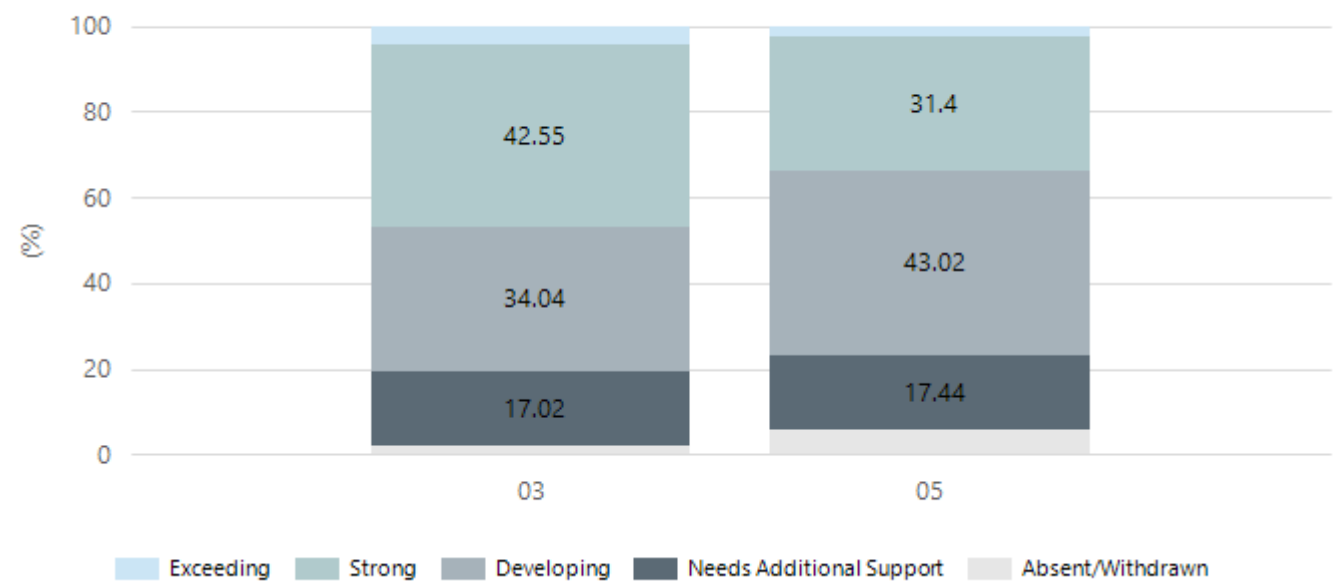
Playford Primary School Governing Council Chairperson

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.

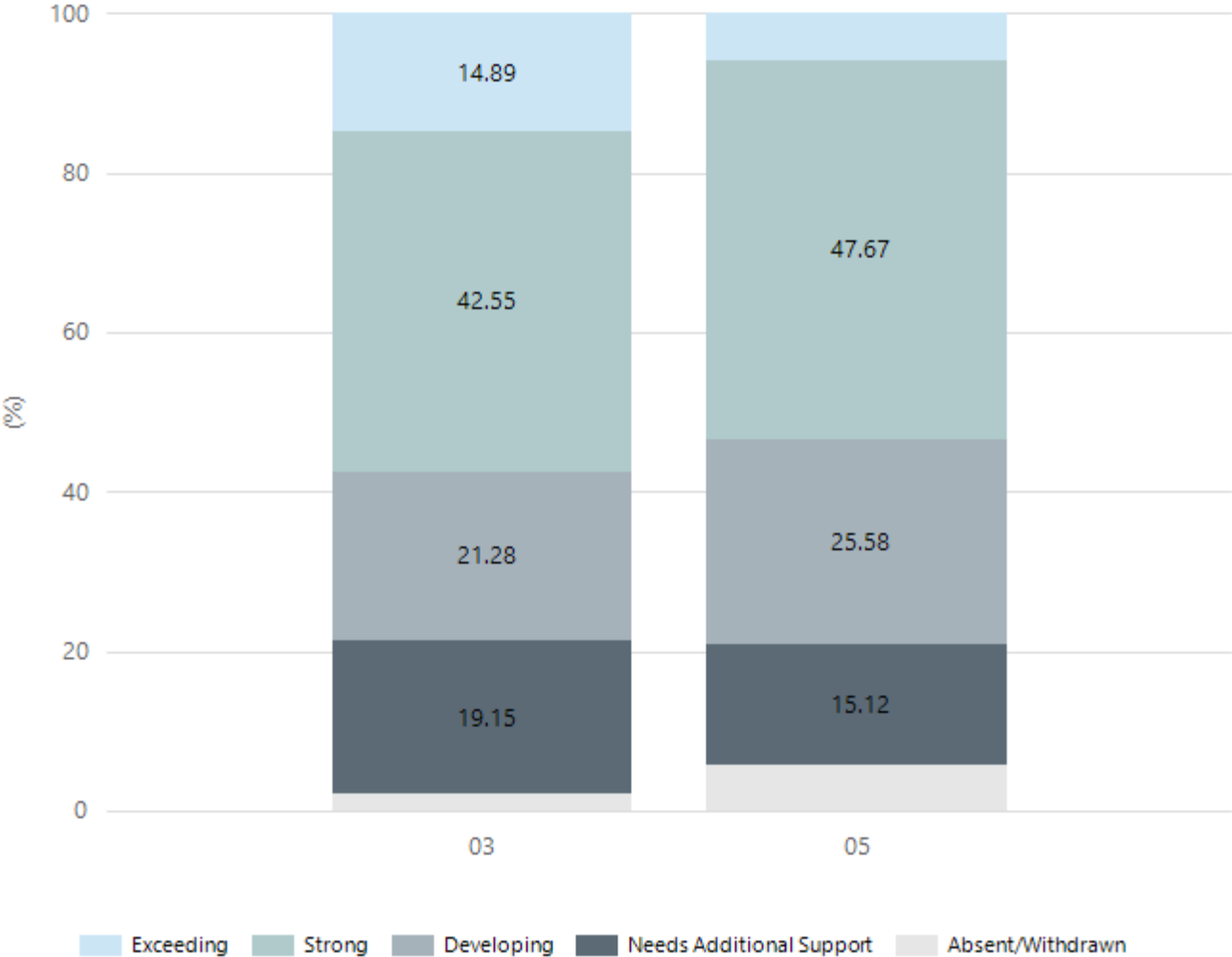
Numeracy



Year Level	03	05
Exceeding	2	2
Strong	20	27
Developing	16	37
Needs Additional Support	8	15
Absent/Withdrawn	1	5
Total	47	86

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.

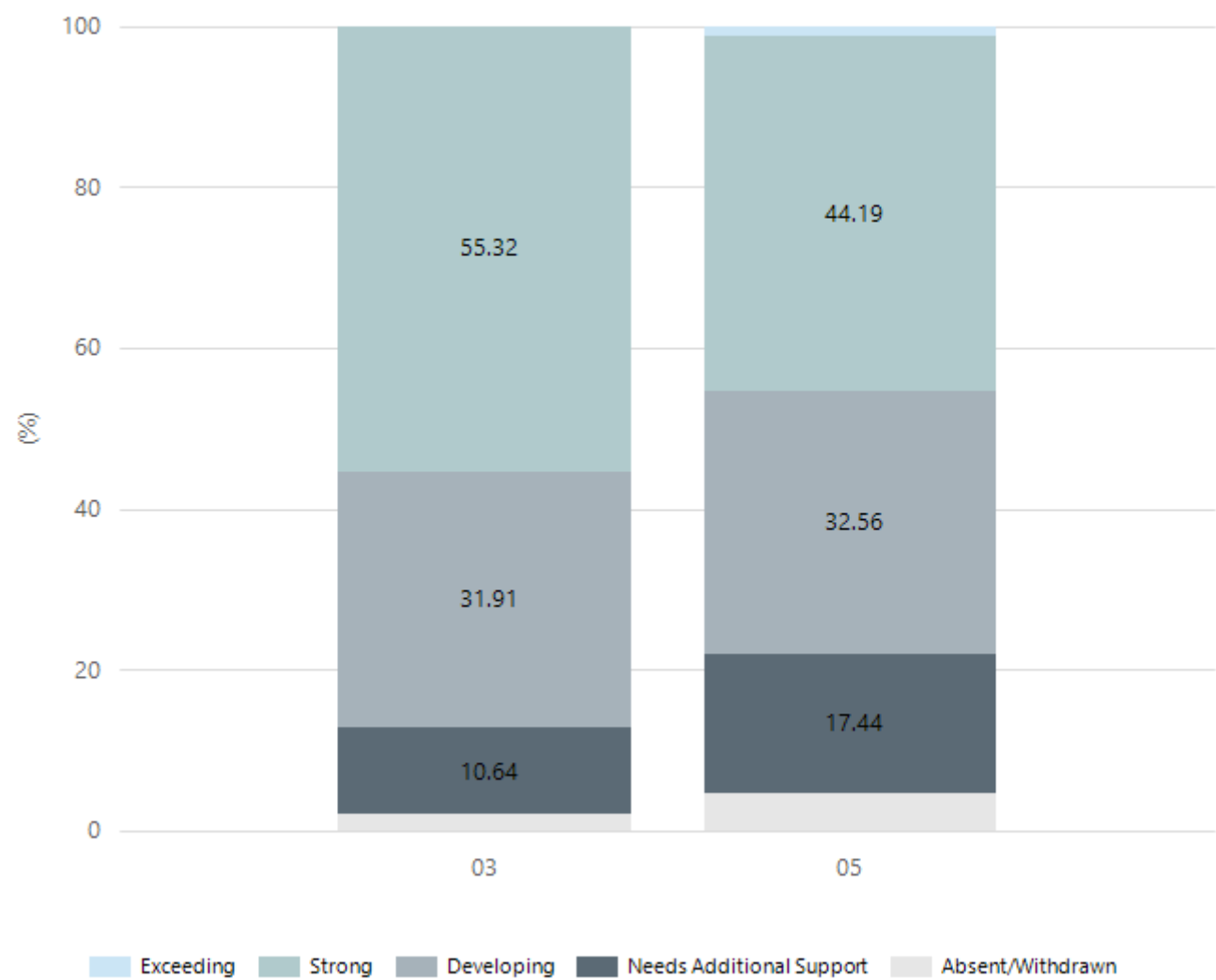
Reading



Year Level	03	05
Exceeding	7	5
Strong	20	41
Developing	10	22
Needs Additional Support	9	13
Absent/Withdrawn	1	5
Total	47	86

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.

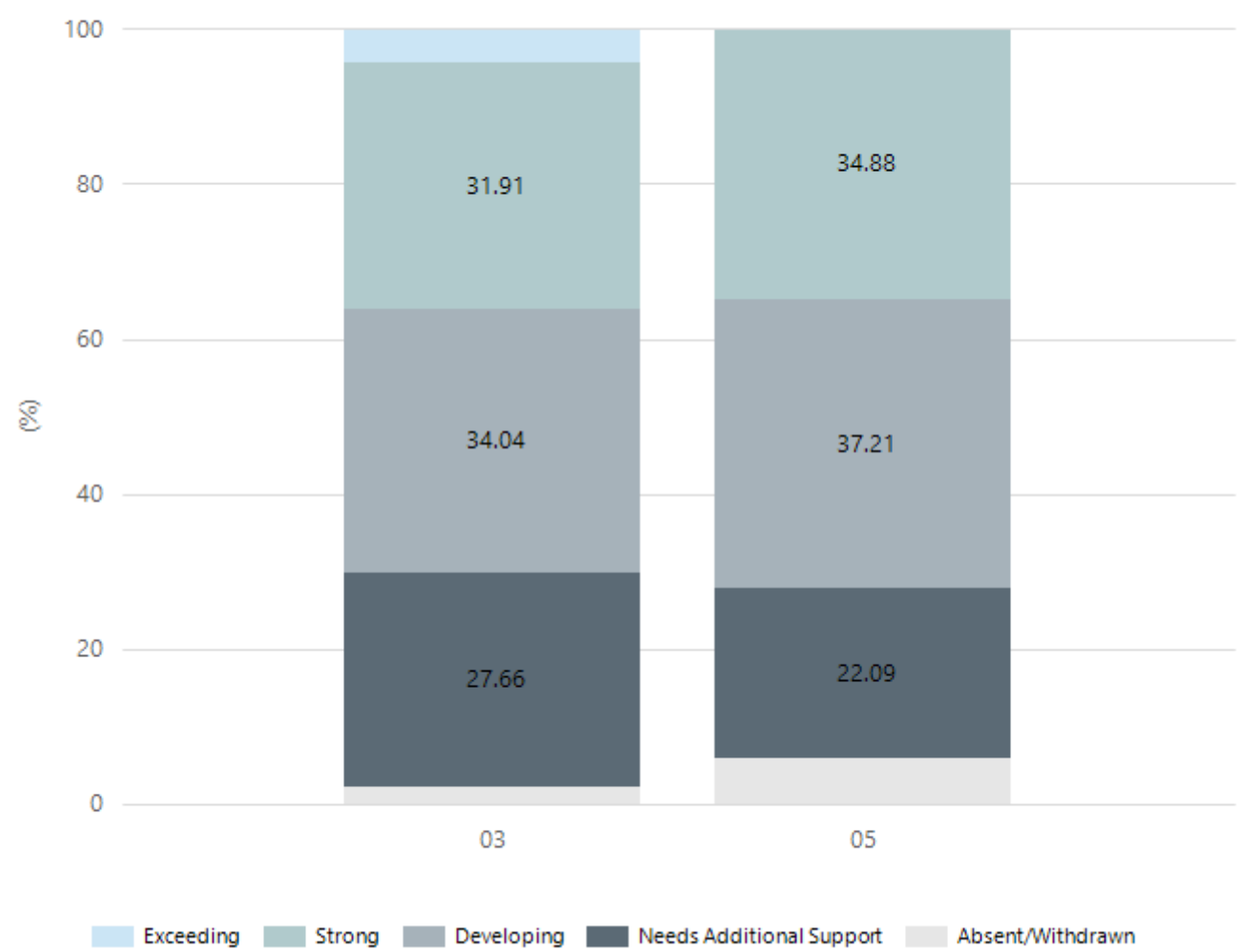
Writing



Year Level	03	05
Exceeding		1
Strong	26	38
Developing	15	28
Needs Additional Support	5	15
Absent/Withdrawn	1	4
Total	47	86

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.

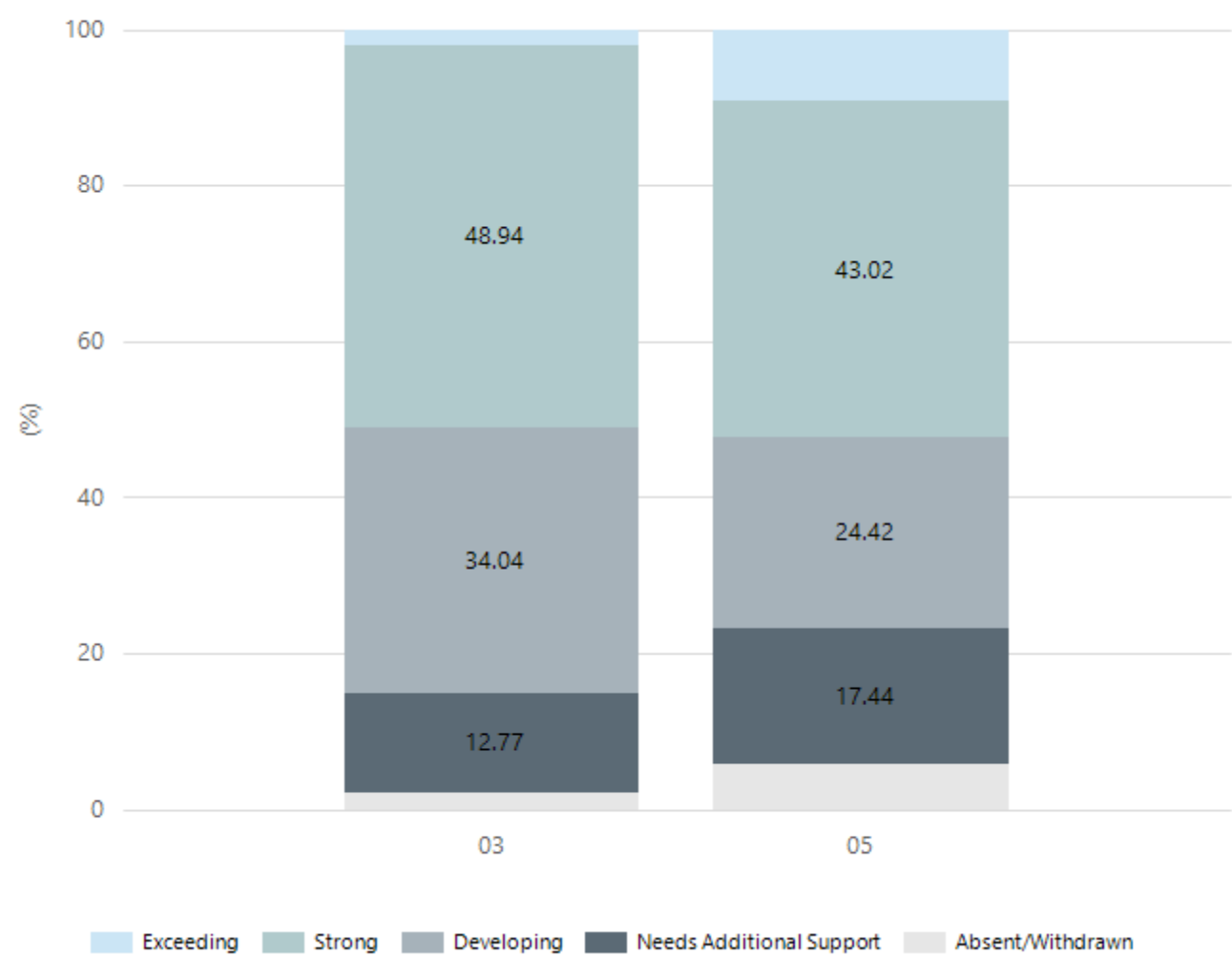
Grammar



Year Level	03	05
Exceeding	2	
Strong	15	30
Developing	16	32
Needs Additional Support	13	19
Absent/Withdrawn	1	5
Total	47	86

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	1	8
Strong	23	37
Developing	16	21
Needs Additional Support	6	15
Absent/Withdrawn	1	5
Total	47	86

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

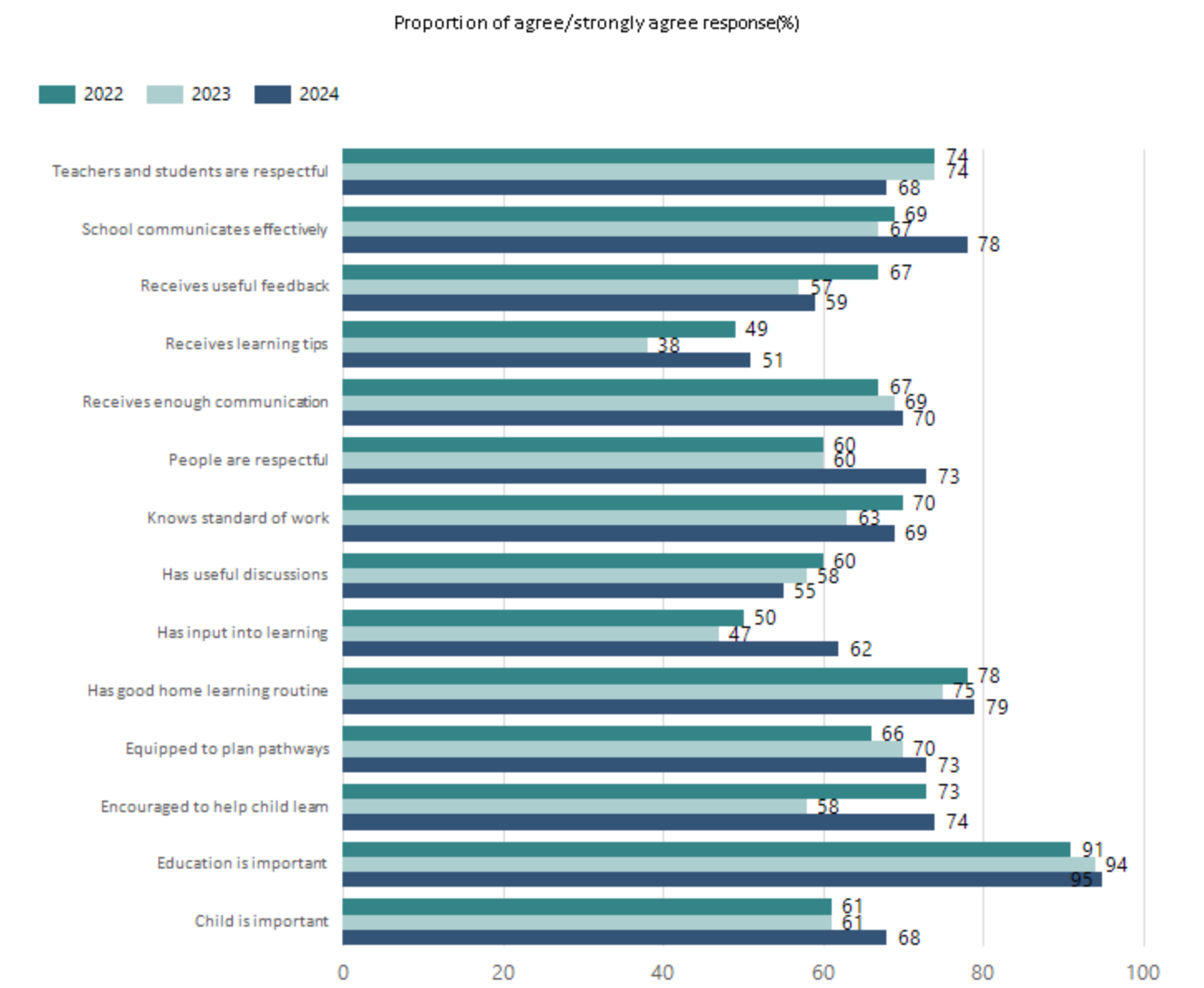
Year Level	2022	2023	2024
Reception	83.0%	84.9%	89.2%
Year 01	82.2%	87.9%	90.5%
Year 02	85.4%	86.5%	88.1%
Year 03	86.4%	88.3%	90.0%
Year 04	80.8%	89.1%	91.0%
Year 05	82.8%	85.4%	91.2%
Year 06	84.0%	86.7%	87.1%
Primary Other	74.3%	77.0%	80.5%
Total	83.4%	86.7%	89.0%

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



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

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	10	45.0%
NS - LEFT SA FOR NSW	2	9.0%
NT - LEFT SA FOR NT	1	5.0%
QL - LEFT SA FOR QLD	3	14.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	3	14.0%
VI - LEFT SA FOR VIC	1	5.0%
WA - LEFT SA FOR WA	2	9.0%

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	32
Postgraduate Qualifications	11

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	1.0	35.5	0.4	22.1
Persons	1.0	42.0	1.0	42.0

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	NA
Grants: Commonwealth	\$48679.59
Parent Contributions	\$135939.28
Fund Raising	\$33687.70
Other	\$104802.30

Data Source: School supplied data.