



# 2024 annual report to the Community

## Stirling East Primary School

Stirling East Primary School number: 413

Partnership: Mount Lofty



School principal:

Jess Moroney

Signature

Date of endorsement:

30/01/2025



Government  
of South Australia  
Department for Education

# Context Statement

Stirling East Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 521. Stirling East 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 2% 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

2024 at Stirling East primary School rolled out smoothly from the start with the past few year's interruptions due to the pandemic in the history books. The school, OSHC, canteen and uniform shop have a consistent and reliable staff throughout and the Governing Council is fortunate to have a healthy, constructive and positive relationship with the school. The GC welcomed new members Inge Parodi and Cameron Thomson this year, whilst we farewelled Skye Curlis, Sharon Passfield and Rosie Morrison. We thank these three great people for their contribution.

OSHC numbers have returned to pre-pandemic numbers and the Directors have created a healthy and productive working environment that is attractive throughout Adelaide, as such we are lucky to attract and retain reliable and energetic staff dedicated to before and after school care. The holiday programs continue to set a high standard of service for those who rely on this throughout the school holidays, with a variety of intra and extra-school activities to entertain the kids.

Stirling East Primary School sits on the Lands of the Peramangk and Kaurna peoples. As a school, we are committed to caring for Country, recognising the interconnectedness between Land, culture and community. A highlight of this year for the school was the establishment, and commencement of activity within, our Reconciliation Action Plan (RAP), a formal commitment to reconciliation with Aboriginal and Torres Strait Islander cultures and people. I'd like to thank the staff, and Inge Parodi, for their commitment to developing the RAP and we look forward to the opportunities to engage our kids with Indigenous communities for many years to come.

The GC's fundraising committee was very busy again this year, rolling out a number of fun and engaging events, such as the ever-popular wine drive, to help the GC raise funds for upgrades to the school's facilities. Thank you to Sam Begg, Claire Kidd and Inge Parodi for their hard work.

As always, parent volunteers have been active across the school and many families contribute time and enthusiasm to the school, including reading to kids in the morning, the Festival of Music, Choir, SAPSASA, Uniform Shop, camps, fundraising, sports days, working bees and all manner of activities. The engagement and active participation of parents and families contributes to a healthy, vibrant and supportive local community.

The Governing Council is a dedicated group of volunteers bringing perspectives from diverse backgrounds and unique skills that we have been able to draw on. I'd like to thank each and every one of them for their time, energies and commitment to ensuring the school is governed thoroughly and in concert and harmony with the leadership and broader staff at the school. I'd especially like to thank outgoing secretary Aja Mackenzie-Burdon and Treasurer and Vice Chair Graham Bartel for their support and efforts.

The SEPS Governing Council would like to extend a sincere thanks to Jess Moroney, Chris Bennie, the extended leadership and all staff of the school for their ongoing care, support and education of our children and we look forward to what 2025 will bring for all.

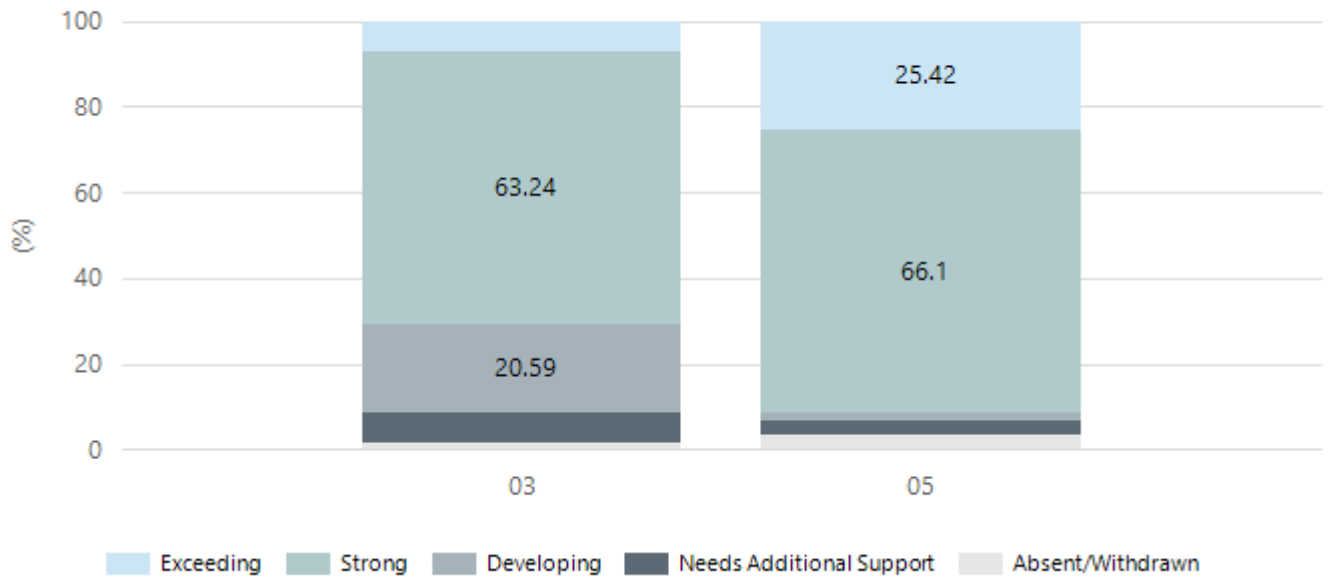
Dave Gerner – Chair SEPS Governing Council

## 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.

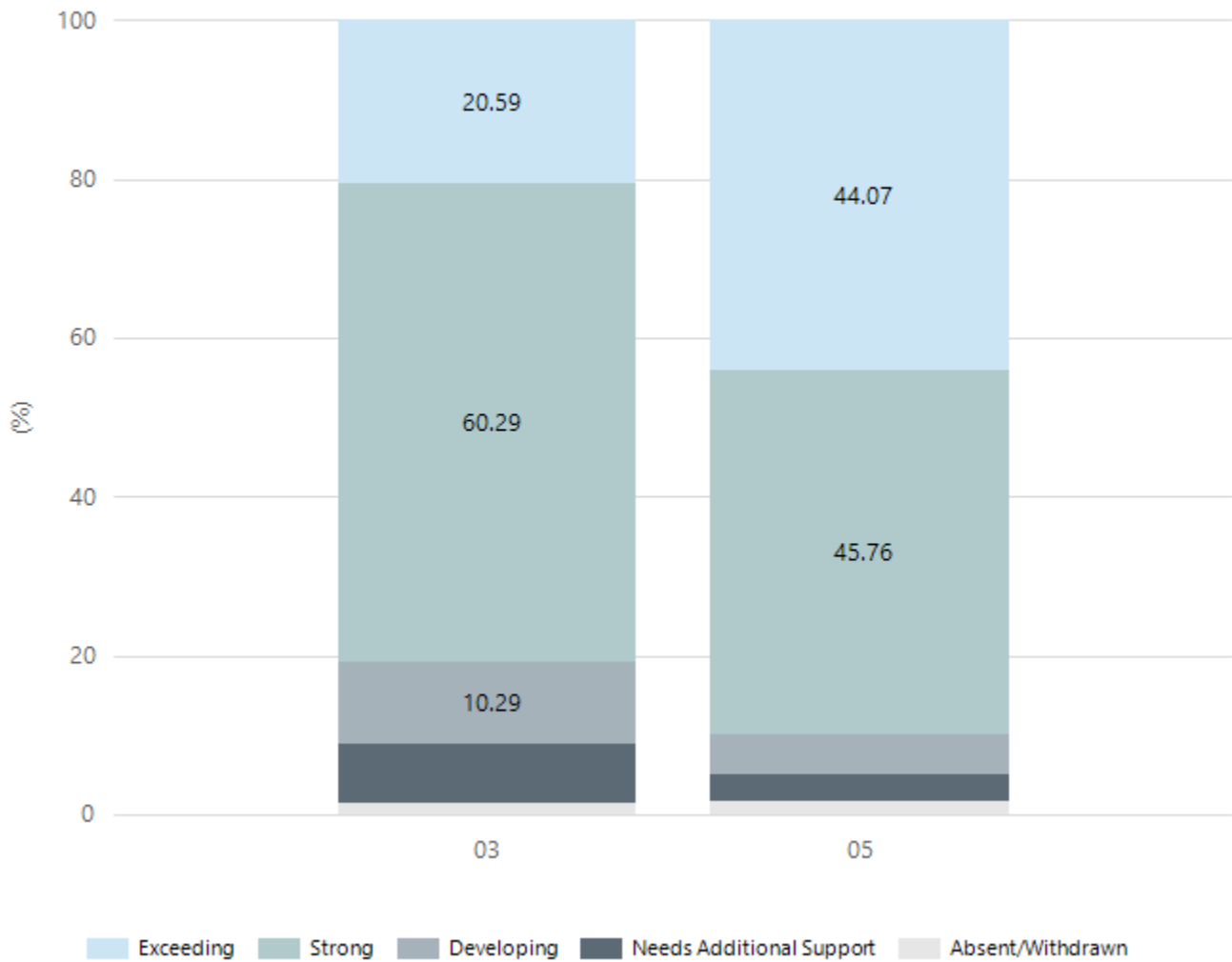
## Numeracy



Year Level	03	05
Exceeding	5	15
Strong	43	39
Developing	14	1
Needs Additional Support	5	2
Absent/Withdrawn	1	2
Total	68	59

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.

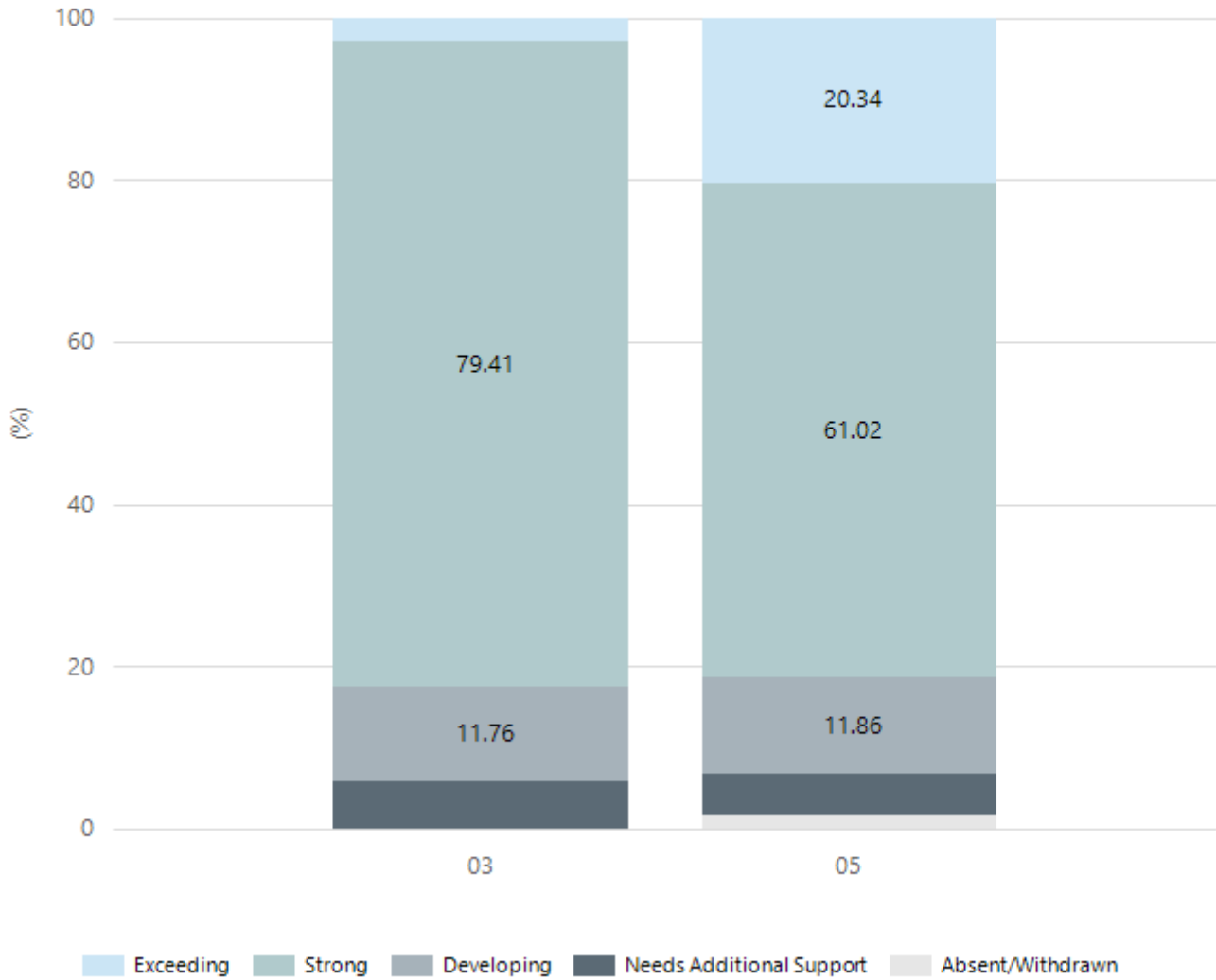
## Reading



Year Level	03	05
Exceeding	14	26
Strong	41	27
Developing	7	3
Needs Additional Support	5	2
Absent/Withdrawn	1	1
Total	68	59

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.

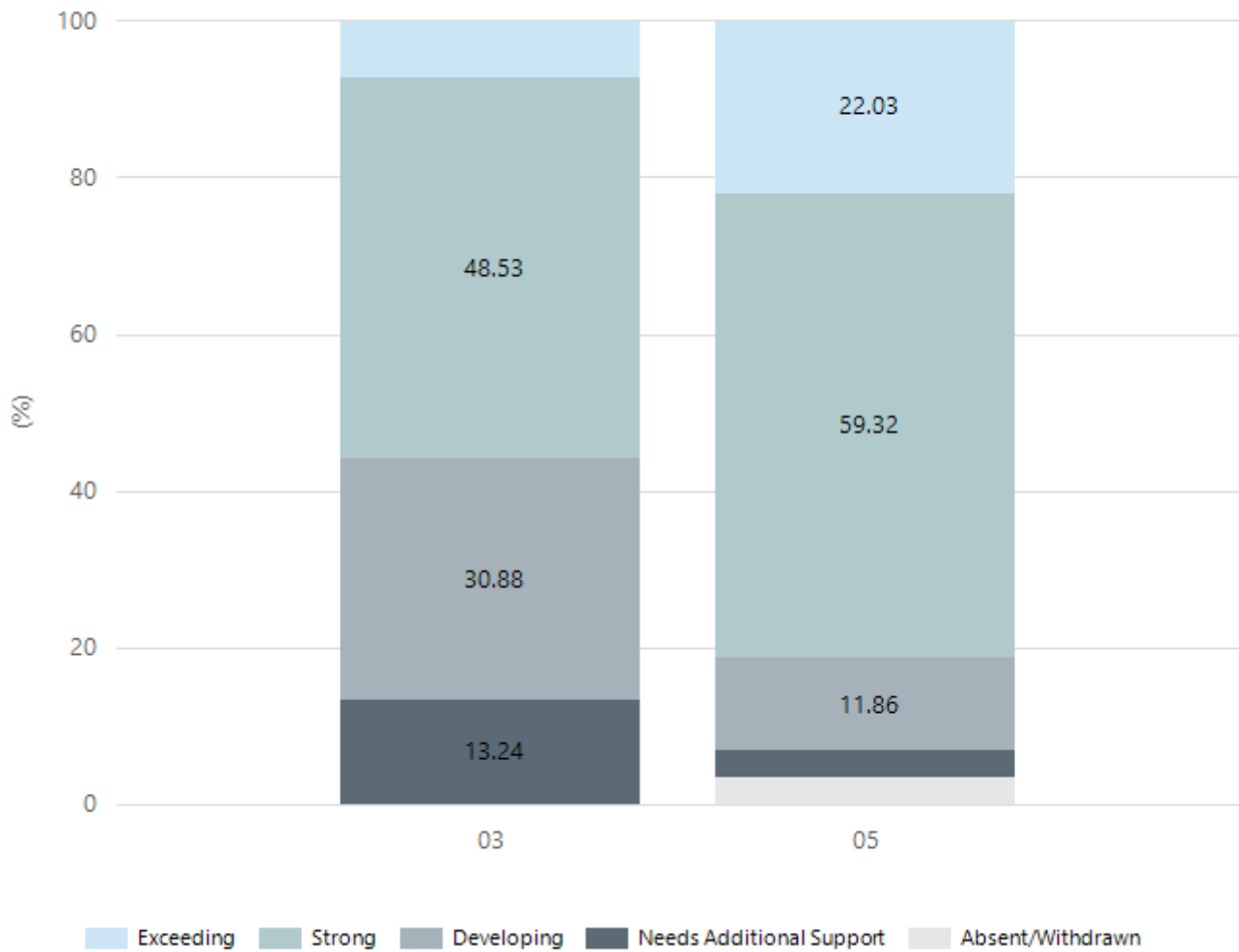
## Writing



Year Level	03	05
Exceeding	2	12
Strong	54	36
Developing	8	7
Needs Additional Support	4	3
Absent/Withdrawn		1
Total	68	59

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.

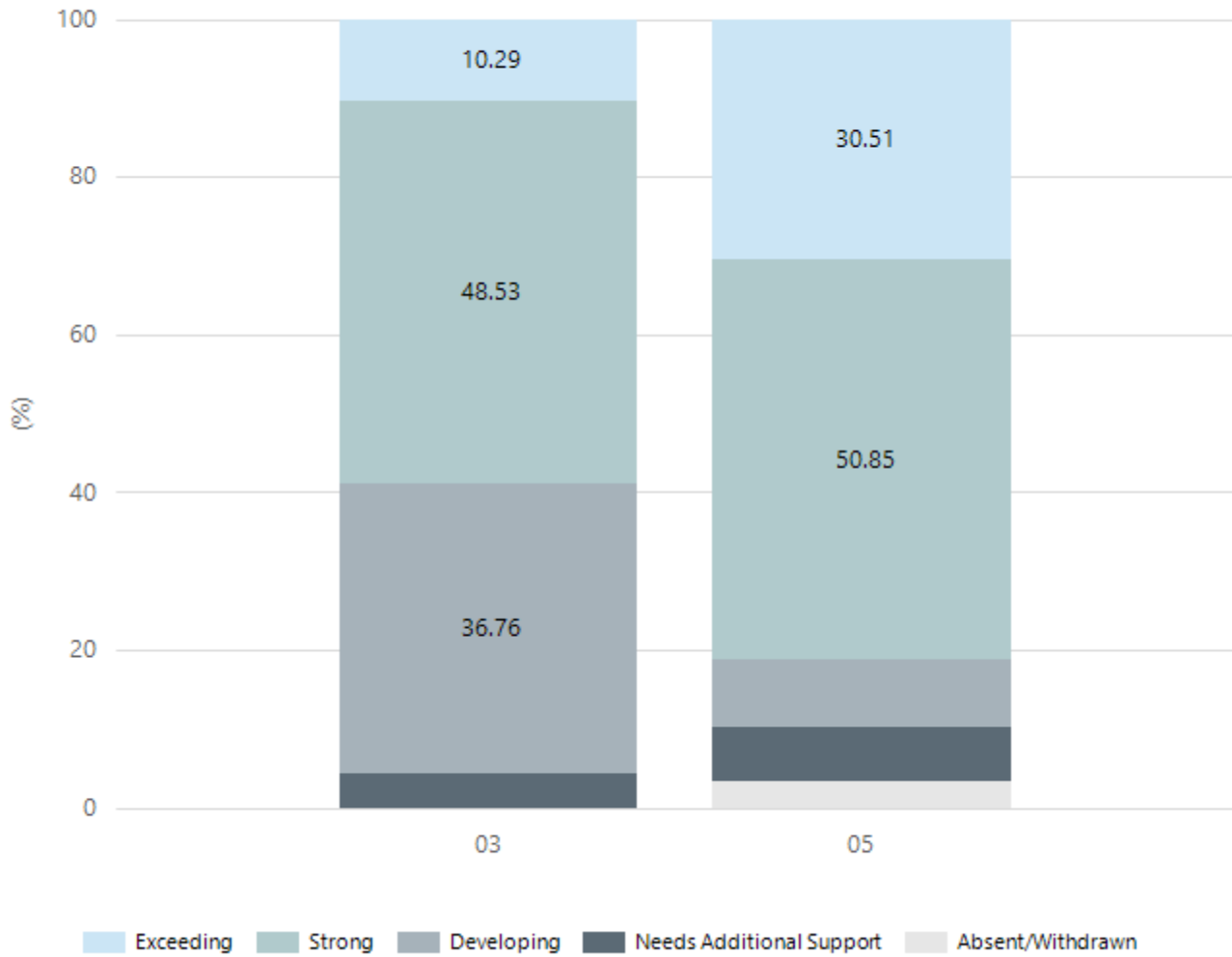
## Grammar



Year Level	03	05
Exceeding	5	13
Strong	33	35
Developing	21	7
Needs Additional Support	9	2
Absent/Withdrawn		2
Total	68	59

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	7	18
Strong	33	30
Developing	25	5
Needs Additional Support	3	4
Absent/Withdrawn		2
Total	68	59

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	89.6%	92.6%	93.0%
Year 01	90.3%	92.9%	93.8%
Year 02	90.4%	91.5%	92.2%
Year 03	89.9%	92.4%	92.0%
Year 04	89.9%	92.1%	92.5%
Year 05	88.4%	91.1%	90.2%
Year 06	87.7%	90.7%	92.2%
Total	89.5%	92.0%	92.3%

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.

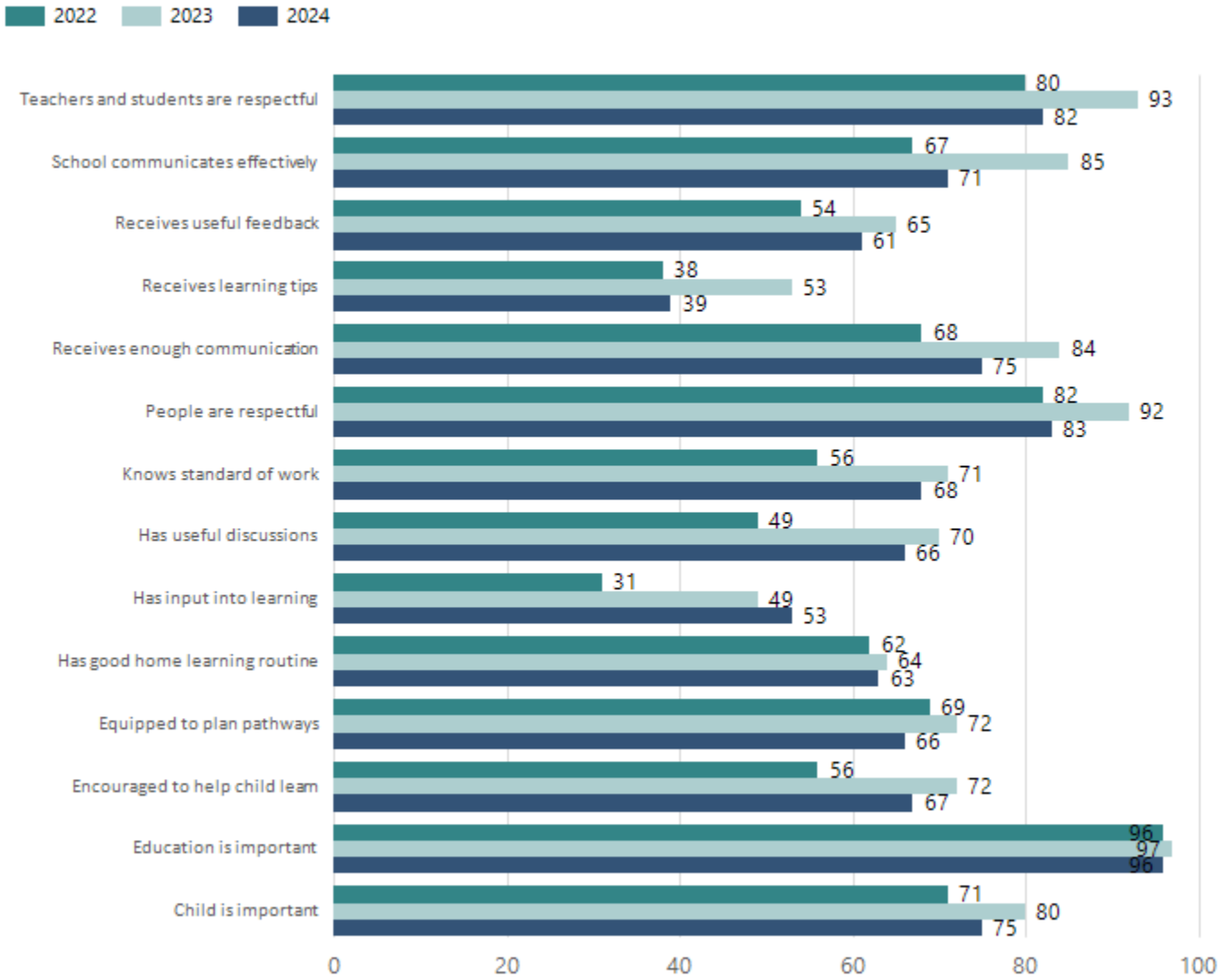
## Attendance Comment

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	1	20.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	3	60.0%
U - UNKNOWN	1	20.0%

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	22
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	0.0	28.2	0.0	7.7
Persons	0.0	33.0	0.0	12.0

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	4886960.60
Grants: Commonwealth	9000
Parent Contributions	221564.94
Fund Raising	21147.54
Other	N/A

Data Source: School supplied data.