

2024 annual report to the Community

# Glen Osmond Primary School

Glen Osmond Primary School number: 152

Partnership: Greenhill South



School principal:

Garry North

Signature

Date of endorsement:

17/02/2025



Government  
of South Australia  
Department for Education

# Context Statement

Glen Osmond Primary School caters for students from R-6. At the time of the February census there were 343 students enrolled in 14 classes. Glen Osmond 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 1% Aboriginal students, 7% students with disabilities, 20 % students with English as an additional language or dialect (EALD) funded background. The student community represents approximately 50 different cultural backgrounds and multiple language groups. 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 Glen Osmond Primary School (GOPS) Governing Council for 2024 consisted of 9 members. It appointed 6 committees (Finance Advisory, Out of School Hours Care Advisory, Out of School Hours Sports, Grounds and Facilities, Community Engagement and Fundraising) to help govern these functions across the school. It continued to deliver its objective by involving the school community in the governance of the school to strengthen and support public education in the Glen Osmond community. The implementation of the Volunteer site induction was a key outcome that has increased the pool of volunteers to 110 for 2024. The dedication and commitment of these volunteers help support GOPS through sports, fundraising, community engagement projects as well as school activities such as incursions/excursions.

Through hybrid meetings in weeks 3 & 8 of each term, Governing Council was kept informed by Principal Garry, Deputy Principal Theresa and other School Leaders on all important aspects of GOPS. These included the Public Education Strategy, GOPS Strategic Plan development on Wellbeing for Learning (including Zones of Regulation Parent workshops), Reconciliation Action Plan, School Improvement Plan (including NAPLAN results), Mid-Year Reception Intake Plan, the Autism Inclusion Teacher initiative, and the City of Unley local area traffic management plan.

The 6 committees delivered thorough governance by remaining active and meeting regularly prior to council meetings.

1. Finance – improved the understanding of monthly financial reports for both the school and OSHC. This included a financial summary with clear commentary to explain variances to budget and highlighted any other financial matters. They also supported the preparation of 2025 budget and managed the new Fundraising Activity Approval and Reporting Process.
2. OSHC – supported the OSHC services including morning, after school and vacation care programs. All policies and procedures were maintained to continue effective program delivery.
3. Sports – assisted with the coordination and maintenance of both summer and winter out of school hours sports programs. All programs are championed by parent volunteers.
4. Grounds & Facilities – provided feedback to maintain and improve various areas in and around the school.
5. Fundraising – generous outcomes from events such as the JP STEM Charity, Community Singing Night bake stall & BBQ, and Big Day Out.
6. Community Engagement – established a framework and supported family-friendly events such as End of Winter Season sports celebration and Community Singing Night.

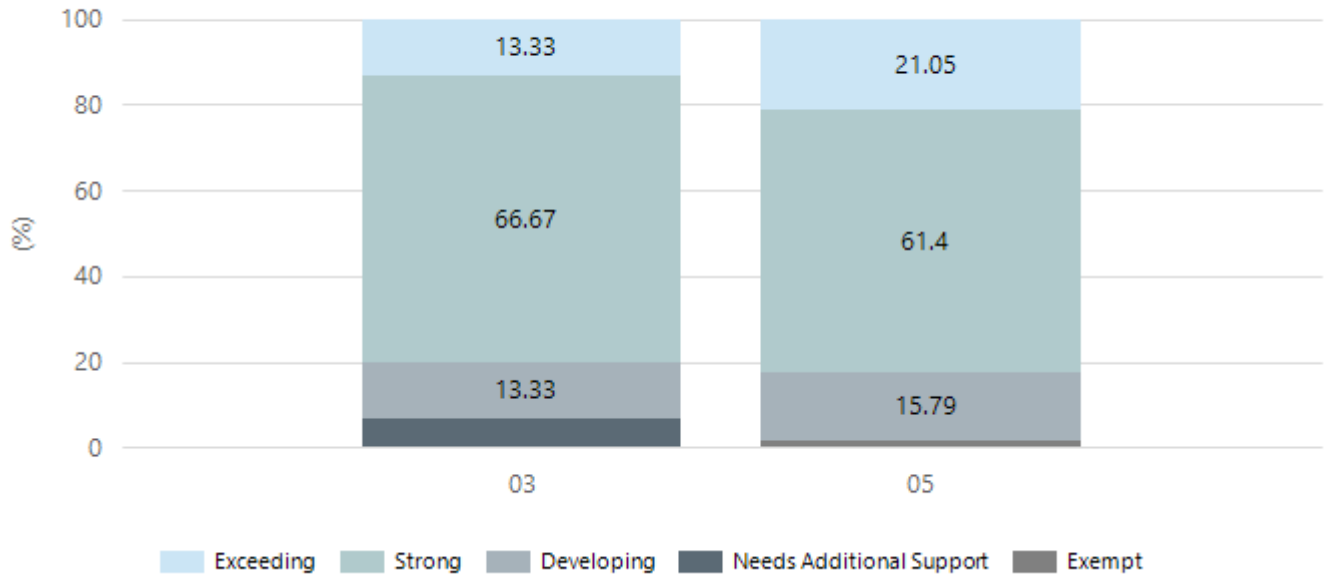
Governing Council would like to thank all GOPS teachers, SSOs, staff and volunteers for their continued support and commitment towards achieving successful outcomes for the school. It's amazing to observe our PRICE values in action. In conclusion, I would like to thank all Governing Council and committee members for their professional dedication and valuable contributions towards increasing community engagement for the 2024 school year.

# 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



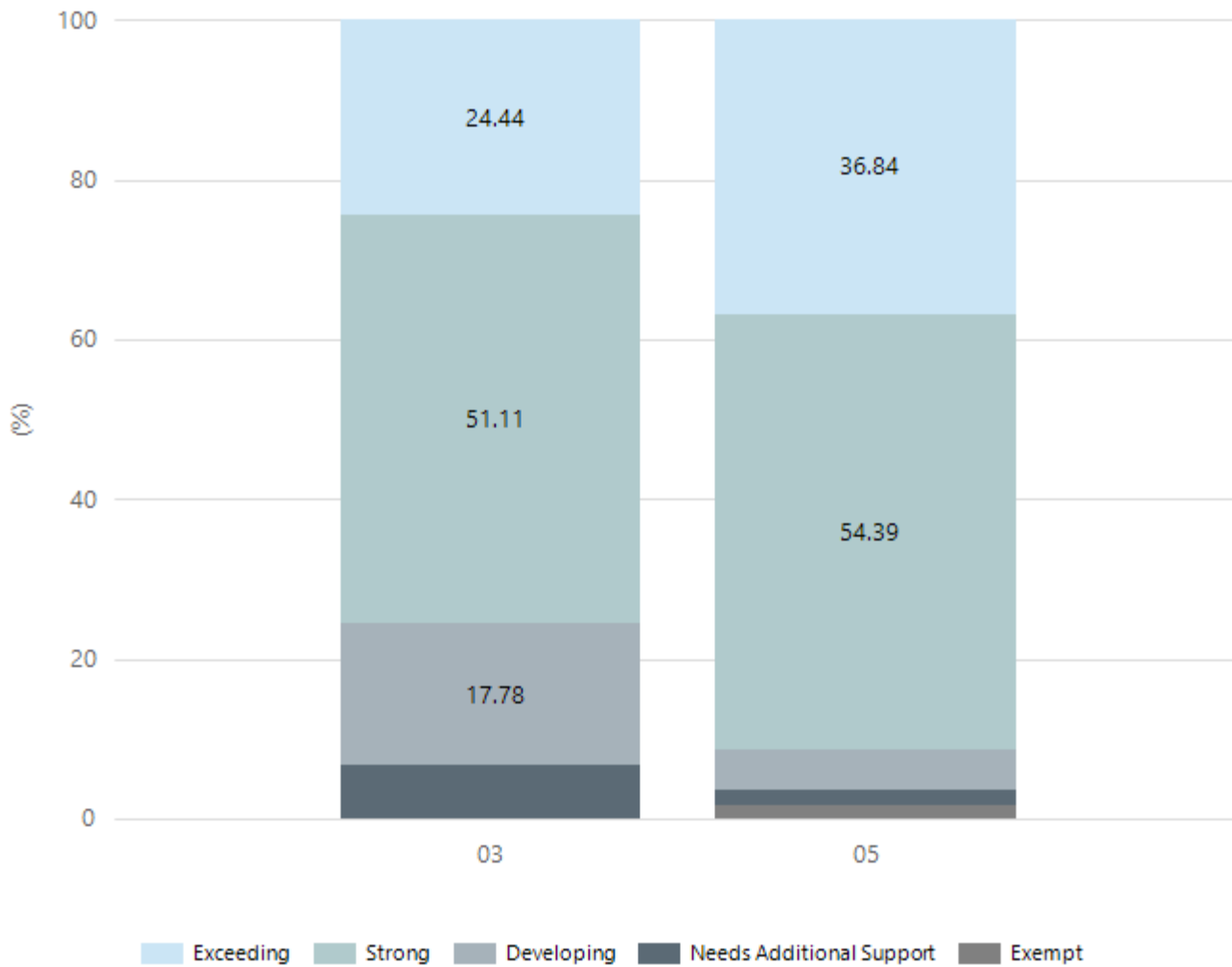
Year Level	03	05
Exceeding	6	12
Strong	30	35
Developing	6	9
Needs Additional Support	3	
Exempt		1
Total	45	57

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.

Numeracy development has been supported by a Curriculum Coordinator. Teachers are released each term to plan collaboratively in improving the teaching and learning of mathematics. The implementation of the SA Curriculum is guided by professional learning communities and the development and ongoing review of our Numeracy Agreement.

The Numeracy Agreement guides timing and mode of assessments across R-6 to inform teaching, individual, cohort and whole school student progress data. Continual reflections and improvements on our processes and responses to student learning data are supported by a Numeracy Committee with representatives from each section of the school.

## Reading

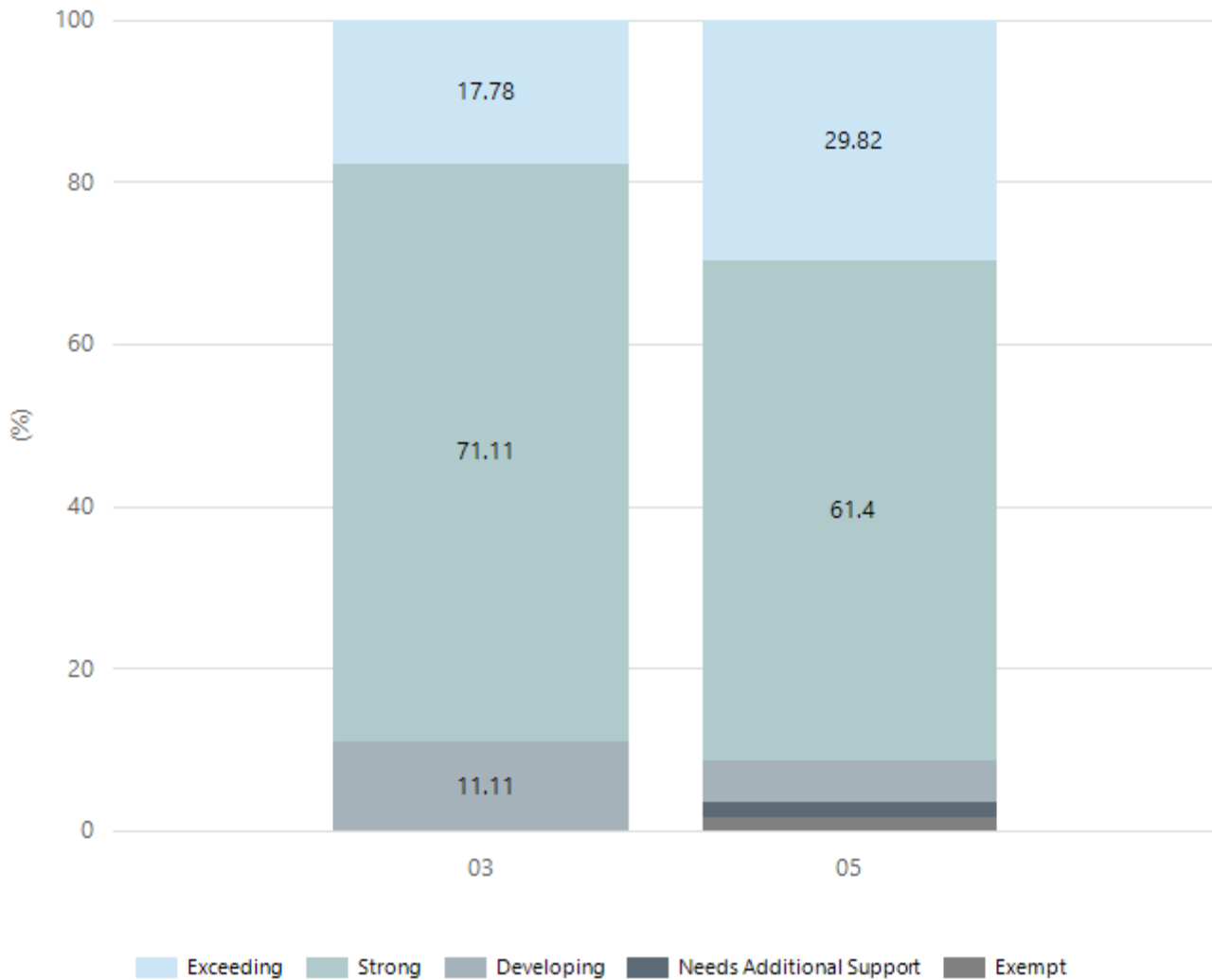


Year Level	03	05
Exceeding	11	21
Strong	23	31
Developing	8	3
Needs Additional Support	3	1
Exempt		1
Total	45	57

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.

Strong reading results are supported by the ongoing and explicit teaching of phonics from Reception through to Year 6. Whole class and intervention programs use a consistent, systematic synthetic phonics approach. GOPS Literacy Agreement scaffolds assessment points and processes R-6 to inform teaching and learning, individual, cohort and whole school student progress data.

## Writing



Year Level	03	05
Exceeding	8	17
Strong	32	35
Developing	5	3
Needs Additional Support		1
Exempt		1
Total	45	57

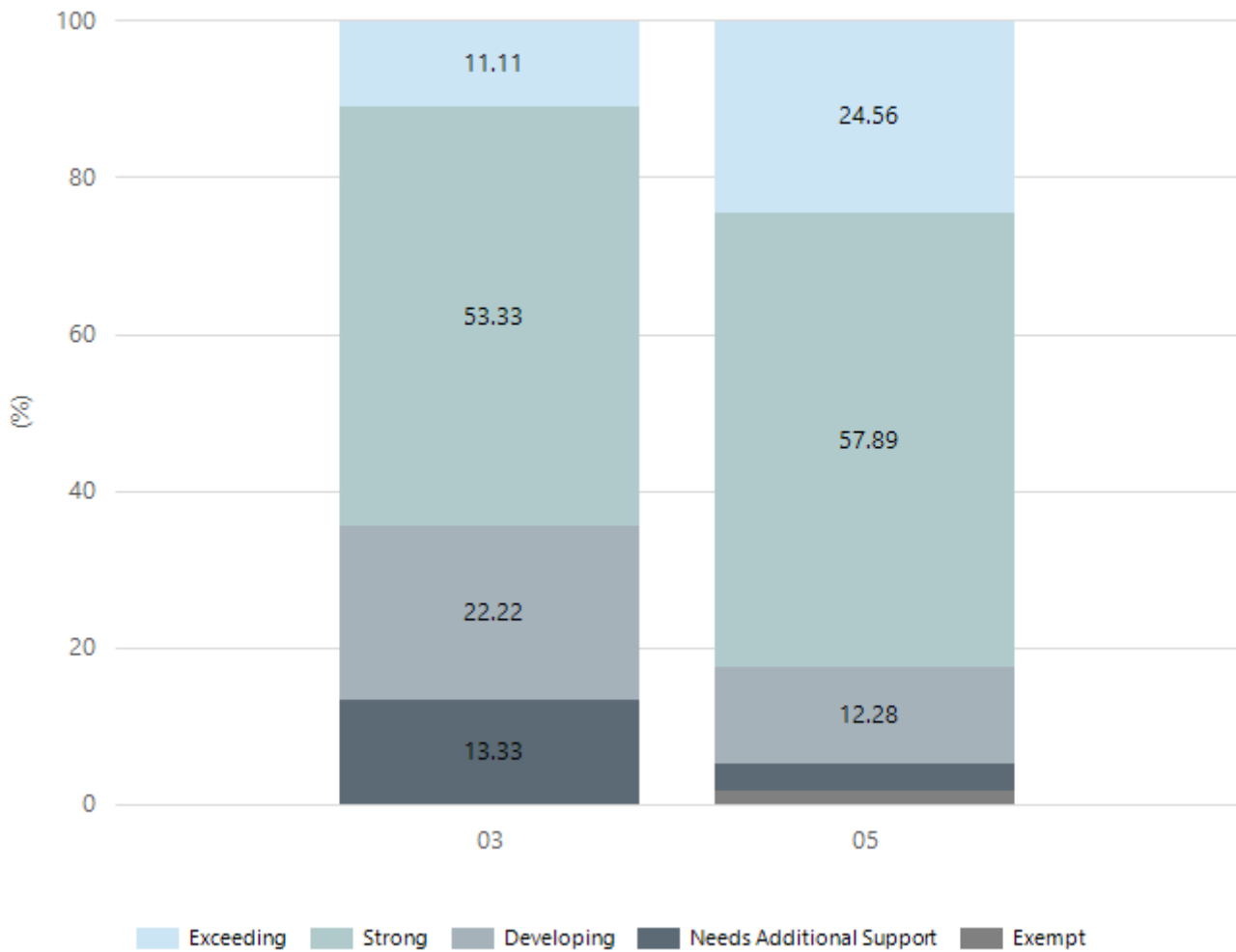
Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Ongoing implementation of functional grammar supports development of writing Reception to Year 6.

Includes professional learning to enable explicit teaching across all abilities and language backgrounds.

Rigorous assessment and moderation practices identify explicit teaching points for all students.

## Grammar



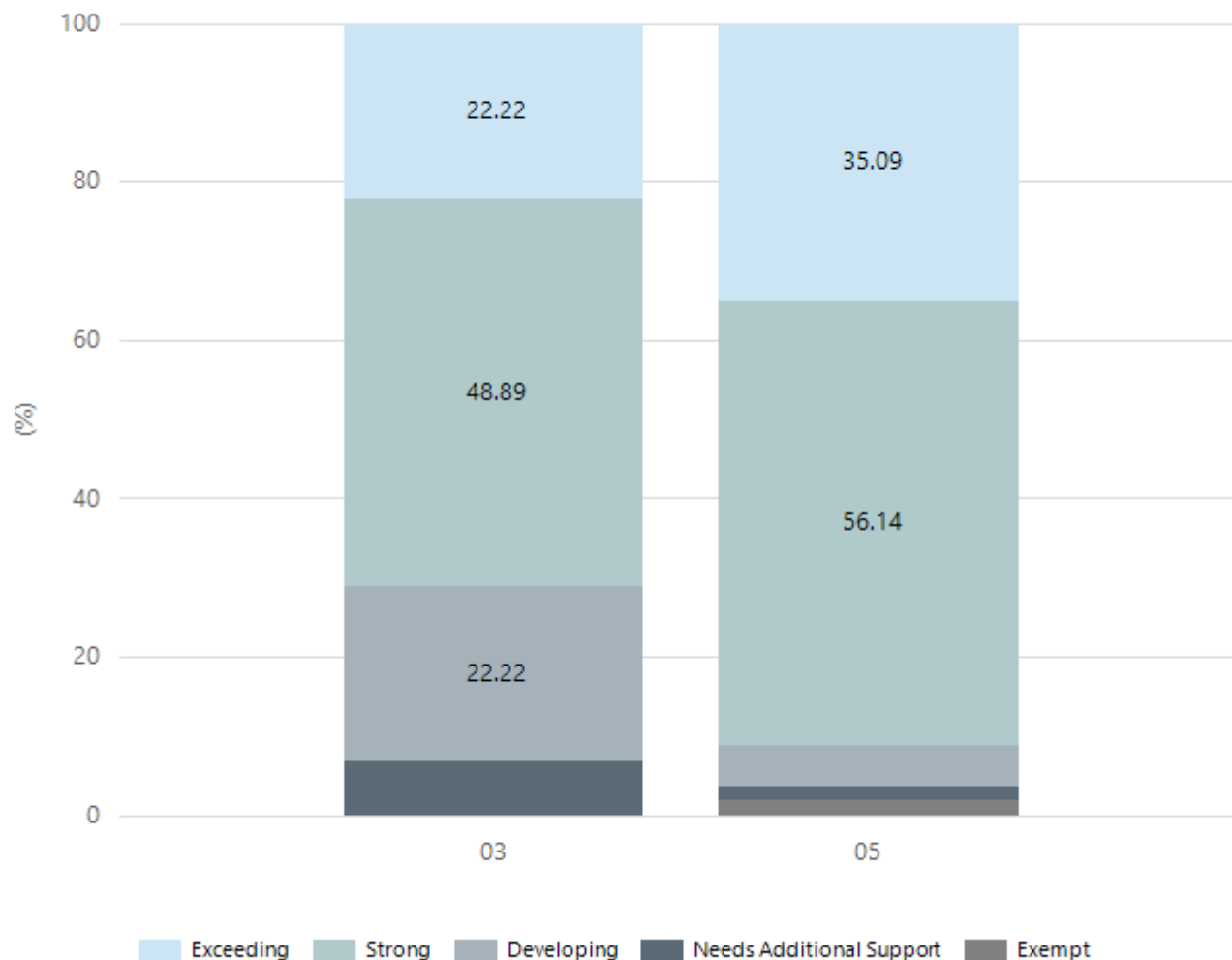
Year Level	03	05
Exceeding	5	14
Strong	24	33
Developing	10	7
Needs Additional Support	6	2
Exempt		1
Total	45	57

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.

Functional grammar explicitly taught across Reception to Year 6 has supported students in developing a meta-language for writing and grammar.

Through teacher supported and peer feedback processes, including structural support such as ‘bump it up’ Walls and teaching points identified from writing assessments, students set writing and grammar improvement goals.

## Spelling



Year Level	03	05
Exceeding	10	20
Strong	22	32
Developing	10	3
Needs Additional Support	3	1
Exempt		1
Total	45	57

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.

Consistent approach to teaching synthetic phonics across Reception to Year 6 has supported learning continuity across classrooms and year levels.

A thorough GOPS Literacy Agreement marks several point and processes from R-6 where scheduled assessment capture individual progress and identify areas for improvement.

Regular reflections and continual improvement in our processes is managed by a Literacy Committee with representation from all sections of the school.

## School Attendance

Year Level	2022	2023	2024
Reception	88.4%	91.6%	93.1%
Year 01	89.2%	91.7%	93.2%
Year 02	89.2%	94.6%	91.9%
Year 03	91.8%	92.7%	94.1%
Year 04	91.2%	94.7%	91.0%
Year 05	90.5%	93.6%	91.8%
Year 06	88.6%	91.0%	94.1%
Primary Other			86.3%
Total	89.8%	92.9%	92.7%

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.

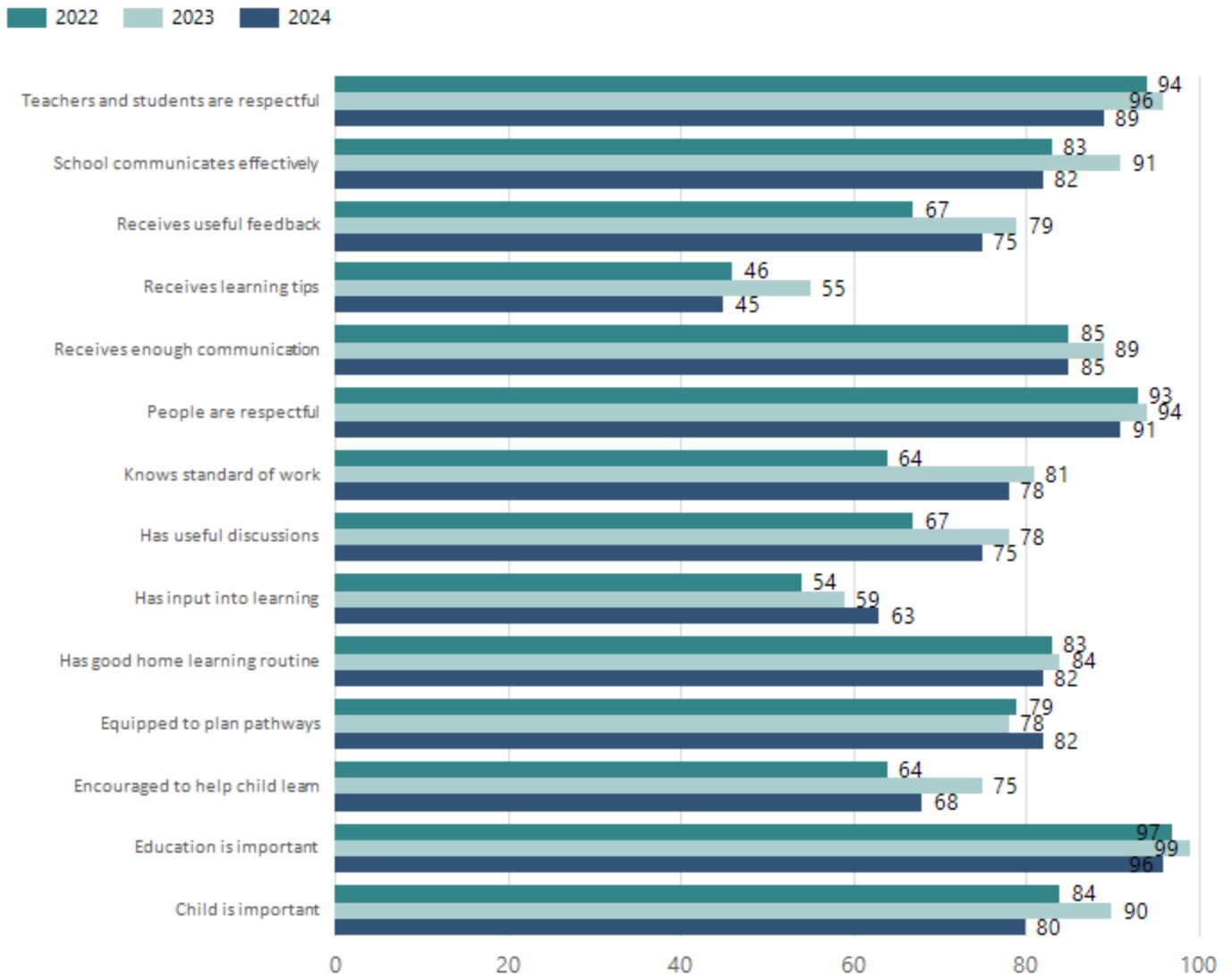
## Attendance Comment

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.

Generally increasing or steady rates of attendance. Some cohorts will be impacted by extended international family travel. This can be inconsistent and is managed in line with our local Attendance policy. All extended absences are approved and managed through the Exemption process. Enrolment audits validate the accuracy of our processes.

# School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



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

Survey reports high levels of satisfaction and a high proportion of agree/strongly agree responses. 'Receives learning tips' will become an area for improvement in 2025. The success of the adjustments to our communication platforms and schedules in recent years are evidenced in the analytics that suggest high readership and prompt family responses to surveys, permission returns and school communications, building strong engagement in the communication processes.

# Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	3	38.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	1	13.0%
U - UNKNOWN	4	50.0%

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	17
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	19.1	0.0	10.0
Persons	0.0	21.0	0.0	16.0

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	3,575,734.54
Grants: Commonwealth	1,950
Parent Contributions	218,297.25
Fund Raising	1,614
Other	11,457.14

Data Source: School supplied data.