

2025 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:

20/02/2026



Government
of South Australia
Department for Education

Context Statement

Glen Osmond Primary School caters for students from R-6. At the time of this report, the enrolment in 2025 is 363. 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, 11% students with disabilities, 7% students with English as an additional language or dialect (EALD) funded background. 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 2025.

Governing Council Report

2025 Governing Council Report

The Glen Osmond Primary School (GOPS) Governing Council for 2025 consisted of eight members and provided oversight of four committees: Finance Advisory, Out of School Hours Care (OSHC) Advisory, Out of School Hours Sports, and Grounds and Facilities. The Council's objective was to actively involve the school community in the governance of the school and to strengthen and support public education within our community.

Meeting in Weeks 3 and 8 of each term, the Governing Council was regularly informed by Principal Garry, Deputy Principal Theresa, and other school leaders on key aspects of school operations and strategic direction. These updates included:

- Department for Education Strategy, including new Child Protection Curriculum
- GOPS Site Learning Plan, including implementation and review of the Self-Regulated Learning program
- Reconciliation Action Plan
- School Improvement Plan, including NAPLAN results
- Mid-Year Reception Intake
- Community Engagement activities
- Inclusive Education initiatives
- City of Unley local area traffic management plan

Each committee played an important role in ensuring thorough and effective governance by meeting regularly prior to Council meetings and providing detailed reports and feedback.

Committee Reports

1. Finance Advisory Committee

The Finance Committee strengthened the presentation and understanding of monthly financial reports for both the school and OSHC service. This included clear financial summaries with commentary explaining budget variances and highlighting key financial matters. The Committee also supported the preparation of the 2026 budget and managed the Fundraising Activity Approvals and Reporting process to ensure compliance and transparency.

2. Out of School Hours Care (OSHC) Advisory Committee

The OSHC Committee continued to support the delivery of high-quality morning care, after-school care, and vacation care programs. A significant achievement in 2025 was the successful application for Worker Retention Grant payments, which enabled increased remuneration for all OSHC staff.

The Committee oversaw the management and review of policies, procedures, budgets, and utilisation rates to ensure the service remained sustainable and responsive to the needs of our school community.

3. Out of School Hours Sports Committee

The Sports Committee continued to assist with the coordination and maintenance of both summer and winter out-of-school-hours sports programs. These programs were proudly led by parent volunteers.

In 2025, policies were reviewed to provide clearer operational guidance, and encourage broader parent participation.

4. Grounds and Facilities Committee

The Grounds and Facilities Committee provided ongoing feedback and guidance to support the maintenance and improvement of school buildings and outdoor spaces, ensuring safe and welcoming environments for students and staff.

Although there was no formal Community Engagement Committee in 2025, we sincerely thank the many volunteers and families who contributed to the success of our family-friendly events, including the Harmony Day Picnic and Disco, end-of-season sports celebrations, and Community Singing Night.

The Governing Council also extends its sincere appreciation to all GOPS teachers, School Services Officers (SSOs), staff, and volunteers who generously dedicated their time and effort throughout the year. Their support of school activities, sports programs, camps, and excursions continues to enrich the learning experiences and wellbeing of our students.

Finally, we thank our entire school community for their ongoing attendance and support at classroom open days, celebrations, and assemblies. Your engagement and commitment play a vital role in maintaining the strong sense of connection and spirit that defines Glen Osmond Primary School.

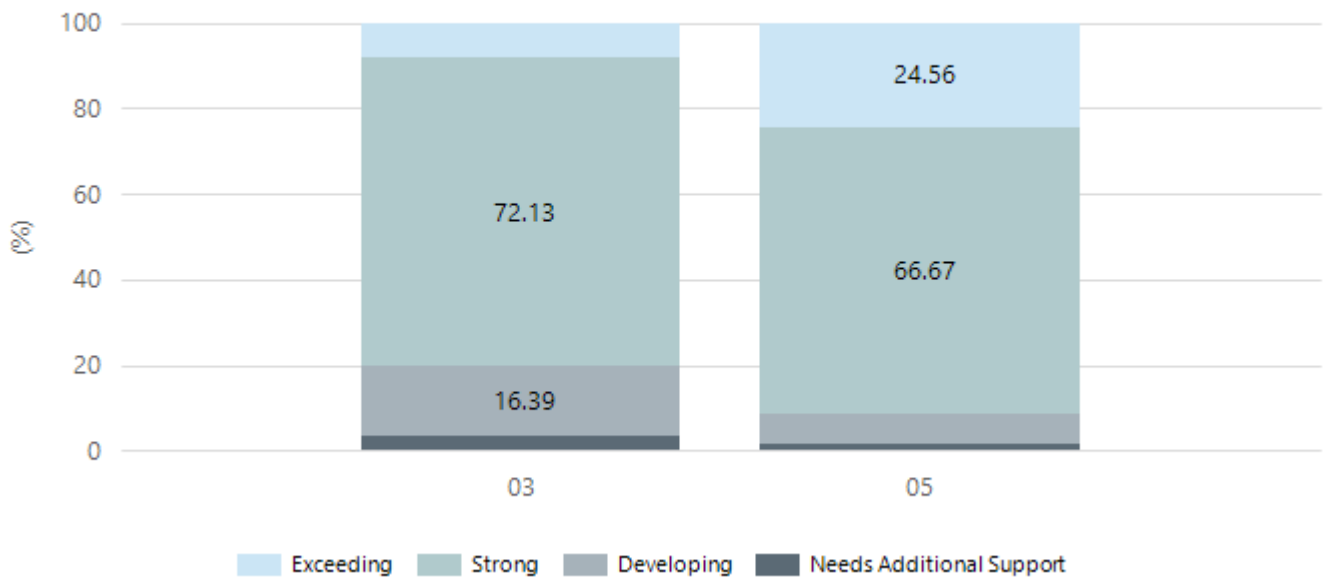
Amber Holgate - Governing Council Chairperson

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.

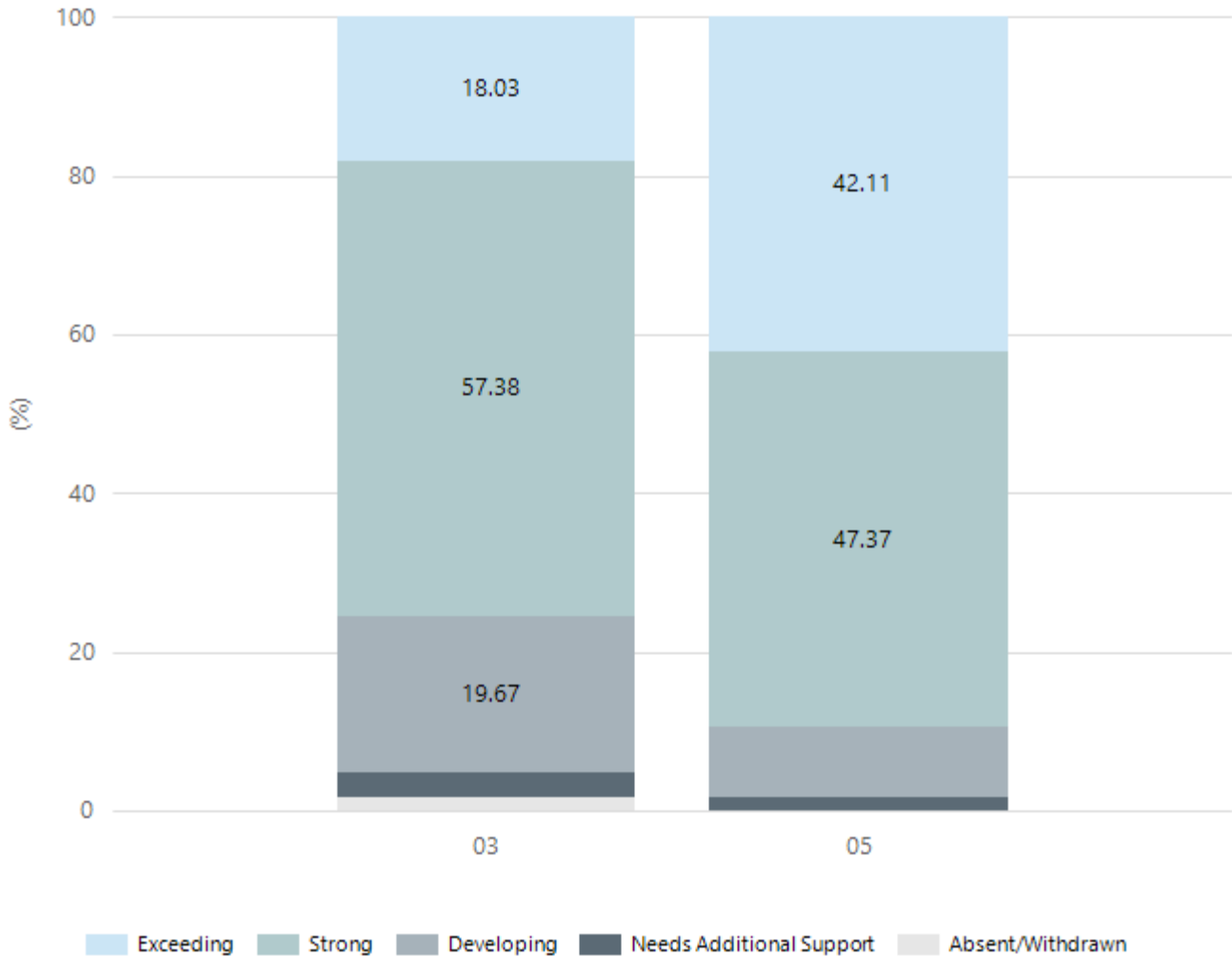
Numeracy



Year Level	03	05
Exceeding	5	14
Strong	44	38
Developing	10	4
Needs Additional Support	2	1
Total	61	57

Data Source: Department for Education Assessment Data Holdings, 2025. 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



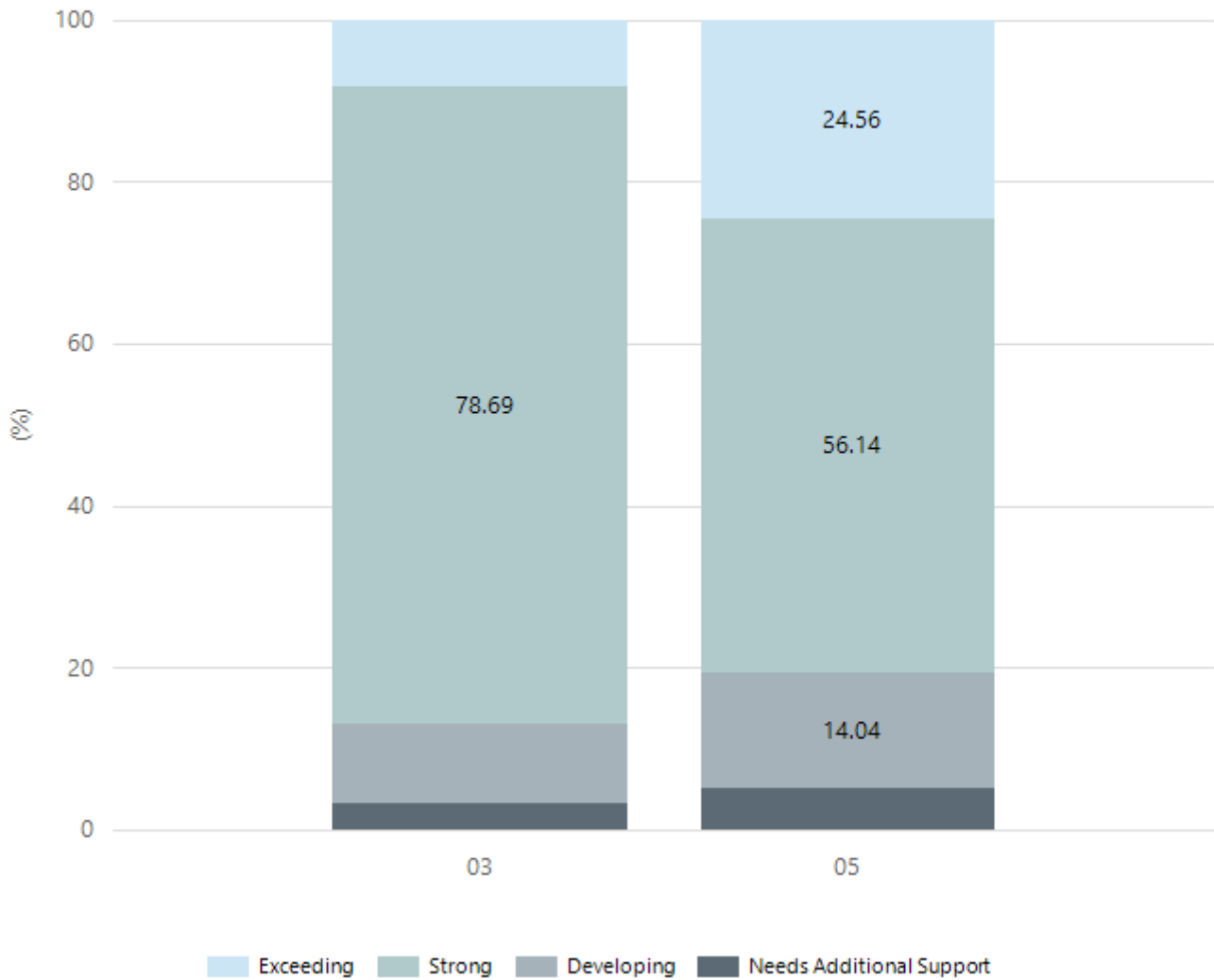
Year Level	03	05
Exceeding	11	24
Strong	35	27
Developing	12	5
Needs Additional Support	2	1
Absent/Withdrawn	1	
Total	61	57

Data Source: Department for Education Assessment Data Holdings, 2025. 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 guides assessment from R-6, specifying benchmarks to guide teaching and intervention programs.

Writing



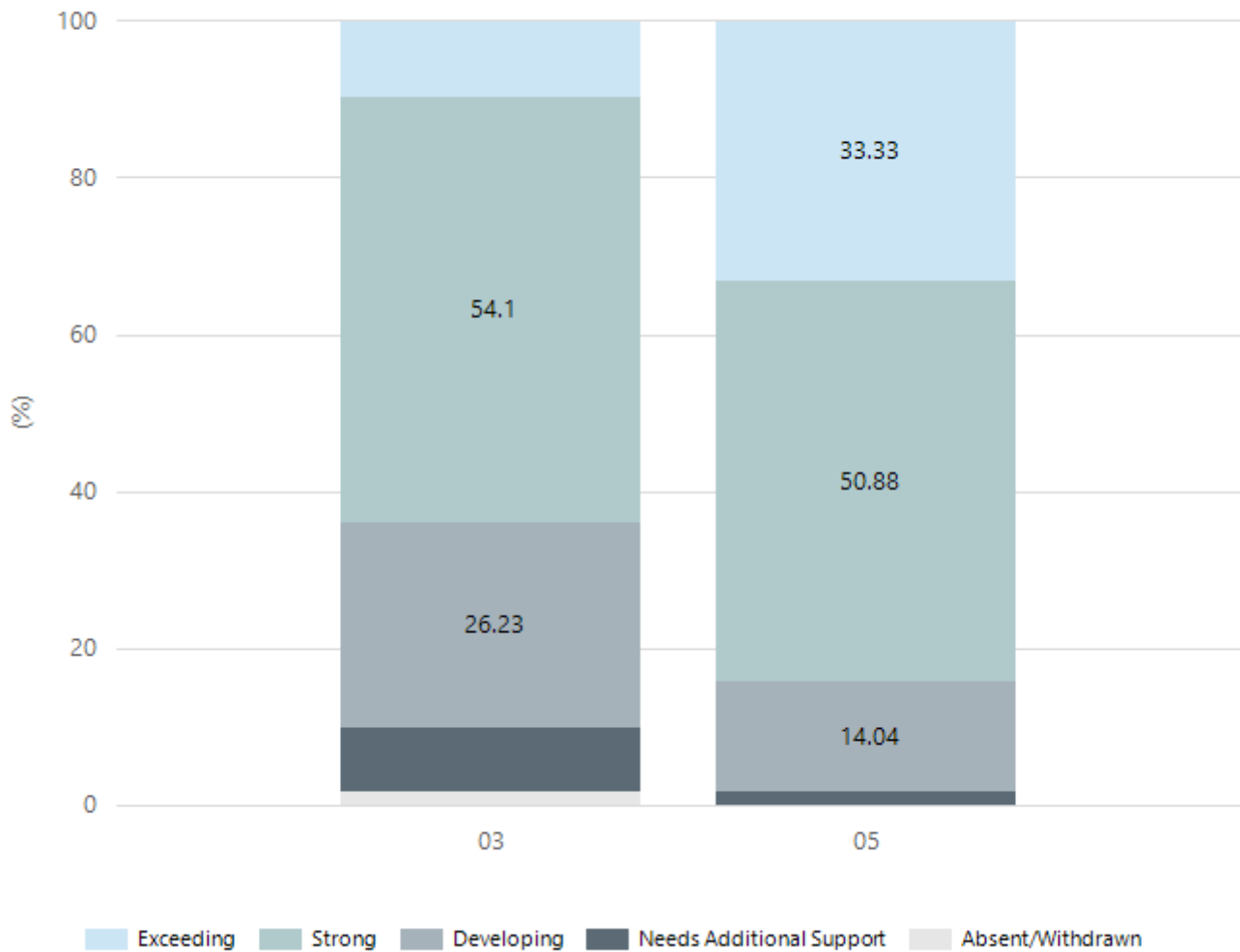
Year Level	03	05
Exceeding	5	14
Strong	48	32
Developing	6	8
Needs Additional Support	2	3
Total	61	57

Data Source: Department for Education Assessment Data Holdings, 2025. 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 writing and grammar results are supported by the ongoing implementation of explicit teaching of functional grammar from Reception to Year 6.

Thorough assessment of writing samples identifies explicit teaching points for all students to guide teaching practice.

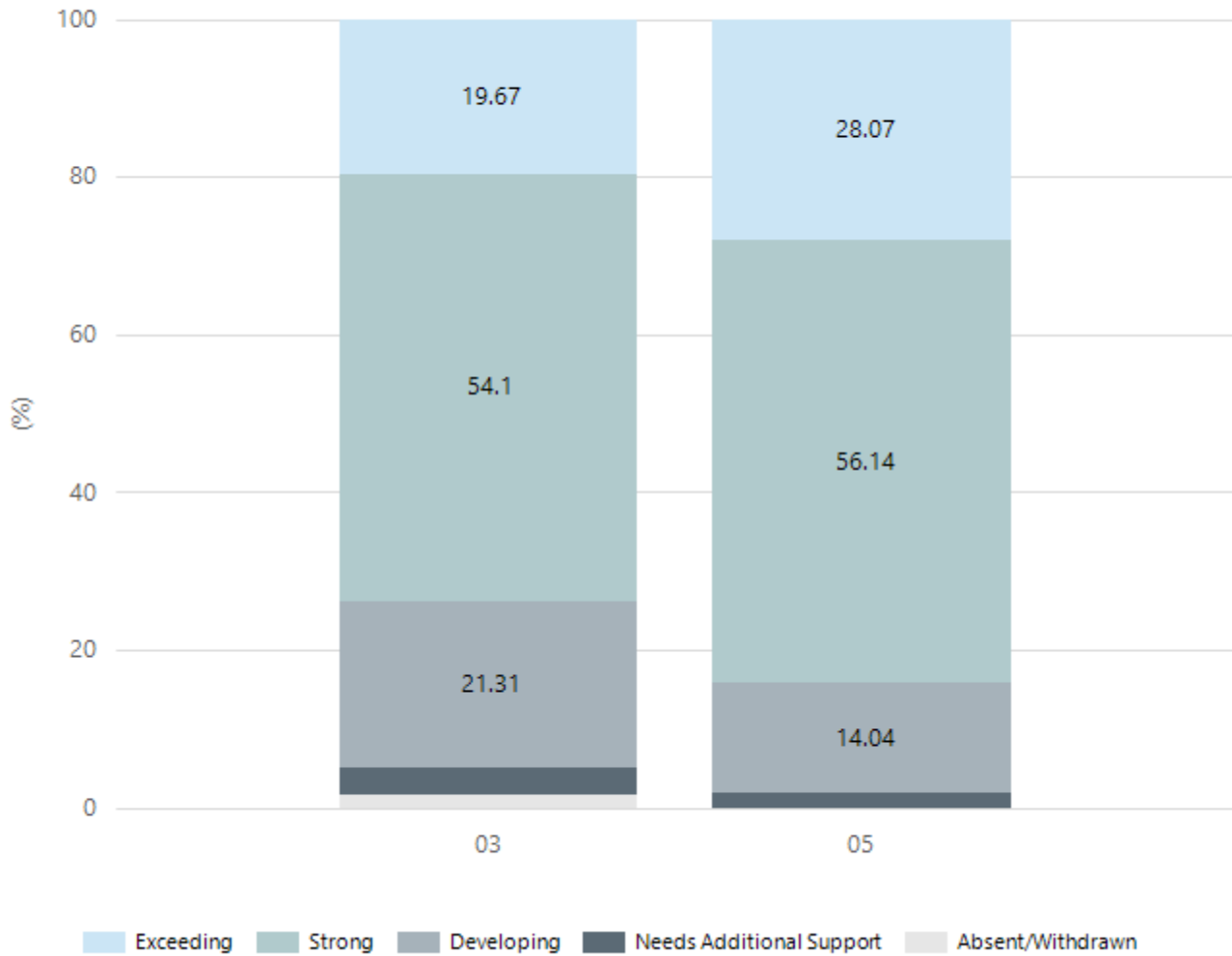
Grammar



Year Level	03	05
Exceeding	6	19
Strong	33	29
Developing	16	8
Needs Additional Support	5	1
Absent/Withdrawn	1	
Total	61	57

Data Source: Department for Education Assessment Data Holdings, 2025. 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	12	16
Strong	33	32
Developing	13	8
Needs Additional Support	2	1
Absent/Withdrawn	1	
Total	61	57

Data Source: Department for Education Assessment Data Holdings, 2025. 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	2023	2024	2025
Reception	91.6%	93.1%	92.3%
Year 01	91.7%	93.2%	94.1%
Year 02	94.6%	91.9%	92.1%
Year 03	92.7%	94.1%	92.1%
Year 04	94.7%	91.0%	93.9%
Year 05	93.6%	91.8%	92.8%
Year 06	91.0%	94.1%	92.5%
Primary Other		86.3%	
Total	92.9%	92.7%	92.8%

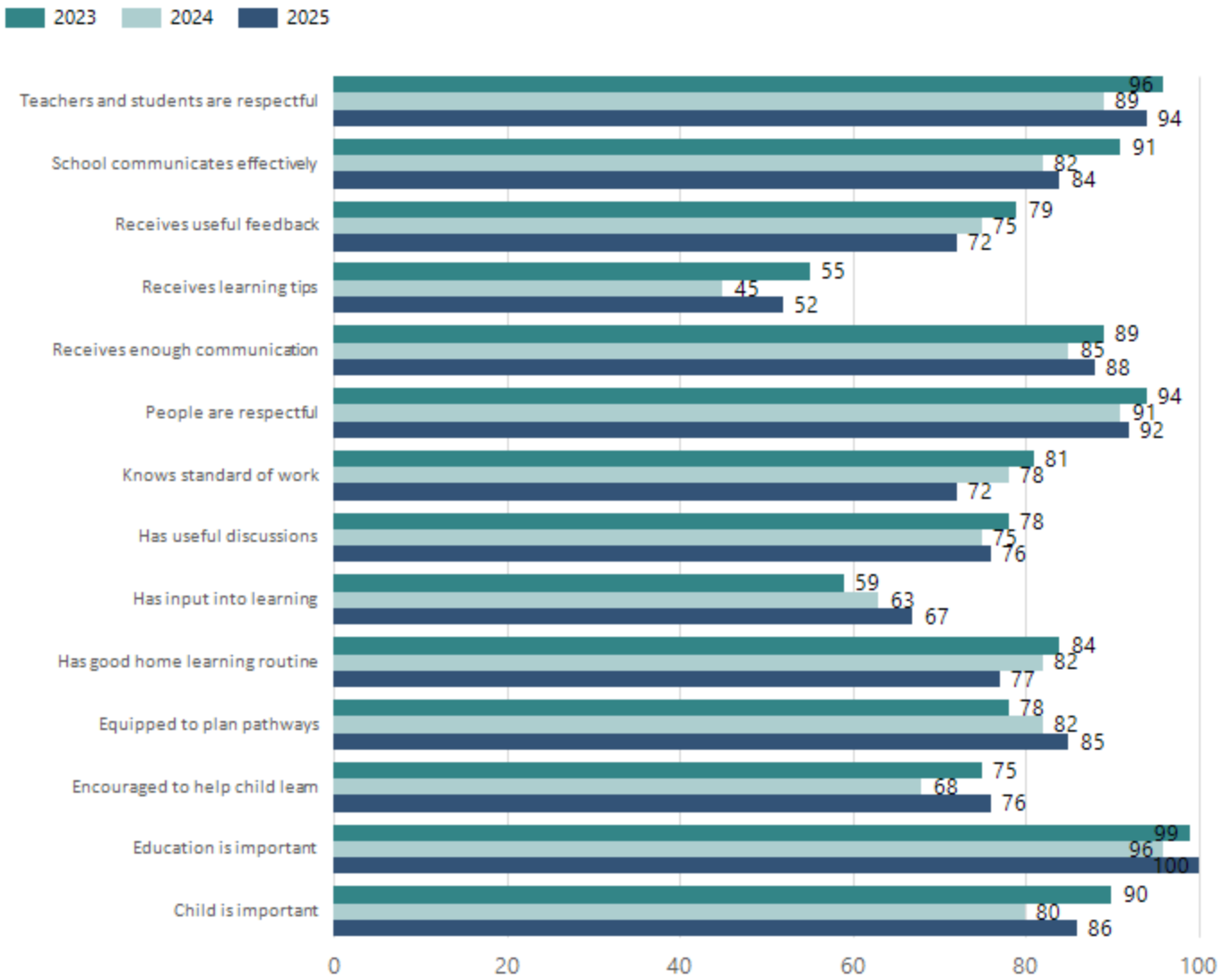
Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to 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(%)



Data Source: 2025 Department for Education Parent Opinions Survey, Term 3 2025.

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	8	100.0%

Data Source: Department for Education Destination Data Report, 2025. Data extract term 3 2025. 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 2025. 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	18.0	0.0	8.3
Persons	1.0	20.0	0.0	14.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2025.

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	3,912,754.03
Grants: Commonwealth	3,150
Parent Contributions	239,560.23
Fund Raising	888.25
Other	42,412.42

Data Source: School supplied data.