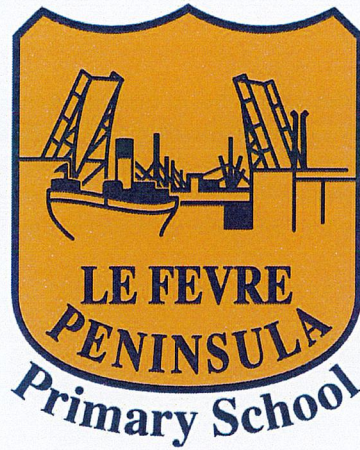


2024 annual report to the Community

Le Fevre Peninsula Primary School

Le Fevre Peninsula Primary School number: 221

Partnership: Le Fevre Peninsula



School principal:

Robert Bowden


Signature

Date of endorsement:

21/02/2025



Context Statement

Le Fevre Peninsula Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 233. Le Fevre Peninsula Primary School is classified as Category 3 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 28% Aboriginal students, 15% students with disabilities, 7% students with English as an additional language or dialect (EALD) funded background, 3% 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

What an incredible year 2024 has been for Le Fevre Peninsula Primary School! It has been a year filled with learning, community spirit, and outstanding achievements by our students, staff, and families. This report will just touch on a few of the things that really stood out.

Our school is deeply embedded in our wonderful community, which is strengthened by the contributions of every individual who takes part in shaping its success. Whether through volunteering, participating in events, or simply supporting our students, each contribution helps make Le Fevre Peninsula Primary School a vibrant and inclusive learning environment.

A major highlight this year was our partnership with St. John's, enabling all students to complete basic First Aid training. Equipping our children with essential life skills is invaluable, and it was fantastic to see them actively engaged in learning practical ways to help in emergencies.

This year, we introduced the Le Fevre Parliament, providing students with the opportunity to take on leadership roles within the school. This initiative has empowered our students to voice their ideas, take responsibility, and work collaboratively to create positive change in our school community.

Our commitment to cultural learning was reflected in the work of Aboriginal Artist Scott Rathman, an Arrernte man, who collaborated with our students to create a stunning mural. This artwork not only enhances our school environment but also represents our shared values and identity.

Reconciliation Week was another key event, offering a variety of meaningful activities that deepened students' understanding of Aboriginal and Torres Strait Islander cultures. A highlight was the damper-making session with the SA Country Women's Association, where students engaged in hands-on cultural learning and storytelling.

Our fundraising efforts this year were exceptional, thanks to the dedication of our parent volunteers. A special acknowledgment goes to Amber Briggs and Natasha Hanson, along with their partners, for their tireless work in organising the Mother's and Father's Day stalls, the student disco, and securing incredible prizes for our end-of-year school concert. Their efforts are truly appreciated and make a lasting impact on our students' experiences.

Sports continued to be an area of excellence for our school, demonstrating that despite our small size, we are highly competitive. A special mention goes to our boys' basketball team, who achieved an impressive 4th place in the State competition. Our Sports Day was also a resounding success, with incredible participation and enthusiasm. Congratulations to Red for securing the victory this year, and a heartfelt thank you to the staff and volunteers who made the event so well-organised and enjoyable.

The end-of-year school concert was a fitting celebration of the students' talent and dedication. The standout performance of the night was 'Thriller' by the senior grades. Everyone's effort was commendable, particularly the teachers who stepped beyond their usual roles and became choreographers for two months to bring this spectacular performance to life.

Our school continues to thrive thanks to the dedication of Bob Bowden and our leadership team, teachers, support staff, and, of course, our students and their families. Communication remains a key strength, with leadership ensuring that updates and important information are shared effectively through newsletters, Facebook, Seesaw, and the SZ app.

As we look forward to another exciting year, I encourage parents and caregivers to consider volunteering in the classroom/excursions or joining the Governing Council. It is a fantastic way to stay engaged in the life of the school and contribute to its continued growth and success. Your involvement ensures that Le Fevre Peninsula Primary School remains a supportive and thriving community.

Thank you to Bob Bowden, Janette Martin, Leah Keon and my fellow Governing Council members for your commitment and collaboration throughout the year. Your dedication to our school is truly appreciated, and I am grateful to be part of such a passionate team.

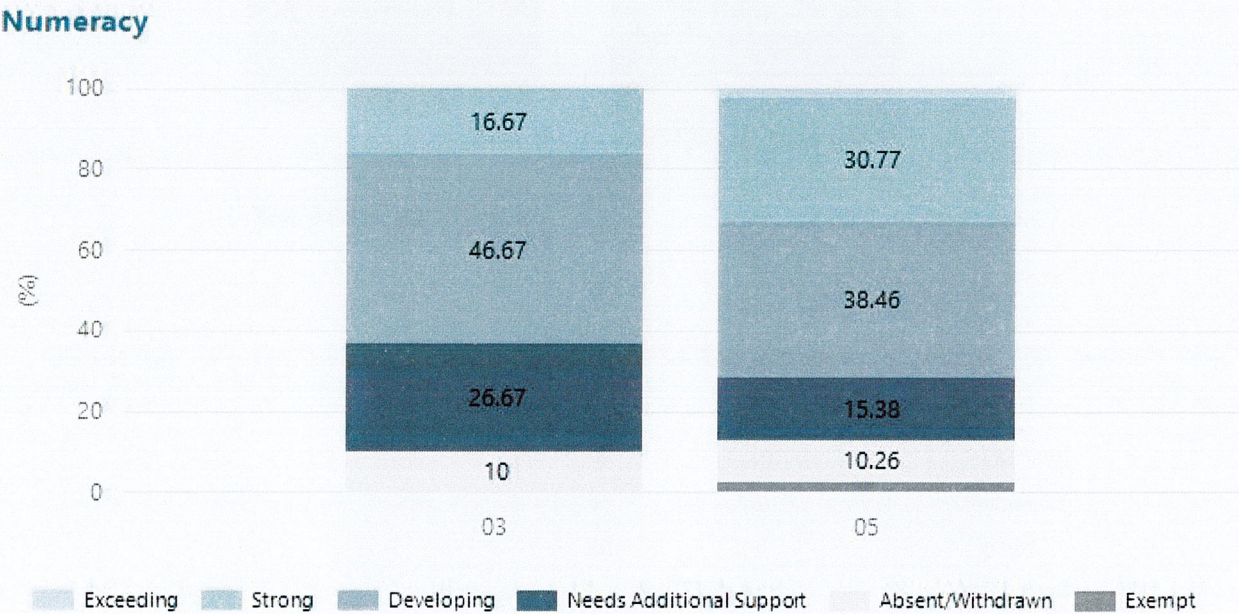
Wishing everyone a wonderful start to the school year and looking forward to an even greater 2025!

Phoebe Wallish
Chairperson, Governing Council
Le Fevre Peninsula Primary School

Performance Summary

NAPLAN Proficiency

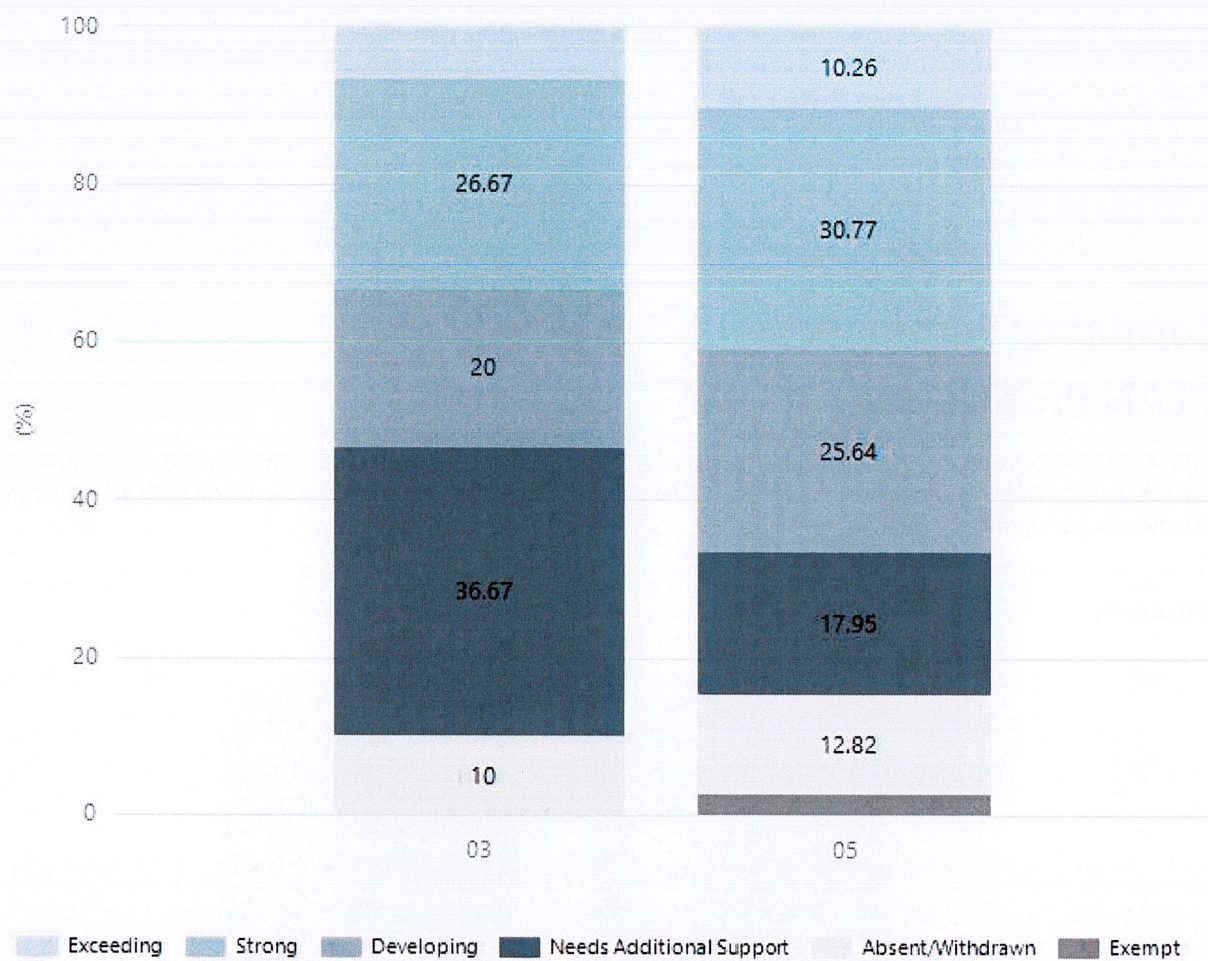
In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.



Year Level	03	05
Exceeding		1
Strong	5	12
Developing	14	15
Needs Additional Support	8	6
Absent/Withdrawn	3	4
Exempt		1
Total	30	39

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.

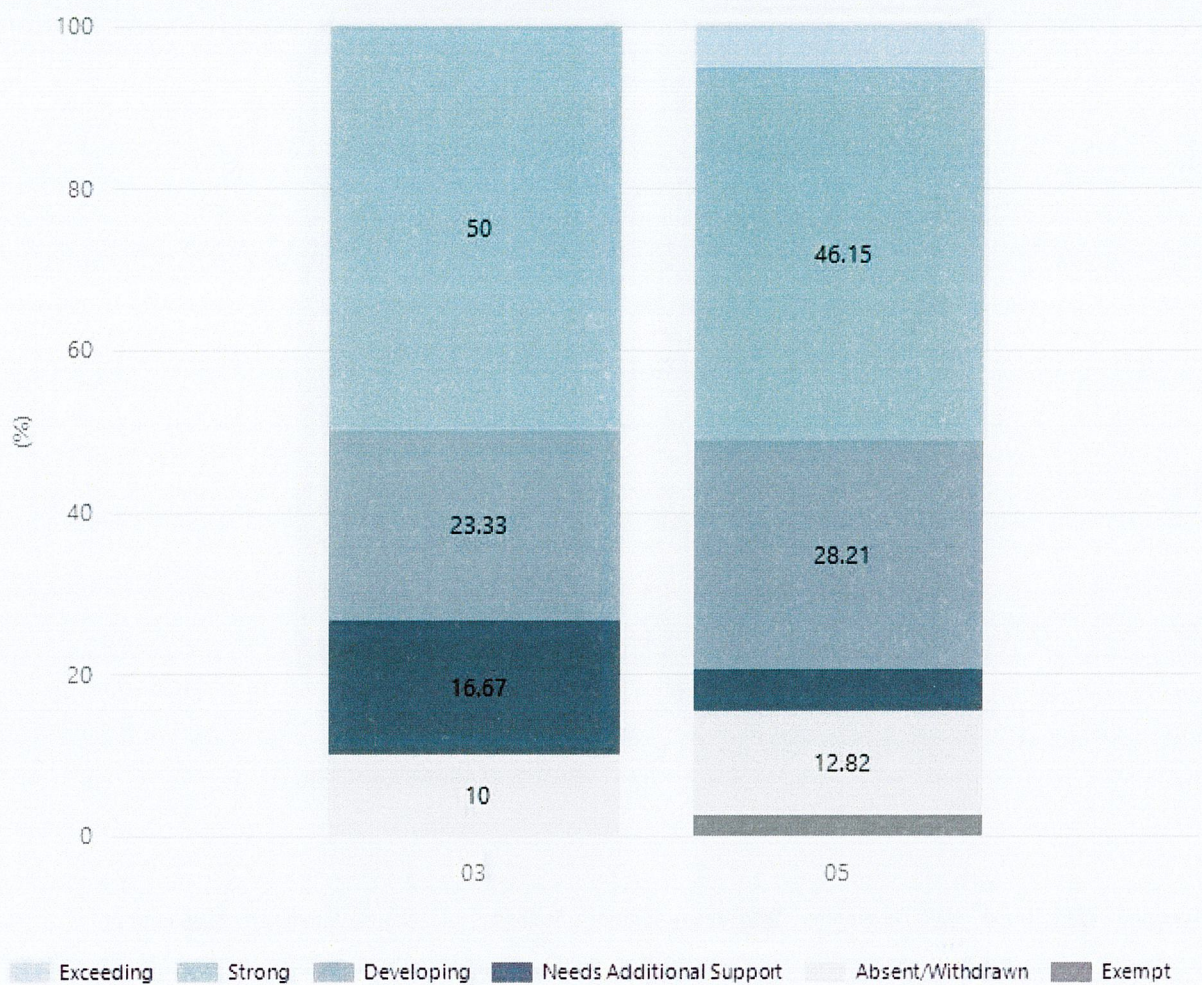
Reading



Year Level	03	05
Exceeding	2	4
Strong	8	12
Developing	6	10
Needs Additional Support	11	7
Absent/Withdrawn	3	5
Exempt		1
Total	30	39

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.

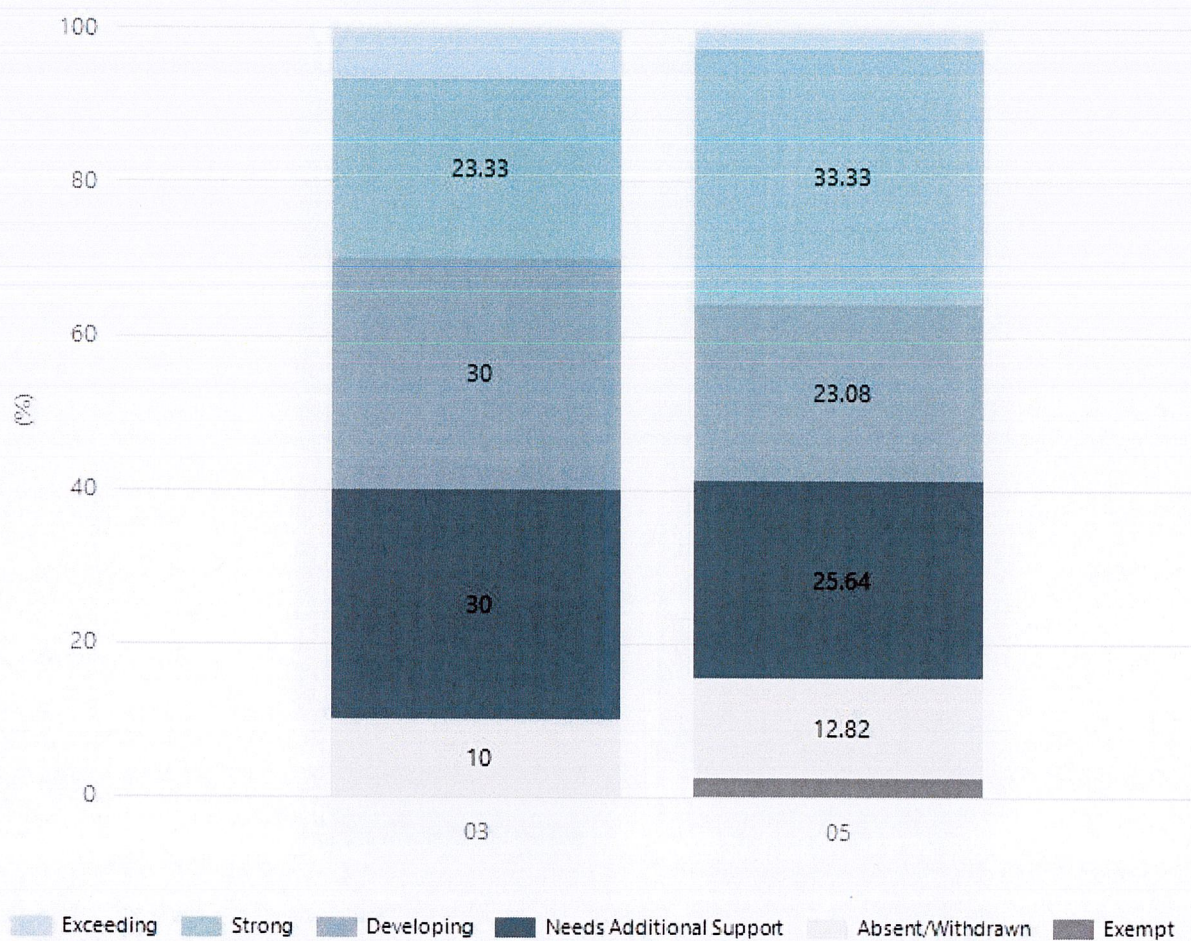
Writing



Year Level	03	05
Exceeding		2
Strong	15	18
Developing	7	11
Needs Additional Support	5	2
Absent/Withdrawn	3	5
Exempt		1
Total	30	39

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.

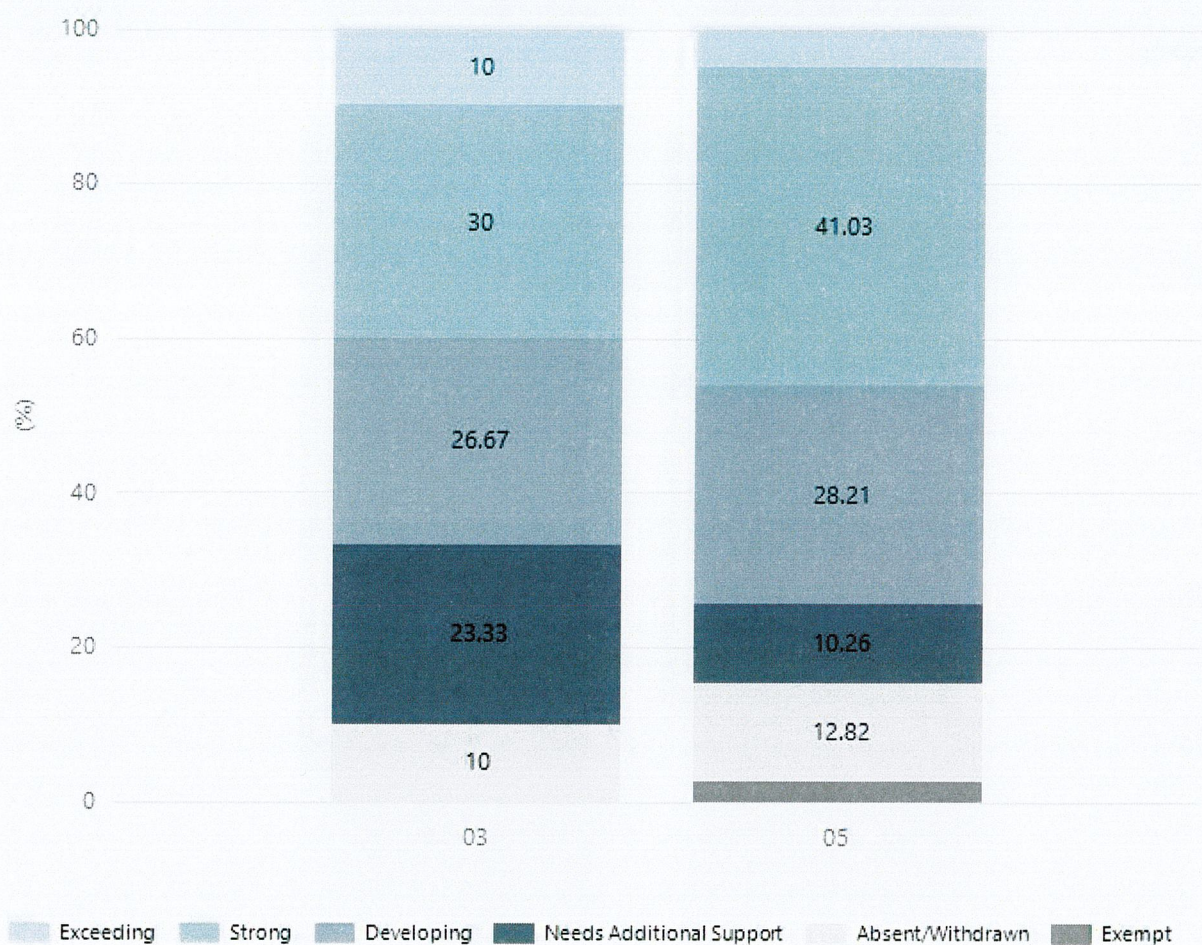
Grammar



Year Level	03	05
Exceeding	2	1
Strong	7	13
Developing	9	9
Needs Additional Support	9	10
Absent/Withdrawn	3	5
Exempt		1
Total	30	39

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

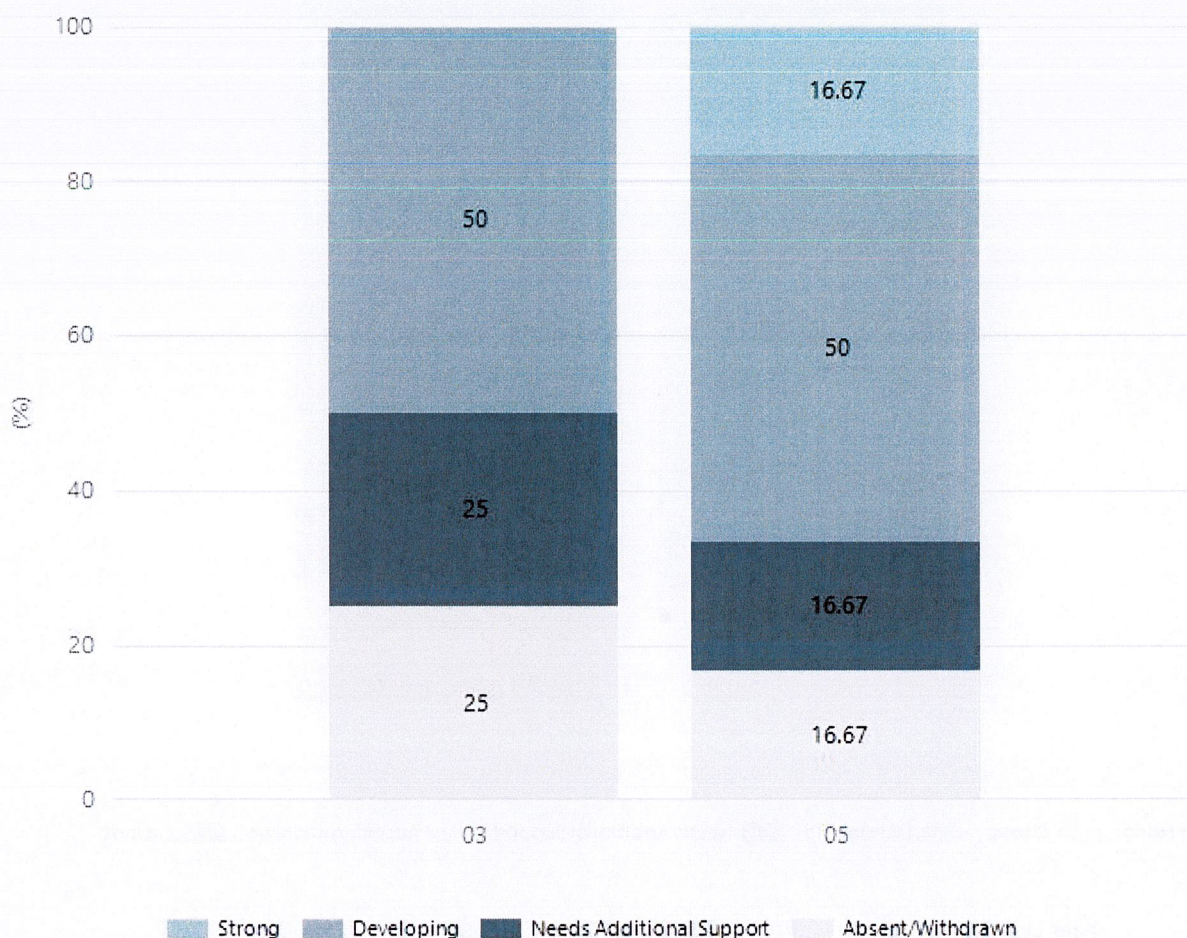


Year Level	03	05
Exceeding	3	2
Strong	9	16
Developing	8	11
Needs Additional Support	7	4
Absent/Withdrawn	3	5
Exempt		1
Total	30	39

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.

NAPLAN Proficiency - Aboriginal Learners

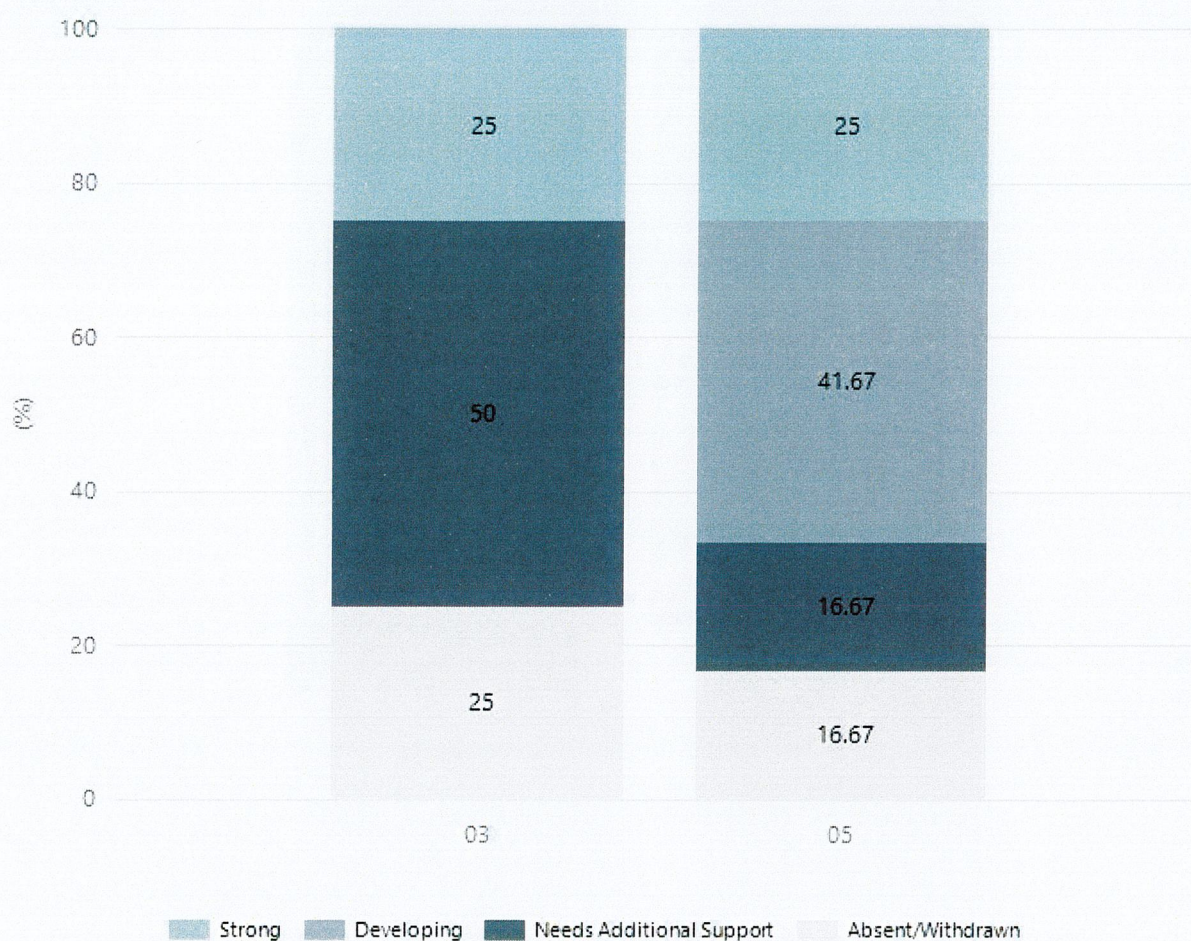
Numeracy



Year Level	03	05
Strong		2
Developing	4	6
Needs Additional Support	2	2
Absent/Withdrawn	2	2
Total	8	12

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. Only data for Aboriginal learners is displayed.

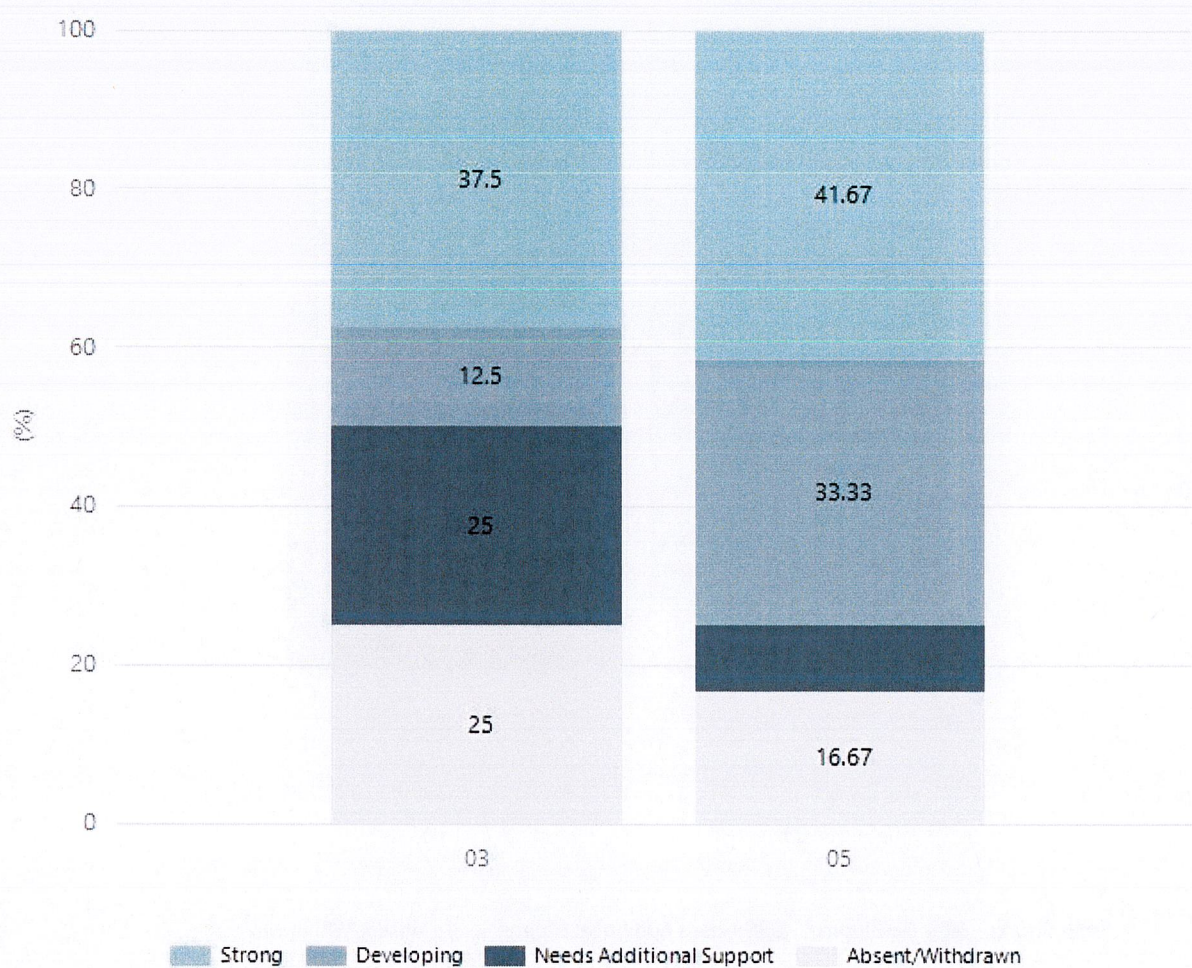
Reading



Year Level	03	05
Strong	2	3
Developing		5
Needs Additional Support	4	2
Absent/Withdrawn	2	2
Total	8	12

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. Only data for Aboriginal learners is displayed.

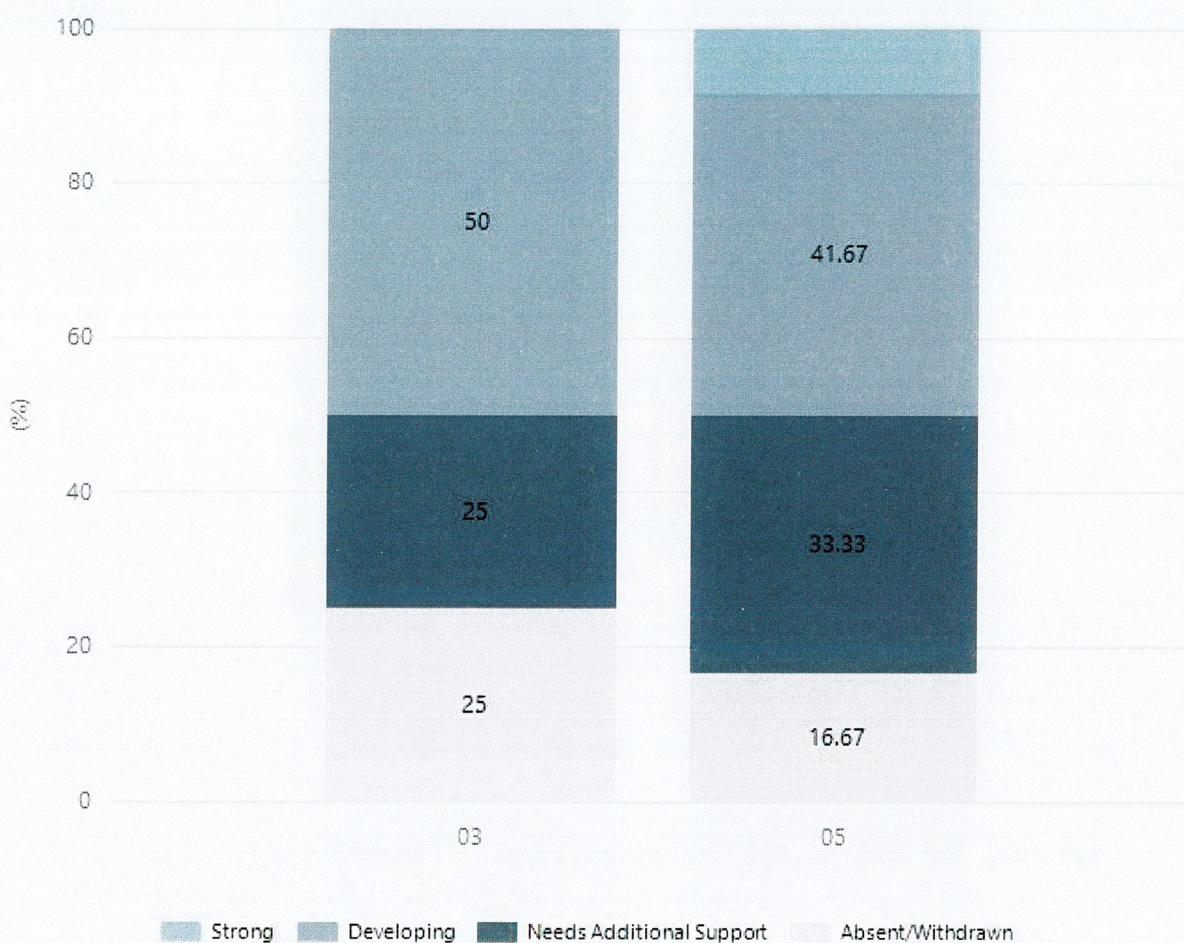
Writing



Year Level	03	05
Strong	3	5
Developing	1	4
Needs Additional Support	2	1
Absent/Withdrawn	2	2
Total	8	12

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. Only data for Aboriginal learners is displayed.

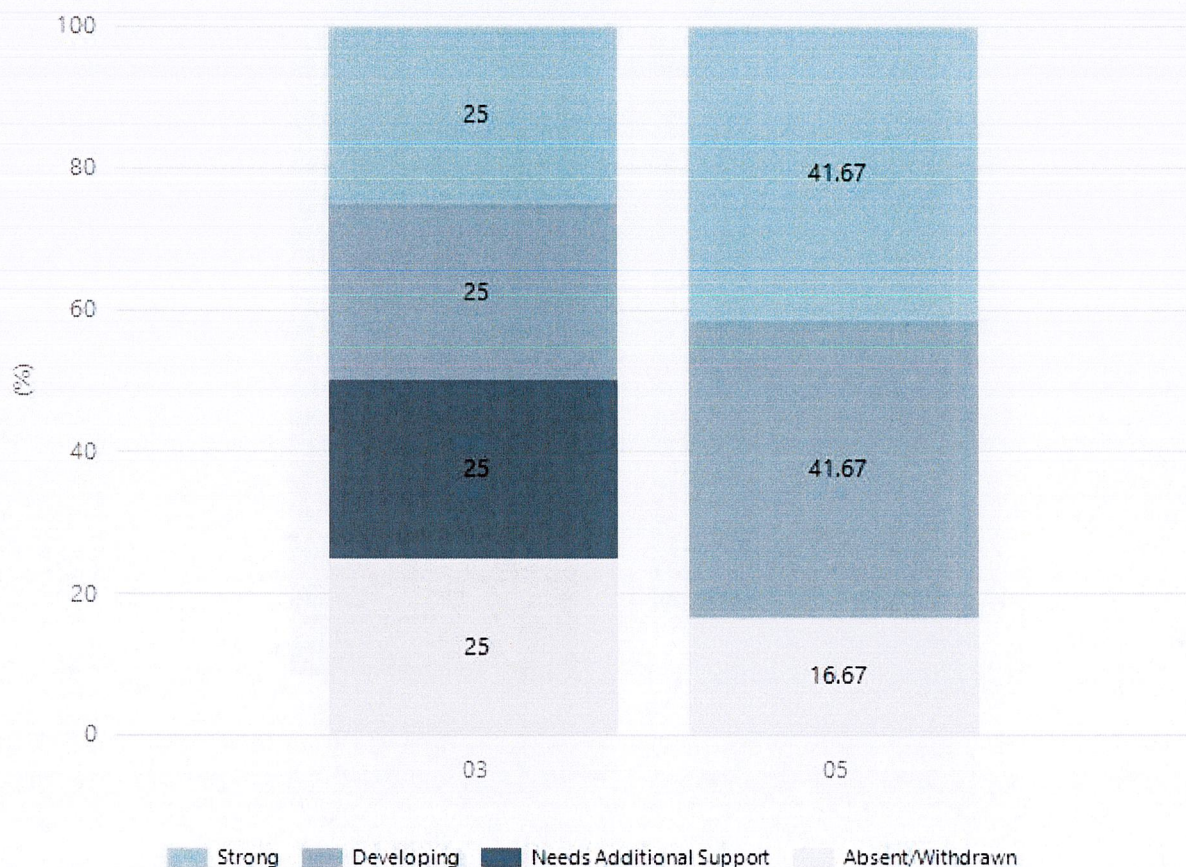
Grammar



Year Level	03	05
Strong		1
Developing	4	5
Needs Additional Support	2	4
Absent/Withdrawn	2	2
Total	8	12

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. Only data for Aboriginal learners is displayed.

Spelling



Year Level	03	05
Strong	2	5
Developing	2	5
Needs Additional Support	2	
Absent/Withdrawn	2	2
Total	8	12

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. Only data for Aboriginal learners is displayed.

School Attendance

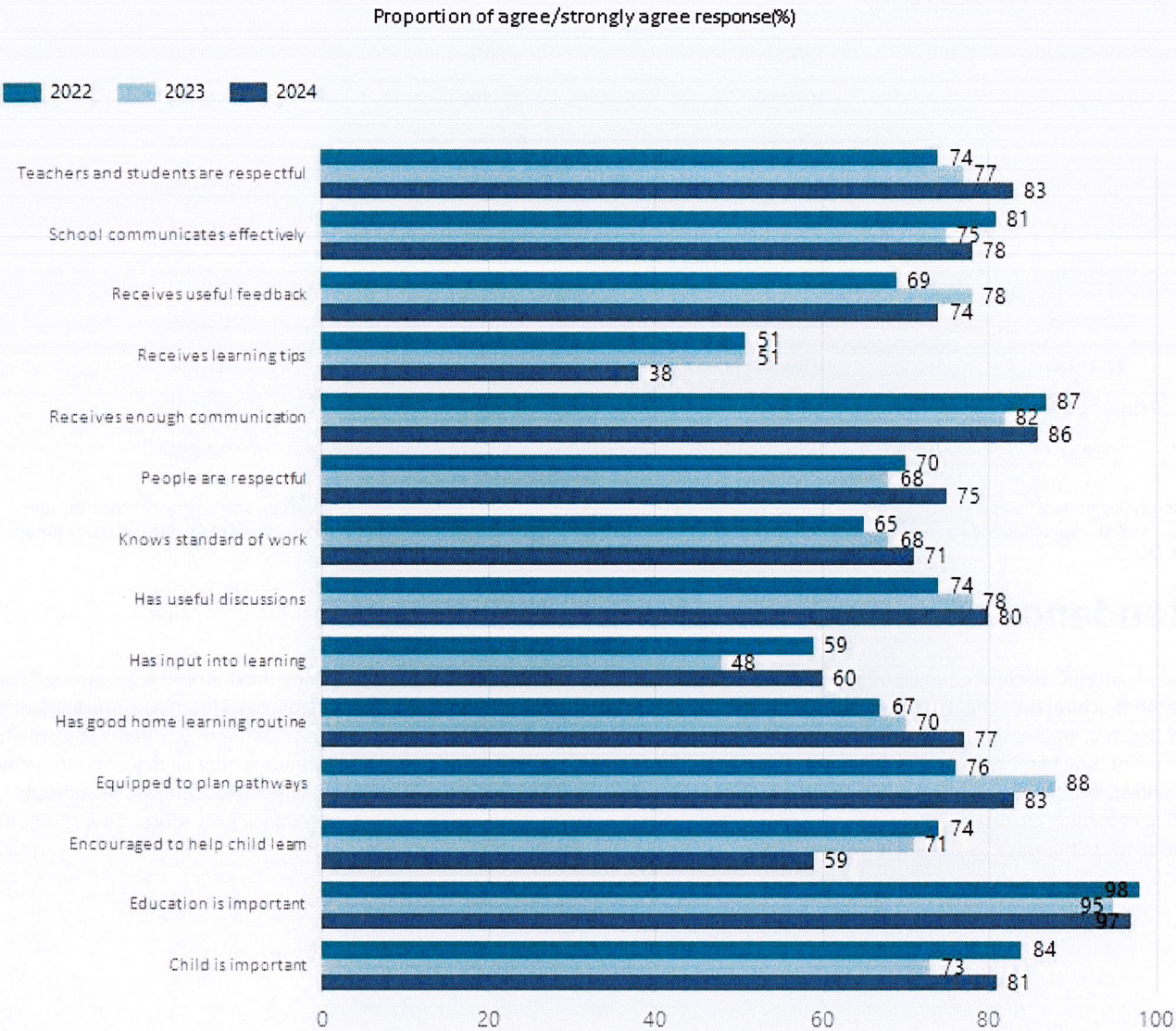
Year Level	2022	2023	2024
Reception	84.1%	77.7%	84.1%
Year 01	82.1%	84.9%	82.6%
Year 02	81.0%	83.4%	85.6%
Year 03	76.6%	85.2%	86.4%
Year 04	82.9%	80.9%	84.4%
Year 05	81.4%	86.3%	83.8%
Year 06	79.4%	83.6%	85.4%
Primary Other	81.3%	88.1%	90.2%
Total	80.9%	83.2%	84.8%

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	%
AC - LEFT SA FOR ACT	1	4.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	8	33.0%
OV - LEFT SA FOR OVERSEAS	3	13.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	11	46.0%
U - UNKNOWN	1	4.0%

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	6

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	20.2	1.8	8.5
Persons	0.0	23.0	3.0	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	\$3702029
Grants: Commonwealth	\$12522
Parent Contributions	\$98680
Fund Raising	\$10192
Other	\$35969

Data Source: School supplied data.