

2025 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

Date of endorsement:

23/02/2026



Government
of South Australia
Department for Education

Context Statement

Le Fevre Peninsula Primary School caters for students from R-6. At the time of this report, the enrolment in 2025 is 232. Le Fevre Peninsula Primary School is classified as Category 2 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 30% Aboriginal students, 7% students with disabilities, 13% 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 2025.

Governing Council Report

Hello everyone,

What an awesome and rewarding year it has been for the Le Fevre Peninsula Primary School community. Across 2025 we have seen our students grow in confidence, creativity and resilience, supported by dedicated staff, engaged families and a school culture that continues to prioritise inclusion, wellbeing and belonging.

While this year marked the completion of the refurbishment of the upper level of Building 3, delivering modern classrooms, flexible learning spaces and improved accessibility through the installation of a lift and accessible facilities, the true impact of these upgrades lies in how they support teaching, learning and inclusion. The new spaces provide calm, flexible environments that support collaboration, focused learning and student self-regulation, ensuring all learners can access and engage with their education. If you haven't gone upstairs to see the new space, I encourage you to have a look!

Beyond the building works, the transformation of the former dental clinic space into a landscaped area inspired by a yarnning circle has created a meaningful place for connection and reflection. Plans to establish a bush tucker garden will further strengthen cultural learning opportunities and deepen students' connection to Country.

A key focus in 2025 was the implementation of our Site Improvement priorities, with wellbeing identified as a central area of impact. Staff have been working to strengthen learner dispositions in mathematics, with a particular emphasis on building resilience and persistence. Through thoughtful task design and pedagogical practice, students are being supported to develop confidence, perseverance and a positive approach to challenge skills that extend far beyond the classroom.

Our commitment to nurturing the whole child has been evident through the breadth of opportunities offered throughout the year. The performing arts program is a welcomed addition, with the introduction of a dedicated upper primary choir and hopes to expand opportunities for younger students in the future. Events such as the end-of-year concert and graduation ceremony showcased the creativity, confidence and teamwork of our students, and it was inspiring to see so many children take to the stage with pride.

Sport continues to play an important role in school life, fostering teamwork, resilience and school spirit. Participation in School KO Basketball and the Shark Cup, along with the enthusiasm displayed at Sports Day (with Yellow taking out the shield) and the Colour Run demonstrated the energy and camaraderie that define our school community. Programs such as Aquatics and Surf Education continue to equip students with essential water safety skills while building confidence in our coastal environment.

Camps, Book Week and classroom learning experiences have enriched students' educational journeys, while our Year 3 camp provided an important opportunity for independence, friendship building and personal growth.

Our Aboriginal Education programs, including Malpa, cultural groups, Miya Ones and Reconciliation Week activities, continue to strengthen cultural understanding and respect across the school. These initiatives play an important role in fostering identity, connection and reconciliation, and we thank staff and community members who support this vital work.

The strength of our school community is evident in the dedication of our parent volunteers, whose efforts continue to enhance school life. The Mother's Day and Father's Day stalls and the end of year raffle were once again a highlight, and we sincerely thank our parent community for their generosity, organisation and commitment to creating memorable experiences for our students.

Le Fevre Peninsula Primary School thrives because of the collective care and commitment of its people. On behalf of the Governing Council, I extend sincere thanks to Bob Bowden, Leah Koen, Janette Martin, the leadership team, teachers, support staff, volunteers and families for their ongoing dedication to supporting every child to feel safe, included and inspired to learn.

I would also like to acknowledge my fellow Governing Council members for their time, insight and commitment throughout the year. Their contributions play an important role in guiding the school's direction and strengthening its connection with the community. I

encourage parents and caregivers to consider becoming involved, whether through volunteering or joining the Governing Council, as community involvement remains central to the strength and success of our school, please reach out if you have any questions around getting involved!

Le Fevre Peninsula Primary School continues to be a place where students are supported to grow, families feel connected, and learning is enriched through strong relationships and shared purpose. I look forward to another wonderful year ahead.

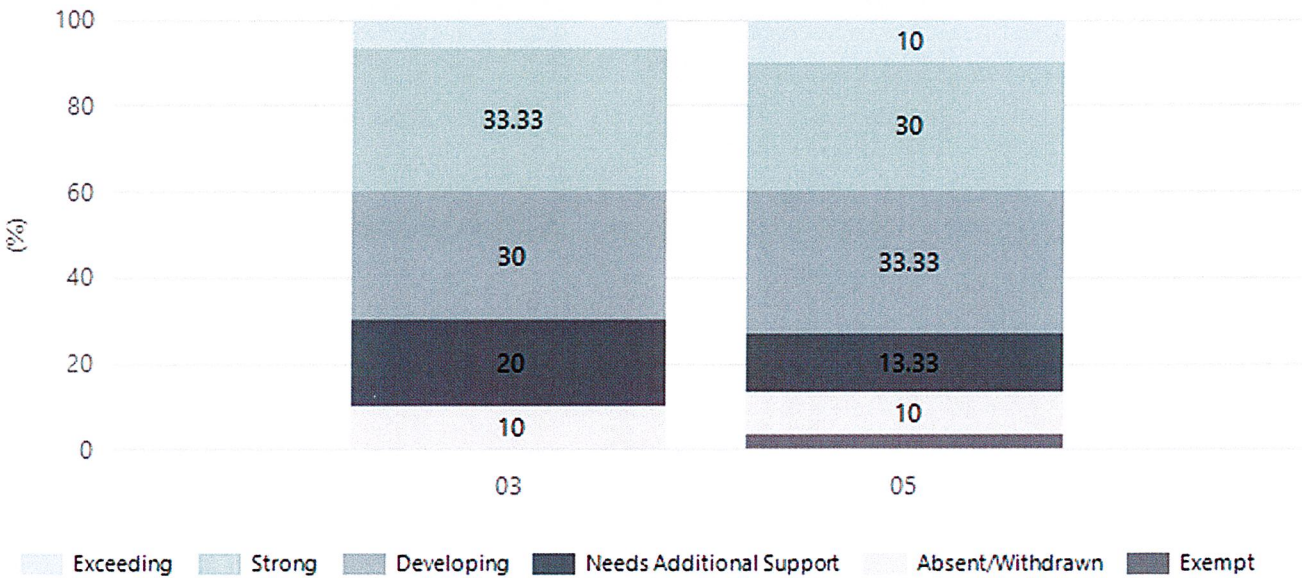
Phoebe Wallish
Chairperson, Governing Council
Le Fevre Peninsula Primary School

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.

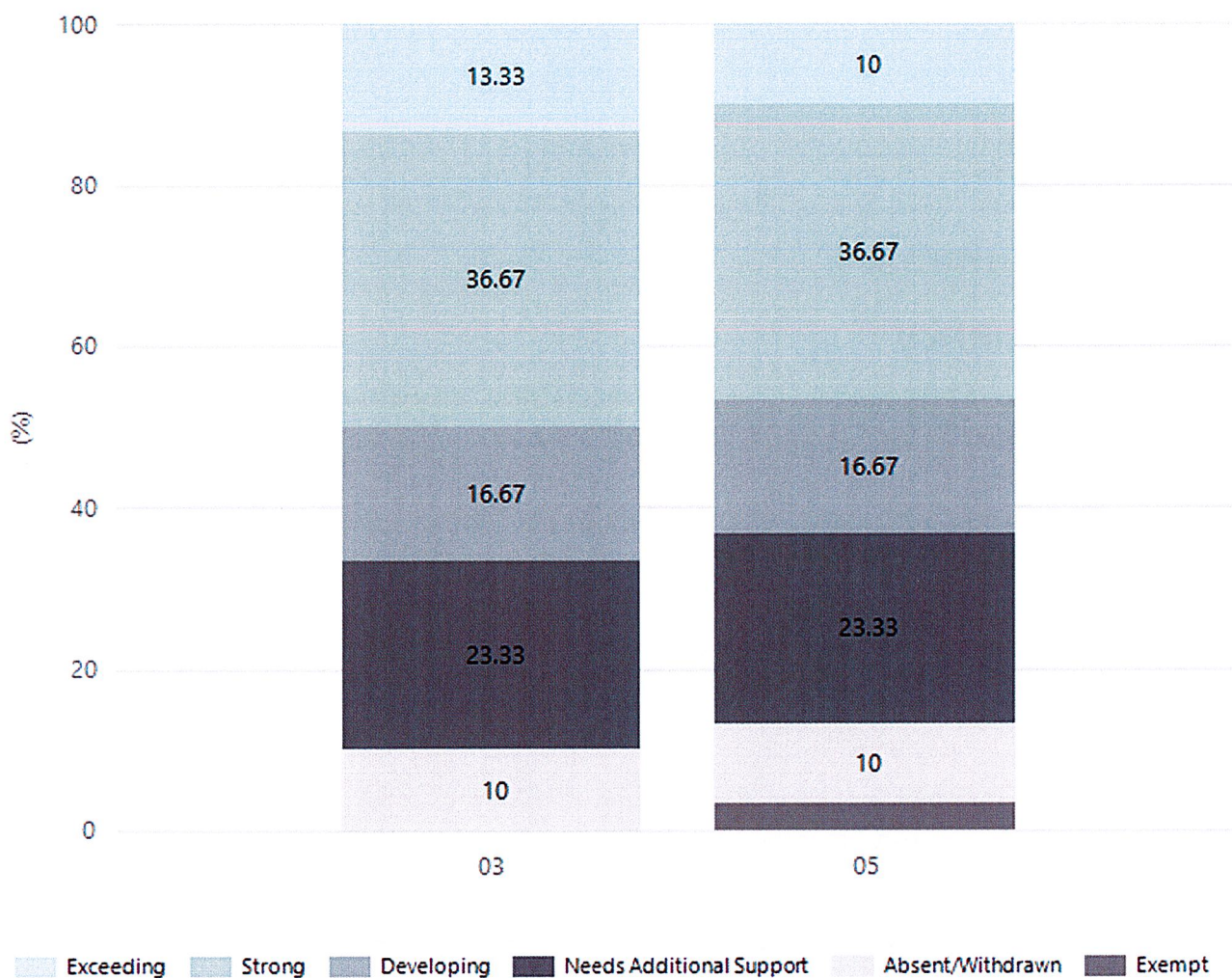
Numeracy



Year Level	03	05
Exceeding	2	3
Strong	10	9
Developing	9	10
Needs Additional Support	6	4
Absent/Withdrawn	3	3
Exempt		1
Total	30	30

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.

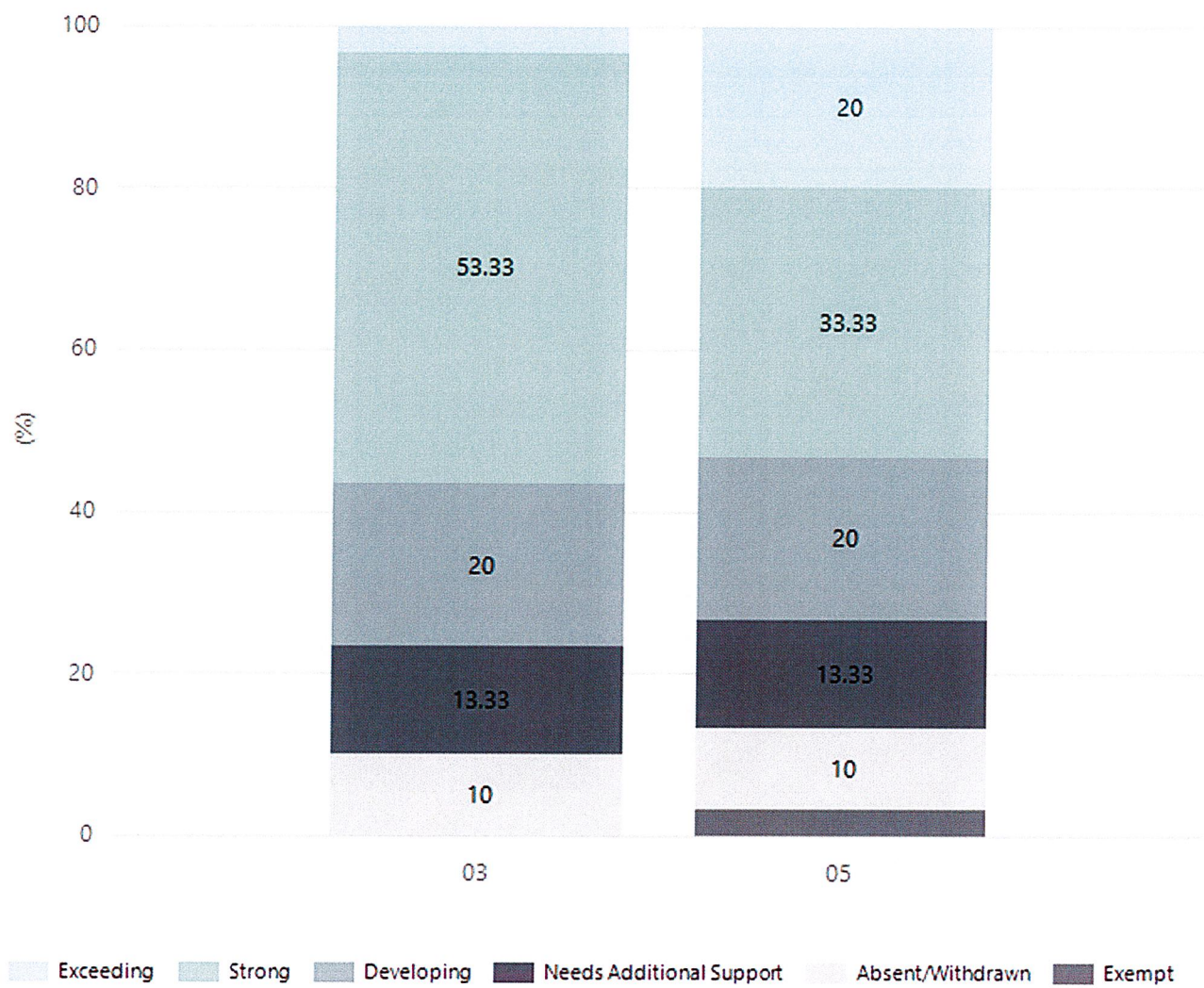
Reading



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

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.

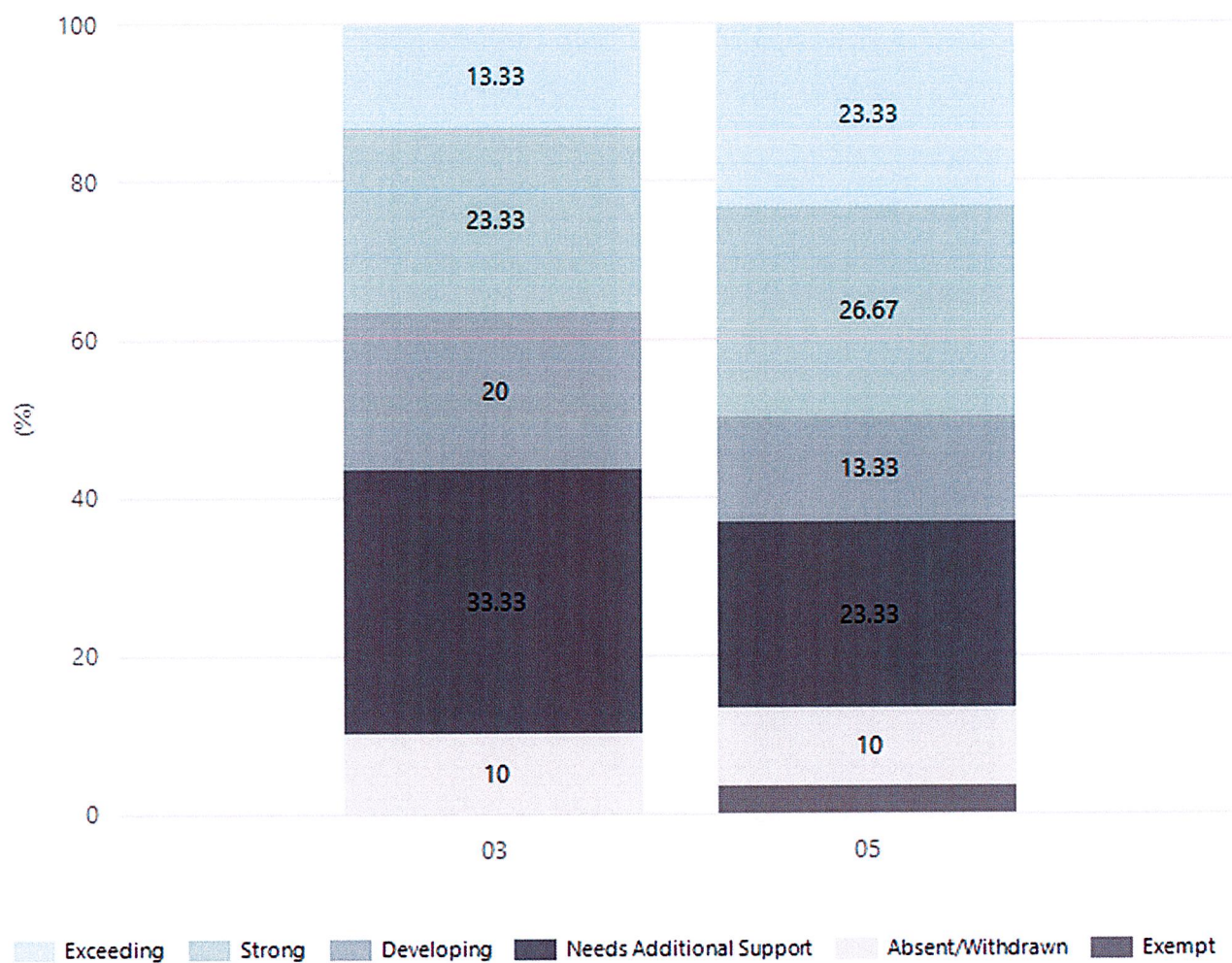
Writing



Year Level	03	05
Exceeding	1	6
Strong	16	10
Developing	6	6
Needs Additional Support	4	4
Absent/Withdrawn	3	3
Exempt		1
Total	30	30

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.

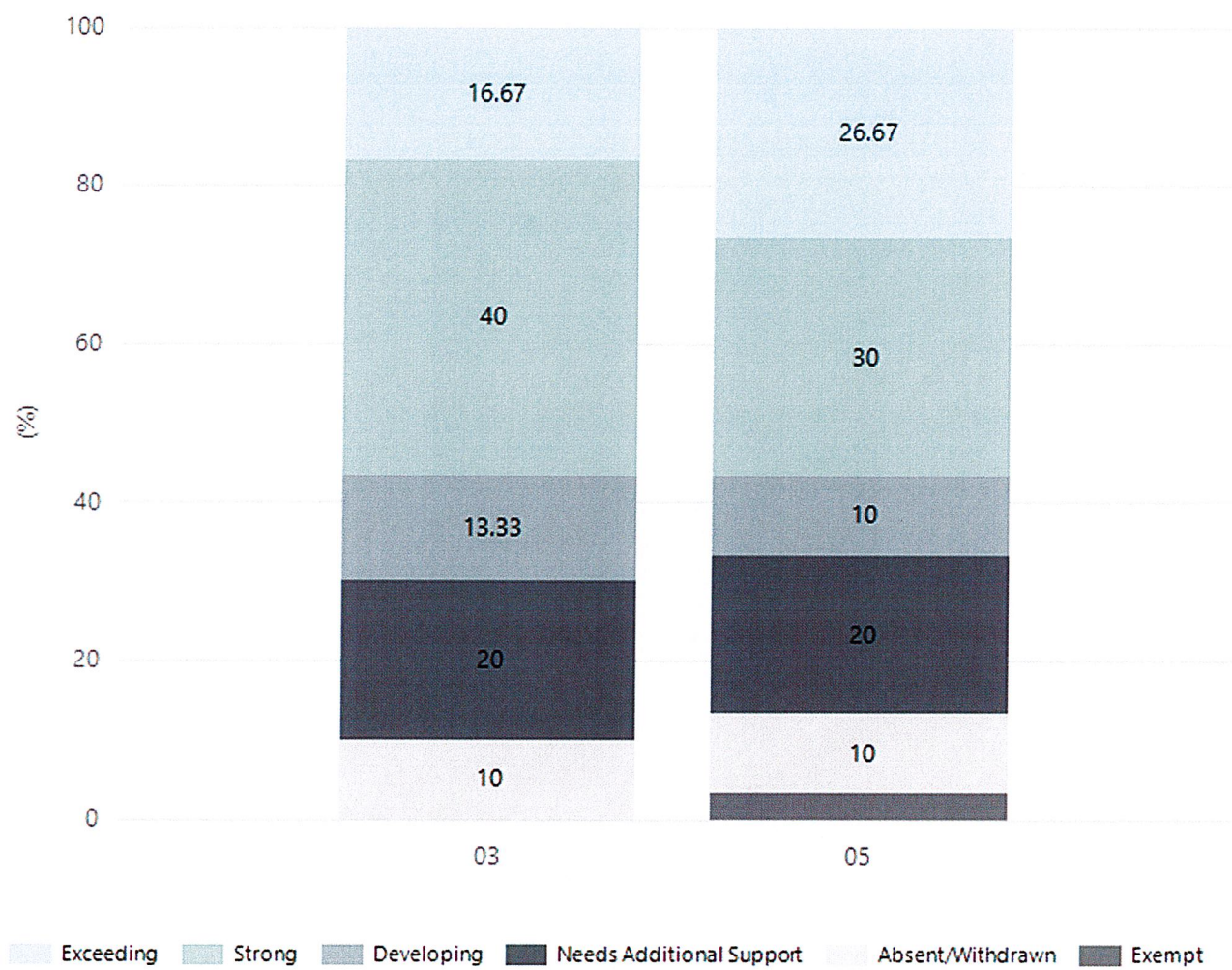
Grammar



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

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

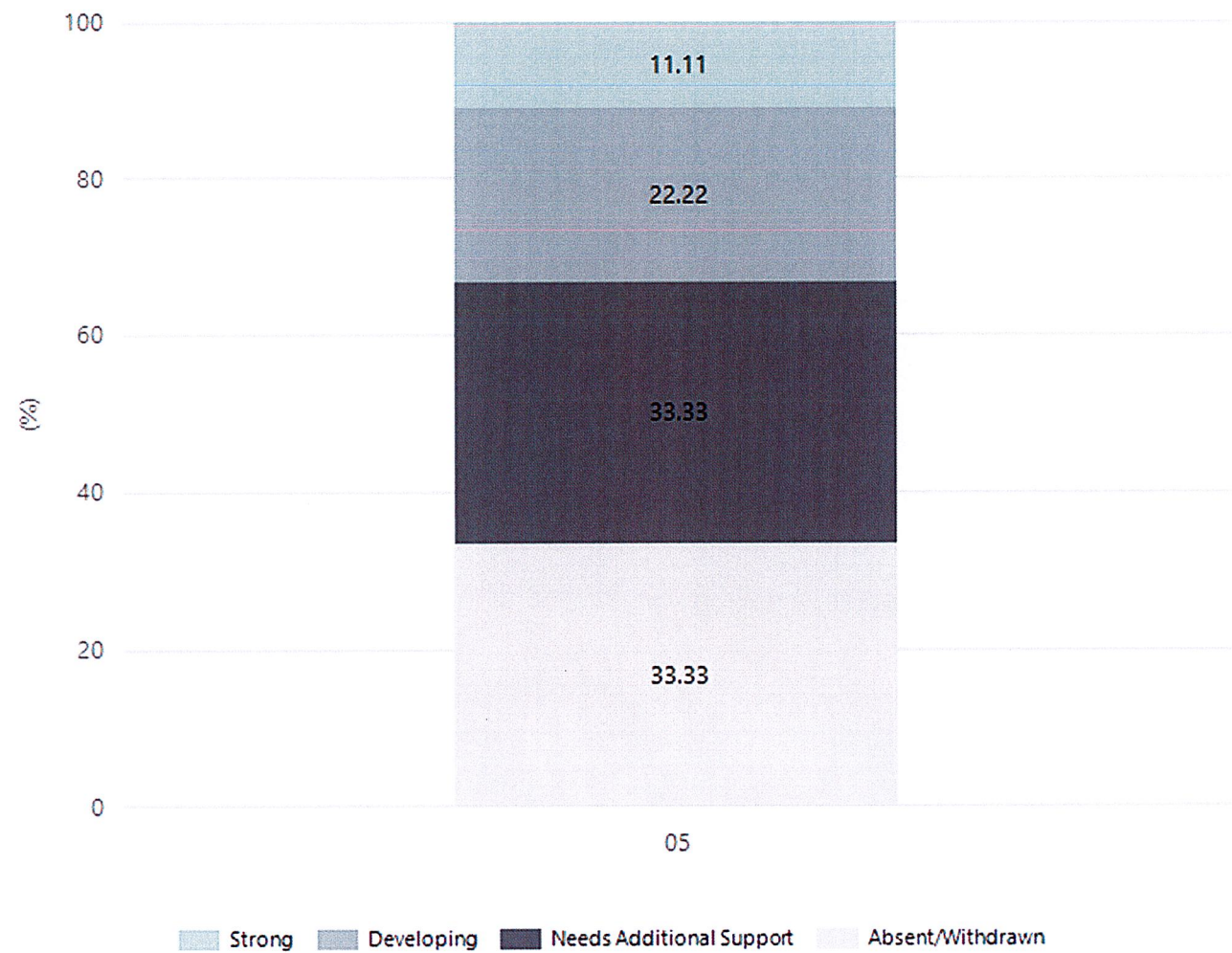


Year Level	03	05
Exceeding	5	8
Strong	12	9
Developing	4	3
Needs Additional Support	6	6
Absent/Withdrawn	3	3
Exempt		1
Total	30	30

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.

NAPLAN Proficiency - Aboriginal Learners

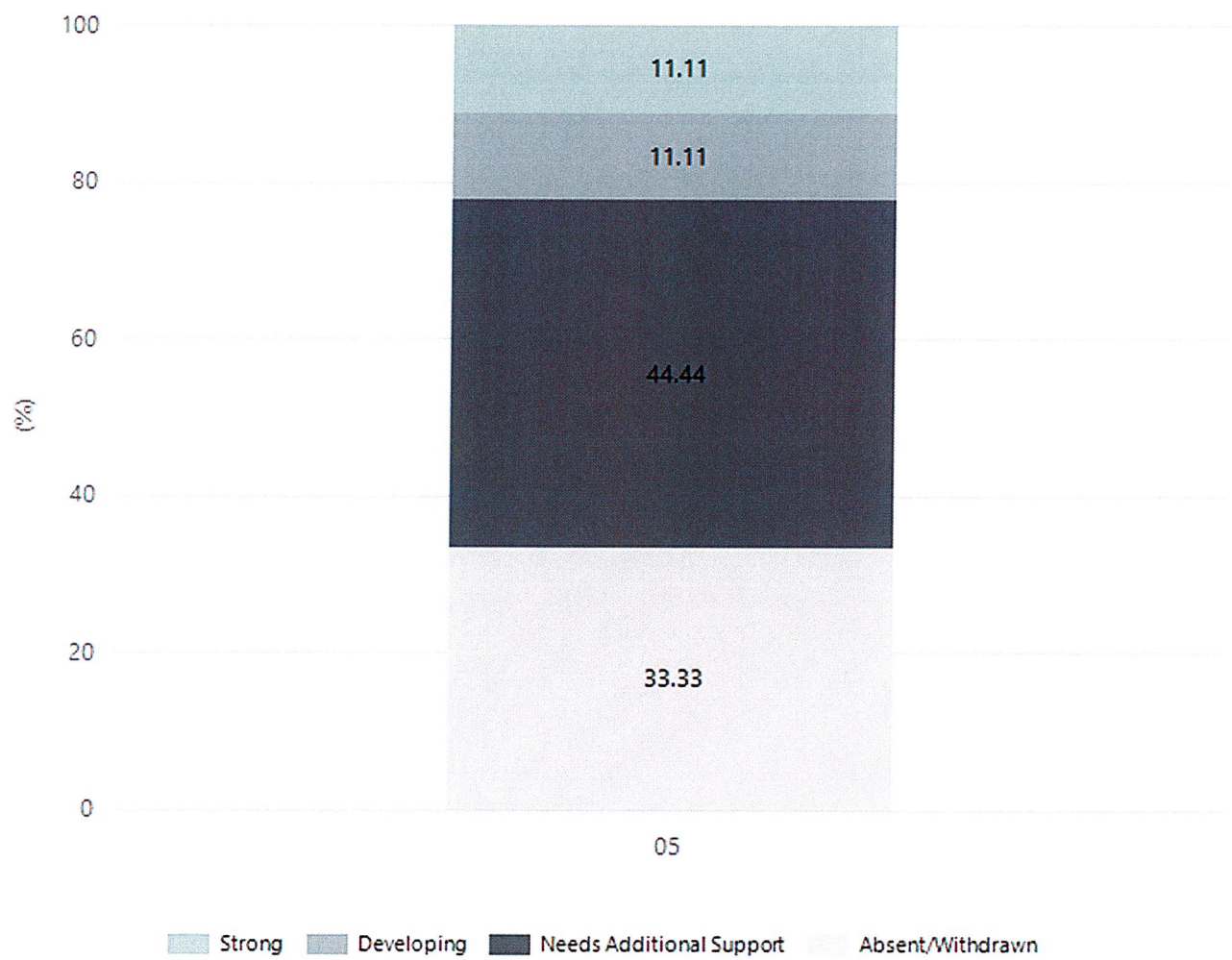
Numeracy



Year Level	05
Strong	1
Developing	2
Needs Additional Support	3
Absent/Withdrawn	3
Total	9

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. Only data for Aboriginal learners is displayed.

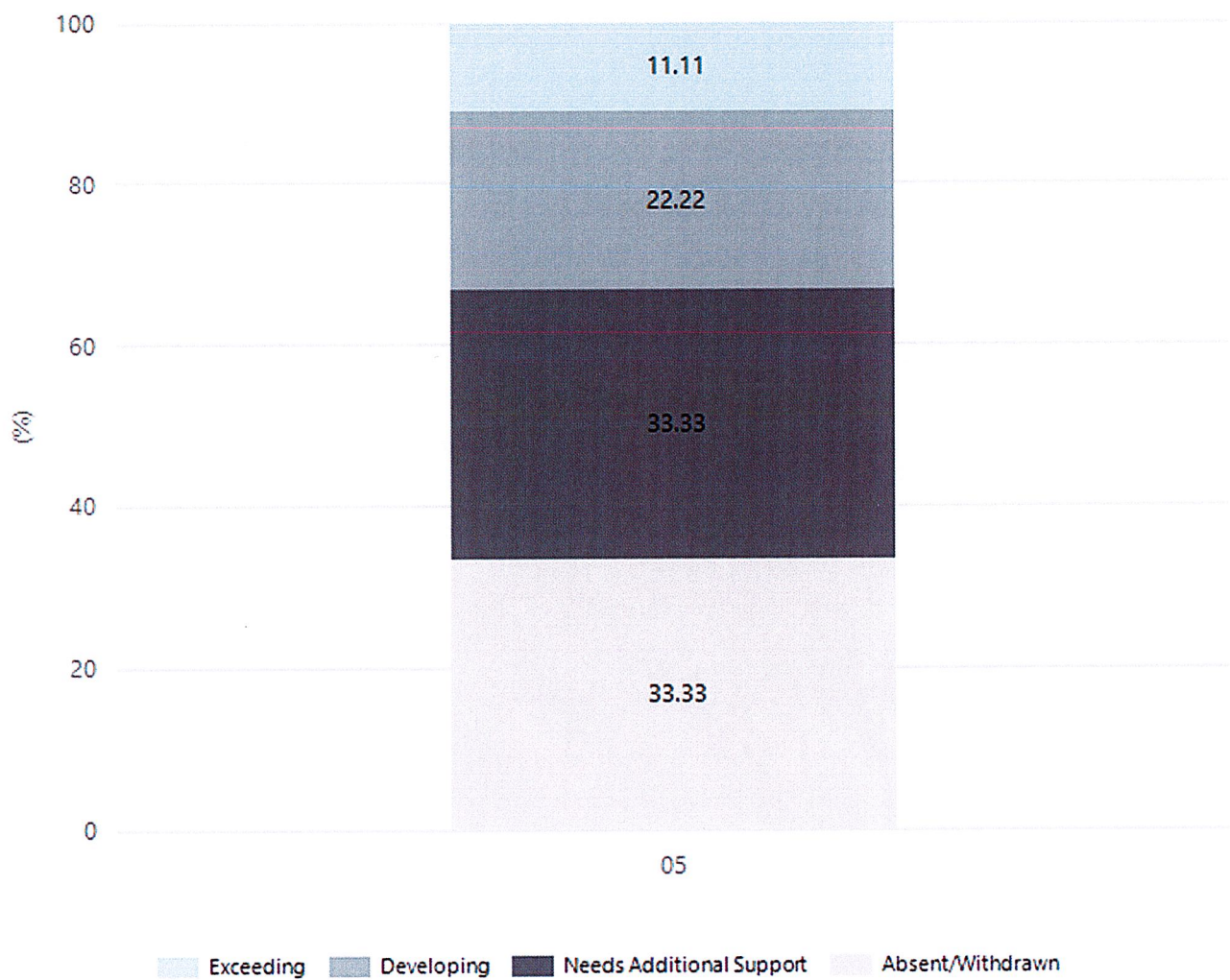
Reading



Year Level	05
Strong	1
Developing	1
Needs Additional Support	4
Absent/Withdrawn	3
Total	9

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. Only data for Aboriginal learners is displayed.

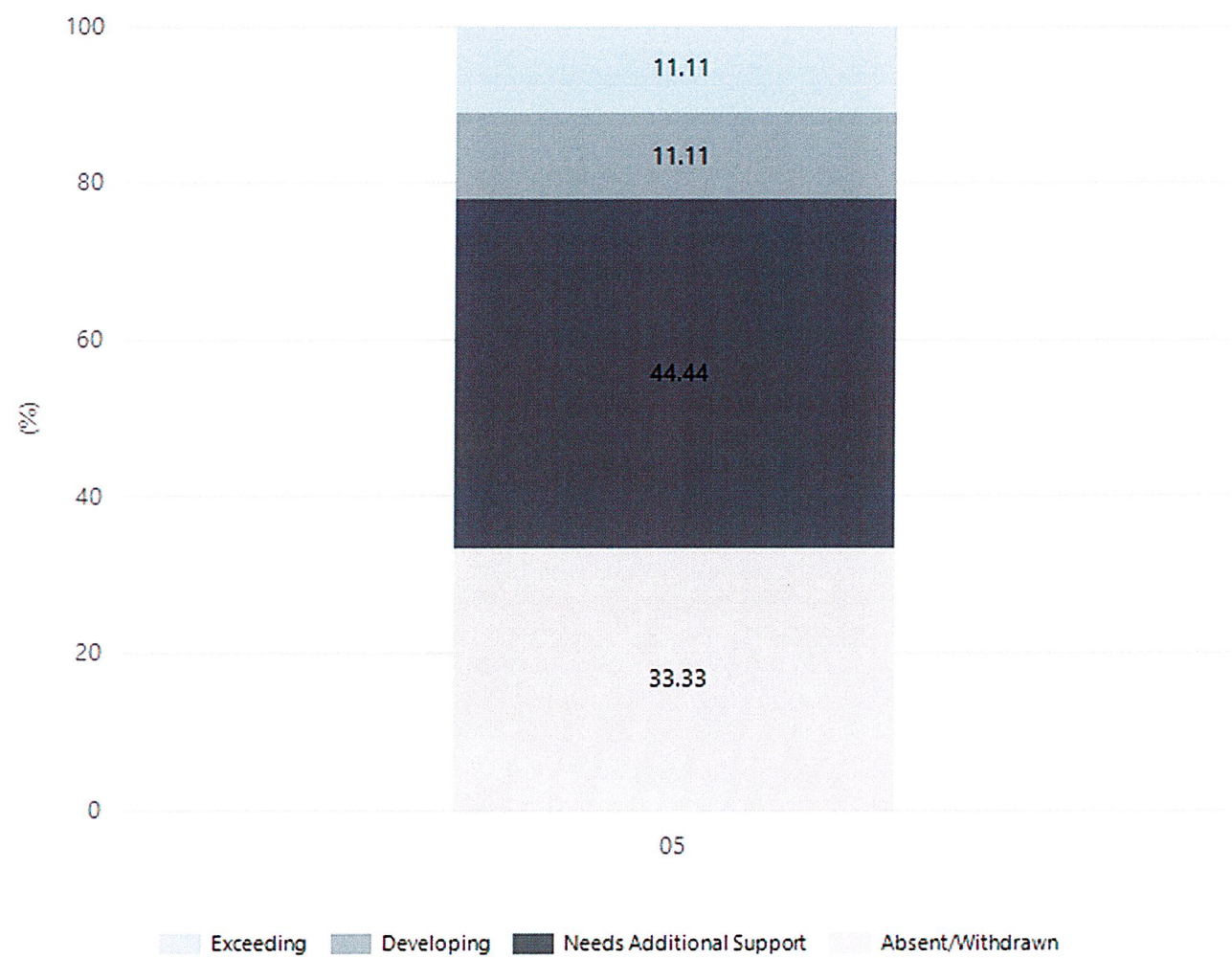
Writing



Year Level	05
Exceeding	1
Developing	2
Needs Additional Support	3
Absent/Withdrawn	3
Total	9

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. Only data for Aboriginal learners is displayed.

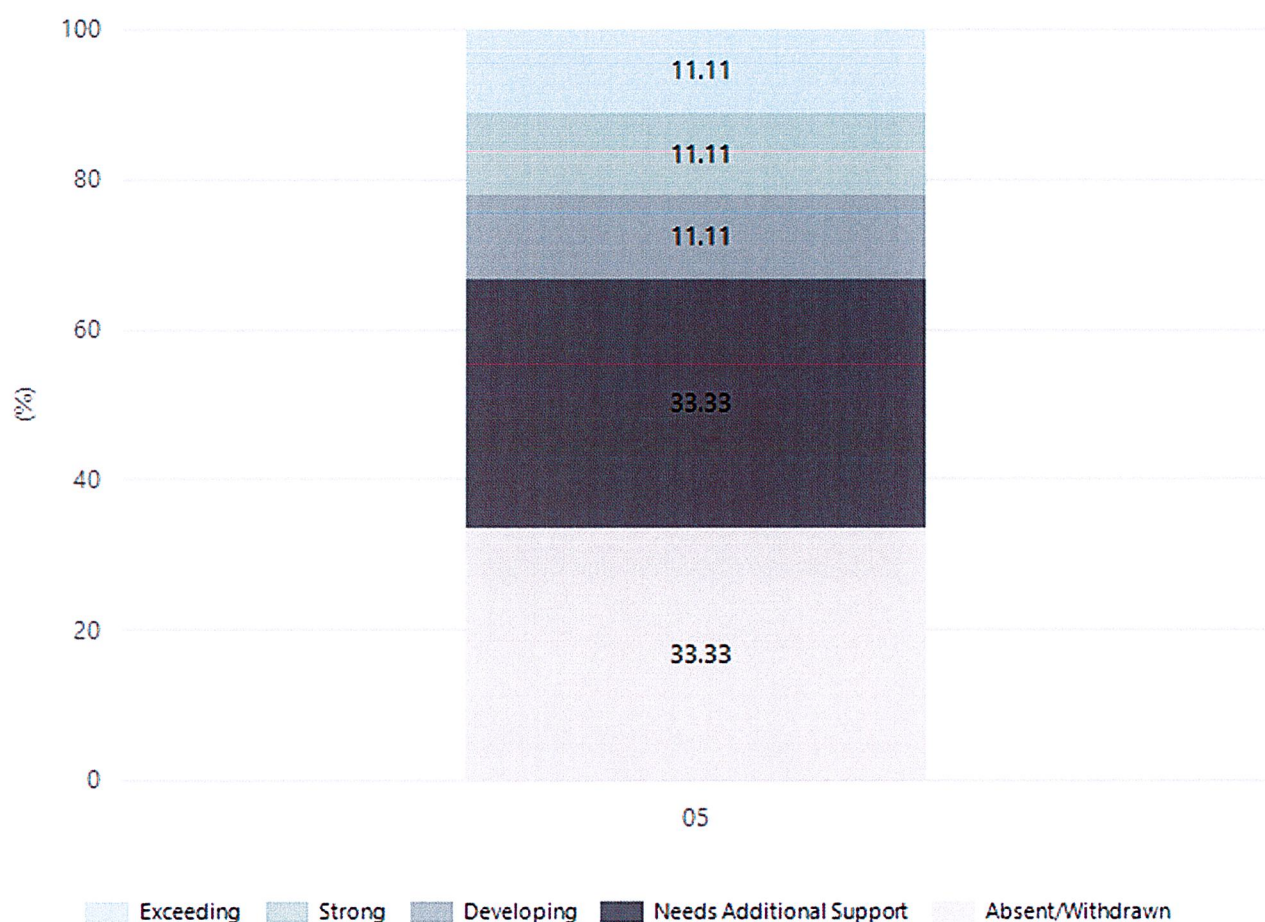
Grammar



Year Level	05
Exceeding	1
Developing	1
Needs Additional Support	4
Absent/Withdrawn	3
Total	9

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. Only data for Aboriginal learners is displayed.

Spelling



Year Level	05
Exceeding	1
Strong	1
Developing	1
Needs Additional Support	3
Absent/Withdrawn	3
Total	9

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. Only data for Aboriginal learners is displayed.

School Attendance

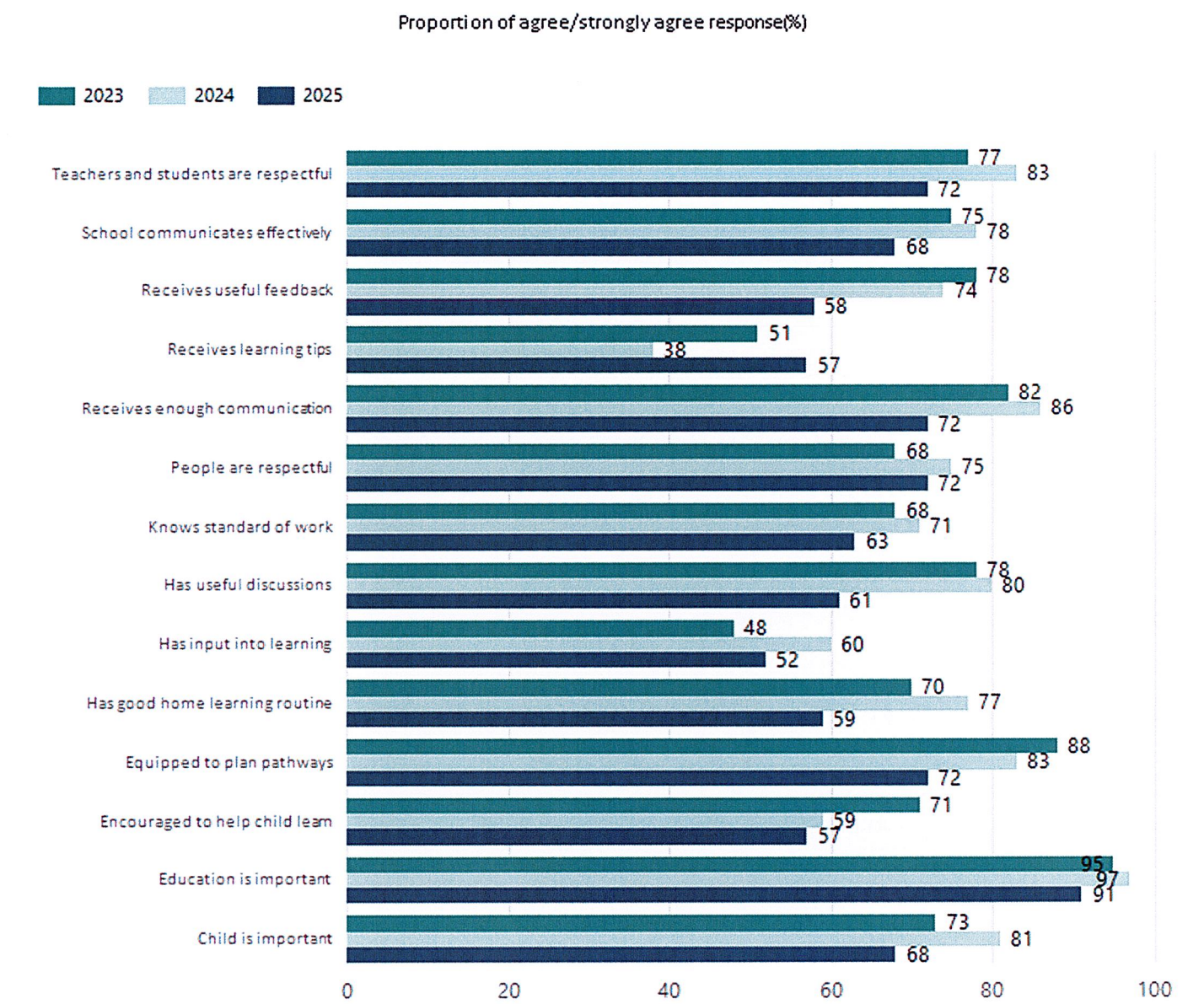
Year Level	2023	2024	2025
Reception	77.7%	84.1%	84.1%
Year 01	84.9%	82.6%	79.2%
Year 02	83.4%	85.6%	80.5%
Year 03	85.2%	86.4%	83.4%
Year 04	80.9%	84.4%	83.0%
Year 05	86.3%	83.8%	82.1%
Year 06	83.6%	85.4%	82.6%
Primary Other	88.1%	90.2%	88.7%
Total	83.2%	84.8%	82.5%

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



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

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	4	33.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	8.0%
OV - LEFT SA FOR OVERSEAS	1	8.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	50.0%

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	18
Postgraduate Qualifications	6

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	0.0	21.4	1.2	6.9
Persons	0.0	24.0	2.0	10.0

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	\$4 312 758
Grants: Commonwealth	-
Parent Contributions	\$102 280
Fund Raising	\$14 000
Other	\$22 600

Data Source: School supplied data.