

2024 annual report to the Community

# Challa Gardens Primary School and Challa Gardens Preschool

Challa Gardens Primary School number: 0714

Challa Gardens Preschool number: 1716

Challa Gardens Disability Unit: 5624

Partnership: Inner West



School principal:

Giuseppina Fitzharris

*Fitzharris*

*Pina*

Signature



Government  
of South Australia



# Context Statement

Challa Gardens Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 238. Challa Gardens 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 7% Aboriginal students, 8% students with disabilities, 27% 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.

Information about Challa Gardens Preschool is available on the centres website, as well as the Australian Childrens Education and Care Quality Authority (ACECQA) website.

The addition of the Disability Unit at Challa Gardens Primary School this year has been an exciting and transformative development for our entire community. This initiative reflects our commitment to fostering an inclusive environment where every student, regardless of their abilities, feels valued, supported, and empowered to reach their full potential.

Since its establishment, the Disability Unit has become a vibrant hub of learning, compassion, and collaboration. It provides tailored support and resources for students with diverse needs, ensuring they have equitable access to education and social opportunities. The unit is staffed by dedicated teachers and SSOs who work closely with teachers, parents, and students to develop individualized education plans (One Plans) that address each child's unique strengths and challenges. This personalized approach not only enhances learning outcomes but also boosts students' confidence and sense of belonging.

One of the most exciting aspects of the Disability Unit's integration into our school community is the increased awareness and understanding among students and staff. Through an awareness campaign, we have fostered a culture of empathy and acceptance. Students learn to appreciate differences and understand the importance of supporting their peers. This not only creates a more welcoming environment but also helps combat bullying and misconceptions about disabilities. This is supported by our Year 6 students regularly support our students in the Unit during recess and lunch.

The presence of the Disability Unit has enhanced community engagement beyond the school gates. Parents and caregivers feel more supported and connected, knowing their children are in an environment that values diversity and promotes equality. The school regularly hosts open days and information sessions to involve families and community members, helping to build a broader culture of inclusivity. This year we consulted with families and staff to develop a name that reflects the positive aspects of the unit. "Marningka" which means "A Good Place" in Kurna is the name chosen by our families as well our Elders in the community.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

## Governing Council Report

We have had another fun and exciting year at Challa Gardens Primary School in 2024. Upgrades to the school gymnasium including resurfacing and painting has given the space a bright new look for students, families and staff to enjoy.

The Lyn Gray Memorial Garden, a tribute to our much loved Aboriginal Community Education Officer, was completed and opened with a smoking ceremony that was attended by students, staff, families and Lyn's daughter. The morning was a wonderful reminder of all the work Lyn put into our school community for her 26 years with us. The space provides the community with a beautiful and peaceful place for reflection and connection with others.

As usual we celebrated academic performance with great results in PAT-R, PAT-M, NAPLAN and Phonics screening across the school as well as engaging students in maths, STEM and digital technology competitions. Our continuing academic improvement is a tribute to all our hard working students and teachers and they should be celebrated.

We opened our Disability Unit with 1 class this year, which we will be expanding to include more classes in 2025. The Unit has been named the Marningka Unit, which translates to "Good Place" in our local Aboriginal Kurna language. With the help of Yanni, our Aboriginal Community Education Officer and Kurna Elders, we were granted permission and the privilege of using this wonderful name. The Unit has been fenced to support the safety of the students that attend however every opportunity is taken to include Marningka students in activities across the school. Some of our older students have taken on a peer leadership role, attending the Unit during play times to participate and engage with the students, which is a delight to see.

After school sports is becoming increasingly popular with students competing in Basketball, Netball and

Soccer. Sport has also included Basketball and Netball competitions within our district and students have loved every minute. We definitely have some serious sporting talent within our school, but most importantly students have fun and gain lifelong skills such as teamwork, persistence and a healthy attitude towards exercise and healthy lifestyles.

Of course, we also ensure we provide students with fun and engaging activities every year. This year classes attended Dream Big excursions, swimming, Year 6 aquatics, camp, car racing, our very popular annual fun day, Water World, Movies, Fringe night, Open Night and so much more.

We can't wait to see what 2025 brings for our wonderful school community.

## **Performance Summary**

## Site Improvement Focus on Mathematics: Implementing a Weekly Structure through Professional Learning and Its Impact on Teaching and Learning

Our school has prioritized improving mathematics this year through a strategic focus on site-wide enhancement initiatives. Central to this approach has been the introduction of a structured weekly timetable dedicated to mathematics, supported by ongoing professional learning (PL and PLT) for teachers. This has significantly impacted both teaching practices and student learning outcomes, fostering a more cohesive and effective mathematics program across the school.

The decision to establish a weekly mathematics focus originated from a recognition that consistent, intentional planning and dedicated time are crucial for deepening mathematical understanding. Previously, mathematics lessons varied greatly in quality and consistency, leading to disparities in student engagement and achievement. To address this, we implemented a weekly structure where a specific day or block of time is solely dedicated to mathematics instruction, enabling teachers to plan collaboratively, share resources, and implement targeted strategies.

Complementary to this structural change was a comprehensive professional learning program tailored to meet the needs of our teachers. The PL sessions were run by Karly Hefferan (Inner West) focused on evidence-based teaching strategies, such as formative assessment techniques, mathematical discourse, and the use of manipulatives and technology to enhance understanding. Teachers engaged in collaborative planning, lesson analysis, and peer observations, fostering a culture of continuous improvement and shared expertise. The weekly structure involved Activating Prior Knowledge, Challenge Task, Explicit Routine, Misconception Lesson and Interleaving.

The impact of this initiative on teaching has been positive. Teachers report feeling more confident in their mathematical pedagogy, as the weekly structure provides a predictable framework for planning and reflection. The professional learning sessions have introduced innovative instructional approaches, encouraging teachers to adopt more student-centered, inquiry-based methods. As a result, lessons are more engaging, interactive, and tailored to students' needs, promoting deeper conceptual understanding rather than rote memorization.

From a student learning perspective, the benefits are equally notable. With a dedicated weekly focus on mathematics, students experience more consistent exposure to key concepts and skills. Classroom observations and formative assessments indicate increased student participation, confidence, and enthusiasm for mathematics. Teachers also report improved ability to identify and address misconceptions promptly, leading to more targeted interventions.

Furthermore, data collected through assessments and student feedback reveal upward trends in mathematics achievement across year levels. The structured weekly approach has contributed to closing achievement gaps and fostering a positive attitude towards mathematics, which is critical for long-term success.

Using data collected in Term 3 – PAT M

Year 2 – 32 students: 68.6%% were at or above scale score

Year 3 – 31 students: 70.9% were at or above scale score

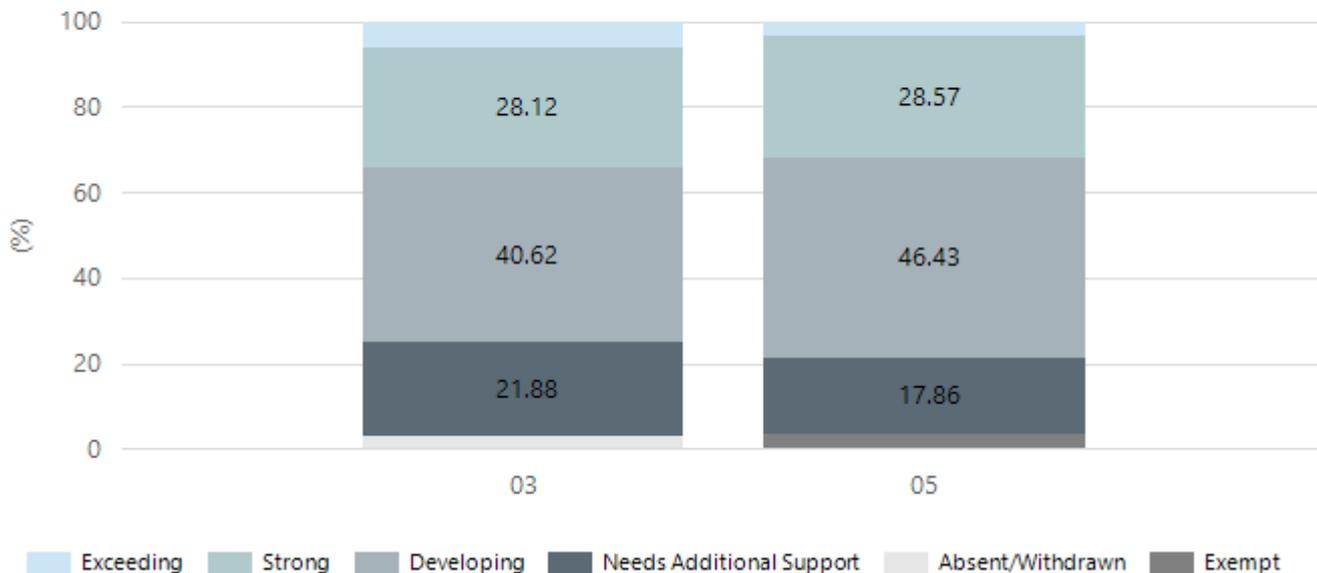
Year 4 - 29 students: 75.86% were at or above scale score

Year 5 –28 students: 64.2% were at or above scale score

## 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.

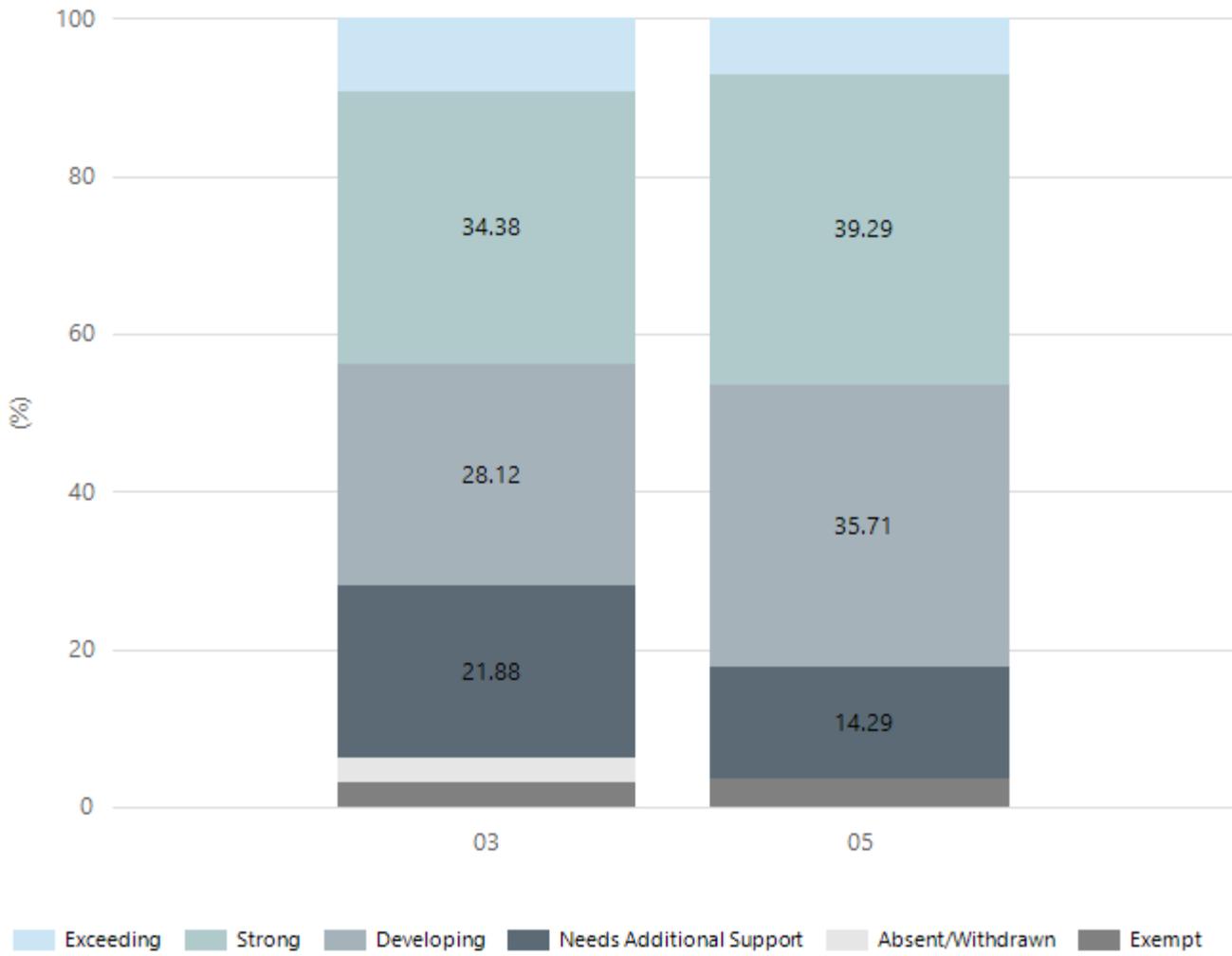
## Numeracy



| Year Level               | 03 | 05 |
|--------------------------|----|----|
| Exceeding                | 2  | 1  |
| Strong                   | 9  | 8  |
| Developing               | 13 | 13 |
| Needs Additional Support | 7  | 5  |
| Absent/Withdrawn         | 1  |    |
| Exempt                   |    | 1  |
| Total                    | 32 | 28 |

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.

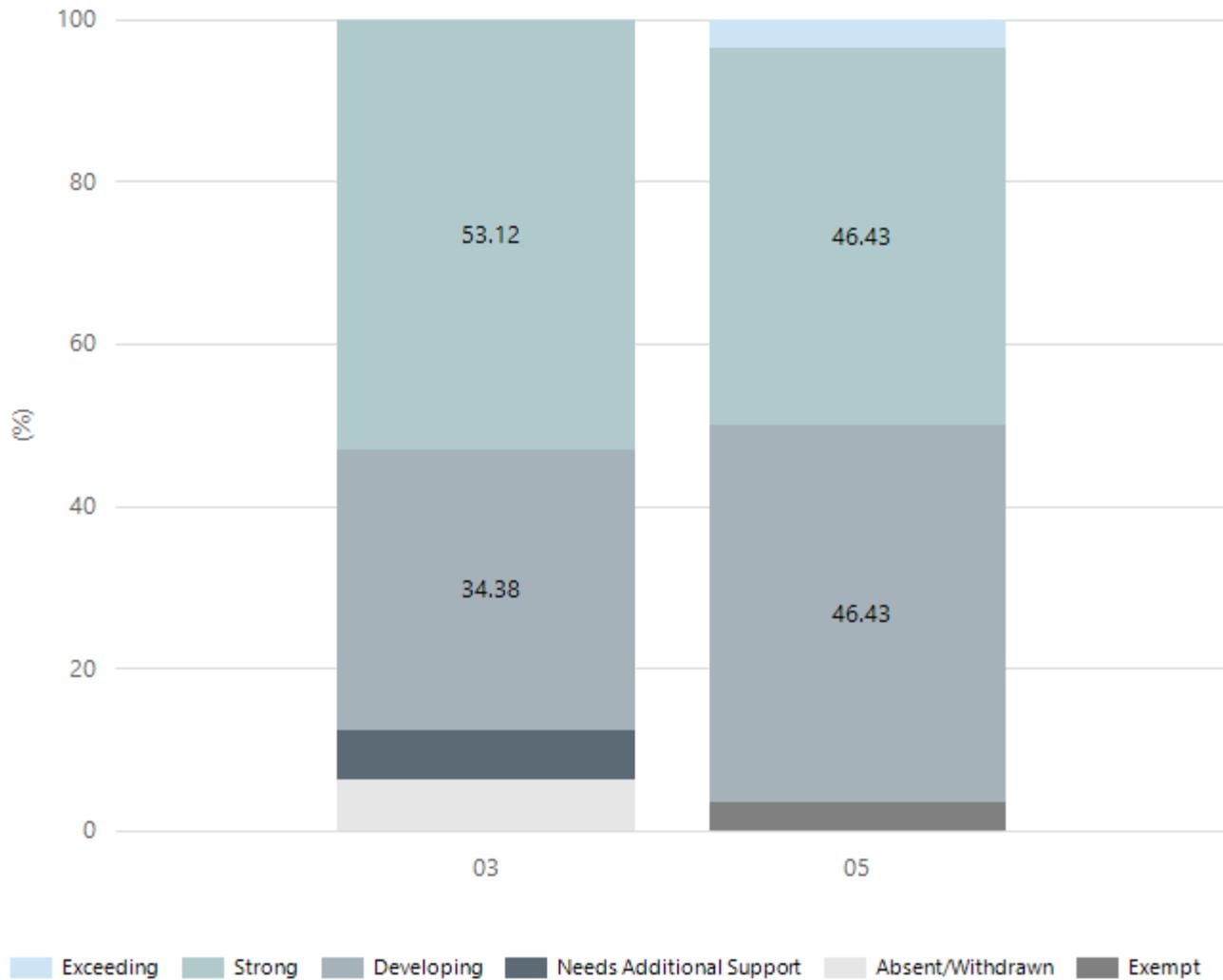
## Reading



| Year Level               | 03 | 05 |
|--------------------------|----|----|
| Exceeding                | 3  | 2  |
| Strong                   | 11 | 11 |
| Developing               | 9  | 10 |
| Needs Additional Support | 7  | 4  |
| Absent/Withdrawn         | 1  |    |
| Exempt                   | 1  | 1  |
| Total                    | 32 | 28 |

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.

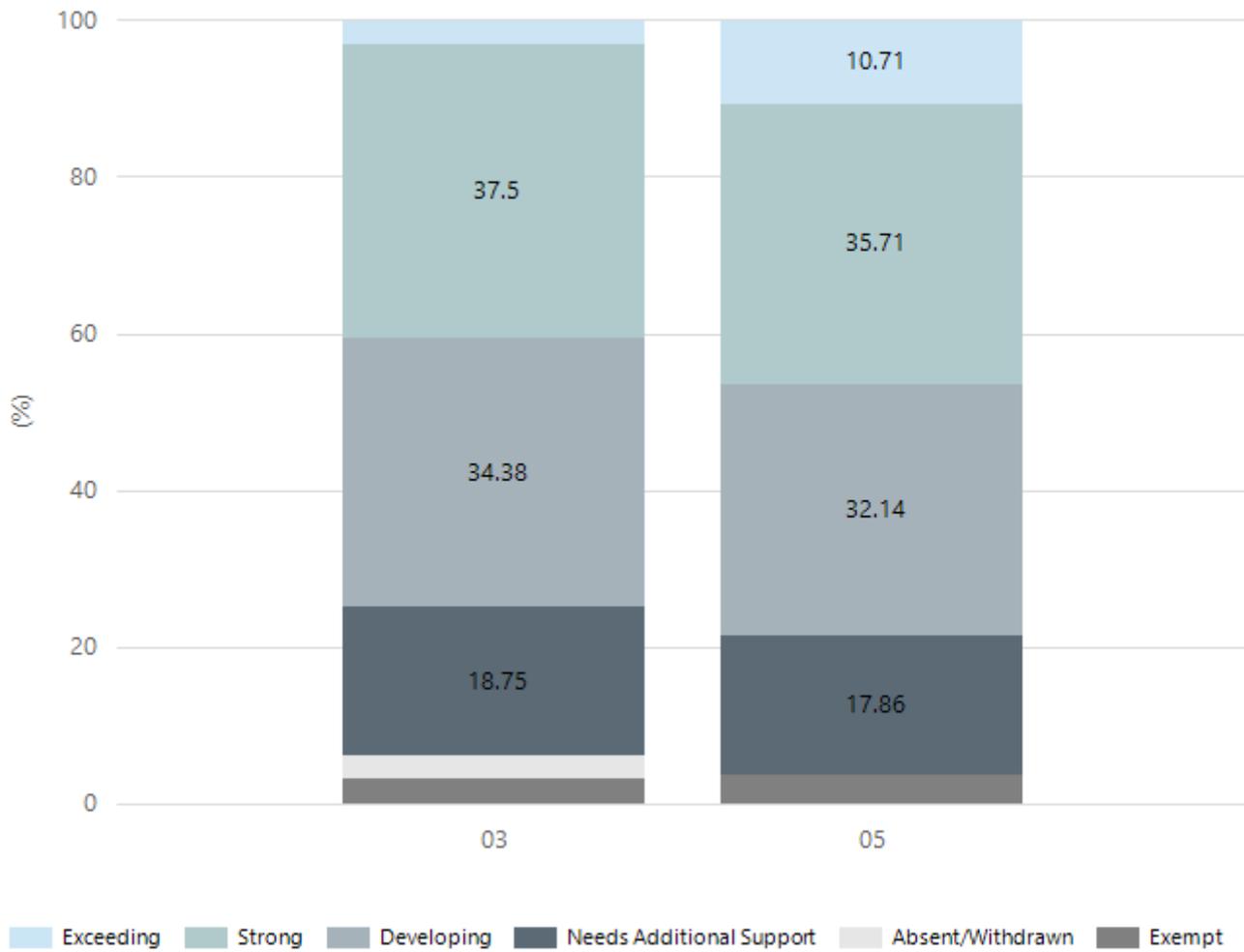
## Writing



| Year Level               | 03 | 05 |
|--------------------------|----|----|
| Exceeding                |    | 1  |
| Strong                   | 17 | 13 |
| Developing               | 11 | 13 |
| Needs Additional Support | 2  |    |
| Absent/Withdrawn         | 2  |    |
| Exempt                   |    | 1  |
| Total                    | 32 | 28 |

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.

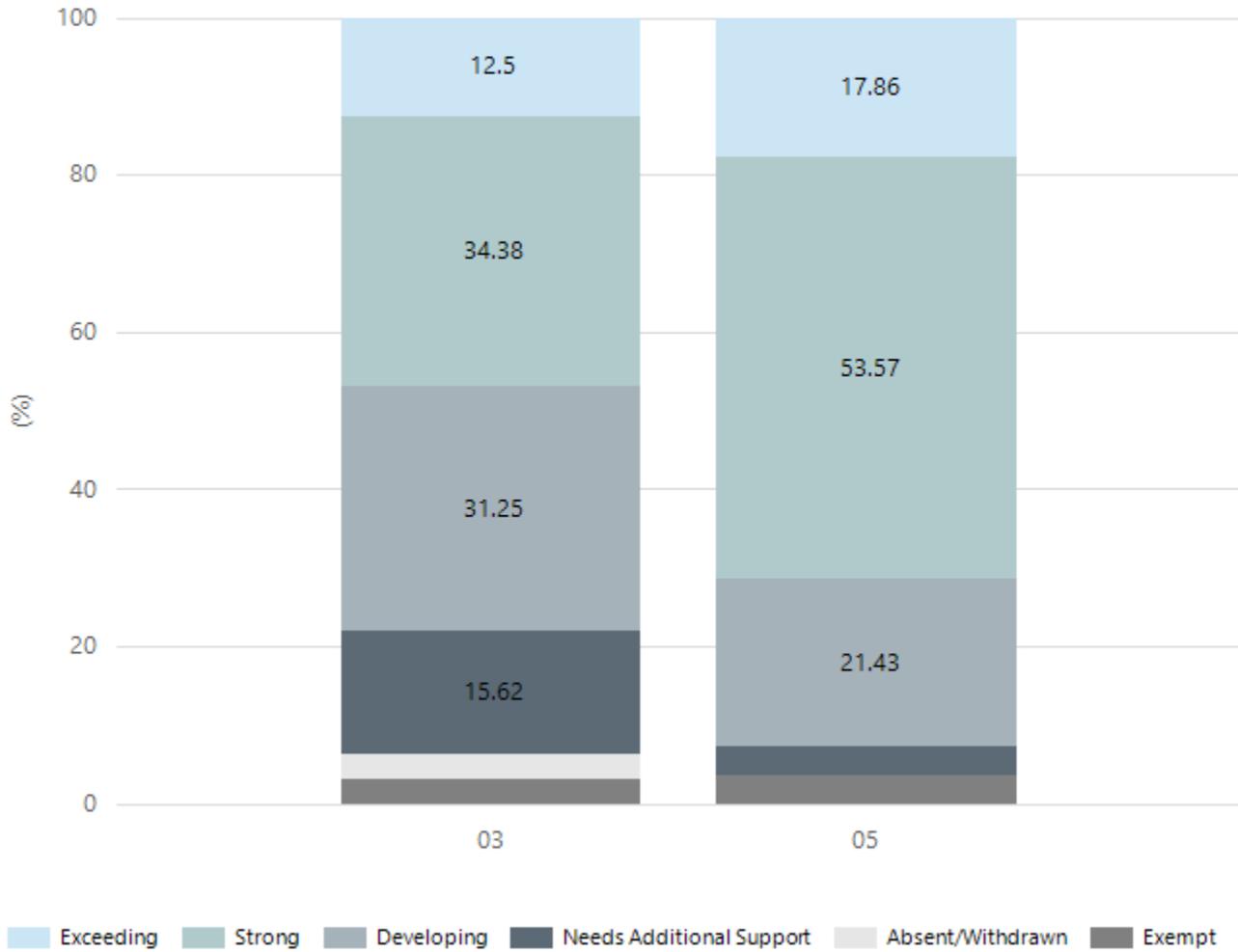
## Grammar



| Year Level               | 03 | 05 |
|--------------------------|----|----|
| Exceeding                | 1  | 3  |
| Strong                   | 12 | 10 |
| Developing               | 11 | 9  |
| Needs Additional Support | 6  | 5  |
| Absent/Withdrawn         | 1  |    |
| Exempt                   | 1  | 1  |
| Total                    | 32 | 28 |

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                | 4  | 5  |
| Strong                   | 11 | 15 |
| Developing               | 10 | 6  |
| Needs Additional Support | 5  | 1  |
| Absent/Withdrawn         | 1  |    |
| Exempt                   | 1  | 1  |
| Total                    | 32 | 28 |

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.



## Preschool Attendance

|             | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------|--------|--------|--------|--------|
| 2021 centre | 84.9%  | 84.3%  | 84.6%  | 85.7%  |
| 2022 centre | 68.3%  | 64.4%  | 78.6%  | 73.5%  |
| 2023 centre | 86.2%  | 83.9%  | 66%    | 81.1%  |
| 2024 centre | 83.7%  |        | 75.3%  |        |

Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours. Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled.

## School Attendance

| Year Level    | 2022  | 2023  | 2024  |
|---------------|-------|-------|-------|
| Reception     | 72.8% | 73.1% | 85.7% |
| Year 01       | 84.8% | 82.4% | 80.3% |
| Year 02       | 81.5% | 82.4% | 89.0% |
| Year 03       | 80.7% | 83.5% | 87.6% |
| Year 04       | 84.8% | 85.2% | 87.8% |
| Year 05       | 80.1% | 85.7% | 84.8% |
| Year 06       | 82.5% | 85.9% | 90.1% |
| Primary Other |       | 58.4% | 80.5% |
| Total         | 81.0% | 82.3% | 86.4% |

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, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program over 4 terms the year before they start school.

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.

|        | 2022 | 2023 | 2024 |
|--------|------|------|------|
| Term 1 | 79%  | 80%  | 88%  |
| Term 2 | 84%  | 86%  | 86%  |
| Term 3 | 87%  | 87%  | 84 % |
| Term 4 | 88%  | 87%  | 86%  |

In alignment with the Department for Education's attendance policy, Challa Gardens Primary School remains committed to fostering a culture of regular attendance, recognising its critical role in enhancing student learning, wellbeing, and future success. The policy underscores the compulsory nature of education and the shared responsibility among educators, parents, and the community to ensure consistent school attendance. By implementing targeted strategies and interventions, we aim to address barriers to attendance and support students in achieving their full potential. Our efforts are guided by the department's framework, which promotes early engagement and continuous monitoring to improve attendance outcomes. Through collaboration and a whole-school approach, we strive to create an inclusive environment that values and supports every student's educational journey. Each Week 5 and 10 of term, data is collected about families are contacted to work together on an attendance improvement plan if their child is below 80%.

## **WELLBEING AT CHALLA GARDENS PRIMARY SCHOOL**

At Challa Gardens Primary School, we prioritise the wellbeing of our students by integrating comprehensive programs and values that nurture their emotional, social, and academic development. Our commitment to fostering a supportive and inclusive environment is reflected in our adoption of the Zones of Regulation framework. This approach empowers students to understand and manage their emotions, enhancing their ability to focus, learn, and interact positively with others. By teaching students to identify their feelings and use strategies to regulate their emotions, we equip them with essential skills for lifelong resilience and success.

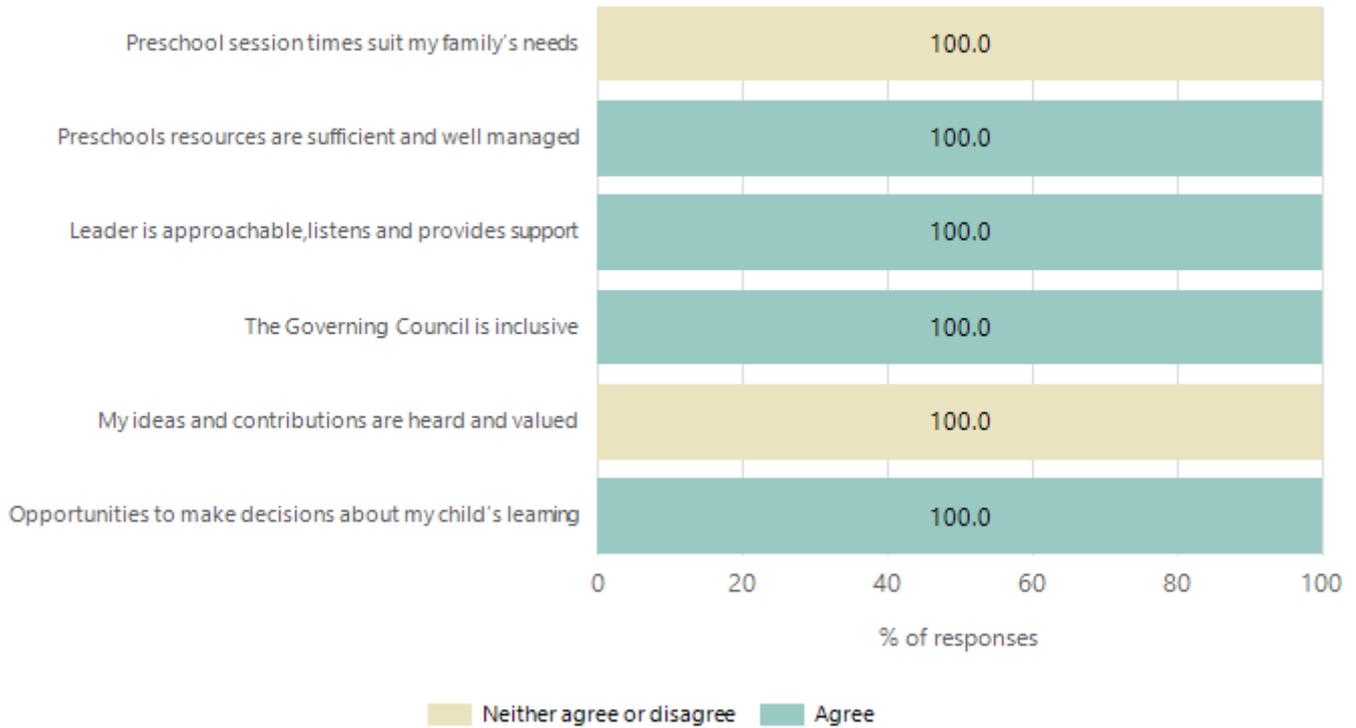
In alignment with the Department for Education's Child Protection Curriculum, we ensure that our students are educated about their rights and responsibilities in a safe and supportive manner. This curriculum is embedded into our teaching practices, providing students with the knowledge and skills to recognise and respond to unsafe situations. Our focus on child protection is integral to creating a secure learning environment where every student feels valued and protected.

Our school values of respect and kindness are at the heart of our community. We believe that fostering these values is essential for building a positive school culture. Through various initiatives and daily interactions, we encourage students to demonstrate respect for themselves, others, and their environment. Kindness is promoted as a fundamental principle, guiding students to act with empathy and consideration in all aspects of their lives.

Student leadership is a cornerstone of our wellbeing strategy, providing opportunities for students to develop confidence, responsibility, and a sense of belonging. Our leadership programs encourage students to take active roles in school activities, decision-making processes, and community service. By nurturing leadership skills, we empower students to become proactive, compassionate leaders who contribute positively to their school and wider community.

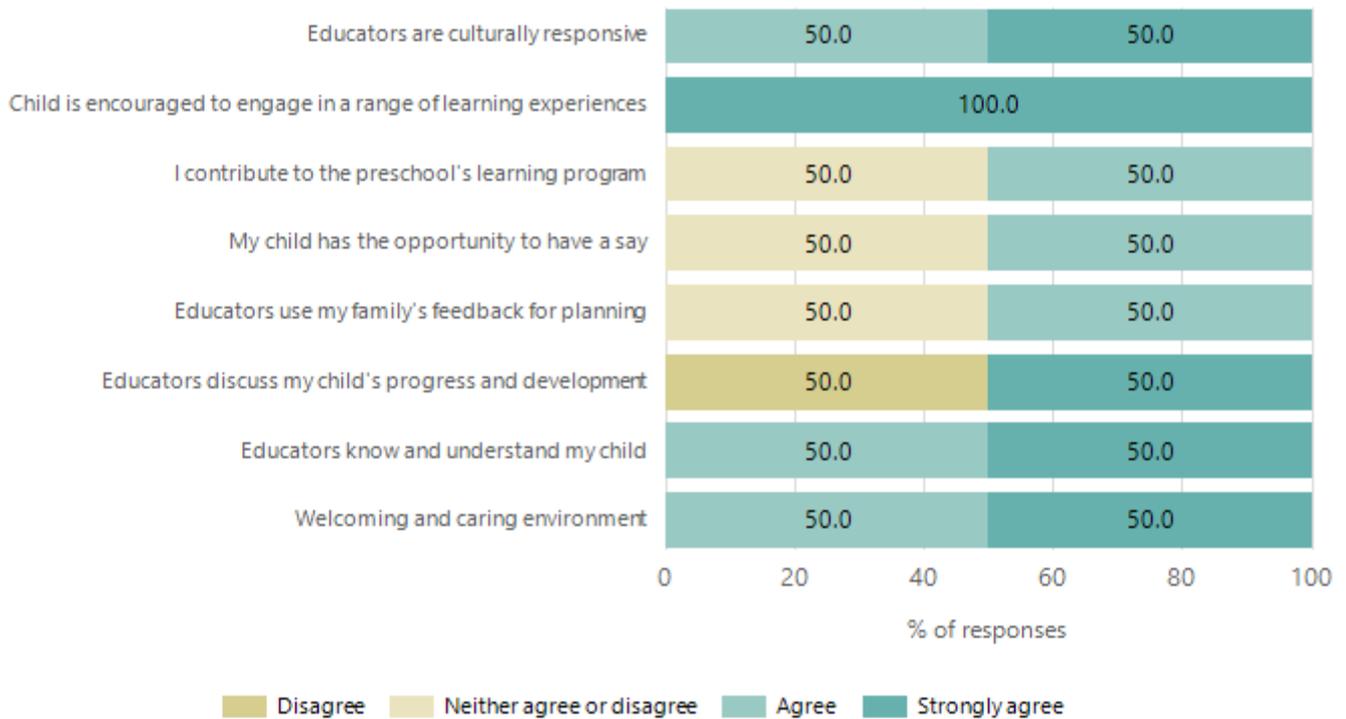
# Preschool Family Opinion Survey

## Governance, Leadership and Management



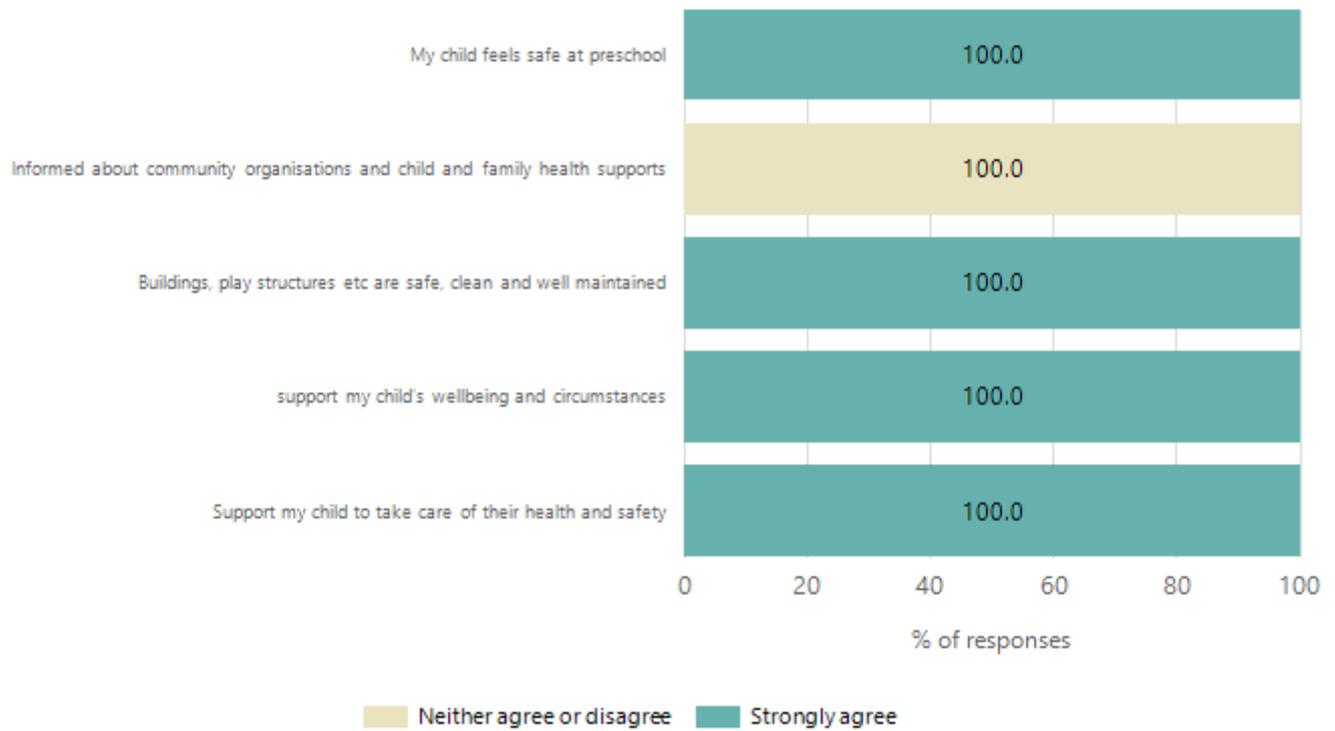
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

## Quality of Teaching and Learning



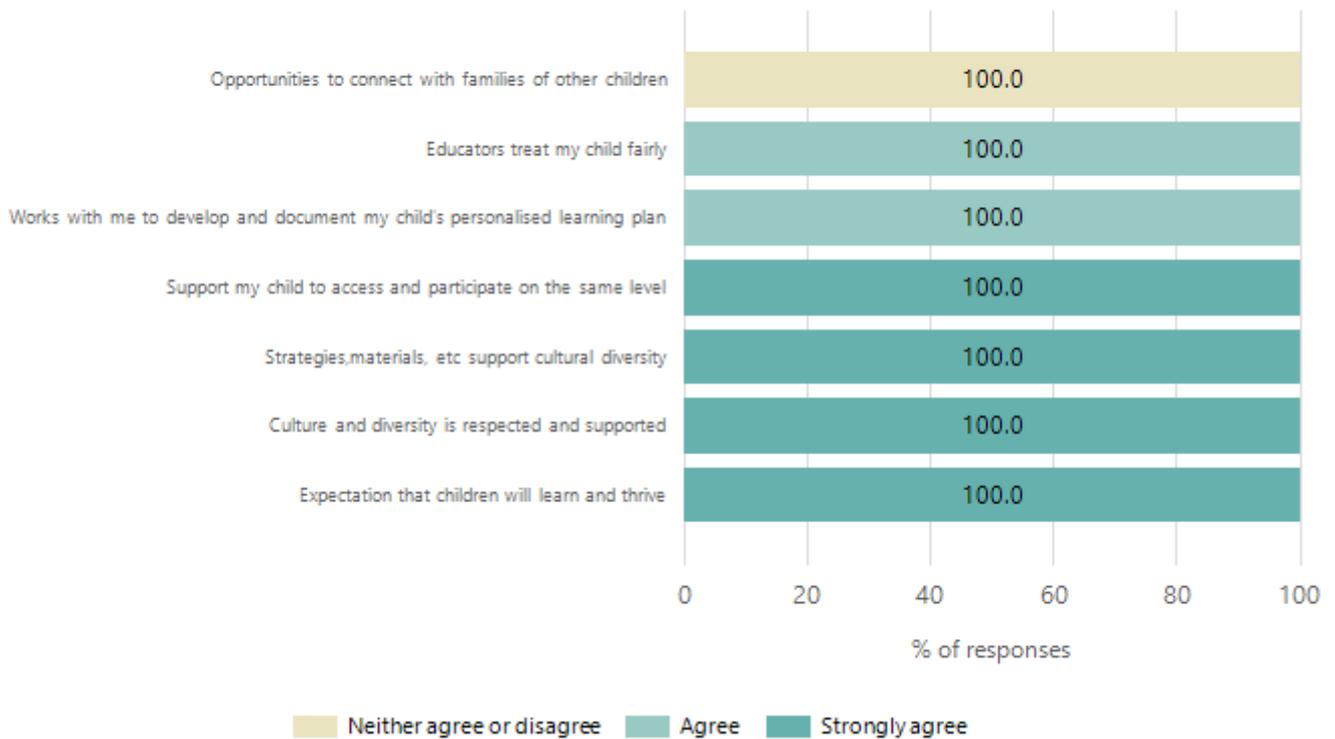
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

## Safety, Health and Wellbeing



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

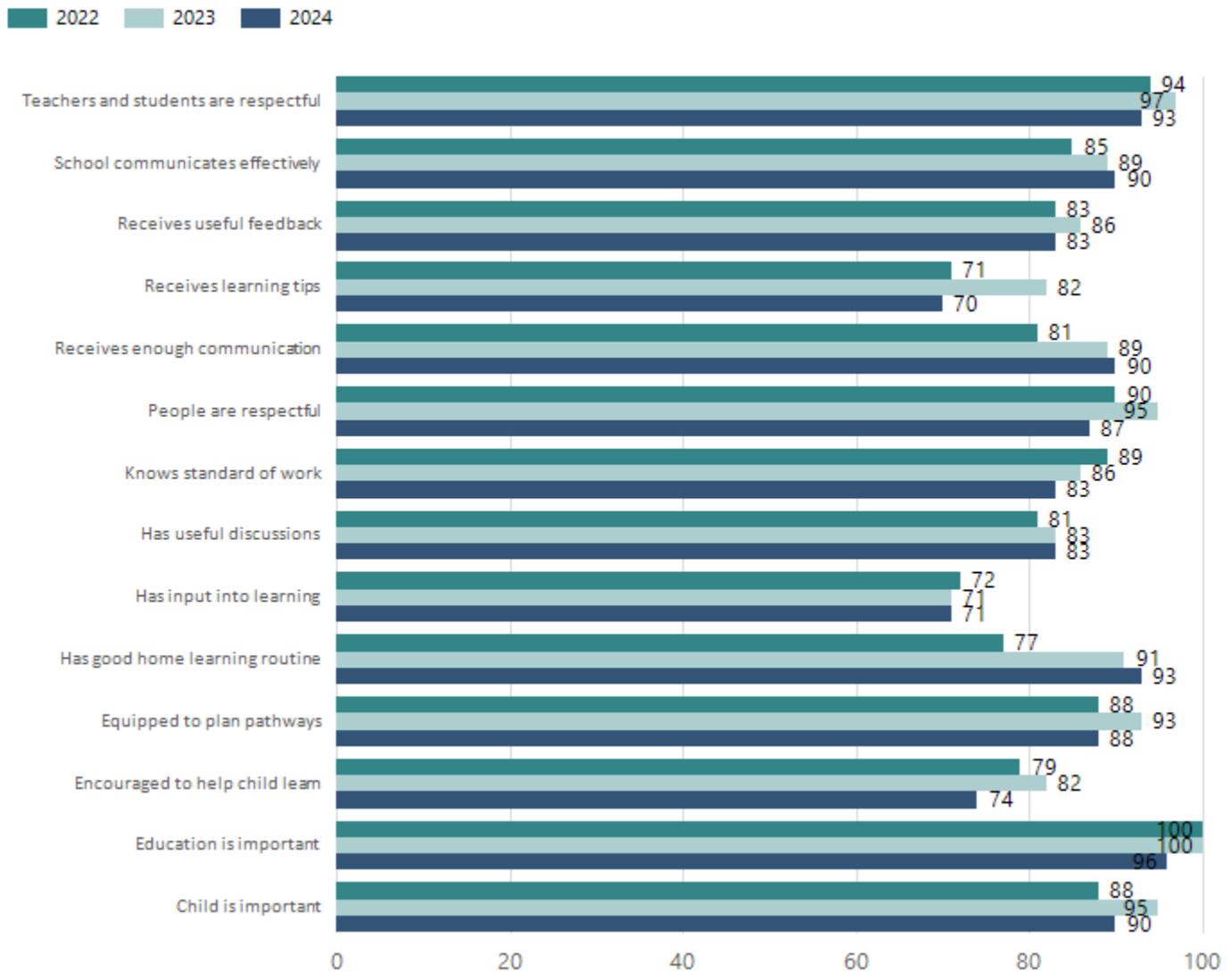
## Support and Inclusion



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

# School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



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

This year we focused on building family engagement which has significantly enhanced parents' understanding of their children's learning journey. Recognizing that strong home-school partnerships are essential for student success, we have implemented various strategies to foster active involvement from families

Regular communication is at the heart of our approach. We organize parent-teacher meetings, open mornings, and newflashes and increased our use of EMS communication tools to keep families informed about curriculum updates, student progress, and ways to support learning at home. These initiatives ensure parents feel connected and confident in their role as partners in education.

Additionally, we have introduced family engagement programs that encourage parents to participate in classroom activities, school events, and learning celebrations. These opportunities allow families to see firsthand how their children learn and develop, which deepens their understanding and appreciation of the educational process.

Our staff also works to build strong relationships with families through personalized conversations and cultural inclusivity. By respecting diverse backgrounds and tailoring communication, we create a welcoming environment where parents feel valued and empowered to be active participants in their child's education. We also increased the number of afterhours family events which enabled students and adults to make connections.

This collaborative approach has fostered a positive school community, improved student outcomes, and strengthened the bond between families and the school. Our ongoing commitment to family engagement continues to be a key factor in creating a supportive and successful learning environment for all students.



## Destination Schools

| Feeder Schools (Site number - Name)  | 2022   | 2023  | 2024  |
|--------------------------------------|--------|-------|-------|
| 0714 - Challa Gardens Primary School | 100.0% | 95.7% | 82.4% |
| 9999 - Unknown                       |        | 4.4%  | 15.7% |

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2024.

## Intended Destination

| Leave Reason    | Number | %     |
|-----------------|--------|-------|
| IS - INTERSTATE | 4      | 10.0% |
| U - UNKNOWN     | 34     | 85.0% |

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 | 20                       |
| Postgraduate Qualifications    | 8                        |

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            | 24.2           | 0.0                | 7.7            |
| Persons               | 0.0            | 28.0           | 0.0                | 10.0           |

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        | 3,774,132.40 |
| Grants: Commonwealth |              |
| Parent Contributions | 52225.25     |
| Fund Raising         | 3552         |
| Other                |              |

Data Source: School supplied data.