

2025 annual report to the Community

Woodville Primary School

Woodville Primary School number: 497

Partnership: Inner West



School principal:

Kirsty Maclean

K Maclean signature

Date of endorsement:

08/02/2026



Context Statement

Woodville Primary School caters for students from R-6. At the time of this report, the enrolment in 2025 is 204. Woodville Primary School is classified as Category 4 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 7% Aboriginal students, 13% 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.

Principal Report

Principal comments:

The Leadership Team comprises of a Principal Kirsty Maclean who is tenured for 2024-2028, a Deputy Principal Lisa De Candia who is tenured for 2024-2026 and a Wellbeing Leader Anne Kamenic who ended her tenure at the end of Term 2. Kate Didyk won the Acting Wellbeing Leader position for Semester 2. The Pastoral Care worker is Tayla Cartridge who is a great support for students who helps support student connection and wellbeing by running recess and lunch activities and support in transitioning students from preschool and to high school.

In Literacy our staff continued to use literacy assessments such as DIBELS and decodable programs to analyse student understanding. Staff used Tom Sherrington walkthrough strategies that are high impact teaching strategies to improve student learning. Such strategies such as 'chin up' boards, 'cold calling', 'say it again better', 'no opting out'. Instilling and stream lining InitialLit and Spelling Mastery programs and using functional grammar to further develop student's sentence structure. Staff engaged in training and development of the Department strategy and the new SA Curriculum. Our site saw efforts focus in the Effective Learner domain highlighting Metacognition and Self-regulation as continual works building on our wellbeing scope and sequence plan of BSEM, Open parachute, zones of regulation and restorative conversations. Our WEC data has shown that students social and emotional wellbeing are continually improving in the domains of connectedness to school, emotional engagement with teachers and School climate. We have seen rising result over the last three years.

Woodville Primary School has prioritised the areas of impact outlined in the Department for Education's Mathematics Strategy, with a focus on nurturing students as effective learners. Staff actively supported learners to pause and reflect on how best to achieve learning tasks, embedding metacognition and self-regulation into everyday practice. In the Upper Years, student researchers have played a key role in modelling lesson activities and metacognition strategies, helping their peers plan, monitor, and evaluate their thinking and learning process. This approach is designed to build the skills necessary for students to become confident and effective learners.

We continued the implementation of our whole-school Mathematics Agreement, centred around high impact teaching strategies and the poly-4 problem solving model to deepen mathematical understanding across all year levels. Targeted intervention program, Quicksmart, has continued to support identified students in developing automatic recall of basic number facts, improving calculation skills, and enhancing their use of mathematical language.

Governing Council Report

Our Governing Council works closely with the Principal for the best outcomes for student learning.

The Charles Sturt Council approached the Principal and Governing Council to consider letting go of the land at the end of the oval (close to Simpson St) to be considered for a future park for the community. The School and the Department agreed to a leasing agreement and asked in return for the widening of Tenterden St to be considered to alleviate the congestion of traffic during the mornings and afternoons due to school drop off and pick up. After the Council met to discuss development in the Western suburbs, this project was placed on hold as other project were made a priority.

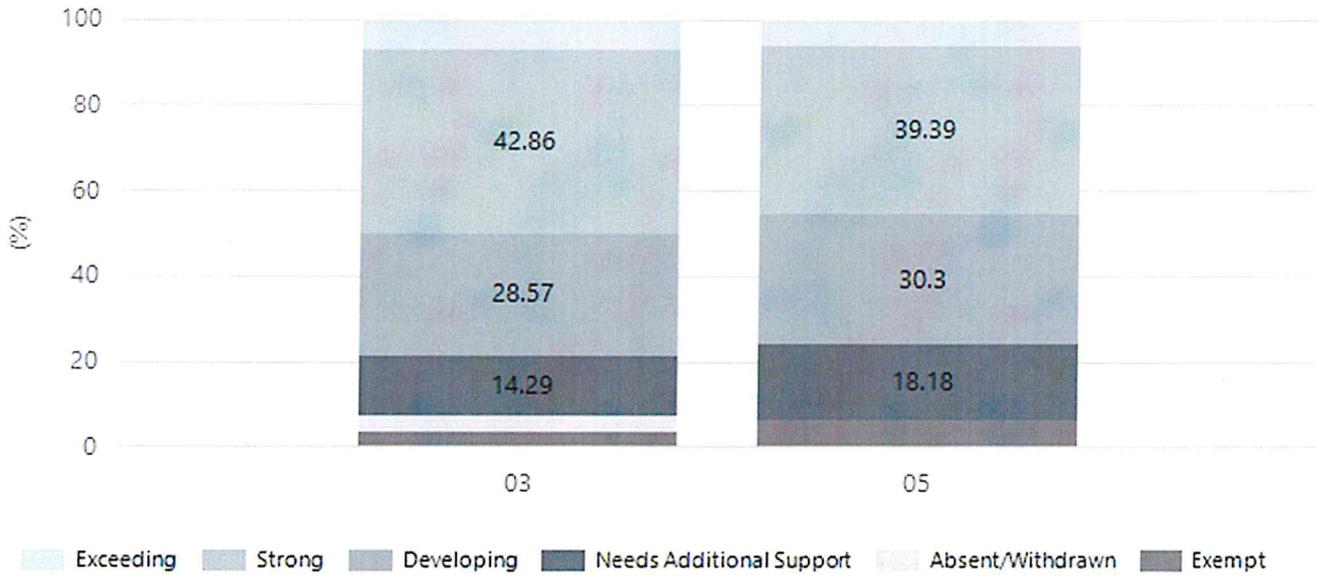
The Governing Council run many successful fundraising activities throughout the year including Mother's Day and Father's Day stalls, Blue Light Disco, Sports Day BBQ, Hot Cross Bun sales, Pie Drive as well as the sale of Christmas ornaments. Fundraising efforts from recent years has been used to develop the new sandpit and water play area for the Early Years, due to be completed in March with works already underway.

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.

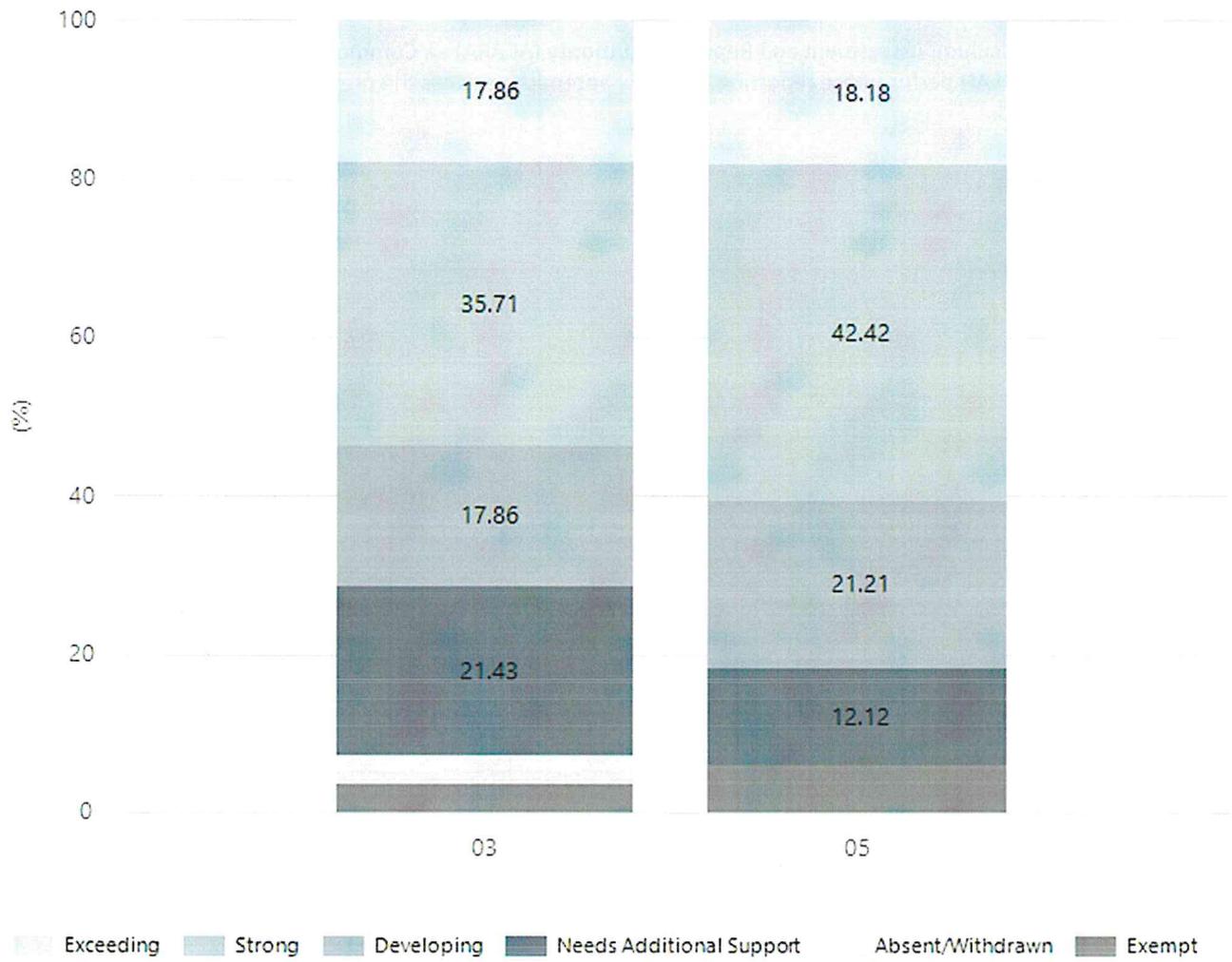
Numeracy



Year Level	03	05
Exceeding	2	2
Strong	12	13
Developing	8	10
Needs Additional Support	4	6
Absent/Withdrawn	1	
Exempt	1	2
Total	28	33

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.

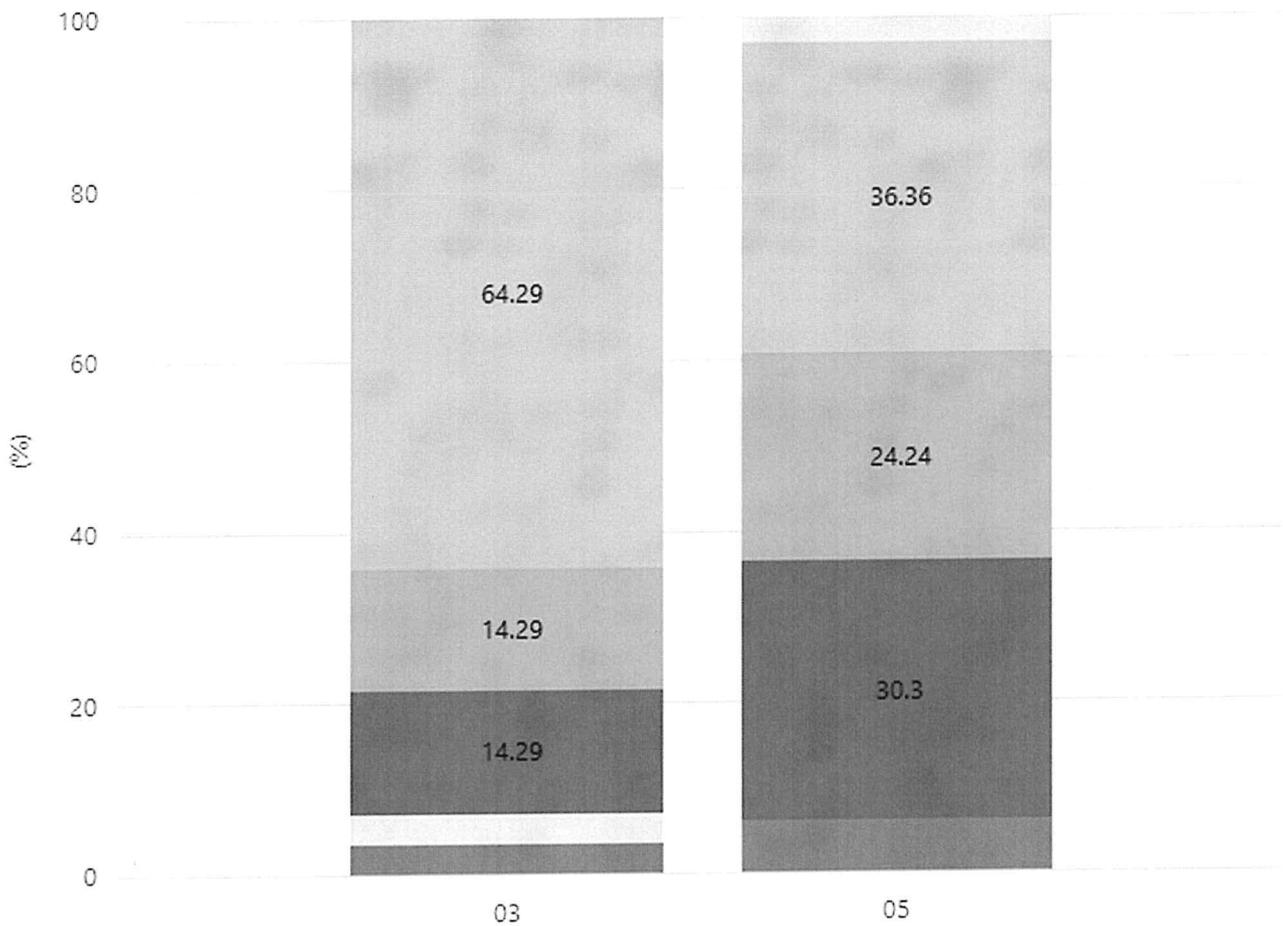
Reading



Year Level	03	05
Exceeding	5	6
Strong	10	14
Developing	5	7
Needs Additional Support	6	4
Absent/Withdrawn	1	
Exempt	1	2
Total	28	33

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

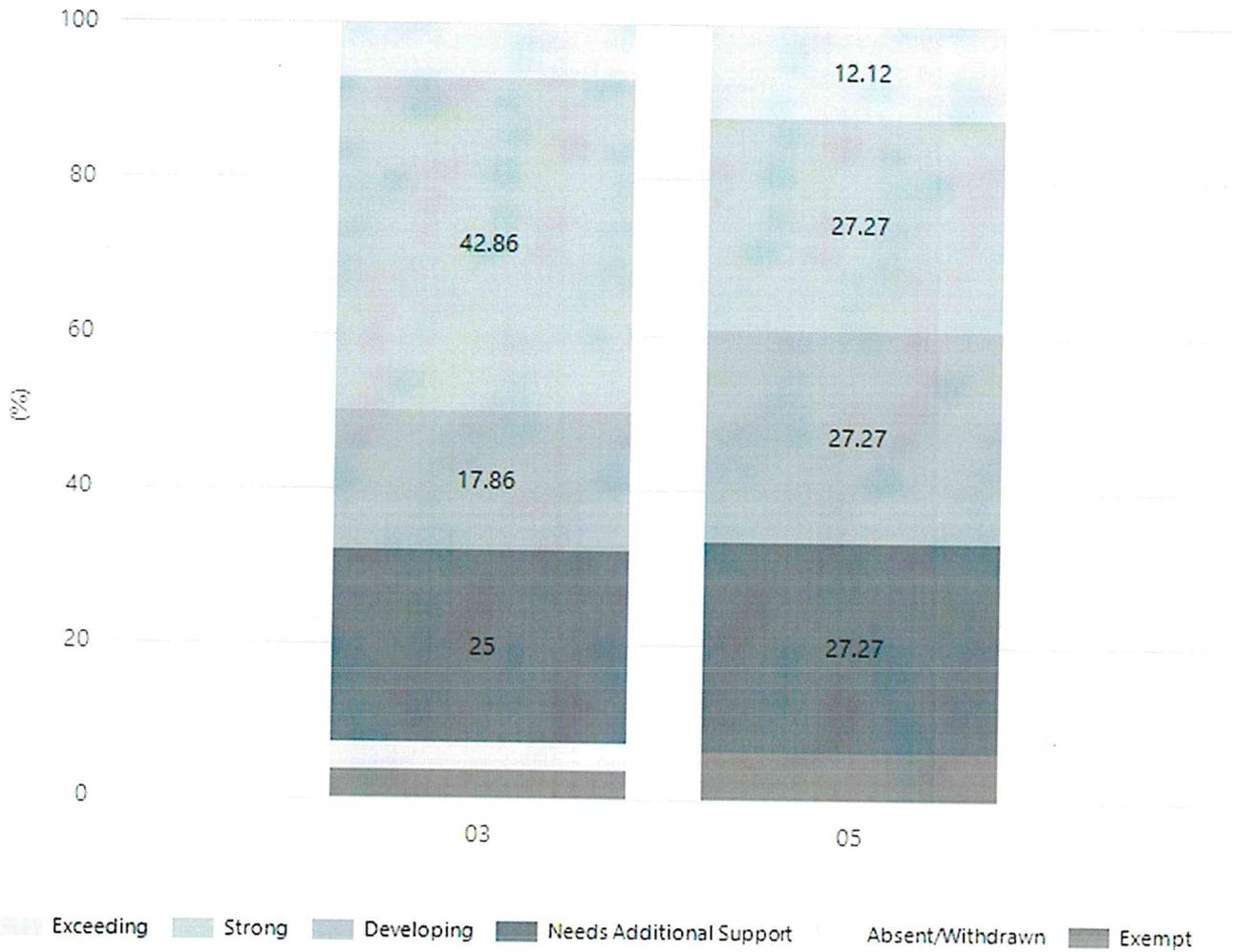


Exceeding
 Strong
 Developing
 Needs Additional Support
 Absent/Withdrawn
 Exempt

Year Level	03	05
Exceeding		1
Strong	18	12
Developing	4	8
Needs Additional Support	4	10
Absent/Withdrawn	1	
Exempt	1	2
Total	28	33

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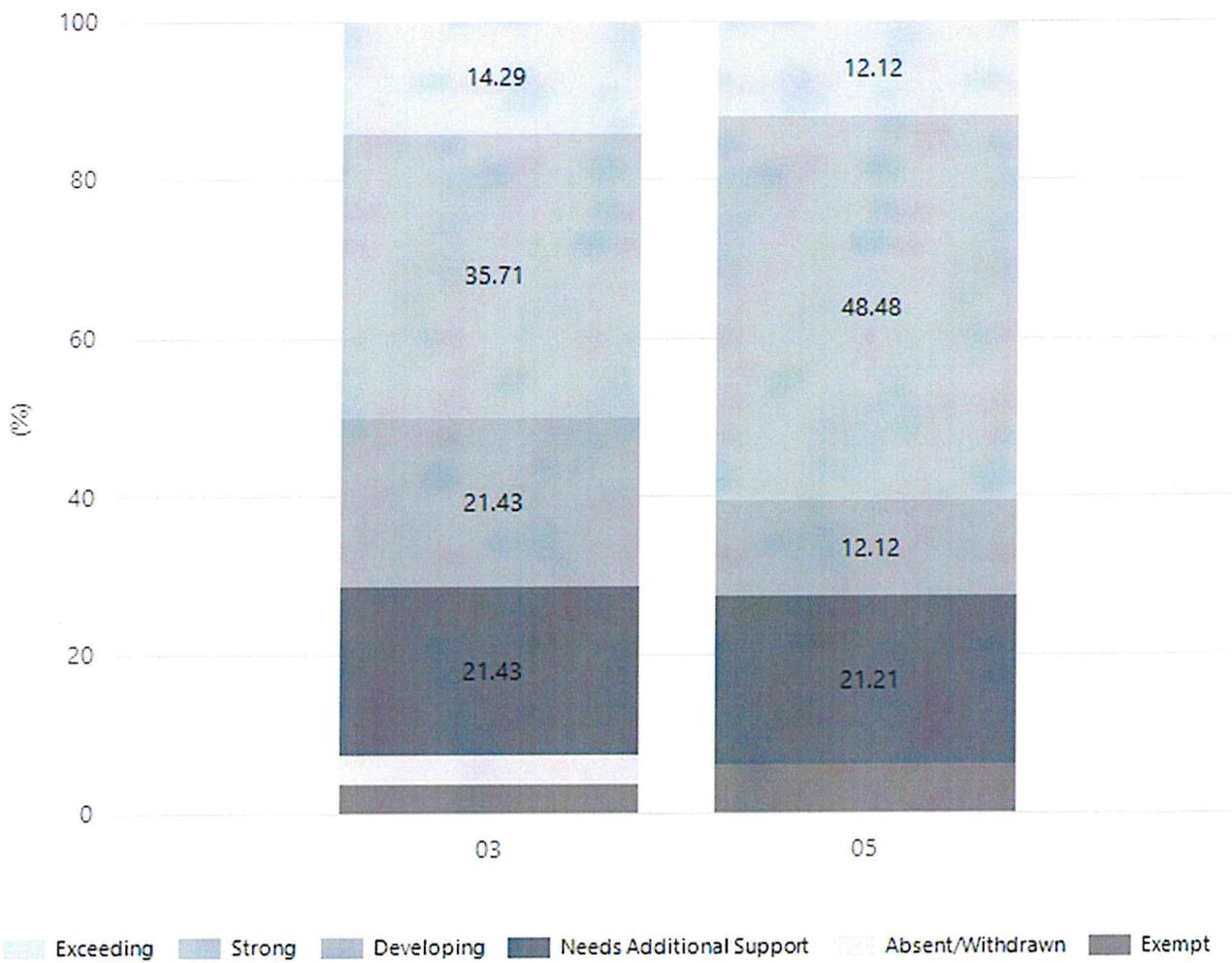
Grammar



Year Level	03	05
Exceeding	2	4
Strong	12	9
Developing	5	9
Needs Additional Support	7	9
Absent/Withdrawn	1	
Exempt	1	2
Total	28	33

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

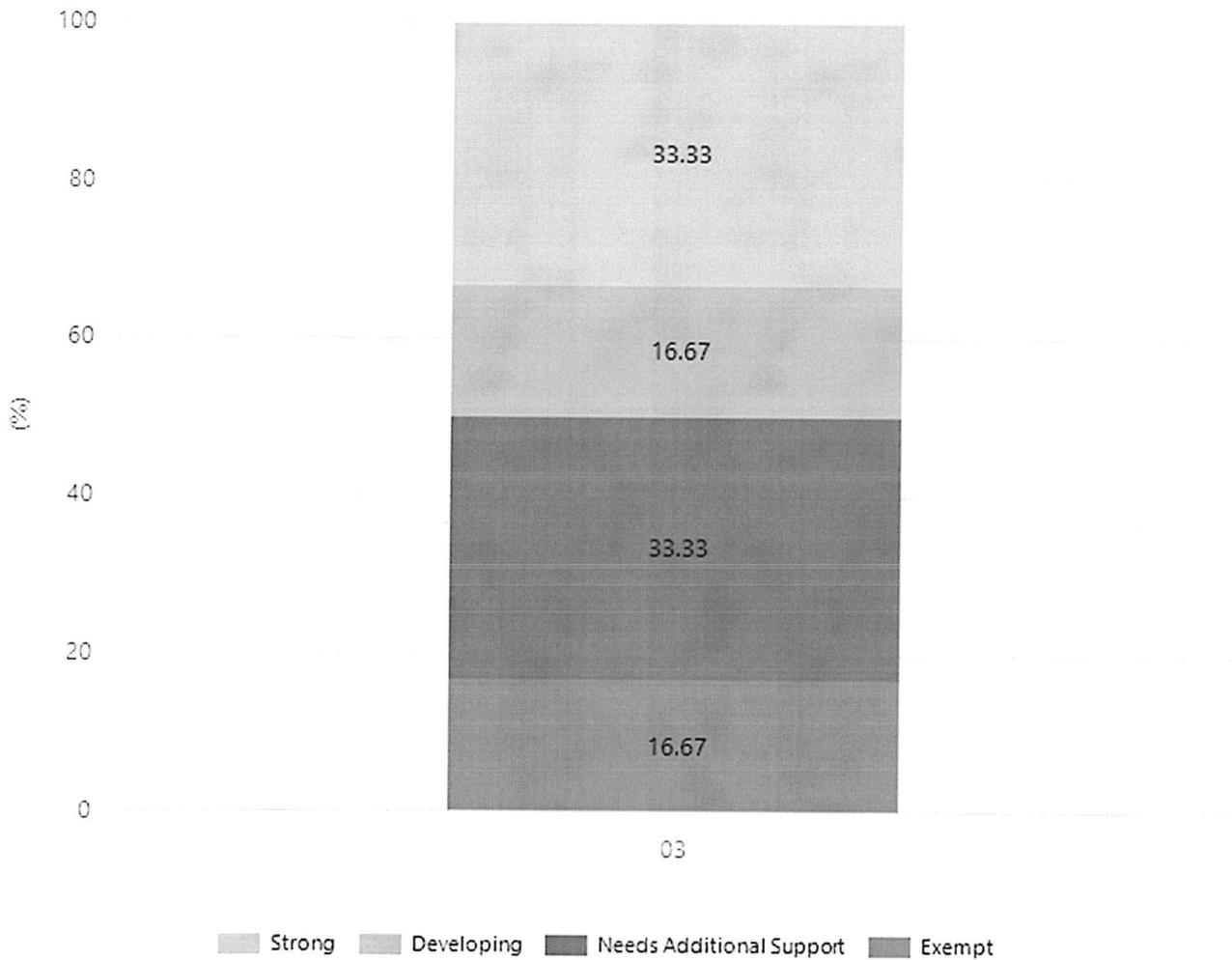


Year Level	03	05
Exceeding	4	4
Strong	10	16
Developing	6	4
Needs Additional Support	6	7
Absent/Withdrawn	1	
Exempt	1	2
Total	28	33

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

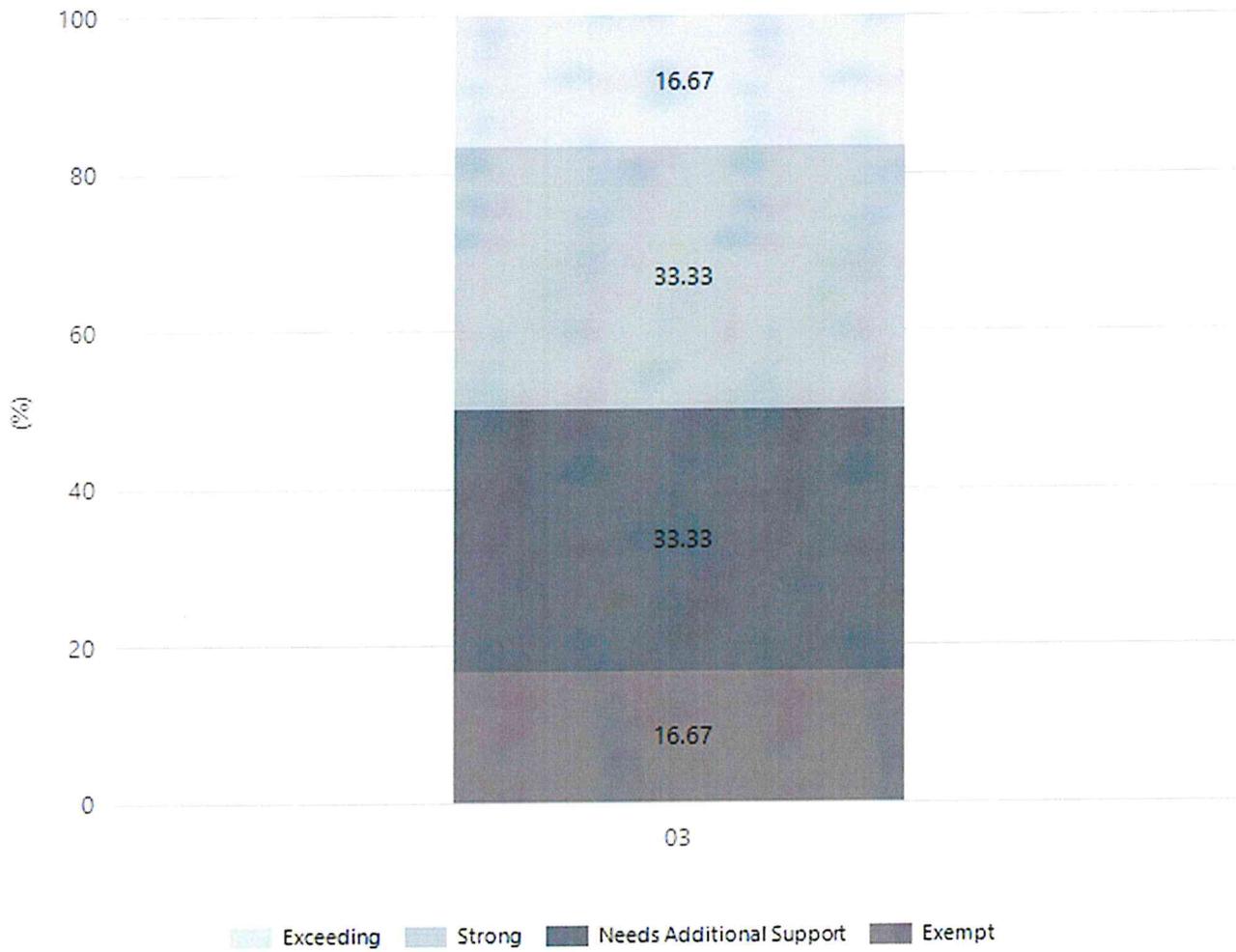
Numeracy



Year Level	03
Strong	2
Developing	1
Needs Additional Support	2
Exempt	1
Total	6

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.

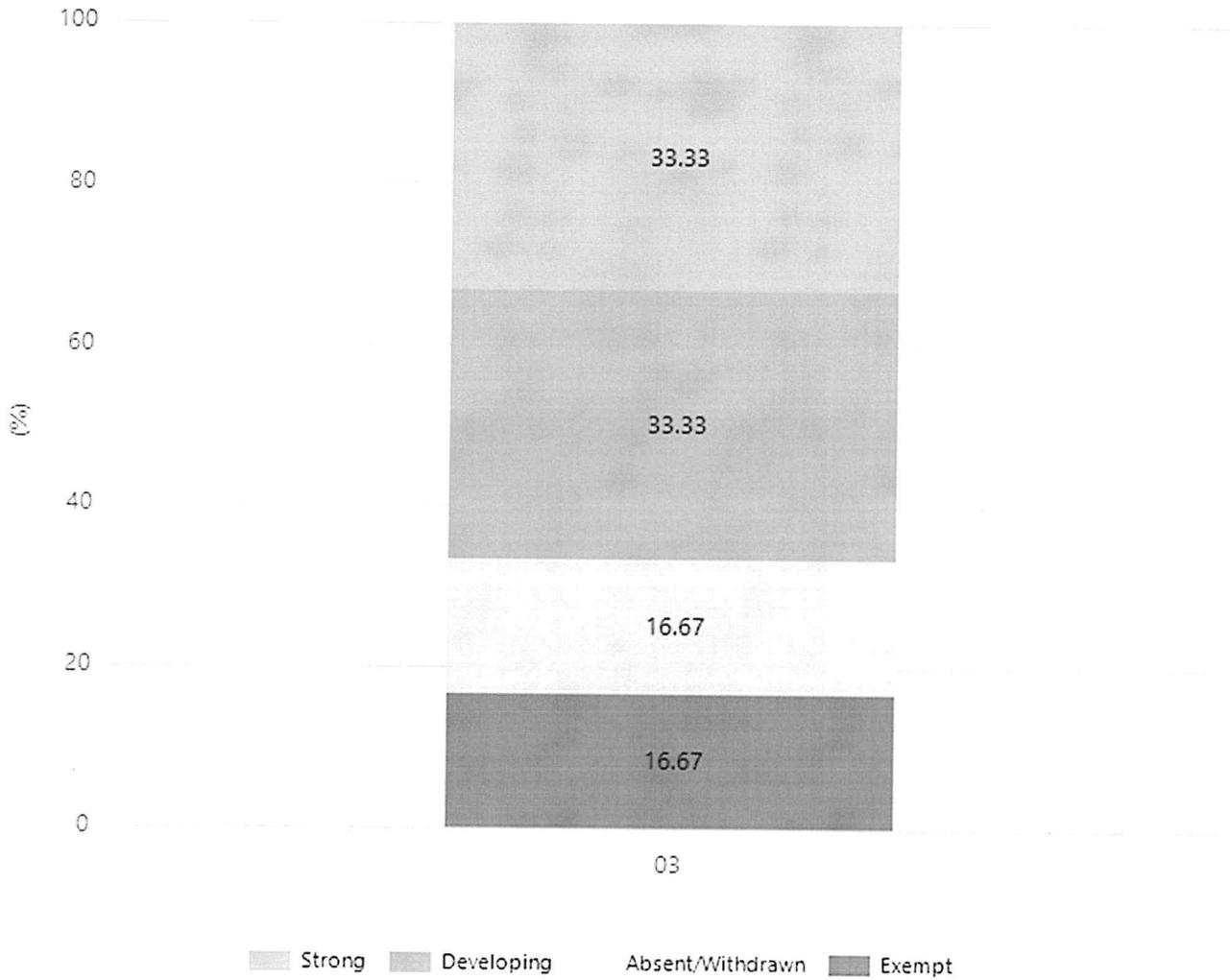
Reading



Year Level	03
Exceeding	1
Strong	2
Needs Additional Support	2
Exempt	1
Total	6

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.

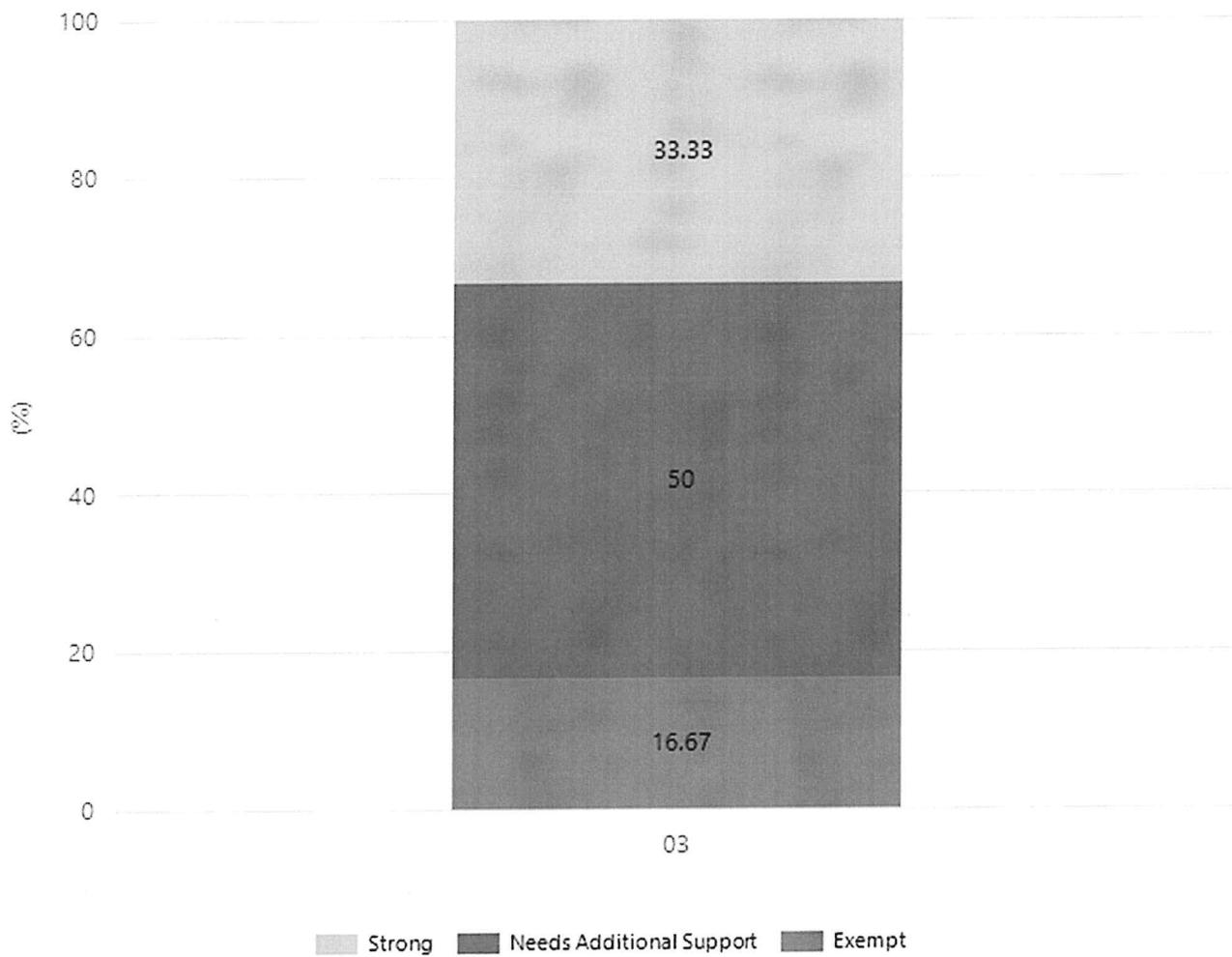
Writing



Year Level	03
Strong	2
Developing	2
Absent/Withdrawn	1
Exempt	1
Total	6

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.

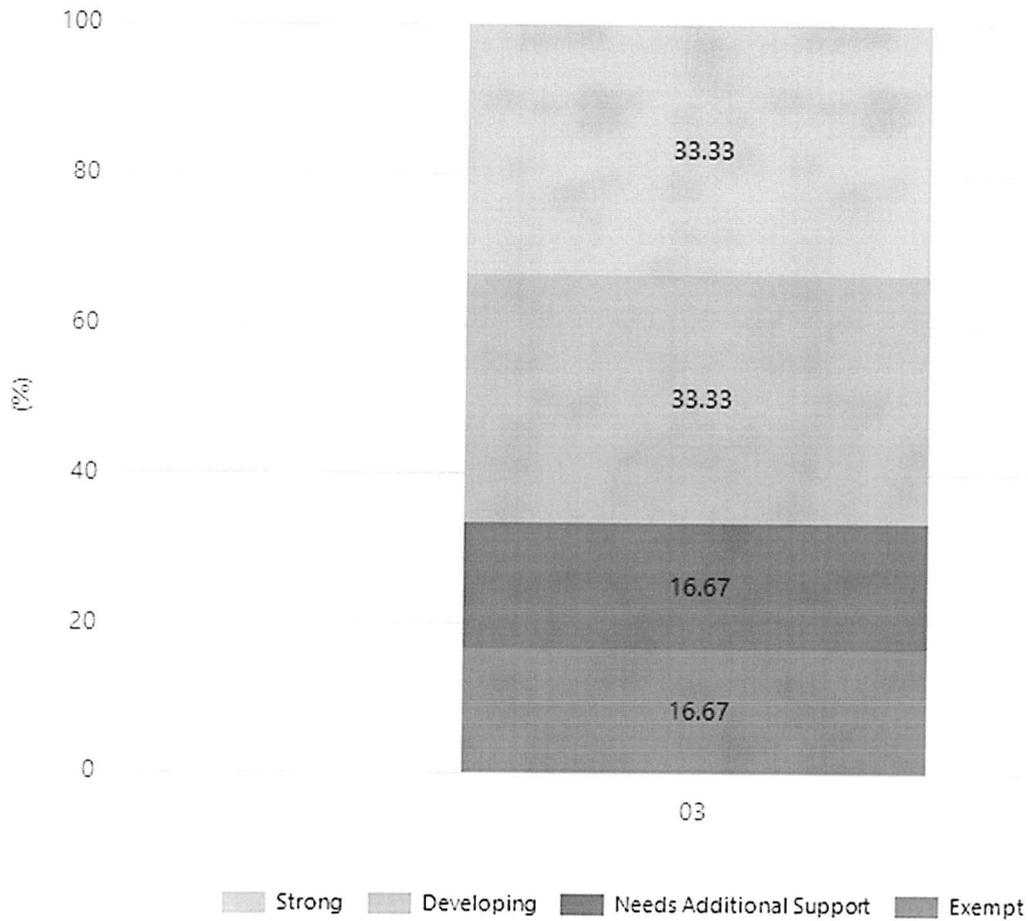
Grammar



Year Level	03
Strong	2
Needs Additional Support	3
Exempt	1
Total	6

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	03
Strong	2
Developing	2
Needs Additional Support	1
Exempt	1
Total	6

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	76.3%	90.6%	90.0%
Year 01	83.7%	84.7%	85.0%
Year 02	85.5%	87.6%	79.9%
Year 03	86.5%	90.0%	87.2%
Year 04	82.1%	89.0%	84.1%
Year 05	81.8%	87.6%	83.4%
Year 06	87.1%	88.1%	89.4%
Primary Other	90.9%		
Total	83.5%	88.3%	85.7%

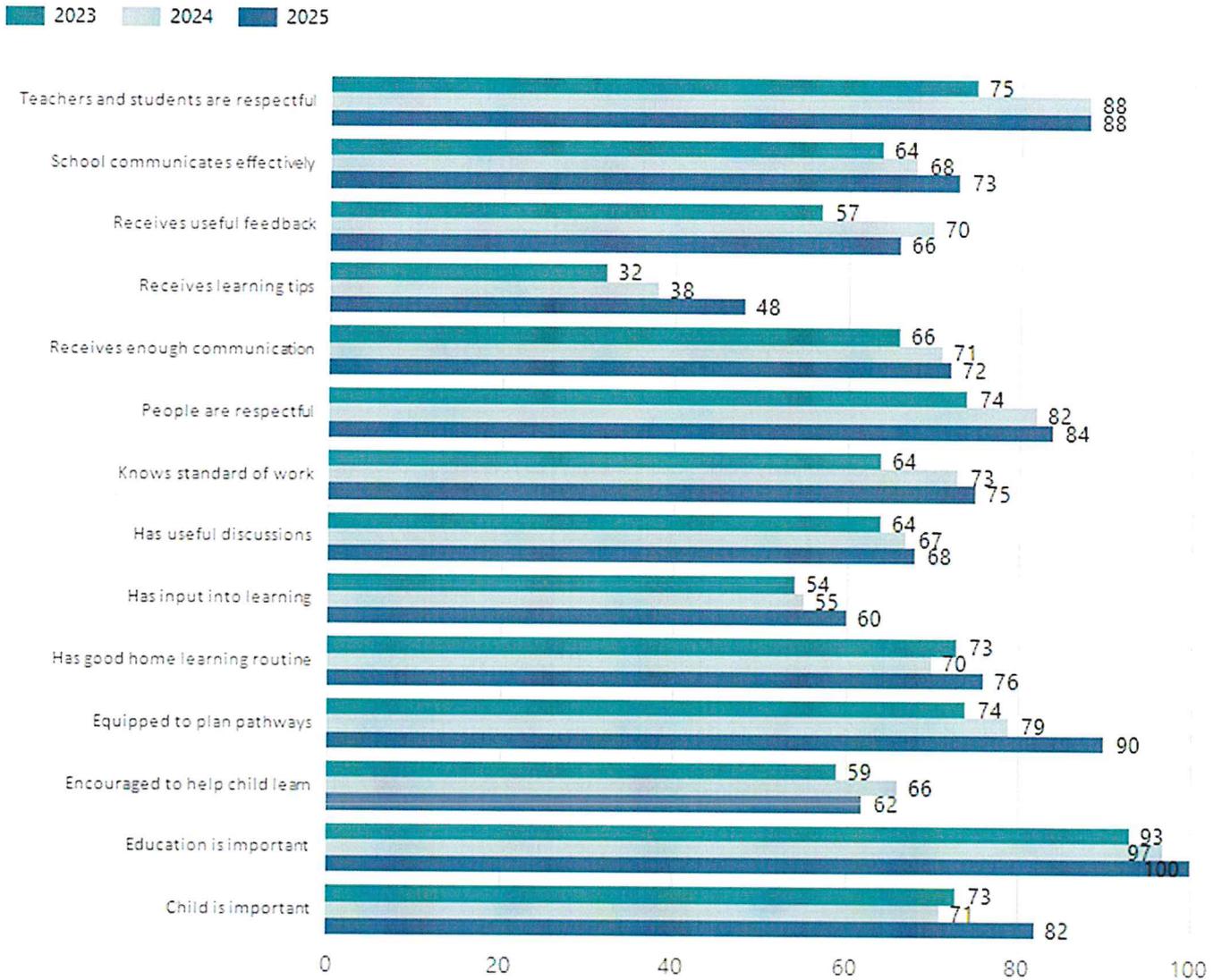
Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected 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	%
EX - EXEMPTION	3	15.0%
IS - INTERSTATE	8	40.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	15.0%
OV - LEFT SA FOR OVERSEAS	2	10.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	10.0%
U - UNKNOWN	2	10.0%

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	14
Postgraduate Qualifications	3

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 Equivalent	0.0	15.2	0.0	9.0
Persons	0.0	17.0	0.0	13.0

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	\$3217148.56
Grants: Commonwealth	\$0.00
Parent Contributions	\$31318.25
Fund Raising	\$9552.18
Other	\$159528.32

Data Source: School supplied data.