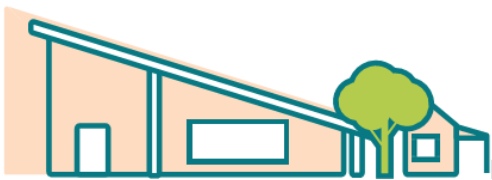




Clapham  
Primary



2025 annual report to the  
Community

# Clapham Primary School

Clapham Primary School number: 952

Partnership: Mitcham Plains



School principal:

Cassandra Kopias

*CKopias*



Date of endorsement:

27/01/2026

# Context Statement

Clapham Primary School caters for students from R-6. At the time of this report, the enrolment in 2025 is 243. Clapham 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 3% Aboriginal students, 25% students with disabilities, 3% students with English as an additional language or dialect (EALD) funded background, 1% 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.

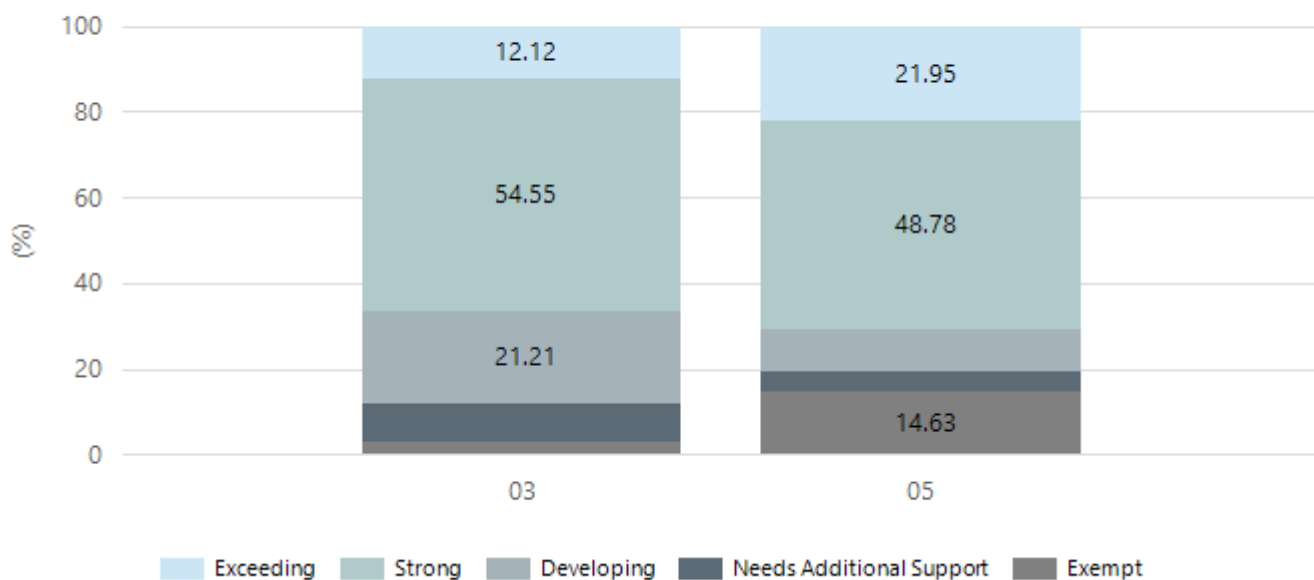
## Governing Council Report

### 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.

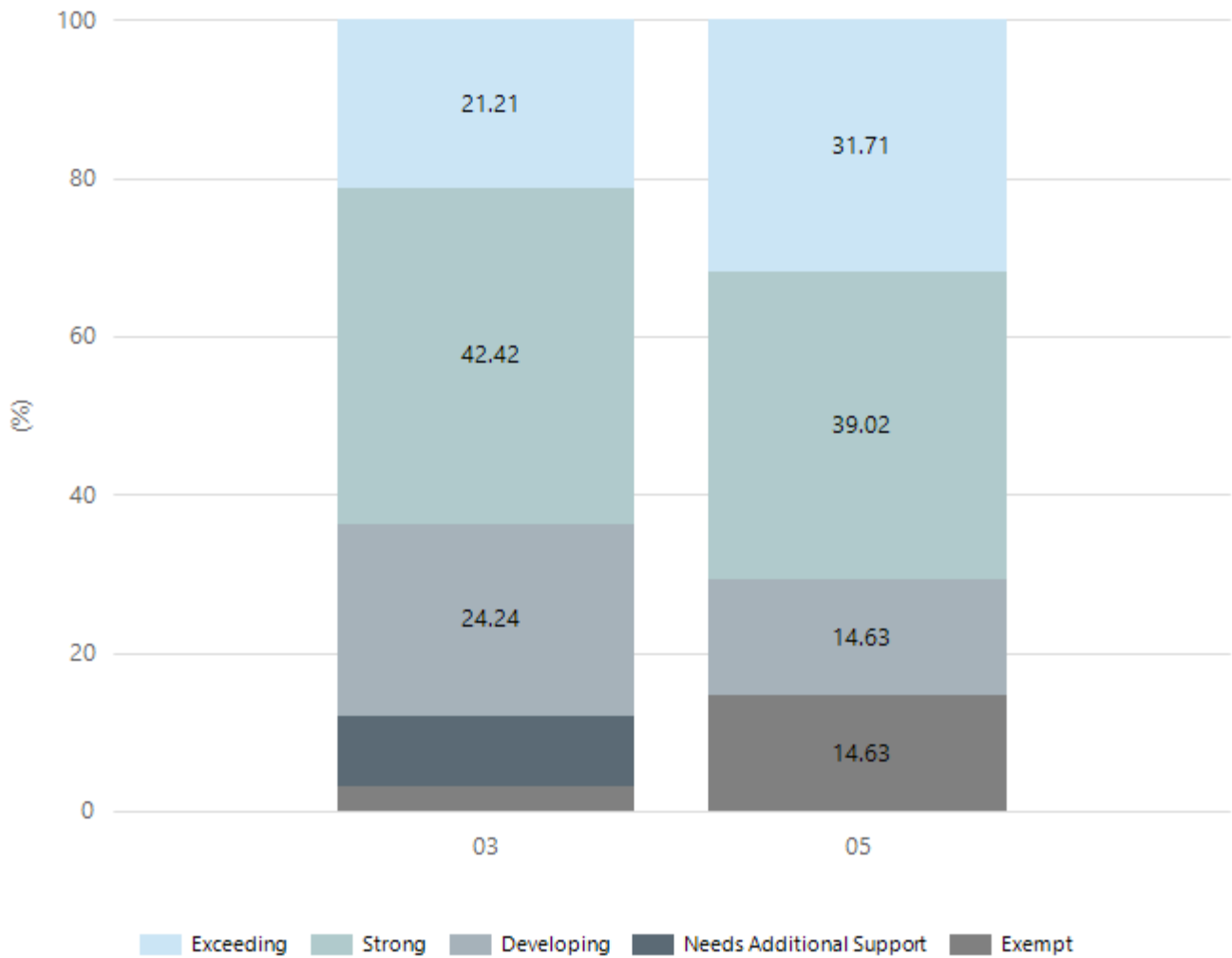
#### Numeracy



Year Level	03	05
Exceeding	4	9
Strong	18	20
Developing	7	4
Needs Additional Support	3	2
Exempt	1	6
Total	33	41

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.

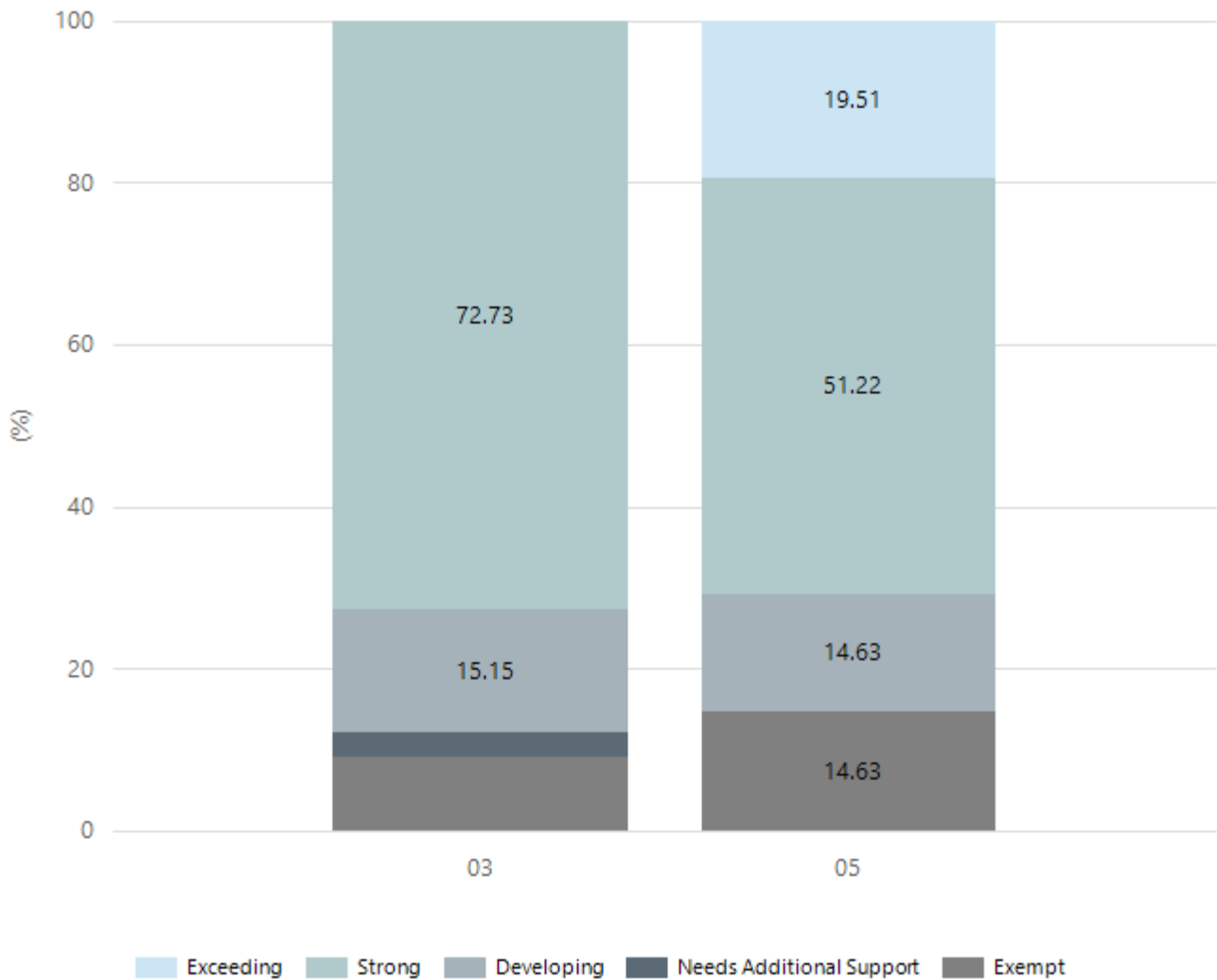
## Reading



Year Level	03	05
Exceeding	7	13
Strong	14	16
Developing	8	6
Needs Additional Support	3	
Exempt	1	6
Total	33	41

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.

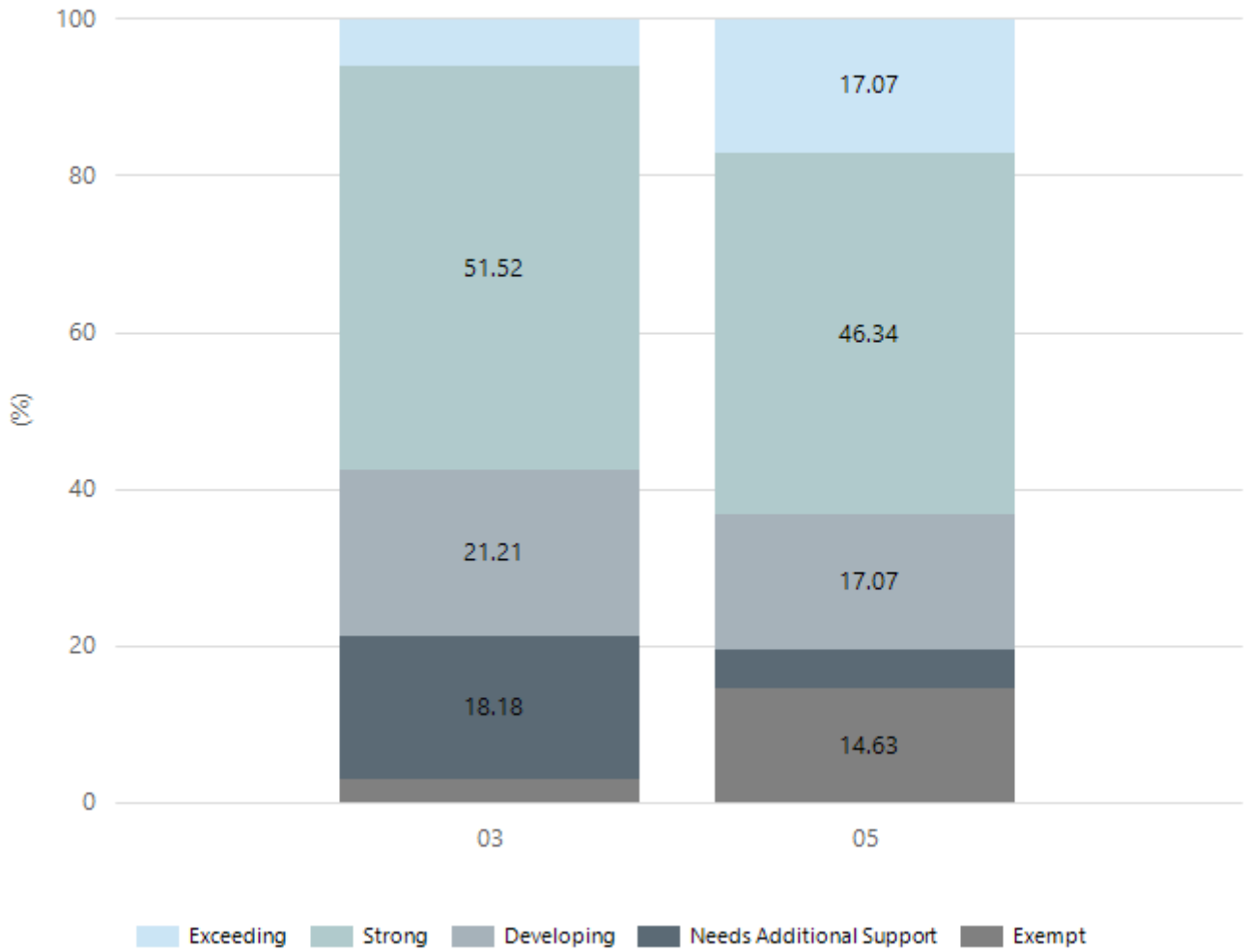
## Writing



Year Level	03	05
Exceeding		8
Strong	24	21
Developing	5	6
Needs Additional Support	1	
Exempt	3	6
Total	33	41

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.

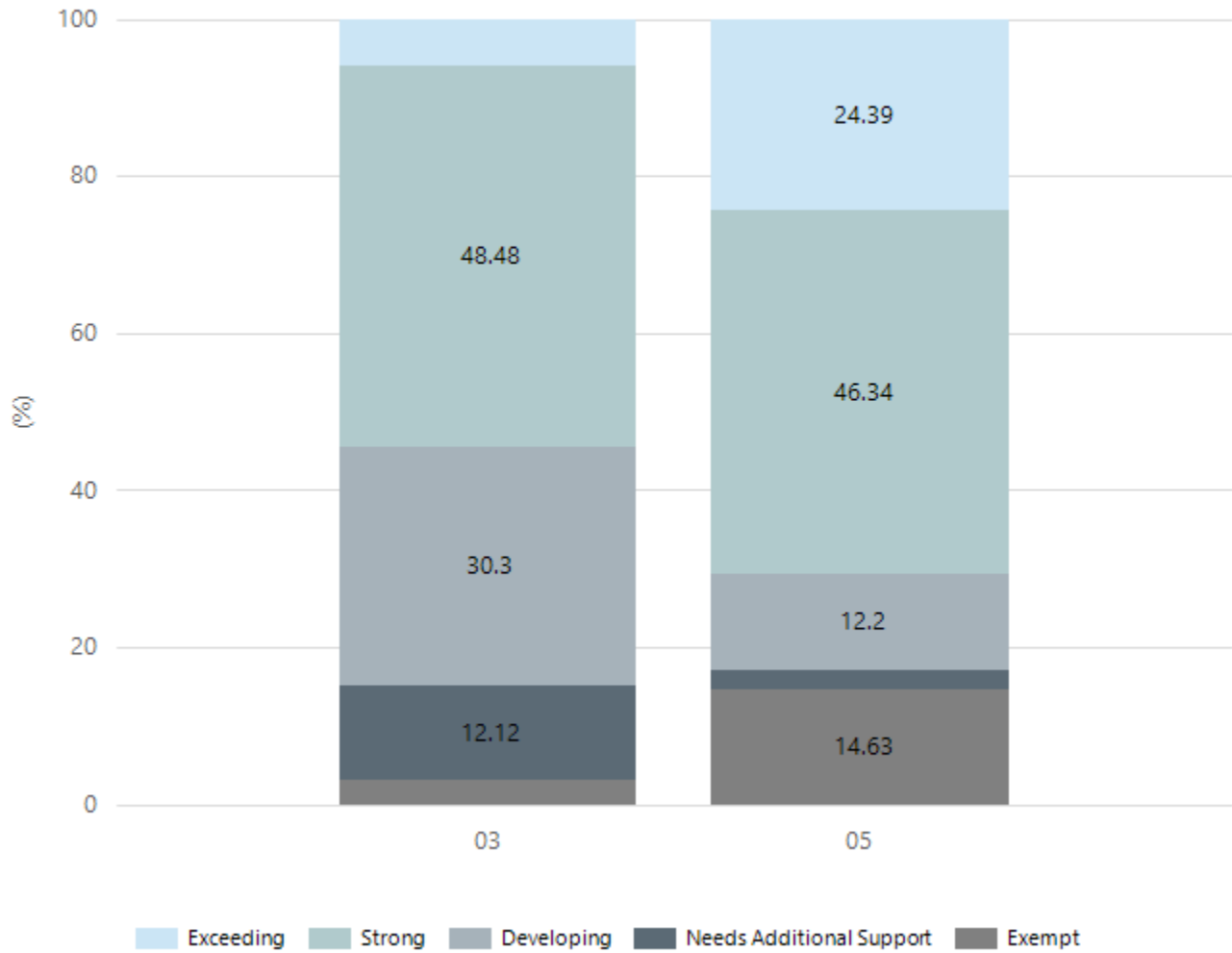
## Grammar



Year Level	03	05
Exceeding	2	7
Strong	17	19
Developing	7	7
Needs Additional Support	6	2
Exempt	1	6
Total	33	41

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	2	10
Strong	16	19
Developing	10	5
Needs Additional Support	4	1
Exempt	1	6
Total	33	41

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	90.4%	92.7%	93.8%
Year 01	88.5%	89.9%	93.6%
Year 02	86.7%	91.6%	93.9%
Year 03	91.1%	90.4%	89.2%
Year 04	88.9%	93.2%	87.8%
Year 05	88.1%	93.3%	92.4%
Year 06	89.5%	85.5%	89.9%
Primary Other	84.1%	87.1%	86.9%
Total	88.8%	90.9%	91.2%

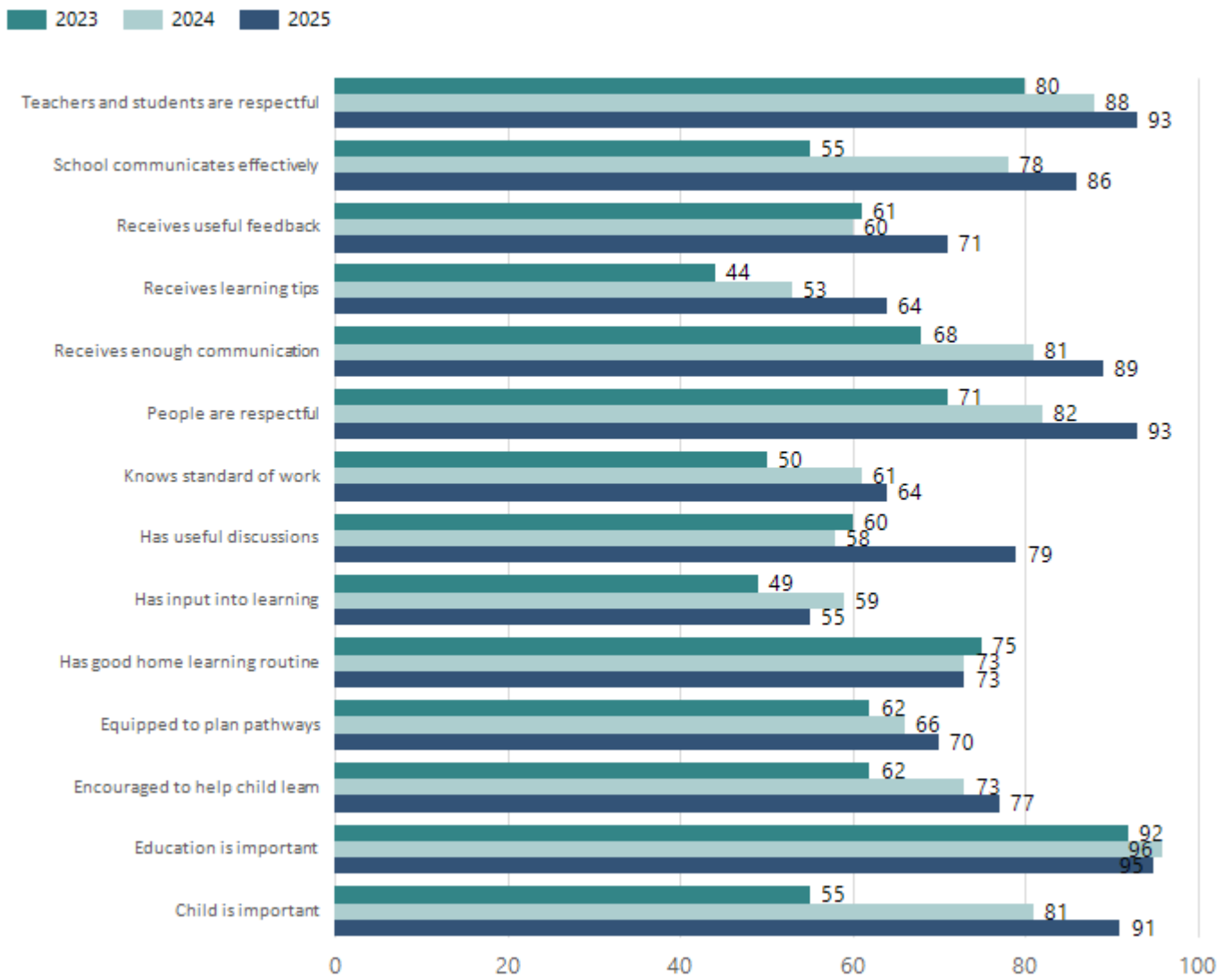
Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to 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	%
EX - EXEMPTION	1	14.0%
IS - INTERSTATE	4	57.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	29.0%

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	13
Postgraduate Qualifications	8

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	18.6	0.0	9.7
Persons	0.0	21.0	0.0	15.0

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	3,657,616
Grants: Commonwealth	7,000
Parent Contributions	137,213
Fund Raising	15,301
Other	28,189

Data Source: School supplied data.

## Principal's Report: 2025 School Year

*Presented to the 2026 Annual General Meeting Monday 16<sup>th</sup> February*

As we look back on the 2025 school year, I am filled with gratitude and pride at the resilience, growth, and achievements of our students, staff, and school community. This year was marked by significant progress and memorable moments, all guided by our commitment to nurturing a supportive, inclusive, and high-achieving environment underpinned by our values of Respect, Responsibility, and Co-operation.

### Supporting School Operations & Strategic Planning

- Our Governing Council played an instrumental role in the approval and monitoring of the school's interim and final budgets, ensuring financial resources were directed towards decreasing class sizes, employing additional teaching staff, increasing administration support, and securing a social worker for three days per week. These strategic investments supported both the wellbeing and learning of every student.
- Council members extensively reviewed and approved financial reports, including the 2025 Independent Auditor's Report, and implemented recommendations related to financial record-keeping, enhancing transparency and compliance.
- Through proactive collaboration, the Council contributed to the planning framework for the 2026 strategic plan. They provided valuable feedback on our ongoing focus areas: literacy, numeracy, wellbeing, and inclusive education.
- 2025 was also a year of change in school support systems, including the adoption of a new cleaning provider.

### Key Achievements

- **Student Success:** Our students continued to excel academically and personally, with strong results in NAPLAN and high engagement in specialist programs such as Japanese, PE, the Arts, STEM, and the Stephanie Alexander Kitchen Garden.
- **Clapham 175th Celebration:** 2025 marked a major milestone as we celebrated the 175th anniversary of the Clapham suburb. Our school played a central role in bringing together old scholars, families, and community members for a vibrant event that recognised our longstanding contribution to the community.
- **Sustainability and Wellbeing Initiatives:** Our environmental work was showcased as we hosted the Young Environmental Leaders Program (YELP) with representatives from across the region. Lunchtime clubs, a new sensory space, and the "UR Strong" Wellbeing Wagons further supported student wellbeing.
- **Inclusive Education:** We made significant progress in refining our intervention and behaviour management processes, ensuring all students—including those with One Plans and personalised Clapham Plans—had their needs met and felt a sense of belonging.

### Key Initiatives

- **Staff Professional Learning:** Our teachers completed high-impact training in literacy (Science of Reading), numeracy, and behaviour management (Tiers of Intervention). These evidence-based strategies are making a measurable difference in our classrooms.

- **Facilities Upgrades:** 2025 saw major projects either completed or green-lit, including:
  - New netball court fencing
  - Refurbished classroom spaces
  - Upgraded emergency management and notification systems (“The Bell”)
  - Approval for the long-awaited bitumen works
  - Completion of a new hard wicket cricket pitch, thanks to our successful SACA grant
  - Installation of new water fountains and improvements to car parking and digital infrastructure.
- **Transitions and Enrolments:** Clapham has maintained strong interest, with full school tours and positive feedback from prospective families. Our transition and graduation processes ensured Year 6 students moved confidently into high school.

### **Community and Partnerships**

- **Governing Council:** I am deeply thankful for the time, expertise, and dedication our Council members have contributed. A special thank you to those whose tenure concluded in 2025, your commitment has left a lasting impact.
- **Wider Community Connections:** Our partnerships with Springbank, All for One (canteen), Blackwood Lions, Phantoms Cricket Club, and local leaders have greatly enriched student experiences and our facilities.
- **Parental Engagement:** Through ongoing communication, including our EdSmart system, we received valuable feedback that drove school improvement and strengthened our family-school partnerships.

### **Challenges and Looking Forward**

- **Funding and Resourcing:** Like many schools, we faced challenges associated with changes in individual student funding and are monitoring the impact this may have on support staff into 2026.
- **Facilities and Maintenance:** Ongoing advocacy and coordination with the Department due to sector-wide budget constraints.
- **Strategic Planning:** Our 2026 strategic plan is focused on maintaining momentum in literacy and numeracy, embedding inclusive and culturally safe practices, strengthening wellbeing supports, and further developing learner agency and student voice.

### **Closing Comments**

2025 was a year of meaningful progress and community connection for Clapham Primary School. Our staff, students, families, and partners have worked together to ensure every student is given the best chance to grow and thrive. Thank you for your ongoing support, your trust, and your commitment to our shared vision for Clapham.

I look forward to working with you all as we build on these achievements into 2026.