



Henley Beach Primary School 2024 Annual Report

Introduction

2024 was another year of achievement and progress for Henley Beach Primary School. We commenced the year with 342 students, increasing to 361 students (15 classes) by the start of term 3 via the mid-year Reception intake process (17 students).

It was a significant year for the local community due to the school celebrating its centenary. In term 4 a community open day was held which was very well supported, enabling former and current students and families to re-connect and reminisce.

Our commitment to every student developing their academic potential, alongside a strong emphasis on social and emotional development continue to be at the forefront of our work.

I would like to extend my thanks to our dedicated staff, whose commitment have been instrumental in driving our school's progress. We are also grateful to our supportive families, whose partnership and involvement enriched our school community. And most notably, thank you to our students for providing vitality and inspiration for everything that we do at Henley Beach.

As we look forward to the coming year, we remain committed to continuous improvement and ensuring that Henley Beach Primary School remains a place where every child feels valued and inspired to learn.

Community Partnerships

We recognise that strong community partnerships are vital to the success and growth of our school. These partnerships extend beyond the classroom, fostering a sense of belonging and shared purpose that benefits our students, staff, and the wider community, all of which we are grateful for.

Highlights for 2024 include:

- Each of our classrooms being named after a native animal, including using its Kaurua language name and an

image for each animal (developed by a local artist). Indigenous images for each Sports Day team were also developed during the year.

- Acknowledging National Reconciliation Week and the submission of the school's Reconciliation Action Plan for formal approval.
- Re-introducing an online presence through the use of Facebook and Instagram. This has allowed us to reach a wider audience and help everyone stay informed about events, the latest news and developments.
- Sports Day; congratulations to the Herons / Kuinga team.
- A range of community events: Mothers and Fathers Day Breakfasts, School Disco and Movie Night.
- The end of year concert celebration held at the Christian Family Centre.
- After-hours presentations for families, including ThinkUKnow (child safety), Self-regulation and Reading.
- The Family Homework Task which enabled a conversation between families and their children to occur about our school.
- Strong levels of student participation in out of hours school sport competitions.

Curriculum

At Henley Beach Primary School, our commitment to every student working toward developing and reaching their academic potential is reflected in our focused teaching and learning priorities, particularly in the areas of Reading and Mathematics. These foundational skills are critical to our students' academic success and lifelong learning.

Mathematics

Mathematics knowledge, skills and capabilities provide students with the tools to solve problems, think logically, and understand the world around them. Our approach to teaching mathematics emphasises conceptual understanding, fluency, and problem solving, preparing students for future challenges.

Key actions in Mathematics for 2024 were:

- Partnering with Kate Quain, a researcher and lecturer in Mathematics and Science Education at UniSA.

- Teachers collaborating in their year level teams to plan, implement and assess problem solving tasks that require deep conceptual thinking.
- SSO staff completing a series of professional learning sessions to build their knowledge.
- Year 3 and 4 teachers participating in the Department for Education's trial of the Maths Assessment Interview (MAI).
- Yr 2 teachers participating in junior primary Mathematics Place Value professional learning facilitated by Dr Ange Rogers.

Reading

Reading is central to all learning. By prioritising this area, we look to build students' capacity to read and comprehend different texts and empower them to explore new ideas and think critically.

Key actions in Reading for 2024 were:

- Staff applying evidence-based strategies, based on key pillars of reading development (oral language, phonics, comprehension) to ensure that every student develops strong literacy skills.
- Ongoing implementation of the DIBELS Oral Reading Fluency (ORF) and Maze comprehension screeners for years 3-6. They are administered three times a year and assess fluency in reading aloud and word and sentence level comprehension.
- A group of primary years staff participating in a Spelling and Morphology professional learning network which covered the department's new resource in this area and explicit instructional routines.

Achievement

Year 3 NAPLAN

- Mathematics: 67% of students achieving in the strong or exceeding category. (2023: 69%)
- Reading: 76% of students achieving in the strong or exceeding category. (2023: 83%)
- Writing: 62% of students achieving in the strong or exceeding category. (2023: 84%)

Year 5 NAPLAN

- Mathematics 66% of students achieving in the strong or exceeding category. (2023: 69%)
- Reading: 89% of students achieving in the strong or exceeding category. (2023: 79%)
- Writing: 80% of students achieving in the strong or exceeding category. (2023: 79%)

PAT Assessments

Reading

Grade Level	Achievement	3 Year Mean
3	121.7	120.2
4	127.3	128.4
5	130.7	129.4
6	132.9	131.5

Mathematics

Grade Level	Achievement	3 Year Mean
3	116.8	116.6
4	125.4	124.5
5	130.4	128.1
6	133.7	132.9

Year 1 Phonics Screening Assessment

2022	2023	2024
85%	67%	73%

Future steps

Throughout 2024 staff spent time familiarising and reviewing the Department for Education's updated strategy that incorporated 4 Areas of Impact, they being: Wellbeing, Equity and Excellence, Learner Agency and Effective Learners.

From the staff consultation sessions, and the wide range of information considered in relation to our students, some key areas were identified to prioritise for next year in relation to student dispositions and approaches to teaching, they being:

- Curiosity and Creativity
- Resilience and Persistence
- Partners in learning: Agency, Metacognition and Executive Function

In response to this, a key part of our strategic planning will focus on strengthening students' capacity to become skilful learners through a focus on what quality learning looks like and how children can develop dispositions and qualities that support their academic and social development.

Also, from 2025, whilst we will look to maintain our existing priority Mathematics, we will pivot to another important area of Literacy; Writing.

Wellbeing

At Henley Beach Primary School we recognise the vital importance of providing a supportive and nurturing environment so students can thrive academically, socially, and emotionally.

Key actions in Wellbeing for 2024 were:

- Securing grant funding under the National Student Wellbeing Program (NSWP) which has been used to

employ a Student Wellbeing Worker who supports a range of student and family needs in this area.

- Coordinating the placement of two social work students during the year who in turn supported a range of wellbeing priorities across the site
- Staff professional learning in the area of Self Regulation through a series of workshops. Topics included the feelings cycle, triggers for students and classroom strategies.
- Partnering with Foodbank to access items for families and the Christian Family Centre who have coordinated a weekly breakfast club for students.
- Appointment of Student Wellbeing Leader for a 3 year tenure.

Grounds and Facilities

A range of upgrades occurred at the school during the year, including:

- Refurbishment of the MYI class (painting, installation of pin up boards, cupboard storage and a new interactive screen).
- A wheelchair accessible ramp being installed for the Performing Arts and OSHC building.
- New interactive screens being installed in 4 classrooms.
- The roll out of additional student devices to classes (for our students in years 4-6, this now means we have a 1:1 ratio of devices to students).
- Installation of a new cricket pitch through a funding grant opportunity offered by SACA.
- Being awarded a grant as a part of the National Day of Action against Bullying that will go toward upgrading the existing soccer goals.
- Metcalfe Lawn landscaping project.
- The flooring in the R-2 activity area has been replaced as a part of an identified DfE upgrade.
- Simon Hutchinson (Simon has a playground installation company called Climbing Tree) will be meeting with Student representatives from each class to develop concept ideas for future playground upgrades.

OSHC

	2023 Ave	2024 Ave
BSC	11.6	17.3
ASC	37	43.5
VC	46.5	49.2

In 2024, OSHC ended with a \$57,963 profit. This amount included a \$50,000 contribution to the school. The service surpassed budgeted expectations and had another profitable year. This is a result of attendances being higher than predicted. In 2025, the service intends on using these profits for further contributions to school projects, increased

administration hours and potential facility upgrades. When developing the budget, the OSHC Committee adopts a conservative approach for the Service’s long-term sustainability for the community.

The service employed 3 new Educators throughout 2024 and was fortunate to have only one educator move on. This was particularly important, as the service is still growing, and it is beneficial to maintain a settled group of educators.

Service goals for 2025

- Continue to provide a safe and engaging environment for our children.
- Uphold the service’s reputation within the school community.
- Building repairs to be conducted by department followed by potential facility upgrades to increase space.

Canteen

In 2024, the Canteen continued to build on the successes of the previous year, focusing on increasing engagement, revenue, and fostering a strong sense of community. While we faced some challenges, we also celebrated significant achievements and learned valuable lessons to carry forward.

Over-the-Counter Specials and Engagement

We maintained our strategy of offering over-the-counter specials, which continued to drive engagement and boost revenue. These themed events and specials remained popular among students and staff, creating a vibrant atmosphere in the Canteen and encouraging repeat visits.

Staff Changes and Training

Term 2 brought a significant staff change, which required additional training hours and proved to be a challenging transition. Further staff changes included a re-organisation of management responsibilities.

Event-Heavy Term 3 and Pricing Lessons

Term 3 was packed with events, including the Father’s Day breakfast, Footy Food Special, Italian Day, and Movie Night. While these events were well-received and contributed to our engagement goals, we learned that the time and effort required to run them needed to be factored into our pricing structure. This insight will help us better plan and price future events to ensure profitability.

Term 4: Catch-Up and Menu Focus

Term 4 became a period of catching up on cooking for the regular menu, as the event-heavy Term 3 had shifted our focus. Despite the busy schedule, we managed to maintain quality and consistency in our offerings, ensuring that the Canteen remained a favourite spot for students and staff.

Financial Performance

Financially, we experienced mixed results. Period 13 showed a positive increase of \$2,447.85, but overall Period 13 ended with a loss of \$14,251.63. This loss included the significant expense of purchasing and installing two new dishwashers for \$8,000, which we expect will lead to long-term efficiency and labour cost savings. To address rising costs, we increased prices on menu items containing chocolate, cheese, or chicken, as these ingredients saw the most significant price hikes.

Volunteer Challenges and Recess Menu Trial

Volunteer recruitment remained a persistent challenge, contributing to higher wage costs. Despite our efforts, we struggled to attract volunteers, which impacted our operations. To address this, we are considering trialling a recess menu, but volunteer support will be essential for its success. We remain committed to finding solutions to this ongoing issue.

Team Cohesion and Student Engagement

One of the highlights of the year was the development of a strong, cohesive team that worked well together and fostered a supportive staff environment. Student engagement was also fantastic, with students continuing to show enthusiasm for the Canteen's offerings and events.

Looking Ahead

As we move into 2025, we aim to build on the lessons learned in 2024. We will focus on appropriate event pricing, exploring new menu options like the recess menu, and continuing to seek solutions for volunteer recruitment. With our dedicated team and the support of the school community, we are confident that we can continue to provide delicious, home-cooked food and maintain the Canteen as a central hub of engagement and enjoyment.