

2025 annual report to the Community

Mount Barker Primary School

Mount Barker Primary School number: 285

Partnership: Heysen



School principal:

Joanne Simpson

Signature

Date of endorsement:

16/02/2026



Context Statement

Mount Barker Primary School caters for students from R-6. At the time of this report, the enrolment in 2025 is 326. Mount Barker Primary School is classified as Category 5 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 7% Aboriginal students, 15% students with disabilities, 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

As I reflect on 2025, I feel proud of what our Governing Council has achieved alongside our school community. This year has been one of steady progress, practical support and meaningful connection. Our focus has remained clear: to work in partnership with the Leadership team, support our staff, and contribute positively to the experience of every student and family in our school. One of the most visible ways we connect with students is through the events and activities we coordinate. Our Mother's Day and Father's Day stalls returned for their second year, and once again they were met with excitement and enthusiasm. It was wonderful to see students carefully choosing gifts for the important people in their lives. The positive feedback we received from students reinforced how much these small but thoughtful events mean to them.

Creativity was also a highlight this year. We ran two colouring competitions, encouraging students to explore their imagination and proudly display their work, giving entrants an opportunity to participate, express themselves and feel recognised.

Our Sports Day raffle was a success, with more than 20 generously donated prize packs, the raffle created excitement while also raising valuable funds to support our schools pets and purchase some new sport equipment. The enthusiasm from families and the broader community was a reminder of how much goodwill surrounds our school.

Of course, one of the most anticipated events of the year was our school disco. This year's jungle theme brought colour, energy and plenty of dancing. Seeing students laughing, connecting and enjoying time together outside of the classroom is always special. These events strengthen relationships and create lasting memories, which are such an important part of the school experience.

We held our first Grandparents Day, which was a wonderful success. We had a far greater turnout than we anticipated and it was wonderful to see a connection across multiple generations. Grandparents and special family members enjoyed sharing stories of their own school days while proudly exploring the classrooms and learning spaces where their grandchildren spend their time. Students thoroughly enjoyed showing their work and introducing their grandparents to teachers, creating meaningful moments of connection. A big thank you to our teachers for preparing classroom activities that made the afternoon so welcoming and memorable for everyone involved.

None of these initiatives would be possible without the incredible generosity from many local businesses. We are sincerely grateful for the support shown by The Oak & Iron Tavern, Just The Freshest, Mane Day Spa, Horizon Leisure, Crowies Paints Mount Barker, Battery World Mount Barker, Funk Coffee, The Pilates Depot, Jurlique, Misty Creek Garden Centre, The Garden Depot, Wallis Cinemas, Bunnings, K&B Mitre 10, Spotlight, Browse & Save, Woolworths, Coles, Foodland and Ned's. Their willingness to contribute demonstrates the strength of the relationship between our school and the wider community. We do not take this support for granted.

Behind the scenes, the Council has continued its important governance work, with an update to the Onsite Therapy Policy. Clear, current and well-considered policies provide stability and clarity. They guide decision-making, protect the wellbeing of students and staff, and ensure the school operates in a way that is responsible and forward-thinking. While this work may not always be visible, it plays a critical role in the long-term success of the school. We have to develop our understanding of the Site Improvement Plan, how this impacts our students and the focus of teachers. We also provide feedback from a parent perspective. We have continued to support the maintenance and development of our facilities. Whilst there has been a delay on both projects we are hopeful that the repair to the trampolines and the upgrade to the early years playground area will occur in the first half of 2026

Recognising and appreciating our staff is always a priority. Throughout the year, Council members organised and provided a number of morning teas to acknowledge the dedication of our school team. We marked National SSO Day, International Principals Day and International Teachers' Day. These moments of appreciation are small gestures compared to the commitment our school staff show every day. Thank you to our Governing Council members generously contributed their time and resources to make these occasions possible.

The relationship between the Governing Council and the Leadership team continues to be collaborative and respectful. Open communication and shared goals have enabled us to approach challenges thoughtfully and celebrate successes together. I would like to extend my sincere thanks to every member of the Governing Council. Each person has generously given their time, ideas and energy throughout the year. Serving on Council requires commitment, thoughtful discussion and a willingness to step up when needed. I am grateful to work alongside such a dedicated group of people who care deeply about our school.

As we look ahead, we remain committed to building on this year’s momentum by continuing to support our staff, creating opportunities for students, strengthening community connections and ensuring our governance work provides a solid foundation for the future.

Kate Telfer

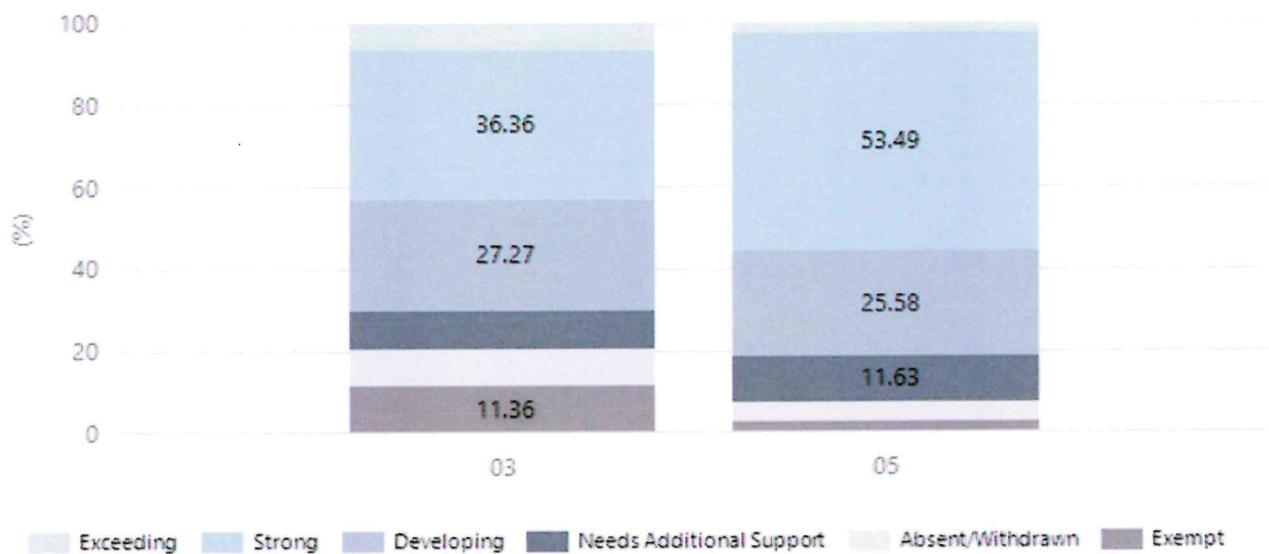
Governing Chair 2025

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.

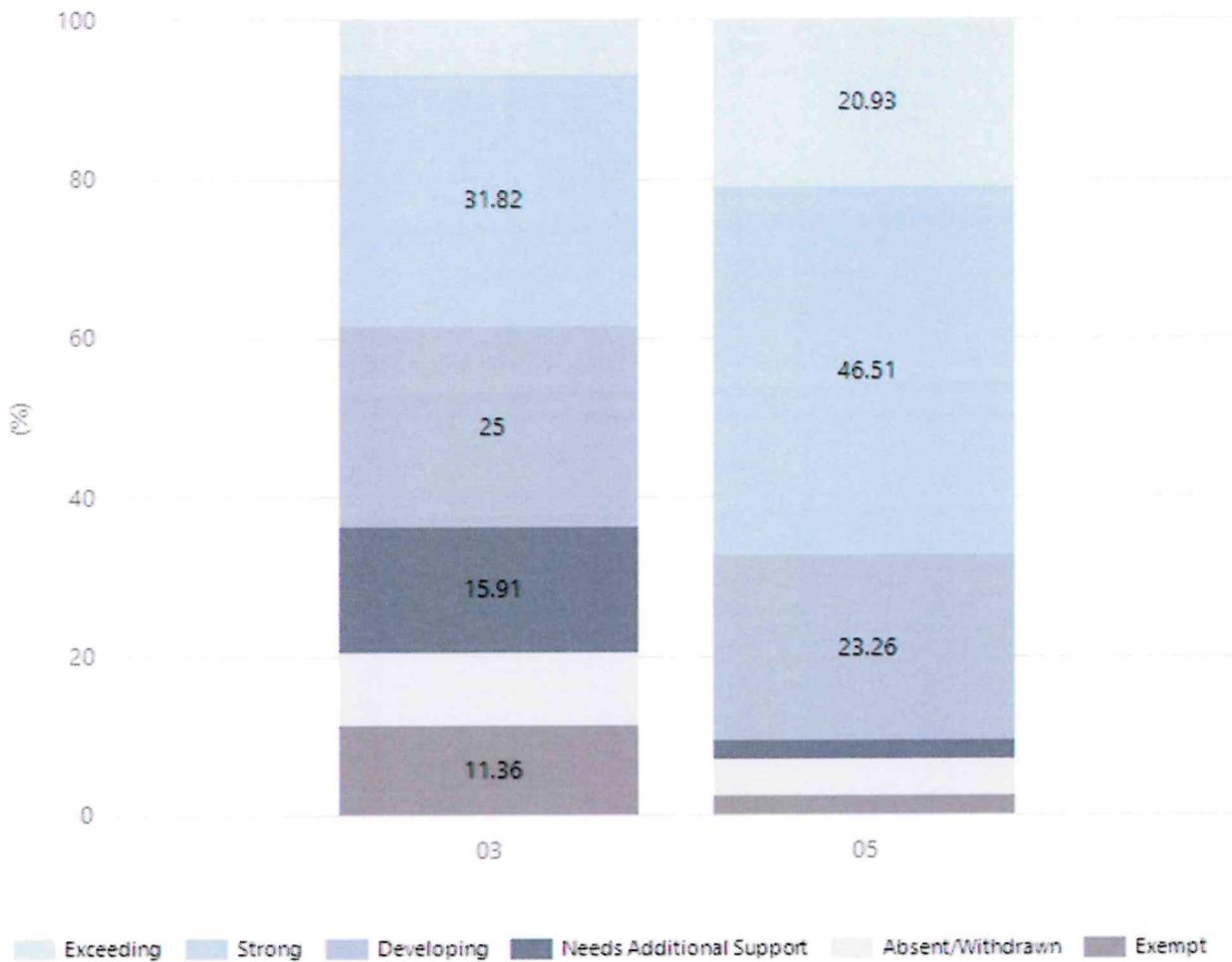
Numeracy



Year Level	03	05
Exceeding	3	1
Strong	16	23
Developing	12	11
Needs Additional Support	4	5
Absent/Withdrawn	4	2
Exempt	5	1
Total	44	43

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.

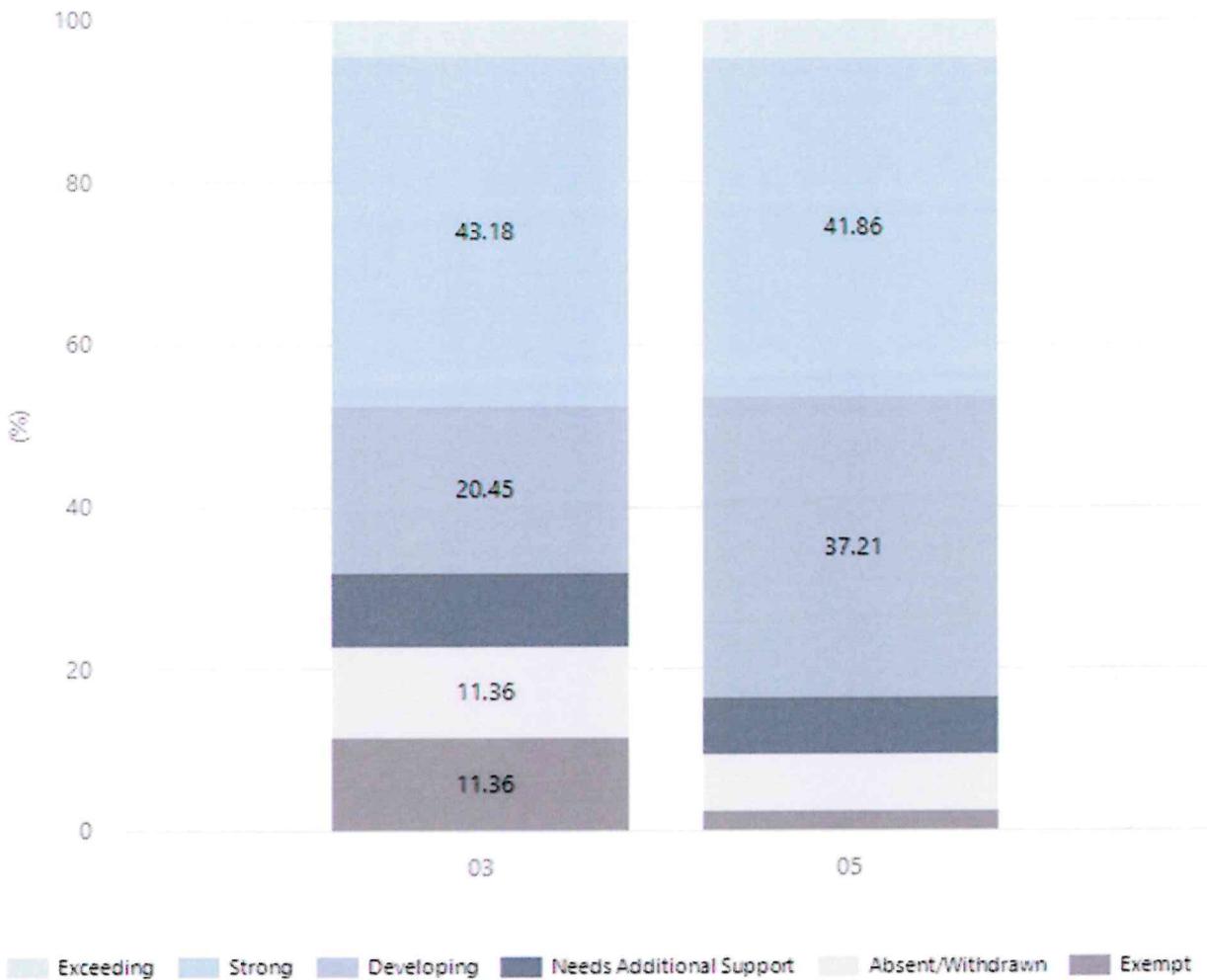
Reading



Year Level	03	05
Exceeding	3	9
Strong	14	20
Developing	11	10
Needs Additional Support	7	1
Absent/Withdrawn	4	2
Exempt	5	1
Total	44	43

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.

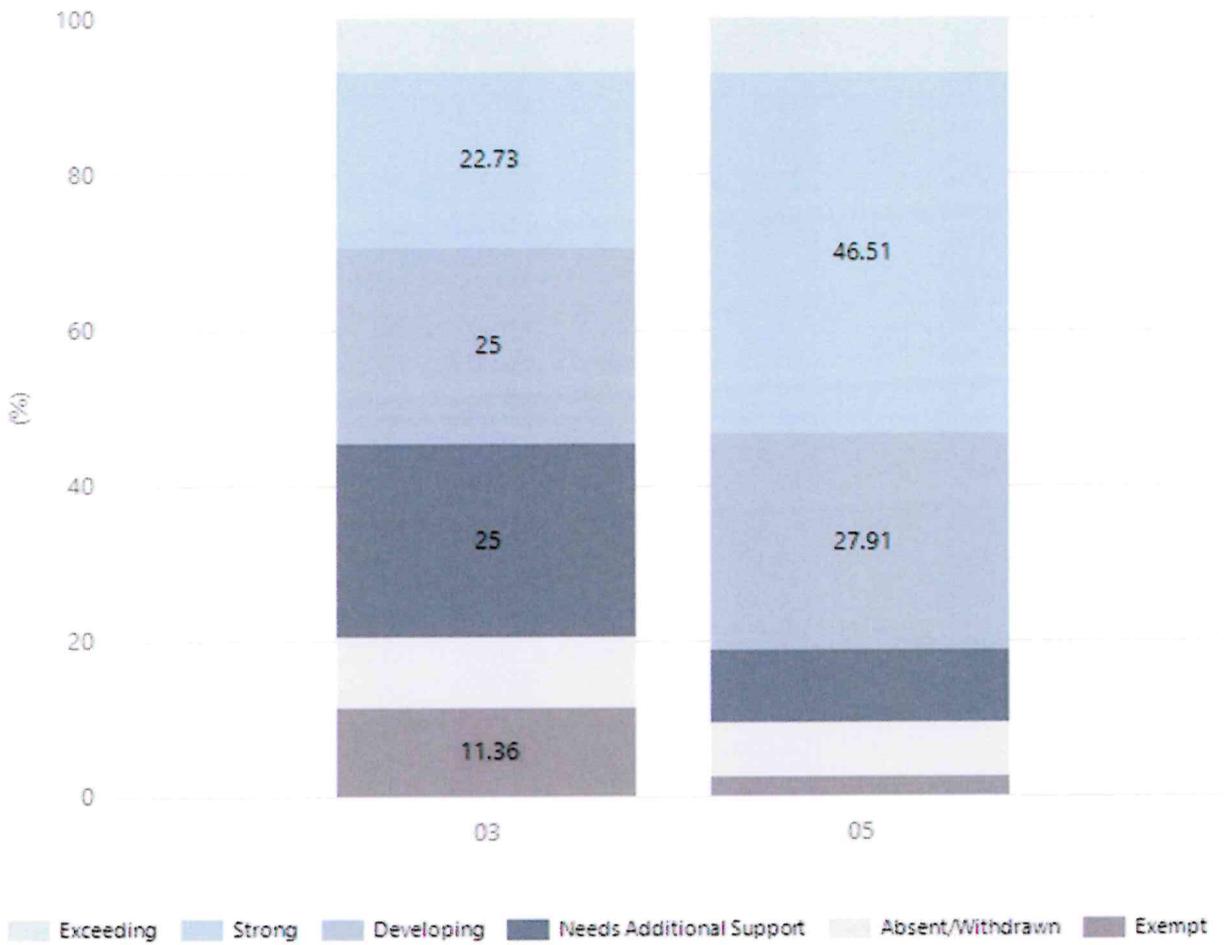
Writing



Year Level	03	05
Exceeding	2	2
Strong	19	18
Developing	9	16
Needs Additional Support	4	3
Absent/Withdrawn	5	3
Exempt	5	1
Total	44	43

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.

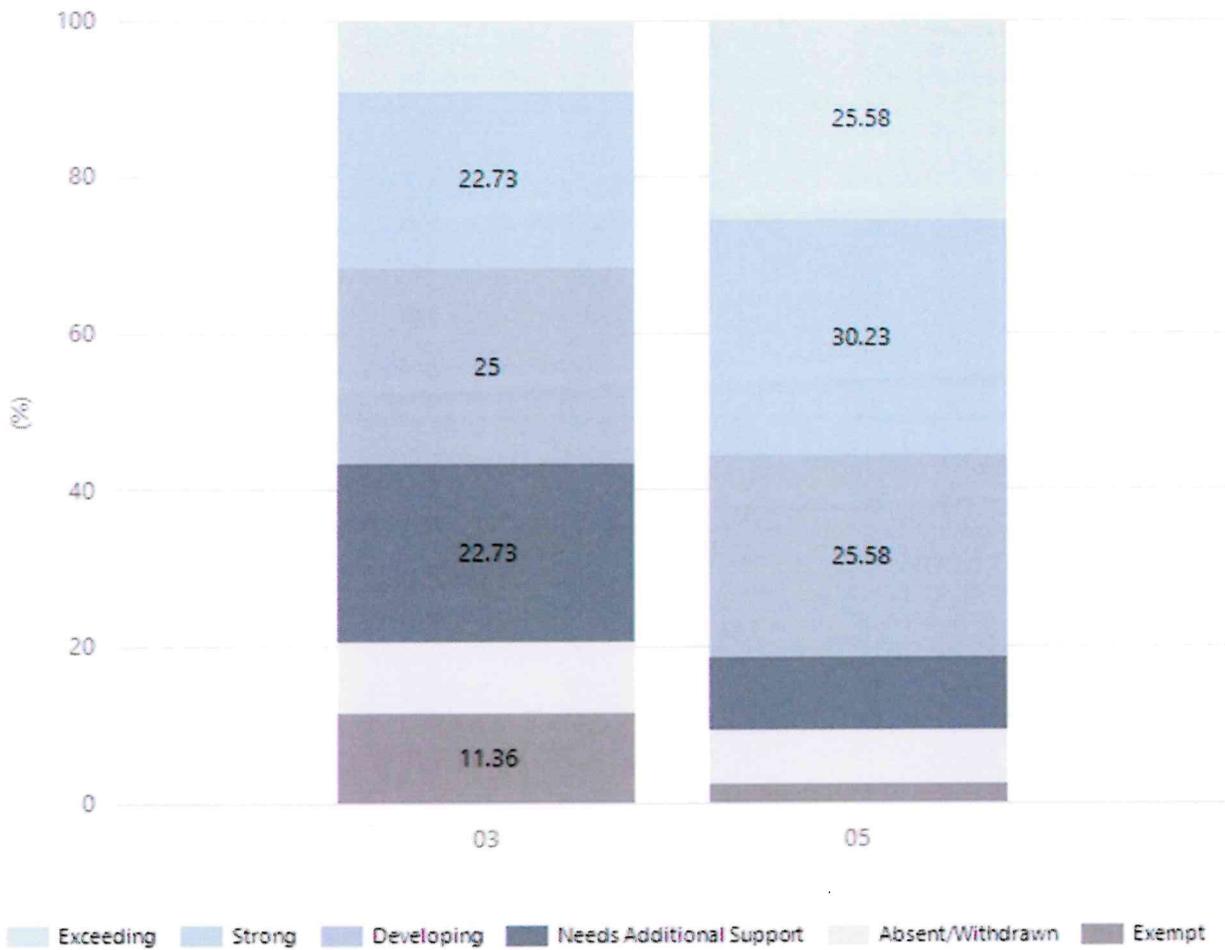
Grammar



Year Level	03	05
Exceeding	3	3
Strong	10	20
Developing	11	12
Needs Additional Support	11	4
Absent/Withdrawn	4	3
Exempt	5	1
Total	44	43

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	11
Strong	10	13
Developing	11	11
Needs Additional Support	10	4
Absent/Withdrawn	4	3
Exempt	5	1
Total	44	43

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	88.1%	84.8%	88.5%
Year 01	84.4%	88.3%	89.6%
Year 02	87.3%	85.5%	90.6%
Year 03	85.3%	88.8%	86.7%
Year 04	91.1%	87.3%	87.9%
Year 05	84.0%	92.3%	86.3%
Year 06	90.8%	89.2%	89.2%
Primary Other	82.9%	79.7%	77.7%
Total	87.0%	87.6%	87.5%

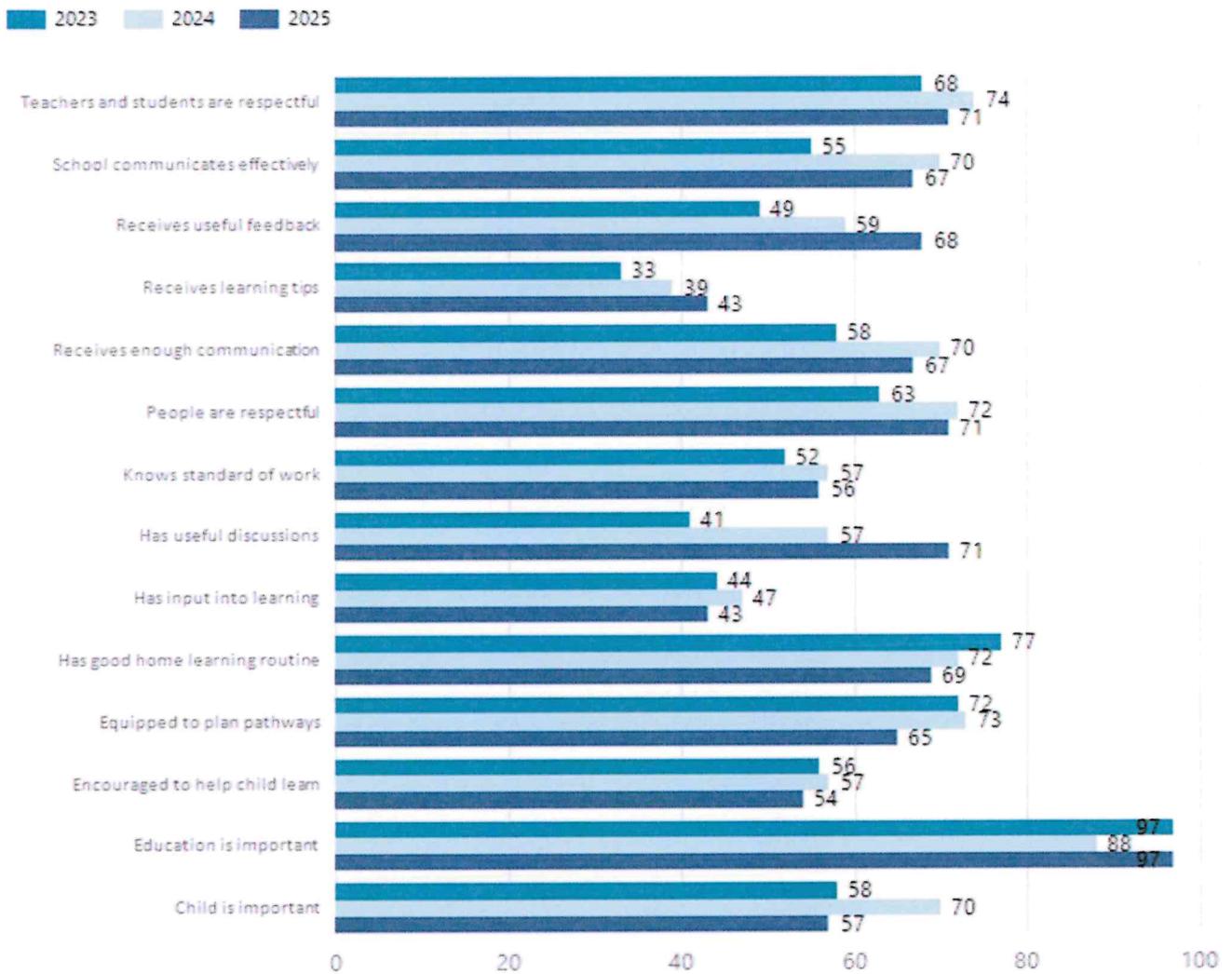
Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected 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	%
IS - INTERSTATE	6	24.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	7	28.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	12	48.0%

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	13

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	1.0	23.1	1.3	11.5
Persons	1.0	26.0	2.0	17.0

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	\$31607
Grants: Commonwealth	\$1932
Parent Contributions	\$50963.50
Fund Raising	\$6301.60
Other	\$0

Data Source: School supplied data.