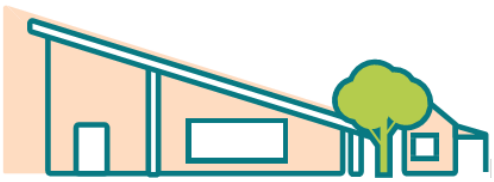


2025 annual report to the Community

Gawler East Primary School

Gawler East Primary School number: 1008

Partnership: Greater Gawler

School principal: Alec Tibbitts Signature

Date of endorsement: 06/03/2026

Government of South Australia
Department for Education

Context Statement

Gawler East Primary School caters for students from R-6. At the time of this report, the enrolment in 2025 is 374. Gawler East 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 5% Aboriginal students, 4% students with disabilities, 1% 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

Over the past year, the Governing Council has continued to work collaboratively with school leadership to support improvements across our school community.

A key focus for the year was supporting student participation in sport. Through approved fundraising initiatives, we were able to assist in the purchase of new sports guernseys for Mr Asher, ensuring students can confidently represent the school at events.

The Governing Council also worked alongside former Principal Alec to advocate for much needed upgrades to the school gymnasium. A formal letter was submitted to local member Tony Piccolo and the Department for Education, highlighting concerns around the poor acoustics and lack of soundproofing in the space, particularly the impact this has on students who are hearing impaired or experience sensory sensitivities.

We are pleased to report that this advocacy was successful, with soundproofing improvements completed and the gym floors refurbished. This has already made a noticeable difference for both students and staff. Further discussions are planned for the coming year to continue improving this space.

In addition, careful financial planning and fundraising approvals have allowed the Governing Council to allocate remaining funds towards future projects, including the installation of additional water fountains around the school.

Throughout the year, the Governing Council has remained committed to supporting the school through a combination of in person meetings and online collaboration, ensuring flexibility for our members while maintaining strong engagement. The continued dedication of our volunteers plays a vital role in strengthening our school community, and their contributions are greatly appreciated.

Site Learning Plan

In 2025, our Site Learning Plan focused on strengthening teaching and learning practices across the school through shared priorities, collaboration and a consistent approach to improvement. Staff feedback indicates that the key strategies outlined in the plan were implemented with a strong level of consistency across classrooms and year levels. Teachers reported that classroom practice, professional learning community (PLC) work and leadership priorities were well aligned, helping to create a shared understanding of expectations and approaches to teaching and learning. Opportunities for collaboration through PLCs were highly valued, supporting teachers to reflect on practice, share ideas and refine strategies to improve student outcomes.

Staff identified several areas where the Site Learning Plan had the greatest positive impact on student learning. Feedback practices were consistently reported as the most significant area of impact, helping students better understand their learning and next steps for improvement. The focus on developing students' basic number automaticity also showed strong impact, supporting improved confidence and fluency in mathematics. Goal setting and student conferencing were identified as areas where positive impact is beginning to emerge, while the use of Number Talks continues to develop as a strategy to strengthen mathematical reasoning and discussion.

As with any improvement process, staff also identified some challenges in implementation. Time and workload pressures were the most commonly noted barriers, alongside the increasing complexity of student needs which can make consistent implementation more challenging. Some staff also reported that collecting and using data effectively requires further development. A number of responses indicated that maintaining consistent practices across year levels and sustaining routines throughout the year can be difficult when competing priorities arise.

While overall alignment across the school was strong, staff noted that greater consistency across classrooms and year levels would further strengthen implementation. Some practices, particularly goal setting and structured feedback routines, were identified as more difficult to embed into daily classroom practice due to time constraints and the demands of busy teaching schedules.

Looking ahead to 2026, the school will focus on consolidating and embedding the work already underway. Key priorities will include maintaining strong feedback practices, continuing the focus on numeracy—particularly basic number automaticity—and reinforcing shared instructional routines and approaches across the school. Further refinement will occur in areas such as goal setting, particularly in Junior Primary and specialist contexts, along with strengthening staff confidence in data collection and use. Ensuring consistent expectations, language and routines across all classes will remain an important focus.

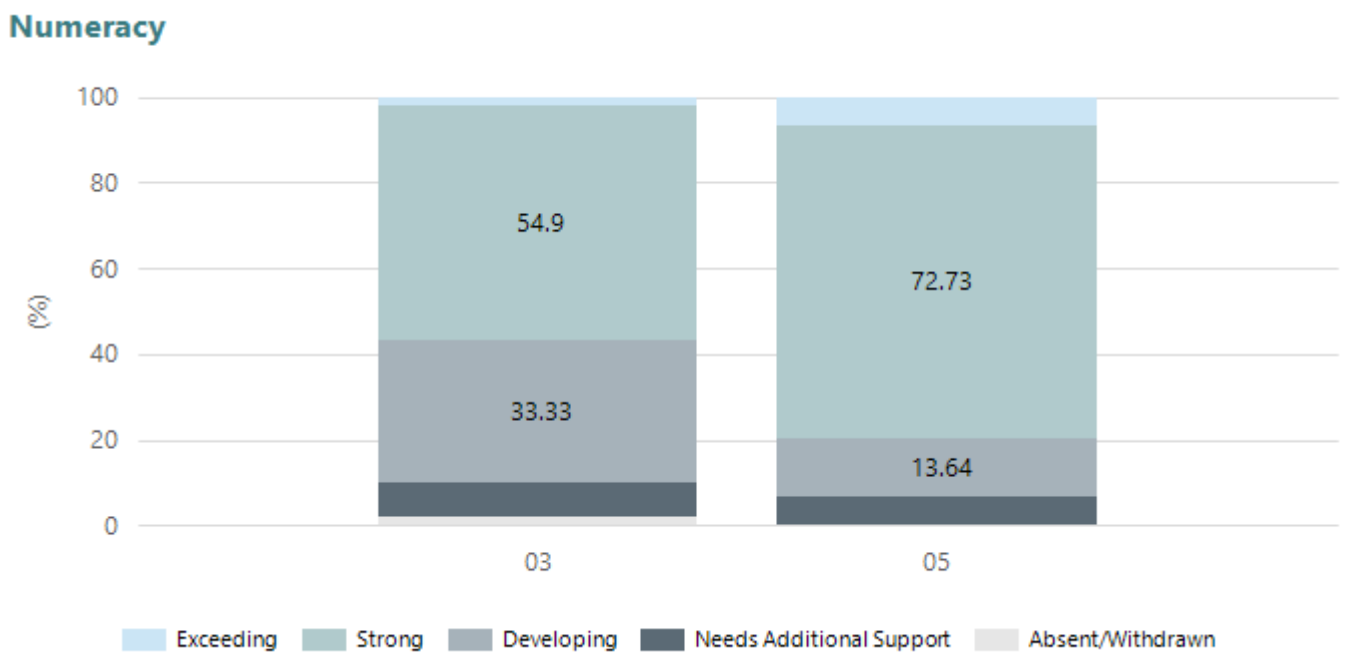
Staff feedback also highlighted what is needed to support successful implementation moving forward. Protecting dedicated time for professional learning communities and implementation work will be essential. Maintaining clear, shared expectations and routines will support consistency, while targeted professional learning, coaching and modelling will assist staff to continue refining practice. Ensuring adequate resourcing and carefully managing competing priorities will also help staff focus on the key areas that matter most for student learning.

Overall, feedback indicates strong staff commitment to the direction of the Site Learning Plan and a shared belief in the importance of the work underway. Moving forward, the key opportunity for 2026 will be to protect time, strengthen consistency and deepen support for implementation, rather than introducing additional initiatives. This approach will allow the school to build on existing successes and continue improving outcomes for all students.

Performance Summary

NAPLAN Proficiency

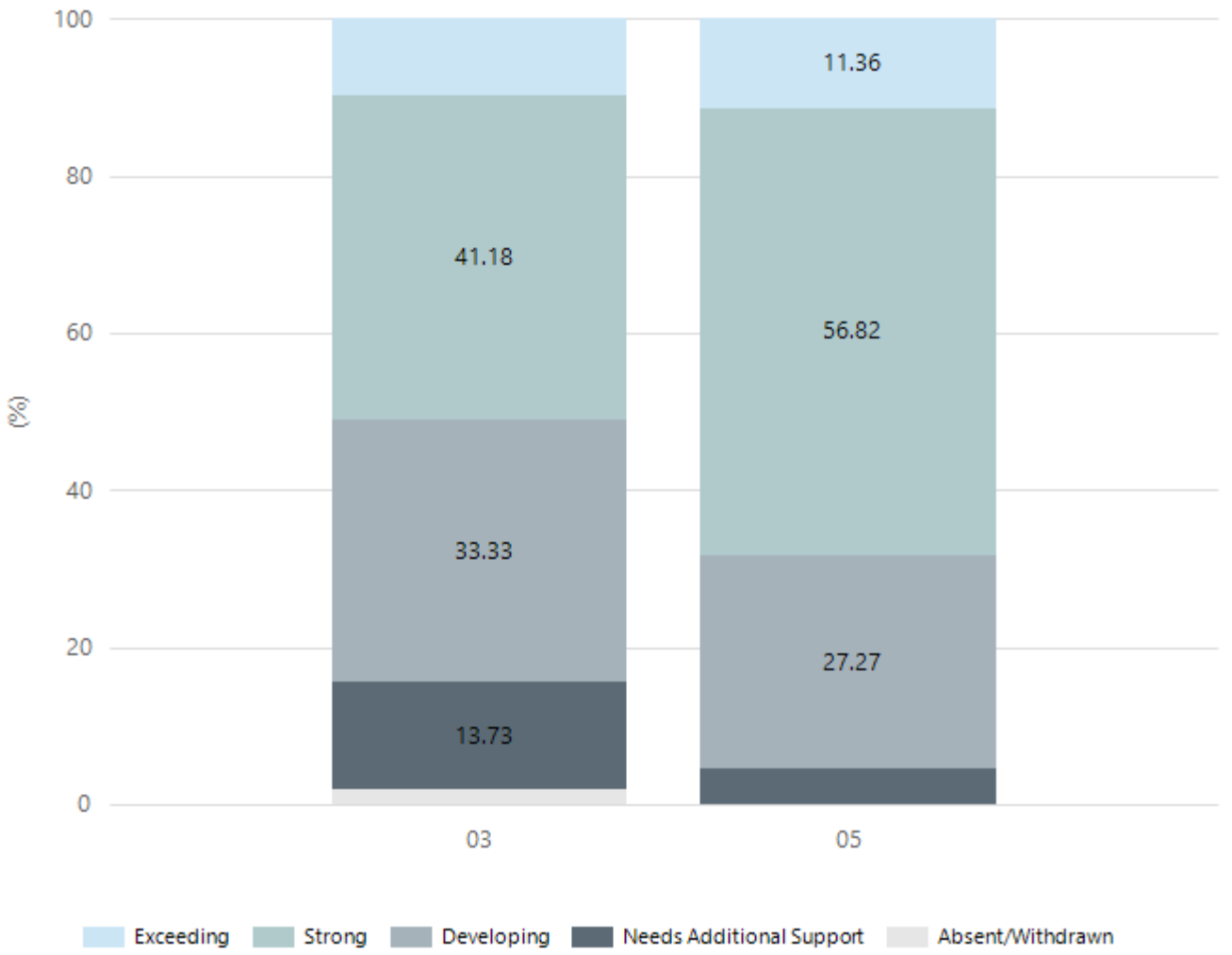
In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.



Year Level	03	05
Exceeding	1	3
Strong	28	32
Developing	17	6
Needs Additional Support	4	3
Absent/Withdrawn	1	
Total	51	44

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.

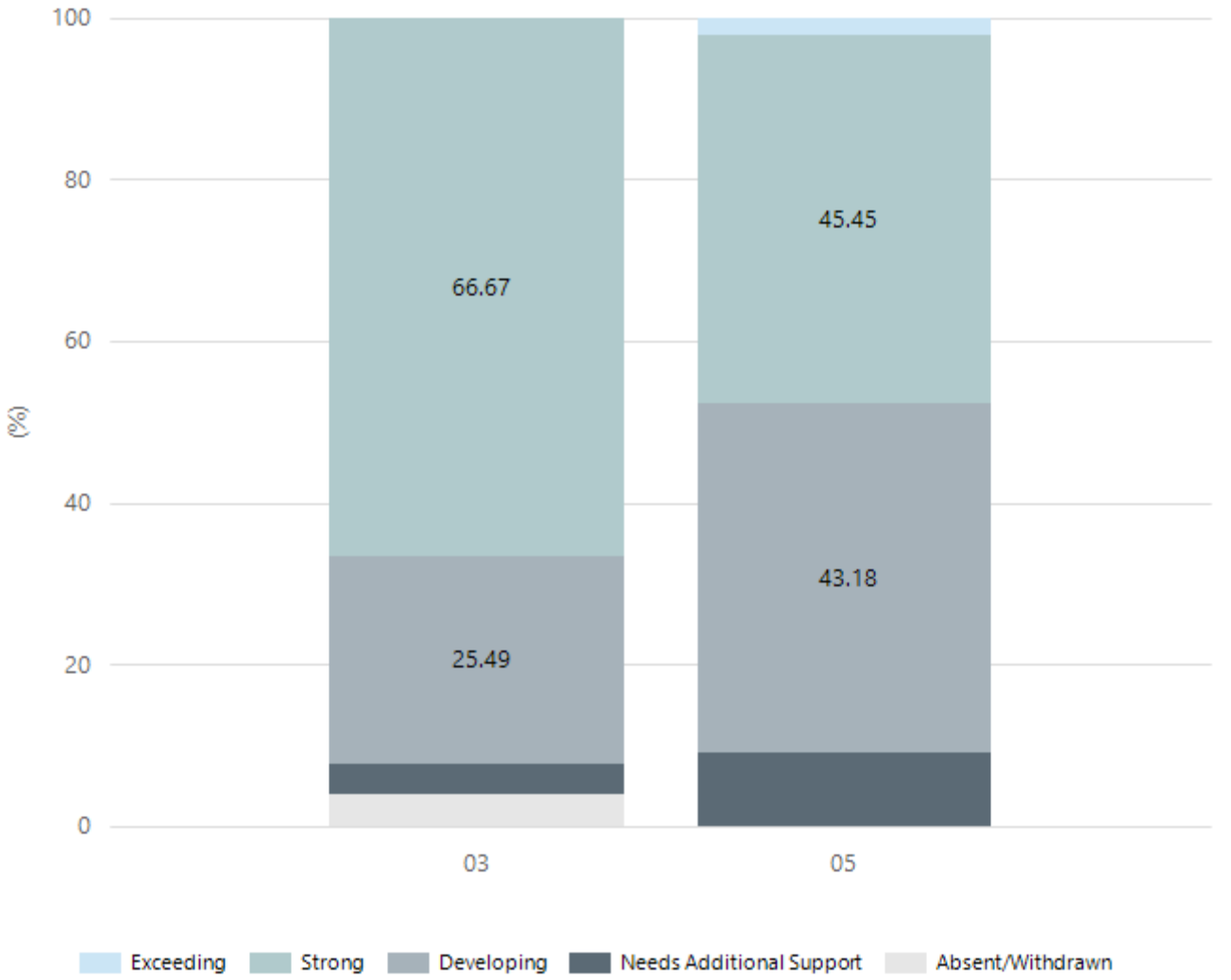
Reading



Year Level	03	05
Exceeding	5	5
Strong	21	25
Developing	17	12
Needs Additional Support	7	2
Absent/Withdrawn	1	
Total	51	44

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.

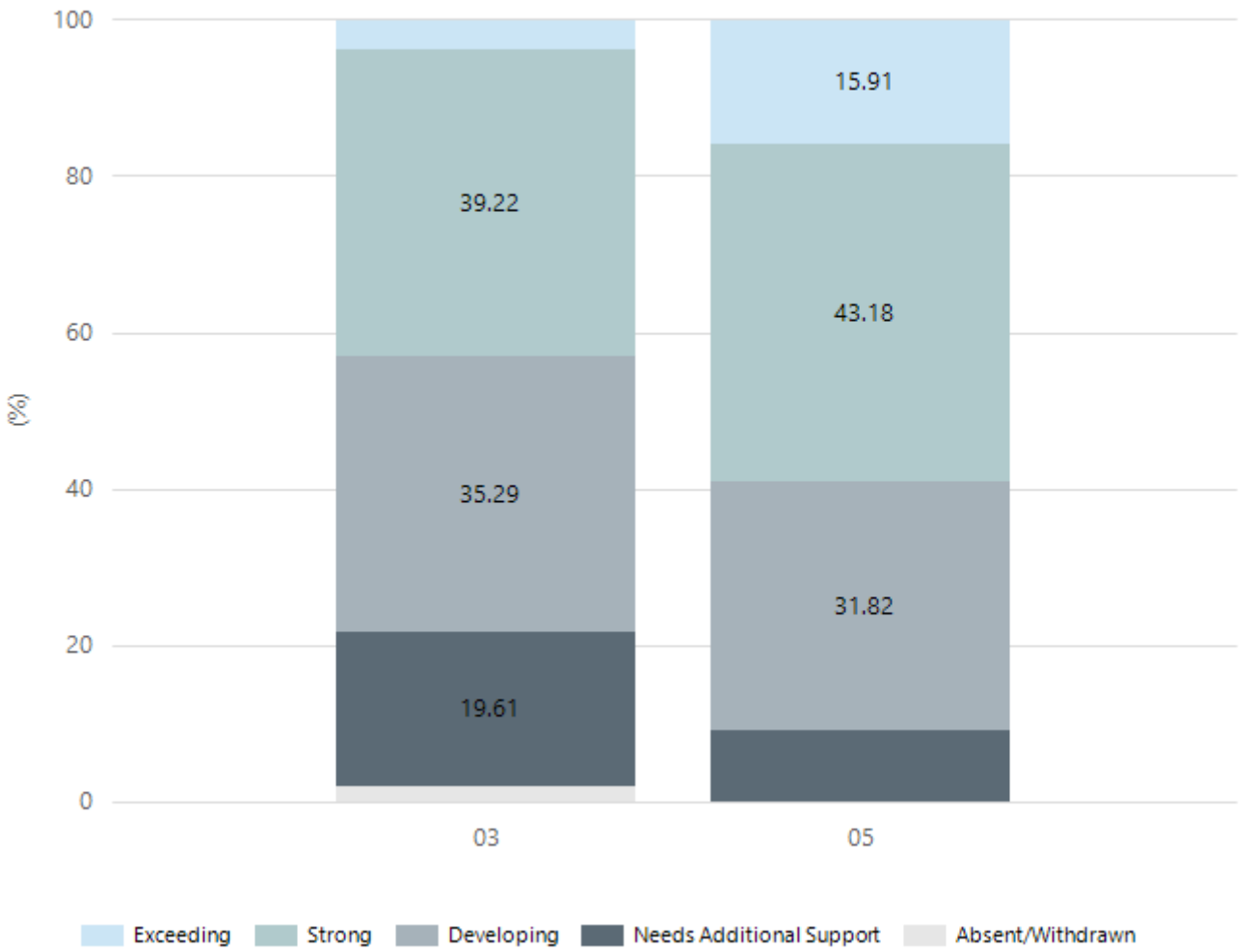
Writing



Year Level	03	05
Exceeding		1
Strong	34	20
Developing	13	19
Needs Additional Support	2	4
Absent/Withdrawn	2	
Total	51	44

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.

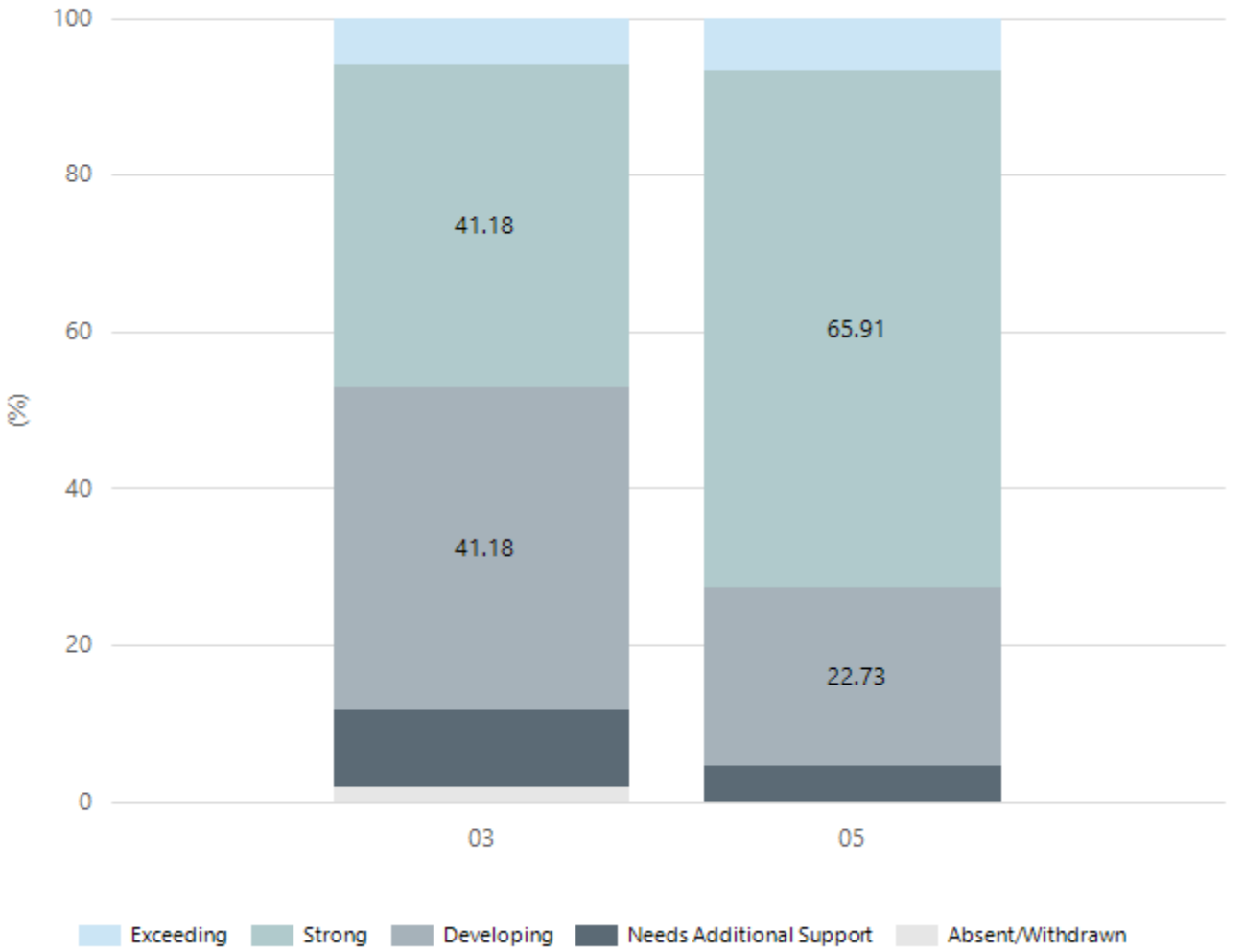
Grammar



Year Level	03	05
Exceeding	2	7
Strong	20	19
Developing	18	14
Needs Additional Support	10	4
Absent/Withdrawn	1	
Total	51	44

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	3	3
Strong	21	29
Developing	21	10
Needs Additional Support	5	2
Absent/Withdrawn	1	
Total	51	44

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

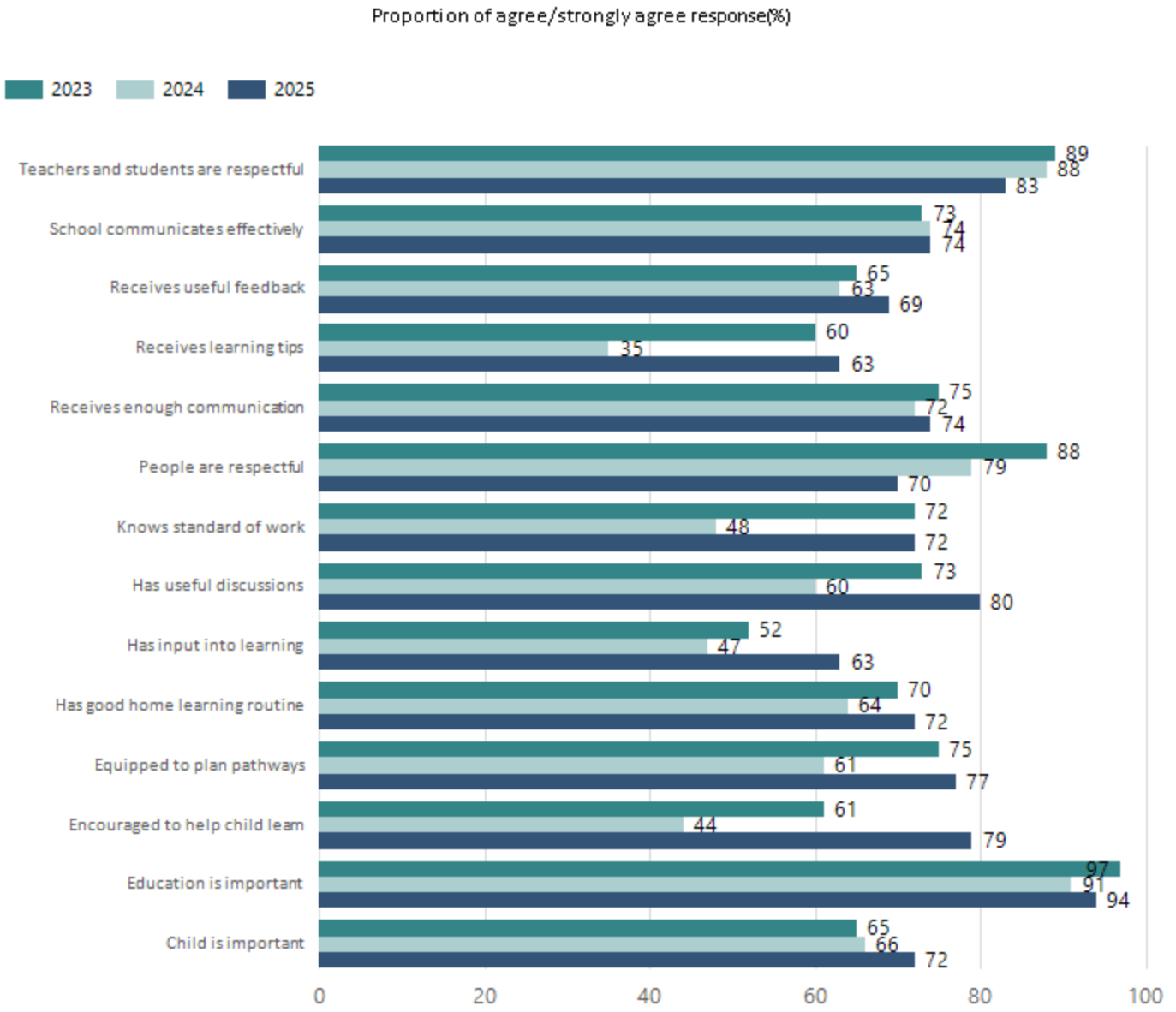
Year Level	2023	2024	2025
Reception	91.6%	89.5%	91.1%
Year 01	89.6%	91.0%	90.8%
Year 02	90.7%	89.6%	91.0%
Year 03	91.0%	90.2%	89.0%
Year 04	89.4%	91.1%	91.6%
Year 05	90.7%	88.7%	90.9%
Year 06	89.8%	89.5%	88.0%
Total	90.4%	89.9%	90.3%

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



Data Source: 2025 Department for Education Parent Opinions Survey, Term 3 2025.

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	9	41.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	18.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	9	41.0%

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	20
Postgraduate Qualifications	6

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	24.6	0.0	8.6
Persons	0.0	26.0	0.0	11.0

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	$4 581 594
Grants: Commonwealth	$5 700
Parent Contributions	$144 327
Fund Raising	$38 580
Other	$11 504

Data Source: School supplied data.