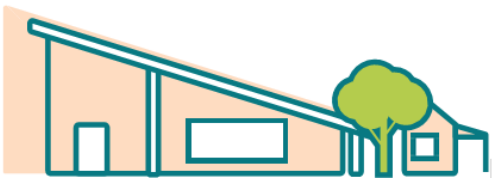


2025 annual report to the Community

Saddleworth Primary School

Saddleworth Primary School number: 389

Partnership: Lower Mid North

School principal: Matthew Norman Signature

Date of endorsement: 02/03/2026

Government of South Australia
Department for Education

Context Statement

Saddleworth Primary School caters for students from R-6. At the time of this report, the enrolment in 2025 is 46. Saddleworth 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 28% Aboriginal students, 2% 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

The 2025 school year was a year of consolidation, growth, and continuous improvement for our school community. Guided by our strategic priorities and supported by the Governing Council, staff, families, and students, the school has continued to strengthen teaching and learning, wellbeing, and community engagement. I thank the Governing Council for its ongoing support and partnership throughout the year.

We continued to build enrolment numbers throughout the year and our implementation of the three class structure was a resounding success.

Improving student learning outcomes remained a core focus in 2025. Teachers continued to implement evidence-based instructional practices, with a strong emphasis on differentiation, formative assessment, and high-impact teaching strategies.

Key achievements include:

- Continued improvement in student achievement across key learning areas, particularly in literacy and numeracy- this was made possible through Brightpath, LGU Phonics and Big Ideas in Number intervention
- Targeted intervention programs supporting students requiring additional learning support
- Extension opportunities for high-achieving students through enrichment programs and competitions
- Ongoing use of data to inform teaching practice and track student progress

Student wellbeing remained a priority, recognising its strong connection to engagement and learning success. In 2025, the school continued to promote a positive, inclusive, and safe learning environment.

Highlights include:

- Implementation and review of wellbeing programs supporting social, emotional, and mental health
- Strong focus on respectful relationships and positive behaviour expectations
- Increased student voice through leadership groups and feedback opportunities
- Continued support for attendance and engagement initiatives

Overall, students demonstrated positive engagement with learning and school life, supported by strong relationships with staff.

The dedication and professionalism of staff has been a significant strength in 2025. Teachers and support staff engaged in ongoing professional learning aligned with school improvement priorities.

Staff collaboration remained strong, contributing to a positive and supportive workplace culture. Staff engaged in regular moderation and collaborative planning to ensure consistency and high expectations across year levels. Our WAMS connection highlights the commitment staff have to this level of collaboration.

The school continued to value strong partnerships with parents, caregivers, and the wider community. Engagement with families supported student learning and wellbeing, while external partnerships enriched educational opportunities. This included SPS Sports Day, District Athletics, Cultural Day, Friday Lunches, Breakfast Club, Assemblies, Working bees and Book Week.

Throughout 2025, the school managed its resources responsibly to support teaching, learning, and student wellbeing. Maintenance and improvement of school facilities and learning spaces. Investment in teaching resources and digital technologies while careful budget management aligned with school priorities and compliance requirements. We have had a focus of facility updates heading into this year with our 150th celebrations in 2026.

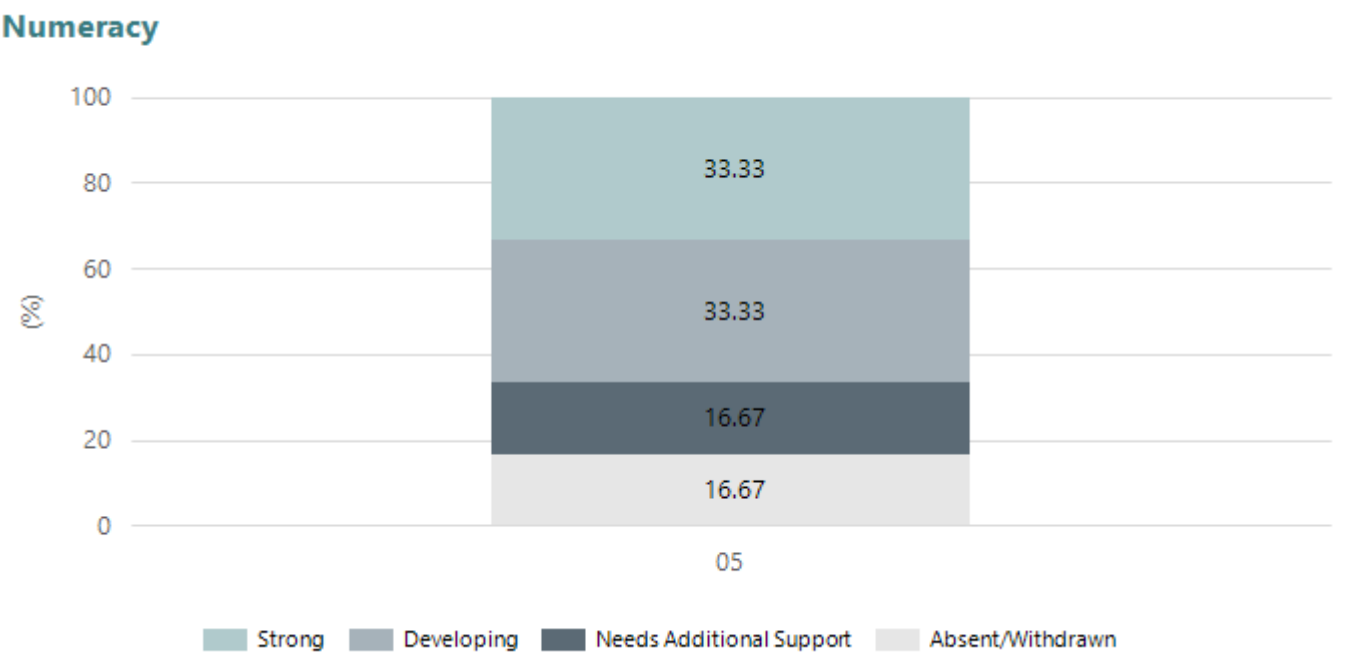
The school remains well positioned to meet future needs.

I would like to sincerely thank the Governing Council members for their commitment, time, and support throughout 2025. I also acknowledge the dedication of our staff, the engagement of our families, and the efforts of our students in making 2025 a successful year.

Performance Summary

NAPLAN Proficiency

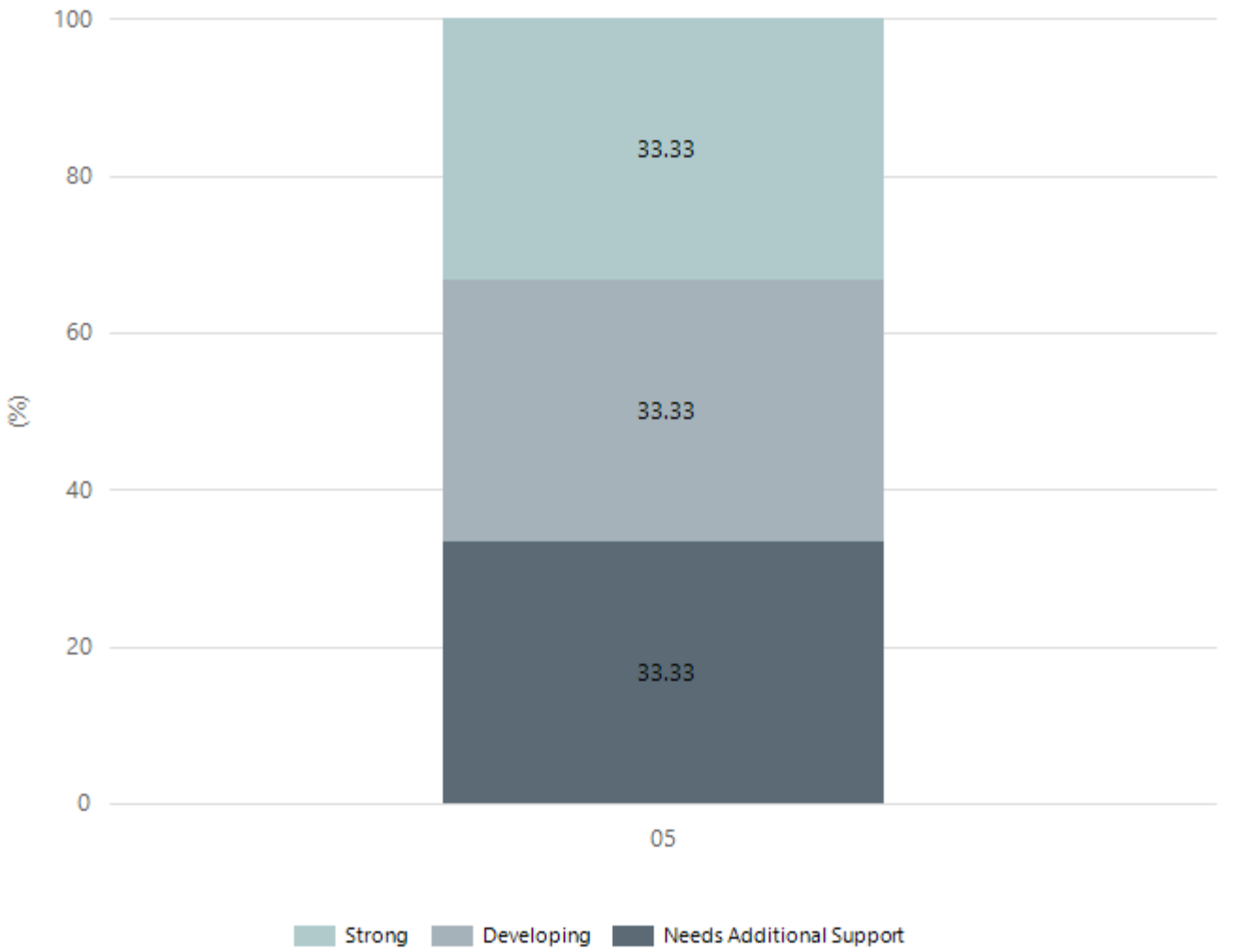
In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.



Year Level	05
Strong	2
Developing	2
Needs Additional Support	1
Absent/Withdrawn	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.

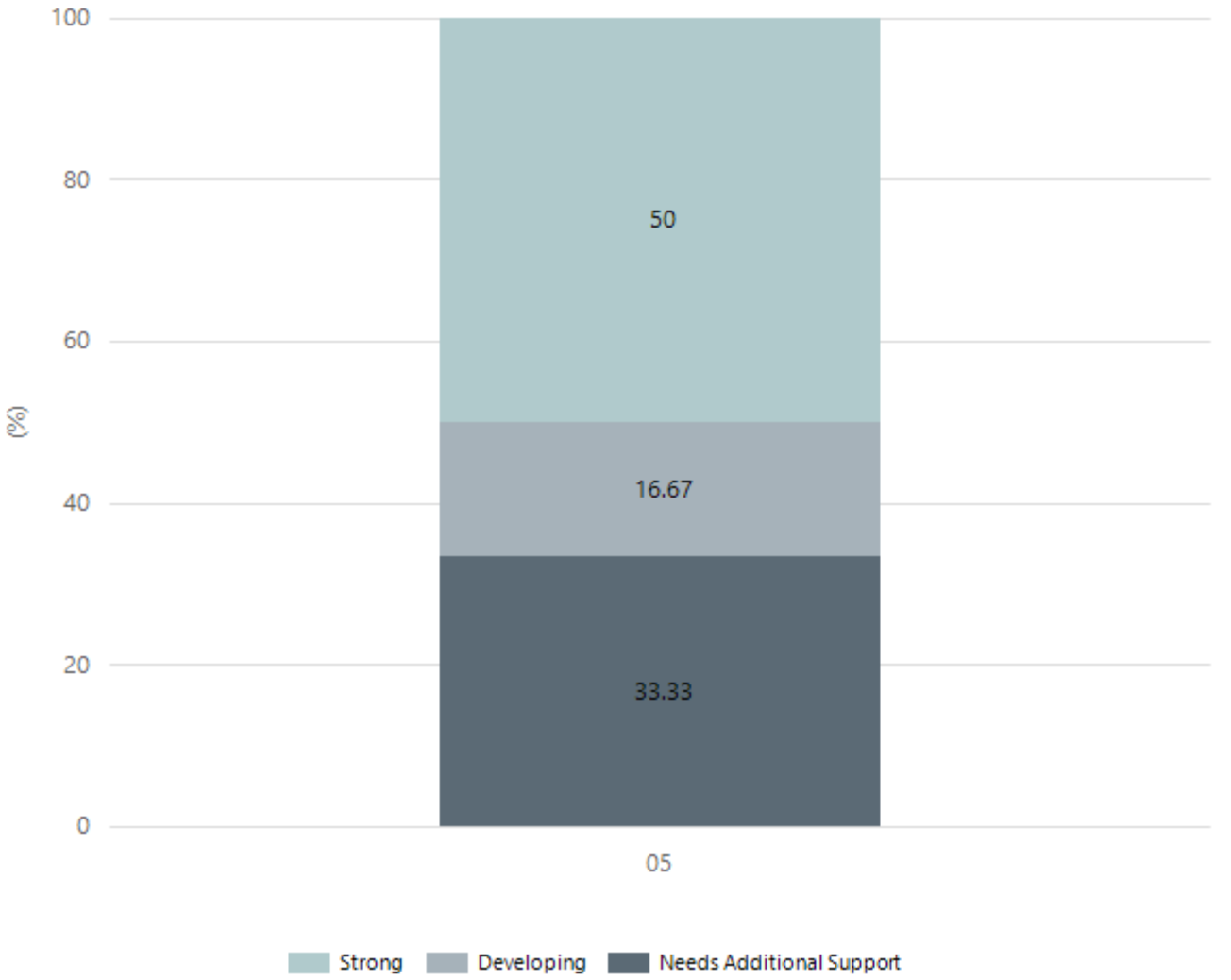
Reading



Year Level	05
Strong	2
Developing	2
Needs Additional Support	2
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.

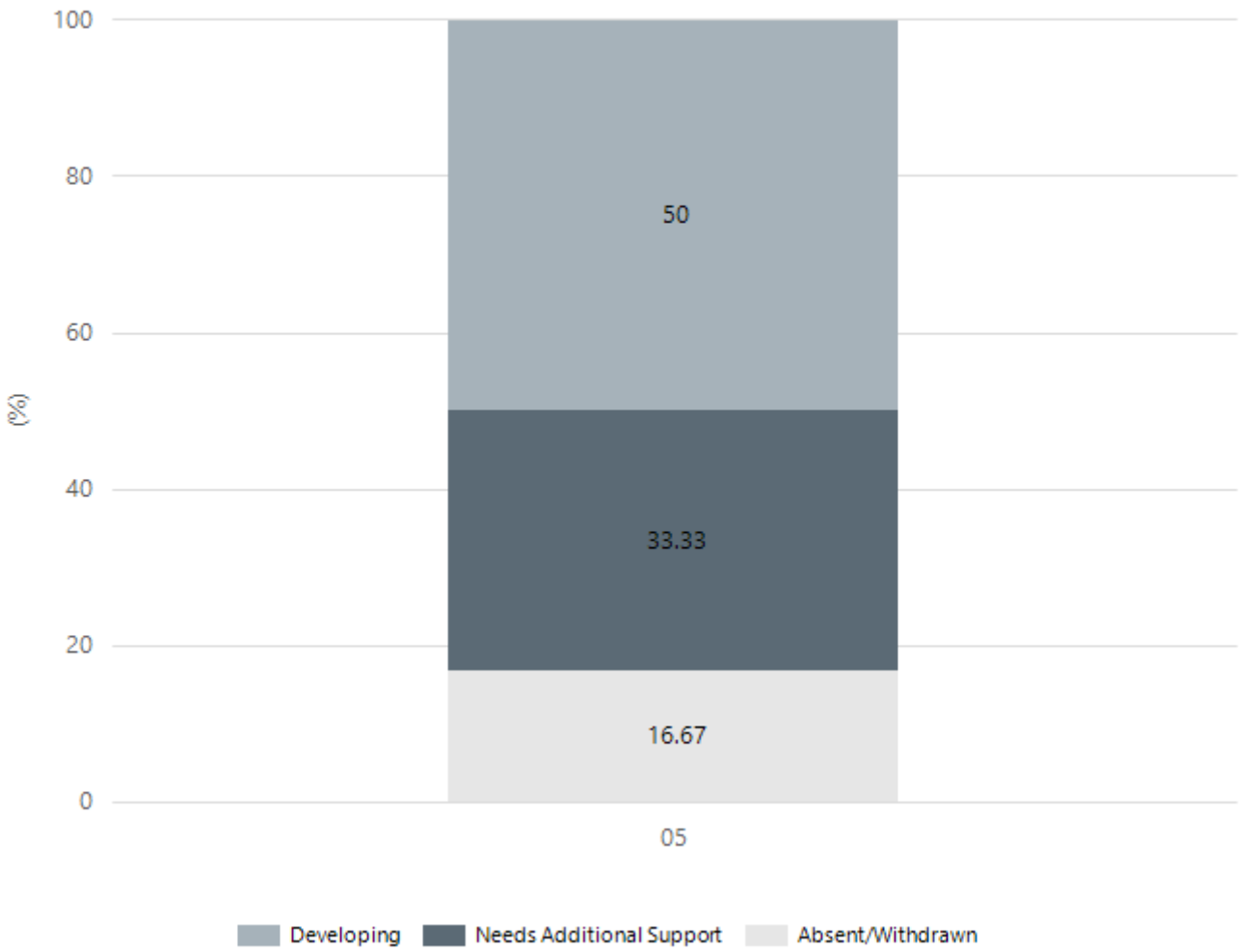
Writing



Year Level	05
Strong	3
Developing	1
Needs Additional Support	2
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.

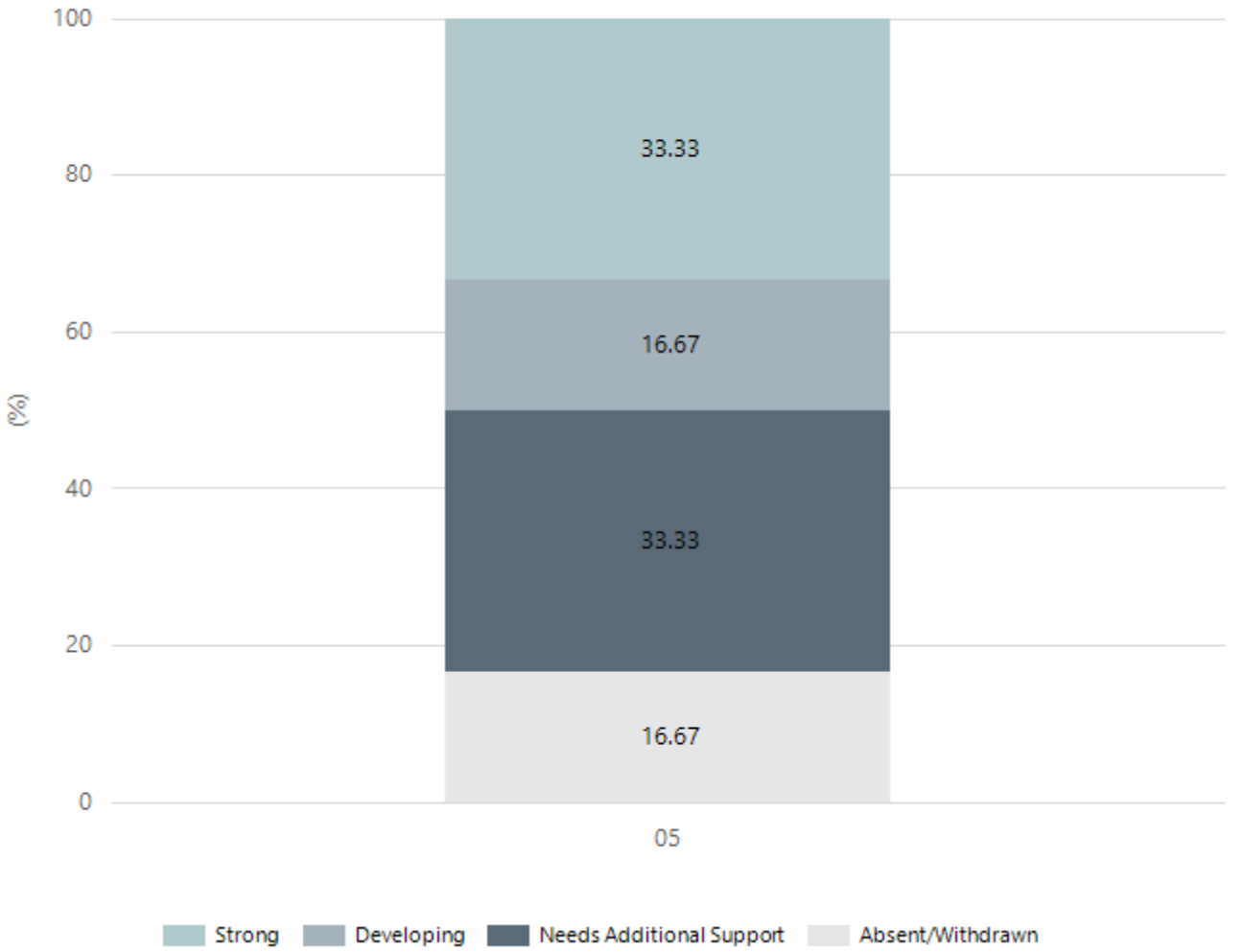
Grammar



Year Level	05
Developing	3
Needs Additional Support	2
Absent/Withdrawn	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.

Spelling



Year Level	05
Strong	2
Developing	1
Needs Additional Support	2
Absent/Withdrawn	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.

School Attendance

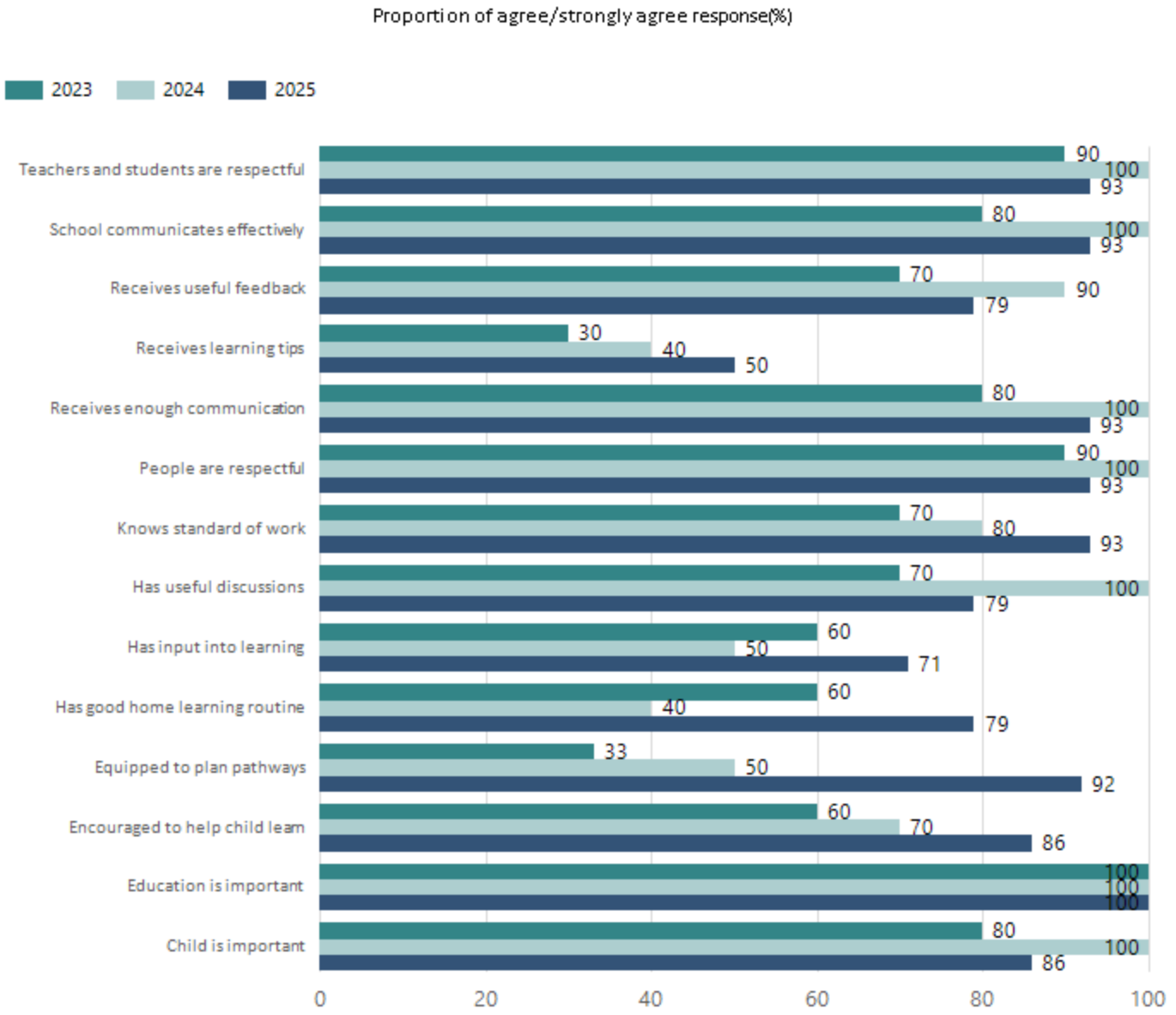
Year Level	2023	2024	2025
Reception	87.1%	88.6%	79.2%
Year 01	82.3%	78.0%	89.0%
Year 02	91.1%	88.0%	81.5%
Year 03	71.2%	90.2%	90.3%
Year 04	93.6%	89.8%	85.9%
Year 05	87.4%	86.0%	87.8%
Year 06	89.2%	85.9%	92.2%
Total	86.3%	87.9%	86.7%

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	1	33.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	67.0%

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	3
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 Equivalents	0.0	4.7	0.0	2.6
Persons	0.0	6.0	0.0	5.0

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	$1,167,200
Grants: Commonwealth	
Parent Contributions	$15,800
Fund Raising	$14,700
Other	$1,350

Data Source: School supplied data.