

2025 annual report to the Community

Hampstead Primary School

Hampstead Primary School number: 0689

Partnership: Torrens



School principal:

Lee Van Der Hoek



Signature

Date of endorsement:

24/03/2026



Government
of South Australia
Department for Education

Context Statement

Hampstead Primary School caters for students from R-6. At the time of this report, the enrolment in 2025 is 243. Hampstead Primary School is classified as Category 3 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 6% Aboriginal students, 8% students with disabilities, 21% 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

Chair person: Sam Scuellen

Reporting Period: January – December 2025

1. Leadership and Governance

2025 marked a significant year of stability and strategic continuity for Hampstead Primary School. Following a period of acting leadership during 2023–2024, Lee Van Der Hoek was appointed to the ongoing Principal position for the period 2025–2029. This has enabled sustained focus on long-term improvement priorities, school culture and strategic planning in partnership with Governing Council

The Governing Council continued to play an important role in:

- strategic planning and policy endorsement
- financial oversight
- community representation
- supporting major infrastructure and wellbeing initiatives

2. Attendance and Engagement

Student attendance remained a key improvement priority throughout 2025.

- Mainstream attendance averaged in the high-80% range across the year
- IELP attendance consistently outperformed mainstream and exceeded 90% in Term 4

Significant communication was directed toward families to reinforce:

- the academic and wellbeing impact of attendance
- the cumulative effect of late arrivals
- the importance of consistent routines

Targeted strategies implemented included:

- revised morning routines and bell times
- breakfast club and wellbeing supports
- ongoing attendance monitoring and follow-up

While attendance improved compared to earlier years, the school did not meet its aspirational target in 2025. Council acknowledged this as an area requiring continued strategic focus into 2026, particularly in the context of funding sensitivity and changing enrolment patterns.

3. Teaching, Learning and Achievement

Governing Council was regularly briefed on teaching and learning outcomes, with a focus on *progress* rather than raw achievement.

Council noted strong evidence that the school's focus on:

- explicit teaching

- literacy and numeracy agreements
- metacognitive strategies
- consistency of practice across classrooms

was translating into accelerated student growth.

NAPLAN progress data presented to Council showed:

- Reading: 53% of students achieving *upper progress*
- Numeracy: 40% achieving *upper progress*
- Low progress significantly below national comparison rates

Council discussions reflected confidence that improvement efforts were well-aligned to the South Australian Strategy for Public Education and were beginning to embed across the school .

4. Student Wellbeing and Inclusive Practices

Student wellbeing remained central to school improvement work in 2025.

Key initiatives included:

- Successful Safe Spaces Project funding (\$15,000) to construct a shaded pergola outside Room 13, supporting regulation, connection and flexible learning opportunities
- review and endorsement of updated **Sun Protection** and **Mobile Phone** policies
- Ongoing breakfast club and wellbeing supports
- Reinforcement of healthy eating expectations and safety measures (including no soft drinks, no nuts, hydration focus)

Council also considered complex enrolment and inclusion matters, including:

- supporting students with additional physical or learning needs
- ensuring appropriate staffing and facilities adjustments
- balancing resource constraints with equitable access

These discussions demonstrate Council's active role in overseeing risk, wellbeing and inclusive practice .

5. Facilities and Infrastructure

Several important infrastructure developments progressed during 2025:

Junior Primary Playground

- Extensive consultation conducted with JP students and staff
- Student voice directly informed design decisions
- Final designs have been progressed following community feedback
- Initially funding was thought to be secured through strong Census Day attendance outcomes
- DFE finance division indicated we did not have the funds to finance the project in 2025 and would have to review our position in 2026

Grounds and Assets

- Repairs undertaken to damaged bitumen and stormwater drainage
- Application for full bitumen replacement funding (\$360,000) was unsuccessful; project remains on a departmental waiting list

6. Financial Stewardship and Risk Management

Governing Council exercised strong financial oversight throughout 2025.

Council:

- reviewed and endorsed budgets, delegations and financial reports
- monitored expenditure against forecasts
- discussed risks associated with staffing, maintenance
- reviewed parent contributions, bad debts and fee structures

Key matters considered included:

- the school's transition from Category 2 to Category 3 and associated funding reductions
- strategies to manage staffing within constrained budgets
- maintaining affordability for families while sustaining quality programs

Council endorsement of financial decisions ensured compliance with legislative and departmental requirements and reinforced transparent stewardship of public funds .

7. OSHC Governance and Partnership

OSHC was a standing agenda item across multiple meetings, reflecting its importance to families and the school.

Council:

- reviewed and endorsed a two-year extension of the current OSHC provider
- examined fee structures, enrolment patterns and staffing challenges
- raised duty-of-care and communication considerations
- supported strategies to improve participation and sustainability

8. Strategic Priorities Moving Forward

Across 2025 meetings, Governing Council consistently returned to the following forward priorities:

- improving attendance and punctuality
- sustaining literacy and numeracy growth
- responding to funding and enrolment volatility
- progressing infrastructure advocacy
- strengthening community engagement and communication

9. Looking Ahead to 2026

- Key priorities moving forward include:
- improving overall attendance and punctuality
- continuing to strengthen explicit teaching and student growth
- progressing major infrastructure advocacy
- maintaining a strong wellbeing and inclusion focus
- deepening community and Governing Council partnerships

10. Closing Reflection

2025 was characterised by **strong governance practice**, with Governing Council acting as an engaged and constructive partner in the school's strategic direction.

The quality of discussion, challenge and support evident in Council actions demonstrates a mature governance culture focused on student outcomes, equity, sustainability and accountability.

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.

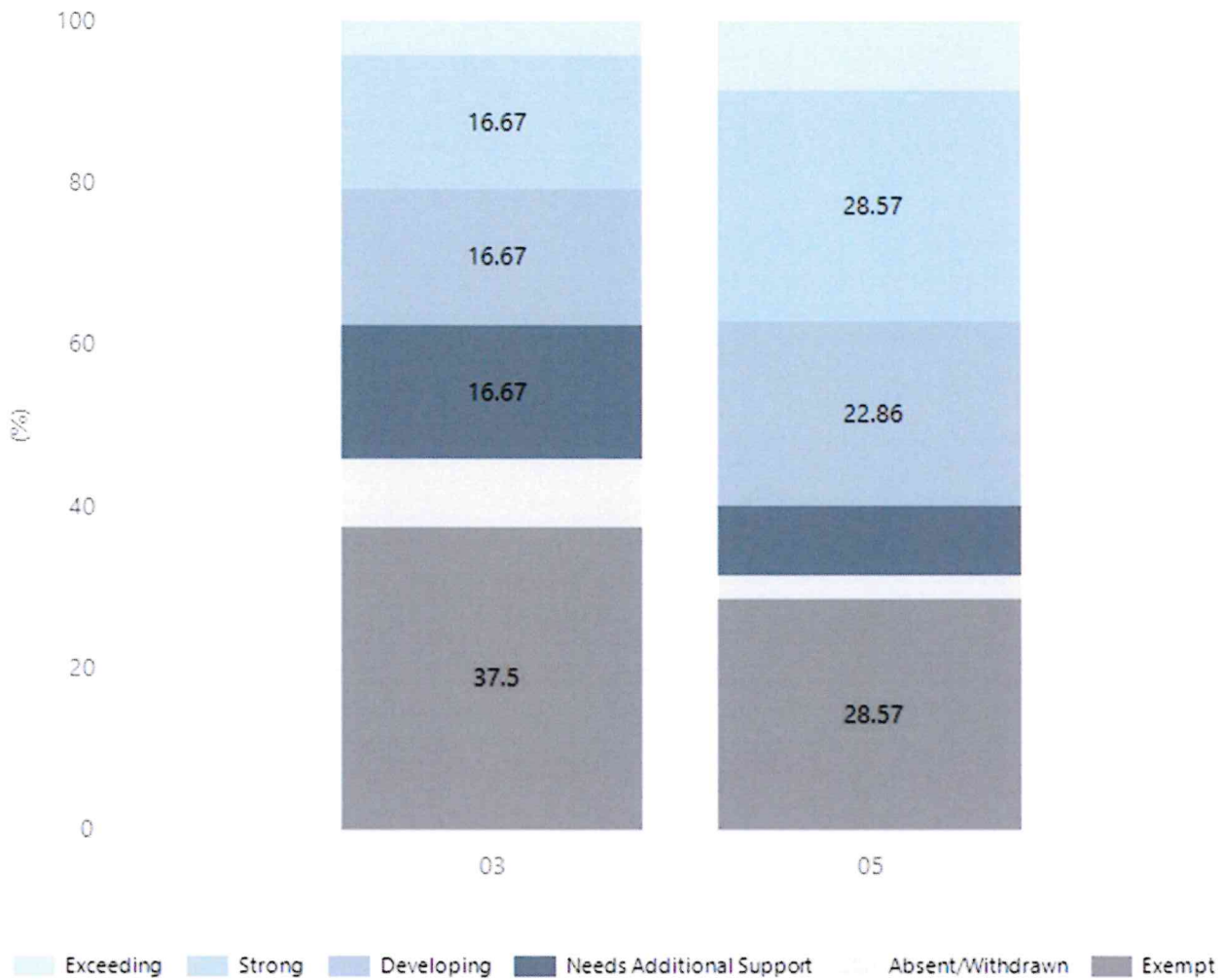
Numeracy



Year Level	03	05
Exceeding	1	2
Strong	5	10
Developing	6	8
Needs Additional Support	1	4
Absent/Withdrawn	2	1
Exempt	9	10
Total	24	35

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.

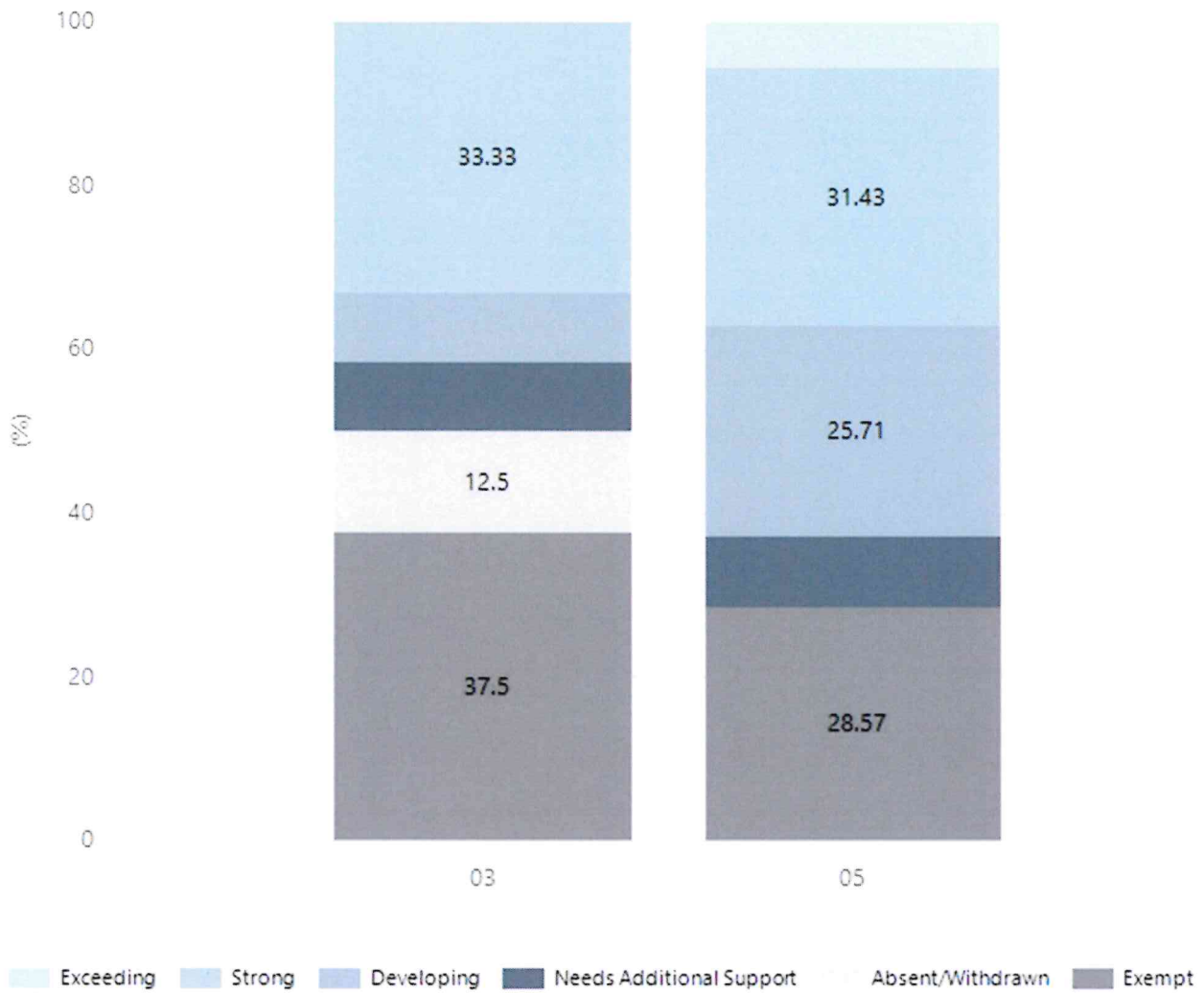
Reading



Year Level	03	05
Exceeding	1	3
Strong	4	10
Developing	4	8
Needs Additional Support	4	3
Absent/Withdrawn	2	1
Exempt	9	10
Total	24	35

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.

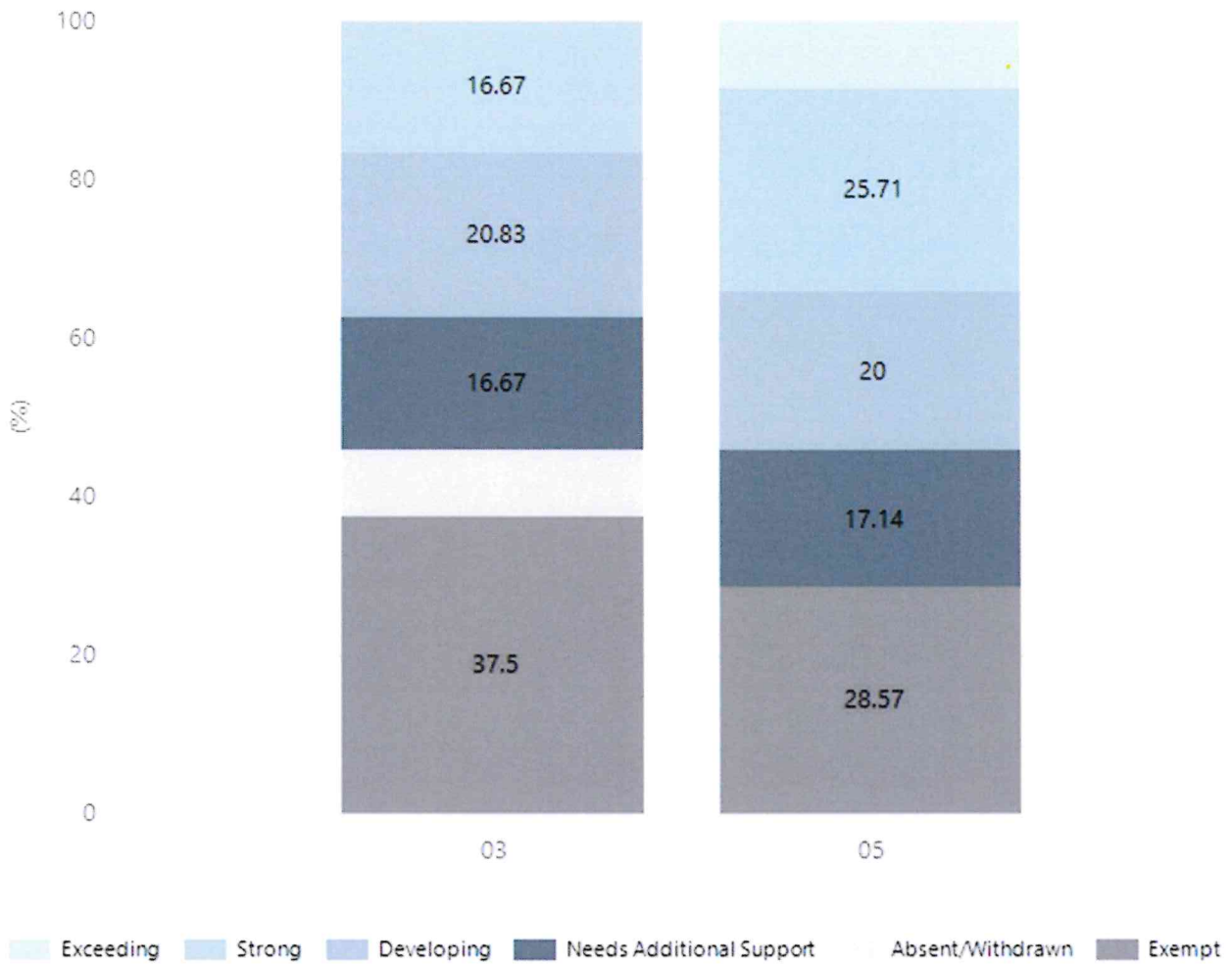
Writing



Year Level	03	05
Exceeding		2
Strong	8	11
Developing	2	9
Needs Additional Support	2	3
Absent/Withdrawn	3	
Exempt	9	10
Total	24	35

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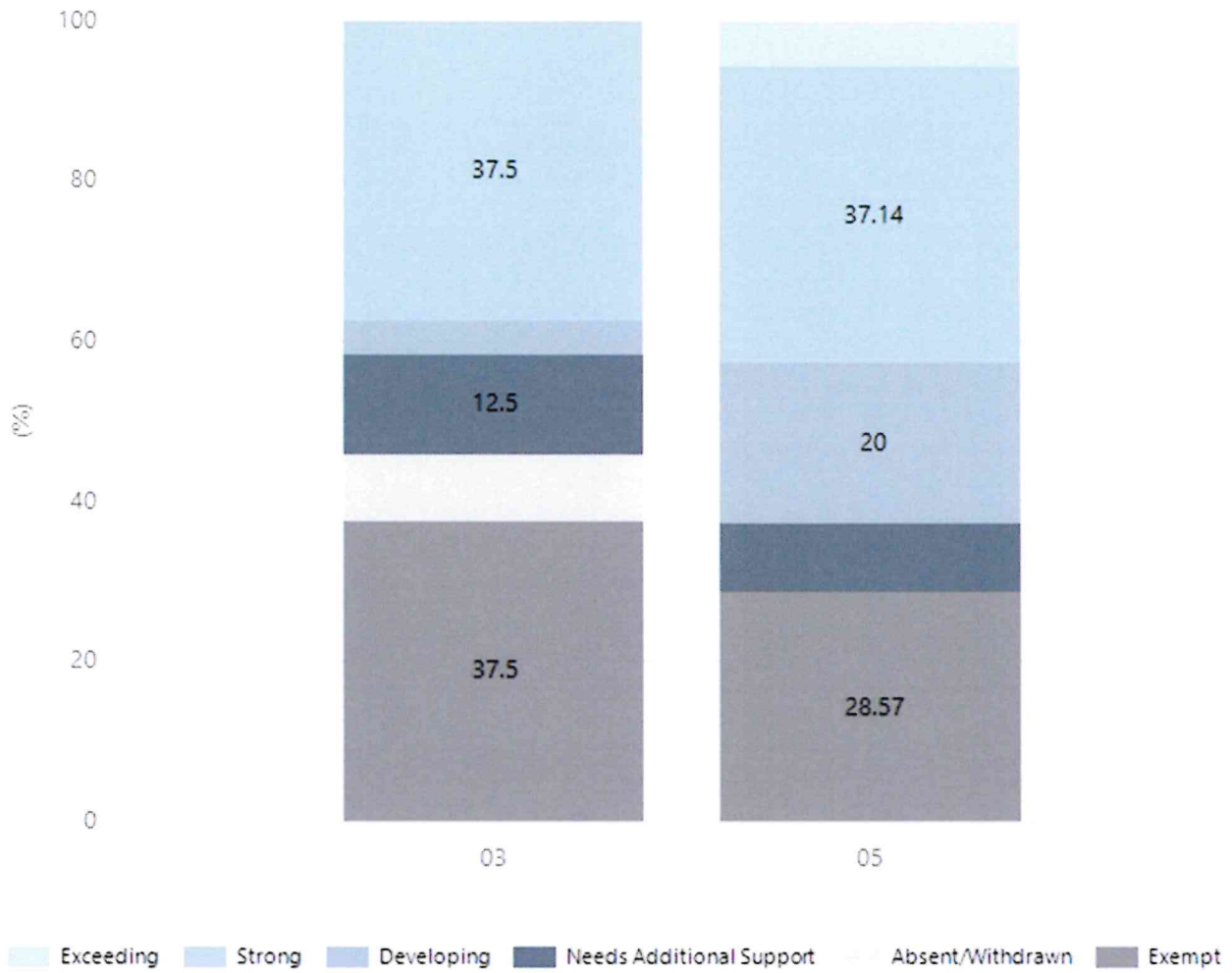
Grammar



Year Level	03	05
Exceeding		3
Strong	4	9
Developing	5	7
Needs Additional Support	4	6
Absent/Withdrawn	2	
Exempt	9	10
Total	24	35

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

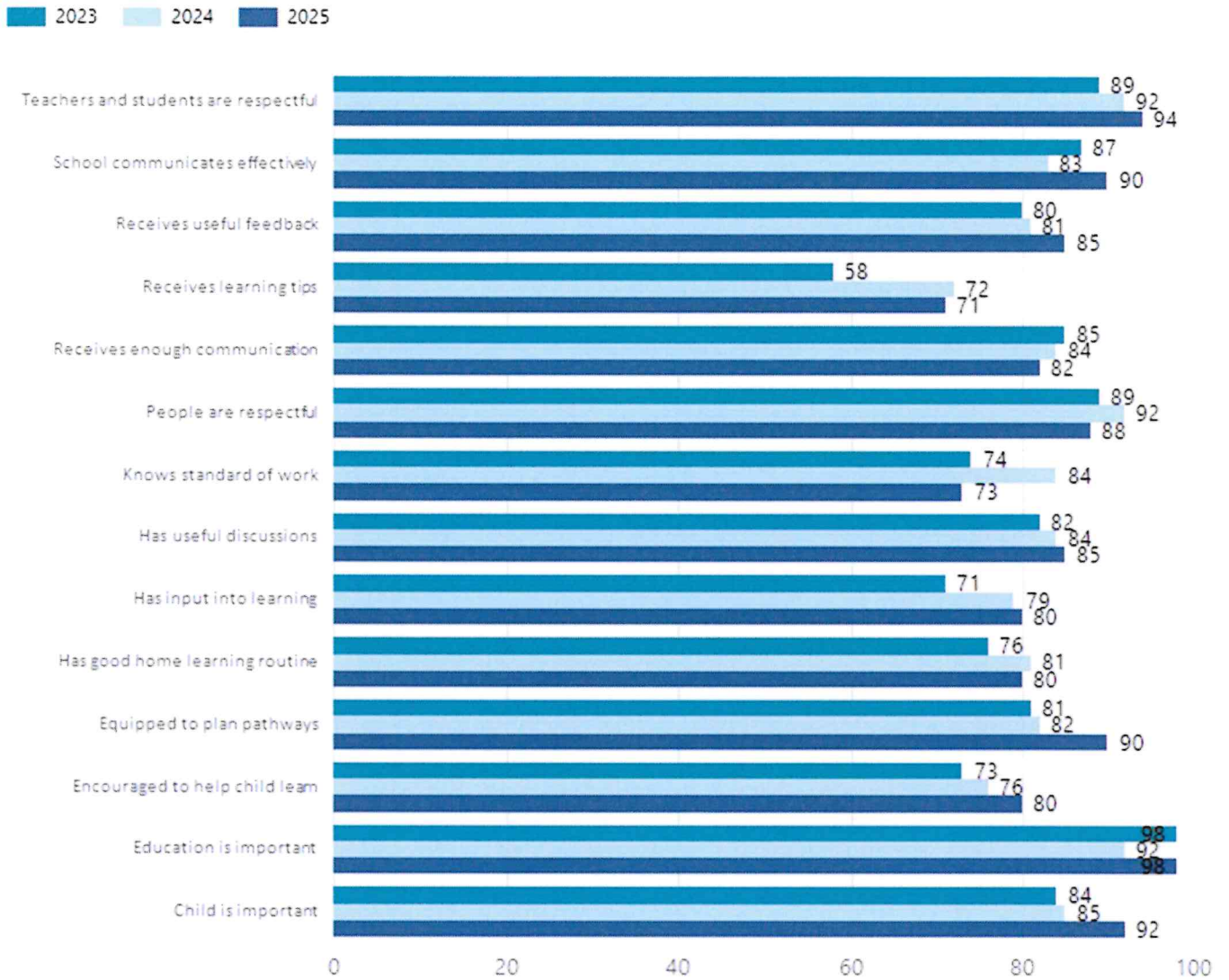


Year Level	03	05
Exceeding		2
Strong	9	13
Developing	1	7
Needs Additional Support	3	3
Absent/Withdrawn	2	
Exempt	9	10
Total	24	35

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 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	3	19.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	6.0%
OV - LEFT SA FOR OVERSEAS	1	6.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	11	69.0%

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	21
Postgraduate Qualifications	4

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	21.8	0.9	12.1
Persons	1.0	24.0	1.0	20.0

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	\$4,602,246.66
Grants: Commonwealth	\$0
Parent Contributions	\$63,159.22
Fund Raising	\$3,255.10
Other	\$16,314.47

Data Source: School supplied data.